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About The Journal

The Canadian Research Centre for Humanities and Science encourages Undergraduate students and Post-Graduates Students of Colleges and Universities to submit their papers for publication in the Canadian International Journal of Social Science and Education. In addition, The CRCHS will give letter of acceptance for all papers accepted for publication and a Certificate of publication.

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Table of Content

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A Discussion On Beijing Tourism Branding

Abstract: What brand should be developed for Beijing tourism has been discussed and suggestions on how to communicate it to the world has been raised.

Background

In this globalized world, city join the war of place marketing in order to be attractive for tourists, business, investment and students.

Beijing , situated in northern China, with a population of over 20 million, it is the capital of People's Republic of China (PRC), it is the political,cultural,educational,international communication and Science and Technology Innovation center of the nation. It is the hub of transportation and the home of a great number of colleges and universities including two key universities in China- Peking University and Tsinghua University.

Beijing is a fast-growing, dynamic metropolis with rich tourism resources. As a city of over 3,000 years old, a capital of over 700 years, the city has many historical interesting places such as the Palace Museum,the Summer Palace, the Great Wall and Temple of Heaven Park.They attract many tourists from all over the world.

Beijing is also the host of 2008 Summer Olympic Games and will be the join host city of 2022 Winter Olympic Games.

There are two flows of people, which always make the city very busy and crow-people from different part of China, as the capital of the country,

with many good cultural sites, royal museums, universities, headquarters of international companies and embassy areas. -people from the world for business , sightseeing, governmental and cultural , educational visit. So a lot of international communications, activities, events happens here, they make the city colorful and attractive with international features.

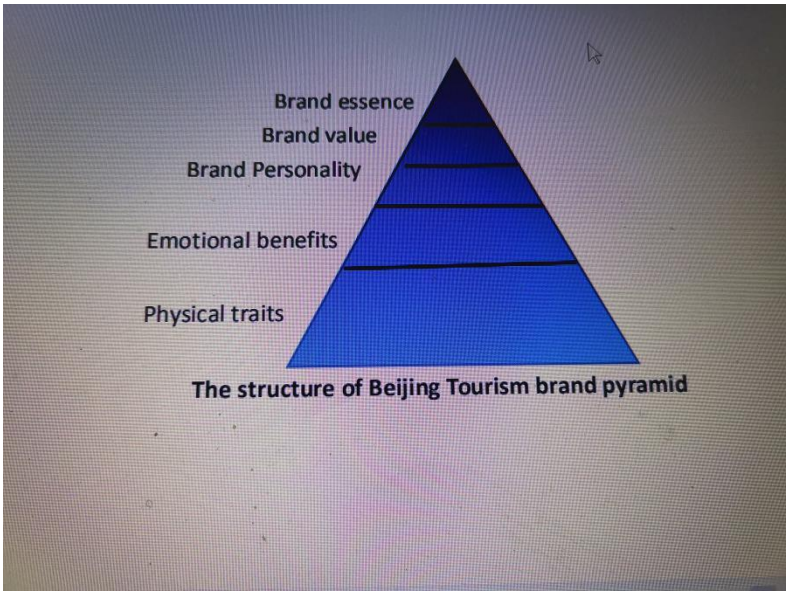
Beijing Tourism Brand Building (Brand pyramid)

In branding research field and practice, brand wheel and brand pyramid are two of the most mentioned and used methods. In this research, Beijing tourism brand pyramid are build and discussed.

The brand pyramid is a tool that builds up a brand logically from an assessment of the destination's main strengths to a distillation of its essence.

Based on expert interview , tourist interview , and online social media analysis,

Beijing tourism branding pyramid is built up.



Analysis of Beijing tourism brand pyramid

Brand essence :

energetic.

Brand value:

Opportunity

.Capital , heart of political and cultural center;

.Scientific background and development;

.Cultural window and communication and innovation center;

Brand personality:

friendly, convenient, huge,crowd,cultural,modern, historical,great wall with nature, secure.

Emotional benefits:

Sense of splendid, sense of historical with east civilization, sense of interesting, sense of fast development.

Physical traits:

Capital of China, forbidden city - with the largest visitor number before Louvre Museum in Paris,Olympics(2008, 2022), the Great Wall - most of presidents will visit the place when they are in Beijing, Hutong, Sanlitun, etc.

Brand essence defines the core essence of the destination.

These are generally single word descriptors. For Beijing Tourism brand, WE choose the word “energetic”.

Brand personality is to identify what is truly unique about the destination. Here for Beijing tourism, we summarized with these personalities as “ friendly, convenient, huge,crowd,cultural,modern, historical,great wall with nature, secure.”

Emotional benefits considers how do consumers feel about the place.For Beijing visitors, they get the sense of “splendid, historical , interesting and fast development”.

Physical traits are the main tourism assets, they are the things people like to see and do. In beijing, the key physical traits includes “ the Capital of China, forbidden city - with the largest visitor number before Louvre Museum in Paris,Olympics(2008, 2022), the Great Wall - most of presidents will visit the place when they are in beijing, Hutong, Sanlitun, etc.”

Beijing Tourism brand slogan

In destination marketing and place marketing, slogan functions as the hook to combined many elements together.

Based on the analysis above, the study suggested Beijing tourism slogan to be “ Beijing, an energetic capital of China”.

Suggestions to Beijing tourism brand communication strategies

A good destination brand should have many supporting structure to guarantee the carrying out of the brand over time. In this aspect, Beijing has many advantages. First , Beijing holds many big events such as Beijing Garden Expo 2019 (from April 29 to 7th October). These big events functions as the platform for promotion Beijing Tourism. Second, Beijing become the friendly city with many other cities such as Paris. This tie could also enhance mutual exchange in cultural and other aspects. Third, Beijing already has city regional sub brand , for instance, one Beijing city district, Beijing Dongcheng district ,in this year, 2019, announced it's new distract tourism brand "East of Forbidden city", this brand is strong with rich cultural and regional characteristics as in this part of Beijing, east of Forbidden Museum-the former emperor's palace, the most visited museum in the world, there are many historical and cultural sites
Waiting for explore from visitors.

For Beijing tourism brand management, we should emphasizing green and sustainable environment elements in Beijing as Beijing is famous for its bad air pollution (smog)
Although the air becomes much better now.

Acknowledgement:

Thanks to the students of Beijing International Studies University for their tourist site interview with tourists in each October in Beijing from 2014 to 2018.

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http://r.visitbeijing.com.cn/

The Differences between Genders in Academic Perseverance, Motivations and Their Relation to Academic Achievement in the University of Tabuk

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Abstract:
This study aims at studying the differences between the different genders in academic perseverance and motivations and their relations to academic achievements for students in the University of Tabuk. The study used a research tool to study the academic perseverance and another tool to study the motivation. The study sample included 200 students from the university. (42) Students were excluded from the study sample because their questionnaire forms were not completed. Accordingly, the study sample included (158) students, divided into (66) males and (92) females. The study sample was selected randomly to represent the PYP students in the university and in the academic year 1439 – 1440 H. The results of the study presented statistical differences between the genders in the academic perseverance and no statistical differences between the genders in the motivation. The study also indicated that there are no statistical relation between the academic perseverance and motivation for male and females.
Keywords: Academic Perseverance, motivation, gender, academic achievement.

Introduction:

The Process of learning is the heart of the educational and the main goal that the academic system tries to achieve. Since learning is a psychological invisible process takes place as a result of the changes in the perceptive

structure of students, it can be identified through the concept of achievement. Achievement is identified as the degree of acquirement that a person can obtain in certain academic subject or field (Hamdan and Alaam 2000).

Students in higher education vary in success and academic achievement in the light of their skills and abilities such as the motivation and academic perseverance. These variables are considered the main forces for the students' behaviors and their responses to the educational process and their academic behaviors like using their mental and physical abilities to achieve excellence and improve their academic level. Ahmad (2008) defines the achievement motive as the individual's desire to succeed and complete the daily tasks in time and in a satisfactory way. Mahmoud (2001) defines it as the increase in the students' ability to achieve the tasks in an excellent way and that leads to improve the academic achievement and achieve high levels in the academic field in addition to the satisfaction status.

Academic Perseverance is considered as one of the most effective forces in achieving success and accomplishment and in improving the level of the academic achievement. It is based on selecting the goals and plans, performing the academic tasks, overcoming the obstacles and using the energy and power in the learning process so that the individual can face the problems through developing ideas, beliefs, opinions and behaviors that lead to improve his achievement and activity (Esonis 2009).

This study came to highlight academic issues like the academic achievement for the students in the University of Tabuk and its relation to the variables of academic perseverance and motivation especially that there are many studies which tackled the subject of academic achievement and its relation to many variables like achievement and perseverance in different school

stages. This study came to shed some light on the subject of academic achievement for the students of Tabuk University and its relation to the variables of academic perseverance and motivation. The problem of the study aims at answering the following questions:

Research Questions:

1- Are there any differences between the genders in academic perseverance and academic achievement?

2- Are there any differences between the genders in the motivation to academic achievement?

3- Are there any relation between the academic perseverance and motivation to academic achievement for the students?

The Study Importance:

The importance of this study lies in the fact that it presents a study to the academics and researchers in the field of the differences between genders in motivation and academic perseverance and their role in developing the positive directions in the educational process. It also encourages efforts and enables students to achieve advanced levels in achievement and success in which the student reaches a level of satisfaction and personal and social harmony. This will also lead students to learn in high spirit. In the light of what has been mentioned the importance of the study lies in the following facts:

1- Enrich the educational literature with a theoretical frame about academic achievements and motivation for university students.

2-The results of the study will help in further descriptive and experimental researches in this field.

Definitions:

Academic Achievement Motive: the self-indicating power of self-independence and the ability to do more realistic tasks to achieve success and improve the level of academic achievements. This motive can be measured according to the grades that the students achieve in Tabuk University after answering the Achievement Motive meter.

Academic Perseverance: the students' well to continue accomplishing academic missions, working hard to overcome obstacles and difficulties in order to achieve success. This motive is measured by the grades of the students in Tabuk University and their answers of the Academic Perseverance meter.

Academic accomplishment: refers to the level of knowledge and information that the student acquires or the skills that he develops through learning and studying academic subjects in the university. This motive is measured through the grades that the students achieve in university courses.

Study limits: the study only included the PYP students in Tabuk University in the city of Tabuk in the academic year 1439 – 1440H.

Literature Review:

Motivation Concept:

Henry Mawari – who was the first to deal with the need to accomplish or what was later known as the motivation drive – believes that the need to accomplish refers to the desire to accomplish things in a high level of independency and competency with others and the ability to win over them. The interest in the subject of motivation has increased in the light of the literature that McClelland and Watkinson presented in the middle of this century. They have managed to come with a new concept for the motivation

drive as a potential ability in the personality that defines the individual's ability to reach a certain level of excellence (Al-Absi & Mokhaimer 2014). Lindsey and Fulker (1996) consider the motivation drive as one of the most important drives used in discovering the distinguished students' abilities in the light of the learning outcomes that provide targets for understanding, desire, knowledge and the ability to score high grades (Dawdeen and Jarwan 2012). Emran believes that the function of the motivation drive in developing the learning skills lies in three dimensions:

First: Enforcing the potential energy in the individual.
Second: The individual's response to a certain motive rather than the others.
Third: directing the individual's potentials to a certain target (Yousef 2008).

The motivation drive is considered one of the basic motives that have a direct relation to academic achievements for students through a group of indicators that highlight a motive toward success like enthusiasm, competition, and desire to achieve something. The motivation drive increase the energy that we use to do a certain activity and that enhances the efforts and leads to improve the performance and ability to achieve the personal goals (Saeeda 2013). In the light of the previous definitions the researcher can present a definition to the motivation drive as the personal energy which indicates the self-independence and the ability to do many realistic activities, tasks, and improving academic achievement.

Motivation Drive Characteristics:

Motivation drive has many characteristics that distinguish it like perseverance, orientation to future, ambition level, desire to appreciation, desire to perform, fear of failure, exam anxiety, and others. The motivation drive is the first motive in the individual's behavior and the human's behaviors are based on it (Abu Hadroos and Faraa 2010).

Dalia Yousef (2008) affirms in her study that the motivation drive is different according to different cultures and societies, and it is determined by the nature of the social harmony for students. It is connected positively with the social growth methods. McClelland studies confirm that the achievement motive grows in cultures and families according to the parental growth style. Families that train their kids early to depend on themselves and improve their skills enhance their kids' abilities and their motivation drive. Other families which make their kids depend on their parents or separated families or families that suffered from the loss of one of the parents present kids with a low motivation drive. The motivation drive is affected also by the place of the kid within the family. The elder kid mostly has a better motivation drive. Veruv distinguishes between two kinds of motivation drives:

First: Self-motivation drive: refers to applying the inner and personal standards in the achievement situations.

Second: Social motivation drive: refers to the standards of others and is measured in the light of these standards. It usually starts in the primary school period (Khalifa 2012).

Stipek defines a point of view that is based on four assumptions. These assumptions enhance the academic achievement motive:

1- Motivation ability: individuals participate in tasks so as to improve their abilities in order to feel good after they achieve success.

2- Knowledge desire: individuals are curious by nature toward events, activities that are different from their expectations.

3- Self independence: people have instinctual need to decide their fate. They need to be part of activities that they choose to accomplish something.

4- The self-motive: some individuals participate in certain tasks even with the absence of outer motives because they know how to appreciate academic activities by themselves (Renchler 1992).

Atkinson that tendency to achieve success is different between individuals and it is also different within the individual in different situations. This motive is affected by three major factors when any individual performs a certain task:

First: Success motivation.
Second: Success possibilities.
Third: the success enforcing powers (Petri & Govern 2004).

In the light of what has been mentioned, the researcher summarizes the achievement motives as the following:

1- Achievement motive is the first motive of behavior.
2- Achievement motive grows on cultures and families in the light of parental care of children during growth.
3- Achievement motive is based on the social growth methods.
4- The existence of enhancers for this motive like efficiency, knowledge desire, self-independence.

5- This motive highly affects achieving success.

Academic Perseverance:

Zamzami clarifies the fact of perseverance as one of the basic characteristics in the individual's behavior and it also refers to ability to continue efforts and determination to achieve high levels of achievements in the face of the obstacles, dullness and exhaustion that face individuals (2012).

Self-ability is one of the most important basics of academic perseverance. It refers to the individual's ability to perform certain tasks successfully. It also refers to the continuation of a certain effort to accomplish certain goals. Self-ability and perseverance are indications of academic success and self-independence in order to achieve a certain task despite the obstacles. The individual can develop this motive through hard working in performing tasks (Thomas & Weible 2005).

The researcher defines academic perseverance as the student's desire to continue in achieving academic tasks, working hard and overcoming obstacles to achieve success and improving academic levels.

Personal Characteristics of Academic Perseverance:

Costa believes that the personality of those who have academic perseverance has a group of characteristics like continue doing a certain task till it finish, not giving up easily in front of obstacles and difficulties, the ability to analyze problems and building strategies to tackle these problems, using certain strategies to solve problems, gathering evidences to ensuring the success of the used strategy, using new strategies, knowing all the details of the tasks, knowing what should be done in a certain task, determination, not giving up after failing in a certain task, continue doing a certain job till achieving it successfully and following the decided plan till success (2012).

The level of academic perseverance in achieving goals varies between students. This difference is based on the students' realization and abilities. Academic perseverance is also considered as one of the academic achievement standards. Students vary here in their determination, in overcoming the difficulties and pressures, in the academic achievements, in the ambition to overcome all the difficulties and pressures, and in their well to achieve success and continue learning (Abdulsalam 2002).

Al-Aswad confirms that the university – as one of any society constituents – plays an active role in the social and educational roles in society, in building the society's abilities, empowering the well to success, and in academic perseverance and academic ambition (2009).

In the light of what has been mentioned, the researcher summarizes the effective elements of the person who aspires to achieve academic perseverance:

1- Determination, the ability to not be affected by others and the strong well.
2- The level of realization for the individual's abilities, potentials and the positive view of life.
3- The university as one of the essential constituents of society plays an active role in developing students' abilities and their well in academic perseverance.

Previous Studies:

Studies about the differences between genders in the Achievement Motive and the academic achievement.

Al-Fahel study aimed at studying the achievement motive the distinguished and average students from the different genders in the first secondary class. It also aimed at recognizing the differences between them. The study sample included (60) students. The results of the study included statistical differences between the averages of the grades for the distinguished students according to the achievement motive in favor of the distinguished students. The results also indicated no statistical differences between the grades of the average male students in academic achievements and average female students according to the achievement motive. There are also statistical

differences between the grade averages of the distinguished and average female students (2000).

The study of Alwan and Attiat aimed at studying the relationship between the inner academic motive and academic achievements for a sample of students in the tenth grade in the city of Ma'an in Jordan. The study sample included (111) female and male students, (62) male and female distinguished students, (49) low average students. The inner developed academic motive meter of Lepper (2005) was used. This meter includes three dimensions which are the challenge preference, the knowledge desire and the independent perfection desire. The study results revealed statistical relation between the inner motive and the academic achievement for students. The study results also revealed statistical differences between the distinguished students and the low average students in favor of students with inner motive. The study had not revealed any differences between male and female students in the inner motive. In addition to what has been mentioned the study also revealed that the results of the students can be predicted through knowing their inner motive (2010).

Gota study aimed at recognizing the effect of parental methods, academic efficiency and academic motives on the academic achievement of the students in Ethiopia University. The research used a tool to study the data which are related to the demographic, parental, self-academic motive and academic achievement motive. The study sample included (2116) female and male students, (763) female and (1353) male students. The students were selected randomly from Addis Ababa University, Cottebe Teachers College and Sodo State University in Ethiopia. The academic results of the students in the second semester of the academic year 2008/2009 were collected and analyzed. The results of the study showed that the parental authority was the highest familial and parental method used in Ethiopia despite the differences in the used parental methods in the late adolescence

stage. The study also indicated that parental and familial methods have an important role in the academic efficiency, the academic motive and the academic achievements of the students. The students who believed that the parental authority had effect on academic achievement believed that the effect was positive on the academic achievement level for male and female students (2010).

Al -Taj study aimed at recognizing the relation between the achievement motive and the academic achievement for students in the Faculty of Education in Sudan University for Science and Technology. The researcher used the descriptive method and the study sample included (100) male and female students. The sample included (42) male and (58) female students in the second, third and fourth academic years. The sample was selected randomly and the researcher used the achievement motive meter to collect data in addition to the results of the students in the academic year (2012 – 2013). The researcher also used the SPSS application to analyze the data through using the T.Test for the samples in addition to Pearson Test for the relations. In addition to these methods the researcher used the Anova Test for analyses to study the differences. The results of the study showed that the achievement motive is high for the student of the faculty of education in Sudan University for Science and Technology. There are also no statistical relation between the achievement motive and the academic achievements of the students. There are no statistical differences in the achievement motive for the students and there are no statistical differences in the achievement motive of the students which are related to the academic level of the students in the second year. In the light of these results the researcher came out with a group of recommendations and suggestions.

Studies about the differences between Genders in Academic Perseverance and Academic Achievements

Al-Aswad study aimed at studying the role of the university in developing the academic ambition of the students toward excellence and inspecting the essential differences which are related to the variables of university, gender, academic level and academic major. The study sample included (272) male and female students from Al-Azhar University and Jerusalem Open University in Gaza. The researcher used a questionnaire about the role of the university in developing the academic ambition of the students toward academic excellence. The results of the study indicated the role of the university in developing the academic ambition of its students had a relative weight of about (67.078%). The study also found some statistical differences in the role of the university in developing the academic ambition of its students toward excellence in favor of Al-Azhar University. There are also some statistical differences in the academic harmony for the two genders in favor of females. The study also confirmed the inexistence of any statistical differences for the role of the university in developing the academic ambition for the students toward excellence according to the following variables: the academic level and the academic major (2004).

Al-Alawneh and Abu-Ghazal study aimed at identifying the relation between the school fairness and the self-academic activity which is considered one of the variables resulted from the perseverance of the students in primary schools in the city of Irbid. The study sample included (591) male and female students from the fourth, seventh, and ninth grades. The results indicated the existence of statistical differences between the levels of self-academic motivation for the students that are related to the variables of gender in favor of female students and in the academic level and in favor of the ninth and seventh grades (2010).

Studies about the Achievement Motive and the Academic Perseverance

The study of Thomas and Weible aimed at studying the statistical differences in the achievement, perseverance, and ability to adjust motives

and their influence on the academic achievement between two groups of male African American Students (distinguished – weak). The study used the interview tool to collect data. The study sample included the African American male students (distinguished – weak) in the secondary stage in public schools. The study tested three hypotheses: (1) The inexistence of statistical differences in the average levels and in the achievement motive between the two groups of the students in academic achievement. (2) The inexistence of statistical differences in the average levels between the two groups of the students in the academic achievements. (3) The inexistence of statistical differences in the levels of the academic adaptation between the two groups of the students in the academic achievement. The study used the (T) test and differences analysis in interviews to reach the results. The results showed that there are no statistical differences in the motives of perseverance, and the ability to adopt for the African American male students in the high schools. These results are based on a group of factors such as: (1) The parental continuous role. (2) The limits and discipline. (3) Love, support, and communication with the kids. (4) The solitude and the society's' financial status. The study recommended doing further studies about the levels of the achievement, perseverance, and ability motives and the ability of academic adaptation for the different levels of students (distinguished – average – low) for females and males and in the rural and civilized areas.

Comments on Studies:

After studying the previous studies the researcher found the following:

1- The studies of both (Al-Fahel1999), (Alwan 2010), (Jute 2012) and (Al-Taj 2014) discussed the differences between the two genders in the relation motive with the academic achievement. Al-Fahel study indicated that there are differences between the genders in favor of females and in the study of Jute the motive was positive in the level of academic achievement. Alwan

study, on the other side, indicated that there are no statistical differences according to the gender factor.

2- (Al-Aswad 2009) and (Alawaneh 2010) studies discussed the differences between genders in the academic perseverance relation with academic achievement. Al-Aswad study indicated that there are differences between genders in the academic perseverance toward academic excellence - (High academic achievement) for females. Alawneh study discussed the academic justice including the academic results and their relation to academic perseverance between the different genders. The differences in academic perseverance were in favor of the females.

3- Thomas & Weible study (2005) discussed the relation of the motive and academic perseverance with the academic achievements for the African American students. The study revealed that that there is a relation between the students with low academic achievements and students with high academic achievement. The study indicated that there are no statistical differences in ability, perseverance and ability of the African America distinguished male students and it did not discuss the differences between the genders.

The Research Methodology:

The study followed the descriptive study which is based on using the perseverance and achievement motives of Dr. Farooq Abdelfattah Moussa.

The Study Sample

The study community included the PYP students of Tabuk University in the city of Tabuk. The study included (5576) students in the academic year 1439 – 1440 H. The study sample included (200) students, (42) male and female students were excluded because their questionnaire was not completed. Accordingly, the sample became (158) students divided into (66)

male and (92) female. The sample was chosen randomly to represent the students of the PYP in Tabuk University in the academic year 1439 – 1440 H.

The Study Tools

The study applied Dr. Farooq's Abdelfattah Moussa achievement and perseverance academic motives of the undergraduate studies in the Egyptian environment on a pilot sample included (50) PYP students in Tabuk University. Validity and stability were taken as measurement standards. The validity of this tool to be applied on the Saudi environment was confirmed. The validity and stability values of the research are in the following section:

First: Stability Measurement:

1- Stability coefficient in Alpha Cronbach.

Second: Validity Measurement:

1- Internal Consistency Validity.

First: Stability:

Alpha Cronbach coefficient.

The researcher studied the Alpha coefficient for the total result and for the sub dimensions of the standard. It is a general formula includes all the other formulas for studying stability (Safwat & Farag 2012). The results included the following:

Table (5-2) Alpha Stability Coefficient for Academic Perseverance and Achievement Motive.

N	Value	Quantity	A. S. C

1-	Academic Perseverance	20	0,724
2-	Achievement Motive	28	0,808

Second: Internal Consistency Validity:

The internal consistency is one of the methods to count the validity of the structure. The internal consistency for a certain test can be counted through the relation of this term with the total grade of the test (Safwat & Faraj 2012).

N	Value	Quantity	Correlation Coefficient
1.	Academic Perseverance	20	880,0: 0,541
2.	Achievement Coefficient	28	0,33: 0,717

* Indicative at: 0, 01

Results:

First: The differences between the two genders in academic perseverance or the achievement motive in academic results.

1- There are statistical differences between the two genders in academic perseverance in academic achievements.

2- There are no statistical differences between the genders in the achievement motive for academic achievement.

The Differences between the two kinds in relation to the Study variables

Sample / Variable	Male N=66		Female N=92		)T(	Referent Level
	M	P	M	P		
Academic Perseverance	50.44	2.808	48.94	3.706	,2776	Referent
Achievement Motive	59.66	11.677	58.47	9.474	,711	Non – Referent

Accordingly, we can notice that there are differences between the two genders in academic perseverance indicative in 0,05 and the indicative is in the direction of males.

Second: there is no relation between the academic perseverance and the academic motive with the academic results for both males and females.

Linear correlation factors for Pearson between the academic perseverance, achievement motives and academic achievement for students (male – female).

Variables	Academic Achievement for Males	Academic Achievement for females
Academic Perseverance	-090-	-126-
Achievement motive	007	-085-

The table indicates that there is no significant correlation between academic perseverance and achievement motive with academic results (males-females). Through answering the first, second and third questions we find the following:

1- The study agreed in the result of the first question with all of the following studies: (Al-Aswad 2009) and (Alawneh 2010). The study discussed the differences between genders in relation to academic perseverance and academic achievement toward the academic perseverance (high academic results) in favor of females. The study also presented this difference in favor of females and might be related to the fact that this study took place in KSA where there is no mixing between the genders in the classrooms through which they can complete together.

2- The results of the study in the second question agreed with Alwan study. It indicated that there are no differences between males and females in the achievement motive. Al-Taj study mentioned that there are no statistical differences related to the gender variable.

3- The results of this study agreed in the third question with the study of Thomas & Weible (2005). It discussed the relation of the achievement motive with academic perseverance and their relation to academic achievement for African American students. The study revealed the relation between low achievers and high achievers. It mentioned that there is no statistical indicator in the motive, perseverance, ability motives for the distinguished African American students in schools.

Study Recommendations

In the light of the research results, the researcher found the existence of differences in academic perseverance between the genders. The studies agreed with the previous studies and the researcher recommends studying the academic missions that distinguish genders, academic obstacles, for the two genders through the educational program which help the two genders in improving the academic perseverance for them.

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PATIENTS' LANGUAGE DEFICIENCY: A CAUSE OF MEDICAL PRACTITIONERS' DILEMMA

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ABSTRACT

This study aimed to analyze the patients' language deficiency to determine whether it is a cause of medical practitioners' dilemma and how the action is taking place in maintaining the good patient-medical practitioner relationship. Therefore, the individual's ability to speak and comprehend English language plays essential role in this study. This is a descriptive research design utilizing survey questionnaire. The population was composed of fifty-one private medical practitioners. Descriptive statistics

using frequency distribution, percentage, mean, standard deviation, averaging and descriptive ratings based on 5-point scale were utilized. On the extent of experienced dilemma due to patients' language deficiency, the five indicators obtained a mean of 3.43 interpreted as moderate extent. In this situation, language deficiency is the most obvious barrier in communicating the prescription to the concern. In the light of the foregoing finding and conclusion, the following were recommended: Language deficiency should be given utmost consideration in order to attain smooth delivery of medical services and harmonious relationship between the patients and medical practitioners. Because communication is more than a cognitive process, research suggests that education must highlight its significant role of improving the capacity of individuals and communities by bridging the gap between language deficiency and language proficiency.

Keywords: *medical practitioners, a cause of dilemma, patients' language deficiency, medical services*

Introduction

Most physicians and all involved in medical services want to deliver appropriate care. However, there are reasons that caused this decision complicated for them and conditions in which the decision made them to feel discomfort. There are many aspects thought to be significant about the patients that include their maturity, societal background, social group and educational attainment, but the most sensitive factor is the patients' communication problem because of its effect on prescribing decision. The concerns on maintaining the connection between medical practitioner and patient and the variety of approaches, insights and practices that he/she applies in giving prescription rely on how they can make their patients

understand. In order to effect appreciable change in prescribing, clinical/medical terms must first be understood and tackled (Fuchs, 2011).

Not only in prescribing where skillful communication is required, but also critical when a medical practitioner has to bring terrible news such as an incurable analysis or diagnosis, undergoing painkilling care, recognizing the breakdown or insufficient access of offered therapy, or clearing up side effects that are irremediable. How a medical practitioner communicates these diagnoses to his/her patient while preserving the patient's hope is his/her most challenging task. As the medical practitioner gives dreadful information in a direct and truthful approach, he/she must ensure that patient can gently accept it. It can only happen when communication is facilitated appropriately (Monden, Kimberley R. PhD., Gentry, Lonnie MTh. and Cox, Thomas R. PsyD., 2016).

Deficiency in language has been considered a barrier to this clinical communication resulted to frequent patient dissatisfaction. Therefore, the quality of medical care depends on the interaction of the patient and the medical practitioner. While it is true that achieving patients' satisfaction in the delivery of medical care must be the medical practitioners utmost concern, it is also important to determine their problem concerning patients' language deficiency to have a full grasp on how they put forth a solution to such problem. The patient's ability to speak and comprehend the language being used plays essential role in this study to make known the factual depiction of its effects on medical practitioner-patient communication and to help in finding out whether it can play a significant part to the success in today's educational scheme (Horber, Dot, Langenau, Erik E. and Kachur, Elizabeth, 2014).

Literature Review

Medical patients with language deficiency demonstrate attitudes that obstruct effectual medical care. These manners characteristically stir up unconstructive feelings in caregivers, and this aversive reaction leads to the label of such patients as "difficult." For instance, if the patient cannot express clearly what he/she wants/feels a medical practitioner will become irritated so he/she avoids to get in touch with the patient, or even refuses to give medication (Jacobs, Elizabeth, Chen, Alice HM., Karliner, Leah S., Gupta, Niels Agger and Mutha, Sunita, 2006). In this case, the recipients' difficulty of understanding the intended meaning of the communication is considered as the cause of failure.

The purpose of medical practitioner is to obtain/give aid for disease in a manner that no added injury is made to the patient, particularly in his/her susceptible condition. The patient should be supported to return back to a situation of individual fairness, free from reliance by bringing back the patient's self-determination. The therapeutic connection goes into a calculus of morals in which the value for the right to accuracy of the patient is evaluated against weakening the restoration of power by the truth (Del Vento, Agustin, Bavelas, Janet, Healing, Sara, MacLean, Grant and Kirk, Peter, 2009). Nevertheless, it is imperative to keep in mind at this time that "truth will always prevail" that is why it should be appropriately expressed in a language accepted and understood by the medical practitioner and patient.

Based from the study of Carrasquillo, Orav, Brennan and Burstin (2000) concerning the effect of communication problems on patients' approval about hospital service department, fifteen percent of the patients were reported non-speakers of English. Based from the overall rating of patients' approval, only fifty two percent of non-English-speaking patients were satisfied as compared with seventy one percent of English speakers. Among non-English speakers, fourteen declared that they would not like to be confined in the same emergency department if they had another problem

requiring hospital care. In multivariate analysis, it found out that non-English speakers were significantly less likely to be satisfied and significantly less willing to return to the same emergency department and were significantly more likely to report overall problems with care. Strategies to improve satisfaction among this group of patients may include appropriate use of professional interpreters and increasing the language concordance between patients and providers.

Also, Bartlett, Blais, Tamblyn, Clermont and MacGibbon (2008) pointed out in their study that language deficiency had tremendously affect communication resulted to the decrease in the delivery of quality care. Through their randomly selected 20 general hospitals in the province of Quebec, it was interpreted that patients with communication problems appeared to be at highest risk for preventable adverse events. An adverse event is an unintended injury or complication caused by delivery of clinical care rather than by the patient's condition. The occurrence of adverse events had been well documented; however, identifying modifiable risk factors that contribute to the occurrence of preventable adverse events is critical. Studies of preventable adverse events have focused on many factors, but researchers had evaluated the role of patient characteristics. Patients' communication problems are estimated to affect 5%–10% of the general population in their study. In addition, patients with communication problems are already at increased risk for depression and the presence of one or more additional diseases co-occurring with a primary disease.

Another study disclosed that in the hospital, a bad translation can destroy a life. Translating from one language to another is a tricky business, and when it comes to interpreting between a doctor and patient, the stakes are even higher. It happened to a patient who was taken to a South Florida hospital. The family apparently used a Spanish word which means that you take in something in your body like food, drug or whatever thing that has made you

ill."The members of the family had in mind that their son had eaten something that probably have led his signs. However the interpreter decoded their Spanish as "intoxicated." "So the doctor instantly completed an analysis of drug overdose. Several days later, the health panel pointed out that patient's sickness was really bleeding in his brain. But by then he'd experienced permanent impairment. A person affected by paralysis of all four limbs was the guy dreadful condition (Vencil, 2014).

Research Context

The search strived for providing much-needed information with respect to the patients' personal profile, the extent of the situations' effects on medical practitioners' dilemma, problems encountered associated with patients' language deficiency in maintaining medical practitioner-patient relationship, perceived effects of the problems in delivering medical services and the solutions provided by the medical practitioners in addressing the dilemma despite patients' language deficiency. In attaining these, questionnaire was utilized and further supported or explained by interview.

This research was limited only to the level of medical practitioners' dilemma due to patients' language deficiency. This group of people could give better insights with respect to this matter. Thus, the population of the study was confined to the purposely selected private medical practitioners who are working within the scope of the researcher's knowhow and are known by some of the researcher's contemporaries/friends so gathering and retrieval of data were made easy. Furthermore, most of the medical practitioners'

patients are expatriates; it is expected that different languages are being used in dealing with them. How did the respondents overcome the dilemma despite language deficiency was one of the concerns of this study.

Methods

Descriptive method will be utilized in carrying out this research. Description, recording, analysis and interpretation of phenomena, those already exist; will be involved in this procedure (Van Dalen, 2004). It is also a process of investigation involving collection of data in order to find answers to the questions concerning the recent status of the subject of the study. The strong point of descriptive study lies in describing the status of observable facts as well as identifying relationship between and among the variables since it is not simply a customary fact finding activity (Fraenkel, 2003).

Findings

Extent of experienced dilemma due to patients' language deficiency. Table 1 shows the mean, standard deviation and description taken from the responses of fifty-one (51) private medical practitioners (with 3, 2 and 1 as minimum ratings and 5 and 3 as maximum) on their perception about the extent of experienced dilemma due to patients' language deficiency.

The respondents pointed out the standard deviation of the following: delivering diagnosis .904, giving prescription .816, declaring breakdown or insufficient access on offered therapy .775, clearing up side effects .730 and immediate reminders .568. The findings revealed that immediate reminders (indicator 5) obtained a set of data values closer to the mean. However, clearing up side effects (indicator 4) and declaring breakdown or insufficient access on offered therapy (indicator 3) attained a lesser dispersion of a set of

values from the mean while delivering diagnosis (indicator 2) garnered a greater dispersion of a set of data values from the mean. The results proved that; the smaller the computed standard deviation, the lesser the quantified amount of variation of a set of data values or the closer that set of data values to the mean; while the larger the computed standard deviation, the greater the measured dispersion of a set of data values. Combining the five indicators revealed an overall standard deviation of .759.

Table 1: Extent of Experienced Dilemma due to Patients' Language Deficiency as Perceived by the Respondents

Indicator	N	Minimum	Maximum	Mean	Std. Deviation	Descripti
1.Giving Prescription	51	2	5	3.88	.816	Great Exte
2.Delivering Diagnosis	51	2	5	3.94	.904	Great Exte
2.Declaring Breakdown or Insufficient Access on Offered Therapy	51	2	5	3.14	.775	Moderate Ex
3.Clearing Up Side Effects	51	3	5	4.45	.730	Great Exte
4. Others, please specify (Immediate Reminders)	51	1	3	1.73	.568	Lesser Ext

Overall	**3.43**	**.759**	**Moderat Extent**

The results of respondents' ratings on the extent of experienced dilemma due to patients' language deficiency are presented in their computed mean. Obviously, clearing up side effects 4.45, delivering diagnosis 3.94 and giving prescriptions 3.88 were all perceived as great extent. On the other hand, moderate extent was the descriptive rating derived from 3.14 for declaring breakdown or insufficient access on offered therapy and lesser extent from 1.73 for immediate reminders. The overall result taken from the five indicators obtained a mean of 3.43 interpreted as moderate extent.

Medical Practitioners usually provide prescription to cure a diagnosed disease/illness. In this situation, language deficiency is the most obvious barrier in communicating the prescription to the concern. If a person perceives things differently, then, it is a big problem in clinical communication (Medical Prescription, 2018).

In delivering diagnosis, a threat is expected when it is connected with language deficiency—an obstacle to effective communication - because the cited situation hinders the correctness of exchanging messages of the people concerned (World Health Organization, 2012). On the other hand, Medical practitioner's declaration of failure **or lack of available treatment** can be devastating to the patient, but it can be open-mindedly accepted by the concern if the information is well-channeled (Pheage, 2016).

Most of all, in giving Healthcare services (where the dangers are generally elevated and situations are more vague and difficult) nearly every medical

practitioner who communicates with patients has to converse information on possibility and apply particular approaches that can help out to cure this paucity and develop patients' thoughtful acceptance of risks (Paling, 2003).

Range of the problems met associated with patients' language deficiency. Table 2 presents the problems encountered associated with patients' language deficiency. The level of each problem was rated based on the given 5-point scale such as: all of the time, often, sometimes, rarely and never.

The analysis of the data was known through the mean score obtained from the medical practitioners' responses on the encountered problems. The outcomes were presented according to each acquired rank in chronological order. The following were: patients' reluctance in dealing with the medical practitioners (3.94; 1st), awkwardness (3.75; 2nd), patients' hesitation in abiding medical practitioners' instructions (3.14; 3rd), lack of attention to each other's expression of concern (1.98; 4th), time, compassion and understanding are inappropriately dispensed (1.94; 5th), exhibit uncaring attitudes that's why intended actions/responses are not given right away (1.88; 6th), other unpleasant approach (1.73; 7th), immediately request for replacement to match each other's interest (1.41; 8th), intimidation (1.33; 9th), tendency to become doubtful (1.25; 10th) and coarseness is evident (1.14; 11th).

Some problems (1 and 10) were frequently and rarely (3, 4, 5 and 11) experienced, while problem no. 2 was sometimes met due to patients' language deficiency. However, there are problems that never happened such as: 6, 7, 8 and 9.

A great deal of patient disappointment and numerous grievances are caused by the failure in maintaining medical practitioner-patient attachment brought

by the difficulty in understanding what the medical practitioner intends to happen. In some cases, several medical practitioners have a tendency to overrate their skill in communication that they neglect patients desire to be heard and understood in order to at least lessen their sufferings (Fong Ha, 2010). The present study concerns on the capability of the respondents in understanding their clients despite language deficiency in order to maintain medical practitioner-patient trust to avoid frustrating result.

Table 2: Range of the Problems Met Associated with Patients' Language Deficiency

On Patient-Medical Practitioner Relationship

Indicator	Mean	Rank	Descript
Problem 1	3.94	1st	Often
Problem 2	3.14	3rd	Sometim
Problem 3	1.94	5th	Rarely
Problem 4	1.88	6th	Rarely
Problem 5	1.98	4th	Rarely
Problem 6	1.41	8th	Never
Problem 7	1.25	10th	Never
Problem 8	1.14	11th	Never

Problem 9	1.33	9th	Never
Problem 10	3.75	2nd	Often
Problem 11	1.73	7th	Rarely

Perceived effects of the problems met in delivering medical services. Table 3 shows the mean, standard deviation and description taken from the fifty-one (51) respondents on their perceived effects of the problems met in delivering medical services.

Table 3: Perceived Effects of the Problems Met in Delivering Medical Services

Indicator	N	Minimum	Maximum	Mean	Std. Deviation	Descripti
Problem 1	51	2	5	3.55	.879	More Seri
Problem 2	51	2	4	3.16	.612	Moderate Serious
Problem 3	51	1	3	1.63	.599	Less Seri
Problem 4	51	1	2	1.37	.488	Not a Prob
Problem 5	51	1	4	2.51	.834	Moderate Serious
Problem 6	51	3	5	3.63	.720	More Seri

Problem 7	51	1	2	1.27	.451	Not a Probl
Problem 8	51	1	4	2.82	.865	Moderate Serious
Problem 9	51	1	3	1.55	.783	Less Serio
Problem 10	51	1	3	1.35	.594	Not a Probl
Problem 11	51	1	3	1.43	.539	Not a Probl
Overall				**2.21**	**.260**	**Less Serio**

On findings concerning the effects of the problems met in delivering medical services (with 3, 2 and 1 as minimum ratings and 5, 4, 3 and 2 as maximum), the respondents revealed the standard deviation of the following: the intended meaning of whatever forms of communication is distorted, as a result; medical practitioners' prescriptions fail to reach its desired purpose .451, medical practitioners' response to an urgent situation is interrupted .488, others (delay of services) .539, fail to exercise their respective role in the fulfillment of medical/health services .594, medical/health routines are disrupted .599, appropriate medical/health behaviors are not easy to promote .612, impending problems are hard to relate .720, fail to comply on medical practitioners' instructions .783, misinterpretation of the given medical/health instructions is experienced .834, lessen the patients' ability to cooperate .865 and good guidance and assistance are difficult to provide .879. The findings revealed that indicator 7 (the intended meaning of whatever forms of communication is distorted, as a result; medical practitioners' prescriptions fail to reach its desired purpose) obtained a set of data values closer to the mean. However, indicator 4 (medical practitioners' response to an urgent situation is

interrupted) attained a lesser dispersion of a set of values from the mean while indicators 1 (good guidance and assistance are difficult to provide) and 8 (lessen the patients' ability to cooperate) both garnered a greater dispersion of a set of data values from the mean. The results proved that; the smaller the computed standard deviation, the lesser the quantified amount of variation of a set of data values or the closer that set of data values to the mean; while the larger the computed standard deviation, the greater the measured dispersion of a set of data values. Combining the eleven indicators revealed an overall standard deviation of .260.

The outcomes of respondents' ratings on the perceived effects of the problems met in delivering medical services are shown in their computed mean. Evidently, indicators 1 (good guidance and assistance are difficult to provide - 3.55) and 6 (impending problems are hard to relate - 3.63) correspondingly perceived as more serious. Whereas indicators 5 (misinterpretation of the given medical/health instructions is experienced – 2.51), 8 (lessen the patients' ability to cooperate – 2.82) and 2 (appropriate medical/health behaviors are not easy to promote – 3.16) obtained moderately serious descriptive rating. However, less serious was the descriptive rating derived from 1.55 for indicator 9 (fail to comply on medical practitioners' instructions) and from 1.63 for indicator 3 (medical/health routines are disrupted); while not a problem from 1.27 for indicator 7 (the intended meaning of whatever forms of communication is distorted, as a result; medical practitioners' prescriptions fail to reach its desired purpose), from 1.35 for indicator 10 (fail to exercise their respective role in the fulfillment of medical/health services) from 1.37 for indicator 4 (medical practitioners' response to an urgent situation is interrupted) and from 1.43 for indicator 11 (others-delay of services). The overall result taken from the eleven indicators obtained a mean of 2.21 interpreted as less serious.

There are situations that medical practitioners successfully dealt with; however there are also cases where they failed in attaining the main goal in communication and in achieving interpersonal relationship skills the facility to collect facts in order to provide precise diagnosis, give suitable advice, confer curative information, and create thoughtful interaction with patients (Institute for Healthcare Communication, 2011).

Effectiveness of remediation applied in addressing the dilemma despite patients' language deficiency. Table 4 shows the mean, standard deviation and description taken from the fifty-one (51) respondents (with 4, 3, 2 and 1 as minimum ratings and 5, 4 and 2 as maximum) on their perception about the effectiveness of remediation applied in addressing the dilemma despite patients' language deficiency.

Table 4: Effectiveness of Remediation Applied in Addressing the Dilemma Despite Patients' Language Deficiency

Indicator	N	Minimum	Maximum	Mean	Std. Deviation	Descripti
Remediation 1	51	4	5	4.69	.469	Very Muc Effectiv
Remediation 2	51	2	5	3.20	.530	Moderate Effectiv
Remediation 3	51	1	5	2.84	.809	Moderate Effectiv
Remediation 4	51	1	4	2.86	.825	Moderate Effectiv

Remediation 5	51	1	5	2.69	1.122	Moderate Effectiv
Remediation 6	51	3	5	3.75	.796	More Effec
Remediation 7	51	3	5	4.53	.644	Very Muc Effectiv
Remediation 8	51	3	5	3.78	.757	More Effec
Remediation 9	51	1	4	2.24	.619	Less Effect
Remediation 10	51	1	4	2.18	.713	Less Effect
Remediation 11	51	1	2	1.35	.483	Not at A
Overall				**3.10**	**.245**	**Moderate Effectiv**

On obtained data relating to the effectiveness of remediation applied in addressing the dilemma despite patients' language deficiency, the respondents depicted the standard deviation of the following: ask a relative/friend to interpret the information in their own language .469, others (beneficial assistance) .483, ask a coworker who speaks the same language with the patient to translate the prescription .530, capture a conversation in which the content focuses on the risks to the patients to avoid untoward incident .619, medical practitioners must know when they are most likely to arise and what their specific nature is to prepare the solutions ahead .644, a certain department is assigned to mitigate the problem of obtaining conversations on patients' concern .713, medical practitioners undergo language training programs .757, medical practitioners are likely to have mastered more than two languages excluding English .796, provide a

prescription that is already translated to a desired language .809, secure list of contacts to rapidly disseminate information concerning patient's condition .825 and ensure that accurate interpreter is always available 1.122. The findings revealed that indicator 1 (ask a relative/friend to interpret the information in their own language.) obtained a set of data values closer to the mean; while, indicator 11 (others-beneficial assistance) attained a lesser dispersion of a set of values from the mean. On the other hand, indicator 5 (ensure that accurate interpreter is always available) garnered a greater dispersion of a set of data values from the mean. The results proved that; the smaller the computed standard deviation, the lesser the quantified amount of variation of a set of data values or the closer that set of data values to the mean; while the larger the computed standard deviation, the greater the measured dispersion of a set of data values. Combining the eleven indicators revealed an overall standard deviation of .245.

The outcomes of respondents' ratings on the effectiveness of remediation applied in addressing the dilemma despite patients' language deficiency are shown in their computed mean. Evidently, indicators 1 (ask a relative/friend to interpret the information in their own language-4.69) and 7 (medical practitioners must know when they are most likely to arise and what their specific nature is to prepare the solutions ahead-4.53) perceived as very much effective, whereas; not at all effective was the descriptive rating derived from 1.35 for indicator 11 (others-beneficial assistance). In relation to indicators 8 (medical practitioners undergo language training programs-3.78) and 6 (medical practitioners are likely to have mastered more than two languages excluding English -3.75) were equally perceived as more effective; whereas, moderately effective was the descriptive rating derived from 3.20 for indicator 2 (ask a coworker who speaks the same language with the patient to translate the prescription), from 2.86 for indicator 4 (secure list of contacts to rapidly disseminate information concerning patient's condition), from 2.84 for indicator 3 (provide a prescription that is

already translated to a desired language) and from 2.69 for indicator 5 (ensure that accurate interpreter is always available). Unlike indicators 9 (capture a conversation in which the content focuses on the risks to the patients to avoid untoward incident -2.24) and 10 (a certain department is assigned to mitigate the problem of obtaining conversations on patients' concern.-2.18) in which less effective was respectively attained. The overall result taken from the eleven indicators obtained a mean of 3.10 interpreted as moderately effective.

In this situation, medical practitioners are aware that patients' satisfaction is being judged as a main pointer of their wide-ranging proficiency. Medical practitioners help regulate patients' emotions, facilitate comprehension of medical information, and allow for better identification of patients' needs, perceptions, and expectations. Patients' agreement with the medical practitioners about the nature of the treatment and need for follow-up is strongly associated with their recovery (Bowen, 2015).

Conclusions

In view of the findings presented, the following conclusions are drawn:

Extent of experienced dilemma due to patients' language deficiency. The results proved that; the smaller the computed standard deviation, the lesser the quantified amount of variation of a set of data values or the closer that set of data values to the mean; while the larger the computed standard deviation, the greater the measured dispersion of a set of data values. Combining the five indicators revealed an overall standard deviation of .759.

Range of the problems met associated with patients' language deficiency. Some problems (1 and 10) were frequently and rarely (3, 4, 5 and 11) experienced, while problem no. 2 was sometimes met due to patients' language deficiency. However, there are problems that never happened such as: 6, 7, 8 and 9.

A great deal of patient disappointment and numerous grievances are caused by the failure in maintaining medical practitioner-patient attachment brought by the difficulty in understanding what the medical practitioner intends to happen. In some cases, several medical practitioners have a tendency to overrate their skill in communication that they neglect patients desire to be heard and understood in order to at least lessen their sufferings.

Perceived effects of the problems met in delivering medical services. The overall result taken from the eleven indicators obtained a mean of 2.21 interpreted as less serious.
There are situations that medical practitioners successfully dealt with; however there are also cases where they failed in attaining the main goal in communication and in achieving interpersonal relationship skills the facility to collect facts in order to provide precise diagnosis, give suitable advice, confer curative information, and create thoughtful interaction with patients.

Effectiveness of remediation applied in addressing the dilemma despite patients' language deficiency. The overall result taken from the eleven indicators obtained a mean of 3.10 interpreted as moderately effective. In this situation, medical practitioners are aware that patients' satisfaction is being judged as a main pointer of their wide-ranging proficiency. Medical practitioners help regulate patients' emotions, facilitate comprehension of medical information, and allow for better identification of patients' needs, perceptions, and expectations. Patients' agreement with the medical

practitioners about the nature of the treatment and need for follow-up is strongly associated with their recovery.

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Environmental Contents Distribution in the Primary Level Textbooks of Bangladesh

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Abstract

Environmental Education (EE) is a prerequisite to improve the knowledge, skills, attitudes and awareness among the young generation of any country to achieve environmental sustainability that leads to confirm the Sustainable Development Goals (SDGs). The key purpose of this study is to analyze the primary level textbooks to find out environment related contents and its distribution to discover the reason behind lack of knowledge and awareness about current environmental issues among primary level students of Bangladesh. Primary level textbooks (Grade 3-5) has been analyzed to find out the environment related contents and its organization into the textbook. The result shows that there are huge number of repeated contents and the connection between and among the contents was chaotic. Moreover, emerging environmental issues related to environmental sustainability such as waste disposal, deforestation, loss of biodiversity, natural resource depletion, global warming are really lacking in the primary textbook. It is essential to reorganize the environmental contents into the primary textbooks by considering the current environmental issues to ensure not only the contemporary knowledge and awareness but also skills and attitudes among the primary level students to solve the local environmental problems as well as global one.

Keywords: Environmental Education, Sustainable Development Goals, Contents Distribution, Environmental Sustainability.

1. Introduction

Bangladesh is one of the smallest countries in the Southeast Asian region where education is the top most priority and the government is trying to solve the problems with the help of education in all the sectors. Along

with other countries, Bangladesh is committed to ensuring Sustainable Development Goals (SDGs) which is the central global agenda of current world. Achieving environmental sustainability is essential to attain the SDGs because it relates the all aspects of our lives and the environment has the long-term effects on human society. According to the Agenda 21, Environmental Education (EE) is the most effective tools for ensuring mass people awareness about environment and harmful effect of climate change on human society. Environmental Sustainability not only depends on peoples' knowledge about the environment, but also human behavior towards environmental protection from all sorts of a hazardous situation. So, we need a huge change in human behavior to change the world toward sustainability. Nelson Mandela, the iconic leader of South Africa mentioned in his speech delivered at launch of Mindset Network that- "Education is the most powerful weapon you can use to change the world."

Primary education has been considered as the most expanded education in Bangladesh because the constitution regarded it as compulsory and free for all. EE has been included into primary level education of Bangladesh by following the multidisciplinary content distribution approach. According to the Chowdhury (2014), the environmental contents are broadly organized into two textbooks-General Science (GS) and Social Science (SS). Although there are a lot of environmental contents included into the textbook but the knowledge and awareness among the primary level students of Bangladesh is not enough to achieve environmental sustainability because most of them have traditional knowledge (Mamun et.al. 2012). Bangladesh has adopted competency based national curriculum since 2010 and revised the textbook according to the instructions of national

curriculum and education policy. The latest education policy highlighted the importance of EE from the early level education to ensure a committed future generation who can actively participate to build a sustainable Bangladesh.

The first intergovernmental conference on environmental education popularly known as UNESCO Tbilisi Declaration (1977) explained EE as a learning process that increase people's knowledge and awareness about the environment and associated challenges, develop the necessary skills and expertise to address the challenges and fosters attitudes, motivations and commitments to make informed decisions and take responsible action. The goal of Environmental Education is to develop a world population that is aware of, and concerned about the environment and its associated problems, and which has the knowledge, skills, attitudes, motivations, and commitment to work individually and collectively towards solution of current problems and the prevention of new ones (Belgrade Charter, 1975).

The major aim of the study is to find out the contents that are included into primary level textbook and the missing emerging environmental contents that are suggested to be include for achieving SGDs. Focus has been given on the distribution of the contents according to the age of the students. Similar contents have been identified to discover the repetition of the contents between and among the different class.

2. Method

Contents analysis process has been followed throughout the study. Primary Science (PS) and Bangladesh & Global Studies (BGS) textbook has been analyzed by considering the Sustainable Development Indicators (SDIs) in environmental category suggested by Tasaki and Kameyama (2015) and Environmental Categories and Sub-categories suggested by Malina and Reena (2013). A list of all contents from six textbook (3 primary science textbook from grade 3 to 5 and 3 BGS textbook from grade 3-5) was made to identify the environment related topics. SDIs in environmental category was considered for selecting the EE related contents. Grade one and two was not listed because there was no such textbook in earlier 2 grades. Selected contents were read out carefully to realize the main theme by considering environmental sub-categories to identify the strongly related and partly related contents. Similar contents were identified in different grades and different textbook to find out the repeated contents. Missing emerging contents was identified by careful investigation of the contents which are listed on the SDIs and in the environmental categories and sub-categories. Bangladesh National Environmental Policy, 2013 has been considered to gain the information about major environmental goals and initiatives in Bangladesh. Bangladesh National Education policy 2010 has been analyzed to identify the educational goals and to find out the strategies suggested into the policy to ensure the environmental knowledge and awareness among primary level students. National curriculum has taken into consideration to identify the environmental competencies into it and relationship with contents.

3. Results and Discussions

This part will discuss the overall results of the study which is divided into four parts. Very first section will focus on the EE related textbooks and the authority to develop and refinement for the primary education sector. Second part of this section will focus on a brief history EE in Bangladesh. It will help readers to know the history and development of EE in Bangladeshi education system from 1971 to till today. The third part will discuss about the inclusion of EE in the primary textbook and the last part will show the distribution of the contents according to the grade in different textbook. An additional discussion about the lack of emerging EE contents in primary textbook will be added in the later part.

3.1 EE related textbook in primary education of Bangladesh

The length of compulsory primary education in Bangladesh is 5 years (G1-G5) and the Ministry of Primary and Mass Education (MoPME) is the core responsible authority to manage this huge system. National Curriculum and Textbook Board (NCTB) is an autonomous organization under the Ministry of Education (MoE). The NCTB is the highest body of curriculum development and refinement. It also produces, polish and develop the textbook according to the directions of national curriculum and distribute to the students. It is stipulated by the MoPME in terms of taking any decisions regarding primary education of Bangladesh. Primary subject which relating EE are “General Science” and “Bangladesh and Global Studies”. In grade 1 and 2 there are only three books such as “My Bangla Book”, “English for

Today" and "Primary Mathematics". So, the subject related to EE starts from grade 3 to 5. There are same books for all the students of Bangladeshi primary level students published and edited only by the NCTB. The below table 1 shows the name and number of textbooks in the primary education of Bangladesh. There is no textbook related to EE and religion in grade 1 and 2. So, there are a total 6 books from grade 3 to 5 that deals with EE related contents. Researcher will focus on those books only in the study. Researcher used the latest version of textbook (reprint,2019) in terms of both PS and BGS from grade 3 to 5.

Table 1: Textbooks in primary education of Bangladesh

Grade	My Bangla Book	English for Today	Primary Math	Primary Science	Bangladesh and Global Studies	Religion and Ethics Education	Total
One	1	1	1	0	0	0	3
Two	1	1	1	0	0	0	3
Three	1	1	1	**1**	**1**	1	6
Four	1	1	1	**1**	**1**	1	6
Five	1	1	1	**1**	**1**	1	6

popularly known as National Education Commission (1972) lead by the eminent educationist and scientist Dr. Qudrat-i-Khuda. According the recommendation of the commission, the pupils must be taught about their

immediate environment such as trees and plants, insects, animal, soil and rocks, rivers, weather, rain etc. from grade 3 to 5 at the primary level. But Chowdhury (2004) argued that the recommendation of that commission didn't accepted due to various reasons. Later, five different education commission (Mafizuddin Education Commission- 1988,Shamsul Haque Education Commission-1997, MA Bari Education Commission- 2002, Moniruzzaman Mia Education Commission-2003,Kabir Chowdhury Education Commission-2009) in the history of Bangladeshi education suggested to include EE from the very early stage of education to ensure the fullest participation and awareness about environmental problems around them and to take necessary action to solve those problems. The current National Education Policy-2010 also highlighted the importance of EE by proposing the concurrent goals- to build students as skilled human resources to fight the challenges of the world threatened by climate change and other natural disasters and to create in them a social awareness about environment. It is also proposed to include "Natural Environment with emphasis on topics like climate change" as a separate compulsory subject in the primary level education of Bangladesh to achieve the above-mentioned goal. Not only in primary level of education but also in all types of education and training the EE has been started to discuss since the beginning of 21st century. Higher education has the separate subject and department which is focusing on EE by including different environmental issues.

3.3 Inclusion of EE in Primary Textbook

Analysis of EE chapter of primary textbook shows the real picture of EE inclusion in Primary Textbook of Bangladesh. To get the actual image EE related chapter in textbook, number of pages and number of contents has

been taken into attention. First section comprises the findings about chapter in primary textbook. There are some chapter in textbook which strongly support the relationship with EE but there are chapters which have little connections with EE. All those chapter has been included in the list to count the number. The percentage of chapter has been calculated with simple statistical calculations. Statistical picture of the number of EE related chapter into the primary textbook has been articulated below-

Table 2: EE Related Number of Chapter in Primary Textbook

Grade Level	Textbook	Total number of Chapter	Number of EE related Chapter	Percentage of EE related Chapter
Three	General Science	12	9	75%
	BGS	12	4	33.33%
Four	General Science	13	8	61.54%
	BGS	16	5	31.25%
Five	**General Science**	**14**	**11**	**78.57%**
	BGS	**12**	**3**	**25%**
Total	General Science	39	28	71.79%
	BGS	40	11	27.50%

The above table shows that, the numbers of EE related chapter included into the PS textbook is bigger than the BGS textbook. An average of 71.79% chapters in PS textbook from grade 3 to 5 were related to EE. On the other hand, the number of EE related chapters in BGS textbook were very few in comparison with PS textbook. Only 27.5% chapters in BGS from grade 3 to 5 were related to EE. The biggest number of chapters was 11 out of 14 in grade five PS textbook and lowest number was 3 out of 12 in grade five BGS textbook. that two unlike textbook is different, but the total number is still big in comparison with another chapter. It can be said that, an average of more than 50% contents in both PS and BGS textbook in primary level education of Bangladesh has relation with EE.

Although number of pages is not a very big deal but sometimes it matters. Specially, in case of pictures in the textbook effect a lot on the thinking of the young children. There are different types of EE related pictures and discussions that are essential for improving the thinking capability of children about the environment. Number of pages also demonstrate the total time spending on the issue that contains on those pages. The below table demonstrates the number of EE related pages in the primary textbook and display a comparison with other issues with EE related issues.

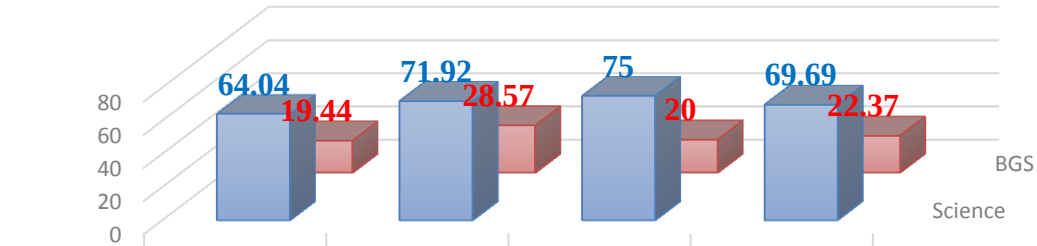
Table 3: EE Related Page number in Primary Textbook

Grade Level	Textbook	Total number of Pages	Number of EE related Pages	Percentage related P
3	General Science	78	60	76.92
	BGS	73	28	38.36
4	General Science	98	63	64.29
	BGS	85	28	32.94

5	**General Science**	**97**	**76**	**78.35%**
	BGS	**97**	**26**	**26.80%**
Total	General Science	273	199	72.89%
	BGS	255	82	32.16%

Number of EE related pages in Science textbook is big in comparison with other content related pages. BGS textbook encompasses average 32.16% of the total textbook pages on EE associated contents while the PS textbook encompasses an average of 72.89%. The biggest number of EE linked pages covered by science textbook is in grade five which shows 76 out of 97 of the total number of pages and the lowest number was 26 out of 97 in BGS textbook in the same class. Consideration of actual contents that have real connection with EE is one of the important factors to be analyzed for real understanding of over-all inclusion of EE into different textbooks. The entire contents of the textbook have been read carefully to identify the relationship with EE. The below figures show the real EE content into the primary textbook-

Figure 1: EE related Contents in Primary Textbook



	Class 3	Class 4	Class 5	Total
Science	64.04	71.92	75	69.69
BGS	19.44	28.57	20	22.37

Above figures showed the percentage of EE linked contents in Bangladeshi PS and BGS textbook from grade 3 to 5. There were average 69.69% EE contents in Science textbook and 22.37% in BGS textbook from grade 3 to 5. The biggest number (75%) of contents was covered by grade give PS textbook and the smallest number (19.44%) was covered by grade 3 BGS textbook. Although the number of contents was big in number but how was the organization. The organization of contents according to the age of the children is very important also. Next part of discussion will focus on the EE related contents organization in primary textbook of Bangladesh

3.4 Organization of EE in Primary Textbook

3.4.1 Primary Science Textbook: The discussion in this part will be divided into three sections. In the first section, the name of the chapters in the PS textbook will be displayed followed by repetition of contents and connections between and among the contents. The aim of this part

is to discuss about the similar contents in different class and the relationship between those contents in terms of age group.

Table 4: Organization of Chapters in Primary Science Textbook

Chapter Number	Grade 3	Grade 4	Grade 5
1	Our Environment	Living Bodies and Environment	Our Environment
2	Living and non-living Bodies	Plants and Animals	Environmental Pollution
3	*Different kinds of Matter*	Soil	Water for Life
4	Water	Food	Air
5	Soil	Healthy Lifestyle	Matter and Energy
6	Air	*Matters*	Food for good Health
7	Food	Natural Resources	Healthy Lifestyle
8	Health System	*Universe*	*The Universe*
9	Energy	*Technology in Our Life*	*Technology in our Life*
10	*Introduction to Technology*	Weather and Climate	*Information in our Life*
11	*Information*	*Life Security and First*	Weather and Climate

	&Communication	*Aid*	
12	Population and Natural Environment	*Information in Our Life*	Climate Change
13		Population and Natural Environment	Natural Resources
14			Population and Natural Environment

The above table shows the name of content in PS textbook from grade 3 to 5. All contents except red color (underlined and italic font) were related to EE. There were a lot of repeated contents in the PS textbook. The below table shows the repeated contents

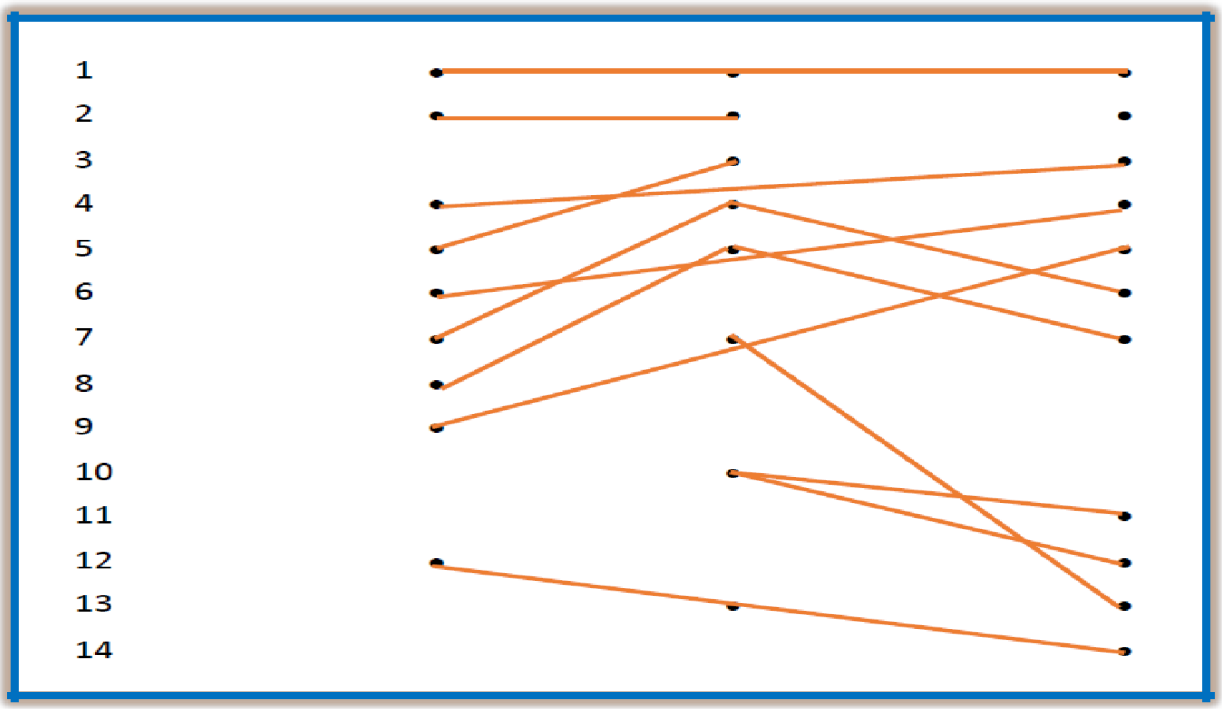
Table 5: Repeated Content in PS textbook

Name of the Content	Grade 3	Grade 4	Grade 5	Number of Repetitions
Our Environment	1	1	1	3
Water for Life	1	1	1	3
Soil	1	1	0	2
Air	1	0	1	2
Health System	1	1	1	3

Population and Natural Environment	1	1	1	3
Natural Resources	0	1	1	2
Weather and Climate	0	1	1	2

The number of repeated contents was alarming in PS textbook. Similar contents found repeatedly been discussed throughout the entire system of primary education in Bangladesh. It decreased the possibilities of adding more contents and especially the emerging EE related contents. Also, repetition of same things creates irritation among the students. Not only the repetitions but also the connections between and among the contents play very significant rule in terms of generating the awareness among the young children about any environmental issue. Next part of discussion will emphasis on connections between and among the EE related contents in primary science textbook.

Figure 2: Relationship among EE chapters in Science textbook from grade 3 to 5



The above figure shows the horizontal relationship among contents. Left side numbering displays the number of chapter and three different dots represents the three different grades. Missing of dots means the chapter which has no relation with EE. There are a lot of repetitions and no relations contents among them. For example, the straight line in the 1st chapter and another straight line in between the 12, 13, and 14 chapter of grade 3, 4, and 5 shows the repetition. Not only the name of chapter but also the contents were quite similar. On the other hand, the 2nd chapter in grade 5 did not have any relation with other chapter in grade 3 and 4. Although the 10th chapter in grade 4 and 11th chapter in grade 5 had similar title but the contents were sequentially organized. In grade 4, the discussion was limited to daily weather, elements of weather and reason behind weather change but in grade 5 there were arguments about the relationship between weather and climate change.

3.4.2 Bangladesh and Global Studies Textbook: The discussion in this part will also be divided into three sections. In the first section, the name of the chapters in the BGS textbook will be displayed followed by repetition of contents and connections between and among the contents. The aim of this part is to find out the similar contents in BGS textbook in primary level

education of Bangladesh. It also tries to examine the relationship between those contents in terms of age group.

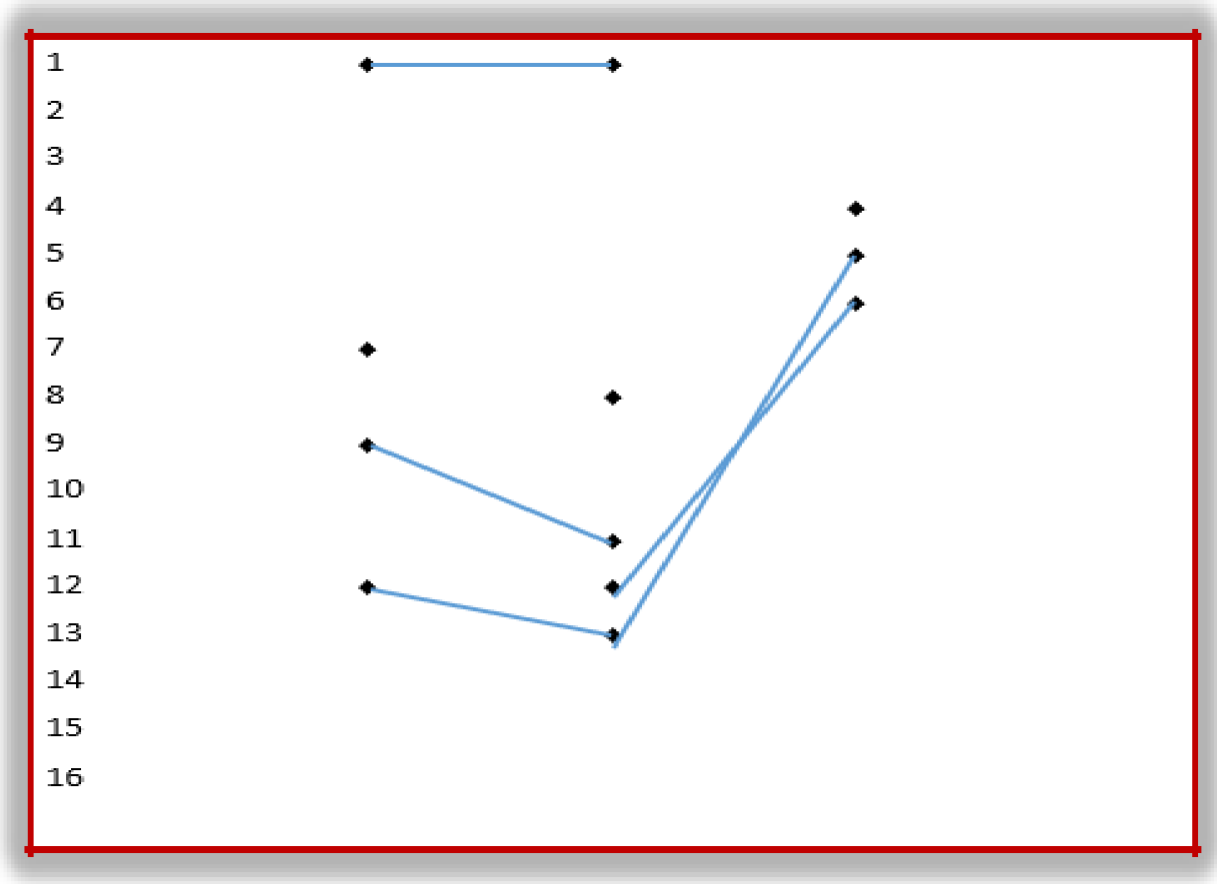
Table 6: Organization of Chapters in BGS Textbook

Chapter	Grade 3	Grade 4	Grade 5
1	*Natural and Societal Environment*	*Our Environment and Society*	Our Liberation War
2	Living Together	Cooperation in the Society	The British Rule
3	Our Rights and Responsibilities	Ethnic Groups of Bangladesh	Historical Places and Monuments of Bangladesh
4	Different Professions in Society	Citizen rights	*Economy of Bangladesh: Agriculture and Industry*
5	Human Virtue	Values and behavior	*Population*
6	Development of Societal Environment	Tolerance to others opinion	*Climate and Disaster*
7	*Protection of Environmental Pollution and Conservation*	Dignity of Labor	Human Rights
8	Continents and Ocean	*Societal and state resources*	Equality between Man and Women
9	*Our Bangladesh*	Development activities in the locality	Our Rights and Responsibilities

10	Our Father of the Nation	Asian Continent	Democratic Attitude
11	Our History and Culture	*Geo-nature of Bangladesh*	Minor Races of Bangladesh
12	*Population of Bangladesh*	*Disaster prevention*	Bangladesh and World
13		*Population of Bangladesh*	
14		Our History	
15		Our Liberation war	
16		Our Culture	

The above table shows all the contents in the BGS textbook from grade 3 to 5. Only blue color (underlined and italic font) contents have the relationship with EE. According to the above list, there are a few numbers of EE related contents in BGS textbook in comparison with PS textbook. The only repetition in BGS textbook is "Population and its effect on environment". But the organization of the content was haphazard. The below figure shows the real picture of relationship between and among the EE contents in BGS textbook.

Figure 3: Relationship among EE Chapters in BGS Textbook from Grade 3 to 5



The above figure establishes the horizontal relationship of EE contents in BGS textbook from grade 3 to 5. The figure shows the bonding among chapters. There were very few chapters in comparison with science textbook. The population of Bangladesh has been repeated into three grades with similar type of contents. There was chapter about "Protection of Environmental Pollution and Conservation" in grade three but it was rarely connected with other chapter in grade 4 and 5. There was another chapter in grade 4 named "Societal and State Resources" but no connections with other chapter. The relationship between "Disaster Prevention" in grade 4 and "Climate and Disaster" in grade five was strong but the chapter related to effect of climate change on human life is really missing. The figure above shows the poor connectivity among the content. The organization of content in BGS textbook seems mostly unsystematic and the appearance of a new contents was no connections with previous in most of the cases.

3.5: Lack of Emerging EE Contents in Primary Textbook

The EE related emerging issues can be divided into two different dimensions- international issues and national issues. Environmental has no political and biological boarder around the globe. Negative changes in the environment must hamper the total population of the world. Consequently, natural calamities can be happening in an area because of severe pollution and environmentally unauthorized activities in that area. Each person has their own duties and responsibilities to protect the complete health of both natural and social environment. EE with considerable and need based lengthened knowledge can magnify the prospect of human actions for the

progress of eco-friendly global environment. Activity based textbook content can help student to change their behavior towards sustainable development of environmental viewpoint.

Heavy rainfall is a concurrent natural catastrophe which is very common during last 10-15 years in Bangladesh. The sewerage system in rural and urban Bangladesh fails to manage the water of heavy rainfall which occur long-lasting flood in almost every year. The content related to this topic could be added into primary textbook by providing relevant information and activities. Along with Global warming and deforestation the new global issues such as rise in zoonotic disease has been found dangerous for the human health around the world. Furthermore, radioactive waste produce from nuclear power generation is also identified as a serious environmental problem worldwide. The topic related to those contemporary environmental complications must be added into the textbook for safeguarding our future generation from any kinds of calamity. Student age and previous knowledge should be taken seriously during the policy making process for such important global agenda. The field level implementers of education can help the policy initiatives by gathering their practical experiences into textbook context. For making our future leadership, the activity based environmental content and debate programs could be included into intended curriculum from the early level of education. An extra period for cleaning could be allocated into the primary level curriculum for building a future generation that will motivated and committed towards environmental cleanliness.

4. Conclusion:

The environment is a global phenomenon and participation of every people around the universe is needed to improve the situation of

environmental problems around them. Changing the human mentality towards the better environmental condition is the motto of Environmental Education around the world. In this changing world, ensuring the quality of life for every citizen is the most important global agenda. Bangladesh is trying to improve its situation in every possible area of development and focusing more on education quality. Environmental Education from the very beginning of a student life can affect more on his/her entire life. To build up an environment-friendly beautiful Bangladesh, every single inhabitant should be responsible and dynamic toward environmental sustainability. So, Primary education is the best choice to extent such kind of knowledge and skills because in this developing country only primary education is free of cost and state is providing all the facilities to ensure it. And, without proper knowledge from the beginning of life could hamper the whole life events.

Although the 71.79% contents in Science textbook and 27.50% contents of BGS textbook have the connections with EE but the repetition of content make the chaotic situation. A lot of contents were found similar that repeated into two textbooks. Thus, there was limited scope to include emerging issues. The organization of EE related content represented the most disorderly situation. For example, there is a content about “Weather and Climate” in science textbook for grade 4 in between the content of “Technology in Our Life” and “Life Security and First Aid”. Among those 3 contents there are no connections. So, first repetition of the contents should be avoided and need based current contents should be added to ensure the proper knowledge and awareness among the young generation of the country. Curriculum and content specialist should be hired to minimize reorganized the textbook content by following contemporary content distribution process according to the need and age of the children. Thus, a well-organized system of inclusion and organization of EE contents into

primary textbook is essential to attain the environmental sustainability as well as SDGs.

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The City of Istanbul from the Perspective of Italians: Paintings to Newspapers

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ABSTRACT

Istanbul attracted many foreign painters starting from the end of 18th century until the beginning of 20th century. While some of the painters who focused on the theme of Istanbul or an orientalist style created their works

by visiting the cities such as Istanbul and Cairo, some of them created these works solely upon inspiration from the works which they saw without visiting these cities. However, the contribution of painters who came to the empire and created works to figurative Turkish art and its developments from a western perspective was at undeniable level. A significant movement was observed for Western painters in the Ottoman Court and artistic circles in the second half of the 19th century. While some Western painters sent their works to Court by means of envoys, some of them had the opportunity to present their works directly to the sultan. There was also another group of painters who created their works in the court and worked for court. Istanbul was a point of interest through hundred years as the capital city of an empire, therefore it was also the working area of foreign correspondents. In the first half of the 19th century, some of these correspondents illustrated the city in order to use them in newspapers as visuals. In the second half of the 19th century according to technological facilities and inventions of photography, some of them took photos of the city and by the time these photos were used in newspapers as news photographs. This study implies the visuals of city of Istanbul in 19th century which were produced by Italian painters, illustrators and correspondents. In accordance with this purpose, Italians perspective about Istanbul will be evaluated in different dimensions.

Key Words: Istanbul, 19th Century, Painting, Illustration, Italian Perspective.

I. Italian Painters Who Created Works in the Ottoman Empire in the 19th Century

Istanbul attracted many foreign painters starting from the end of 18th century until the beginning of 20th century. While some of the painters who focused on the theme of Istanbul or an orientalist style created their works by visiting the cities such as Istanbul and Cairo, some of them created these works solely upon inspiration from the works which they saw without visiting these cities.

Picture 1. Carlo Bossoli, The Grand Bazaar, 1845.

Picture 2. Amadeo Preziosi, The Grand Bazaar, 1853.

However, the contribution of painters who came to the empire and created works to figurative Turkish art and its developments from a western perspective was at undeniable level. A significant movement was observed for Western painters in the Ottoman Court and artistic circles in the second half of the 19th century. While some Western painters sent their works to Court by means of envoys, some of them had the opportunity to present their works directly to the sultan. There was also another group of painters who created their works in the court and worked for court (Oner, 1992: 186).

Picture 3. Ippolito Caffi, Constantinople, Date Unknown.

The reign of Sultan Abdul Hamid II (1876-1909) includes important Italian painters who are listed in the Turkish art history. First of them is Salvatore Valéri**.** Italian painter Valéri (1857–1946) who arrived in Istanbul in 1880, passed approximately thirty five years in this city. The painter who trained prospectively prestigious painters of Turkey in Sanayi-i Nefise Mektebi (Academy of Fine Arts) for twenty five years, decided to go into action and made a progress to this end and he completed his teaching theory with his vast knowledge and he

became the teacher of prince during the reign of Sultan Abdul Hamid II (Thalasso, 2008: 61).

Leonardo de Mango was also one of the important painters of the period. The painter arrived in Istanbul in 1883; although he was not included in the academic staff of Sanayi-i Nefise Mektebi (Academy of Fine Arts), he was in close contact with teachers of the academy and Osman Hamdi Bey. Mango who participated in exhibition activities concentrated in Istanbul mainly worked with luminous and bright colours. The studio of the painter who depicted different human types and daily life together with ethnographic characteristics was firstly located in Beyoglu then in Galatasaray Pasajı and it was an important haunt particularly for compatriot painters Fausto Zonaro, Salvatore Valeri, Pietro Bellò, architect Alexandre Vallaury, Osman Hamdi Bey and various artists and art-lovers of the period. The painter who had a documentary perspective in his painting created many orientalist works. (Sonmez, 2006: 197).

Italian artist Philippe/Pietro Bellò who came to Istanbul for the first time during the Crimean War (1855) was one of the prominent painters of the period. Although he taught at Sanayi-i Nefise Mektebi (Academy of Fine Arts) for long years, he should be listed among independent artists (Thalasso, 2008: 81). The artist who also taught in architecture department of the academy, worked as the assistant of the Architect Alexandre Vallaury. The works of the artist who was

interested in painting apart from his field of teaching namely architecture were exhibited in exhibitions in Istanbul.

Another artist who worked for the court and was originally from Genoa and received art education and lived for long years in Florence was Luigi Acquarone. The artist arrived in Istanbul in 1841 and he was assigned as the painter of Abdul Hamid II in 1881. The artist who was successful in oil painting and particularly in watercolour painting had a studio in Rue Linardi in Beyoglu district. The artist worked as an art teacher at Sanayi-i Nefise Mektebi (Academy of Fine Arts) and received prizes such as third order of Medjidie, silver Legion of Merit, Medal of Turkish Fine Arts, Medal of Italian Fine Arts and Iranian Lion and Silver Medals (Germaner and Inankur, 2002: 113-114).

Another important artist of the period was Fausto Zonaro. The painter who arrived in Istanbul in 1891 appeared in the cover of a magazine which was issued in Leipzig with a piece of his work which he painted in Italy. This event led to prominence of Zonaro in artistic circles of Istanbul, an increase in the sale of his paintings and the interest in private painting lessons of the artist and consequently two works of the artists were rewarded with fourth order of Medjidie by Sultan Abdul Hamid II. Artist was also awarded with Order of Knighthood by Italian Government (Sonmez, 2006: 207). Fausto Zonaro was

awarded with the title “court painter” for his painting entitled Ertugrul Cavalcade in 1896 and he worked as chief painter in Yıldız Palace.

Picture 4. Fausto Zonaro, Eminonu Scene, 1910.

Zonaro was invited to palace for the first time in November 1909 following the dethronement of Sultan Abdul Hamid II on April 27, 1909 and following statement was made: “Monsieur Zonaro, we would like to express our thanks for your effort and art works which you created; your mission as “Chief Painter of Court” was terminated.” (Ondes and Makzume, 2010: 95). Zonaro who had difficult times due to political problems and the dethronement of

Sultan Abdul Hamid II had to return to his country. The most significant evidence of happy times of Zonaro in Ottoman capital and court and his affection and loyalty to Ottoman Dynasty until the last moment was his attendance in black clothes with his daughter in funeral of the last Ottoman Sultan Vahdettin who died on May 15, 1926 in San Remo and prayed sincerely according to Christian belief. It is understood that Zonaro created approximately 1350 painting regarding Turkey. His works are spread in various museums and special collections both in Turkey and abroad particularly Dolmabahce Palace (Sonmez, 2006: 216).

Zonaro contributed to Turkish painting from two perspectives. Firstly, he introduced one of the most important artistic movements of the period, “Impressionism” to Turkish painting. In this course, he observed urban landscape and its community and depicted them with his distinctive brush strokes and colours. Secondly, selection and acceptance of Zonaro as court painter shows the approach of court towards painting. Interpretations of Istanbul, tasks as court painter, raising new Turkish artists by Zonaro within the chain of events following the foundation of Sanayi-i Nefise Mektebi (Academy of Fine Arts) with the will of Sultan and efforts of Osman Hamdi reveal the contributions of him to Turkish painting. Furthermore he took important steps in the development of Turkish porcelain painting by depicting female head on Sevres type-plates in Yıldız Tile Factory (Gurcaglar, as cited in Vural, 2004: 122–123).

Other Italian artists who were residing in Istanbul during the reign of Sultan Abdul Hamid were Francesco Savrio Netti, Gabriele Carelli, Ettore Ferrari, Carlo Brancaccio, Pascal Damilio, Emilio della Suda and Lorenzo Valeri.

II. Illustration Newspapers in 19th Century

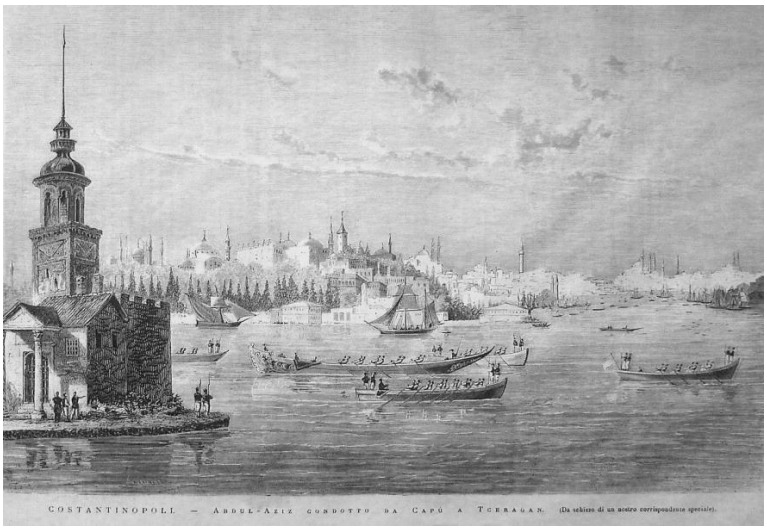
Since the Age of Enlightenment, European continent has entered into a different period in social and economic terms with the effect of new inventions and geographical discoveries. In this process, journals that give political and commercial news were first published in the name of Zeitung in Germany and Gazetta in Italy (Kurkcuer, 1969: 6). The ideologies of liberation and nationalism and rapid industrialization have been the elements that further stimulate the political environment of the European continent.

Especially in periods of low literacy in societies, a number of visual representations were needed to enable individuals to perceive and analyze this new complex economic, political and social life that they are not accustomed to. Because the individuals and societies, externalization of an inner world, the need to reflect the thoughts on

images has been as basic as the action of breathing (Burnett, 2012: 52).

Individuals need tools that observe their environment on their behalf and thus allow them to compare themselves with others and reduce them to a perceived level. These tools are undoubtedly media. Today, individuals perceive and recognize others through the media, regardless of which society they belong to. In other words, it is constructed through the real media and through the media (Gokce and Gokce, 2011: 17).

The speed seen in industrialization in the 18th and 19th centuries is also seen in the press sector. In the Western media, it is known that there are daily and weekly news newspapers as well as the presence and number of weekly politics and culture-art publications, which include only visuals and illustrations. The primary way to raise awareness in the field of communication is to be creative, and it is seen that this need, starting with the Industrial Revolution, has led to a rapid and competitive transformation. In this process, the use of imagery, which is the most known way of influencing people from past to present, has intensively affected human life. A large and important portion of these images appear in newspapers, and they have appeared in newspapers in the form of illustrations, cartoons and photographs.



Picture 5. Istanbul - The Gate of Cıragan Made in Sultan Abdul Aziz Throne
(From the special draft of our newspaper reporter)

L'Illustrazione Italiana

25 Giugno 1876, Anno: III, No: 35, Pagine: 52-53

(25 June 1876, Year: 3, Number: 35, Pages: 52-53)

In the illustration newspapers, local journalists or reporters were paid as artists in order to describe the events at the scene. However the free workers were paid to make political cartoons, allegorical pictures and story illustrations. For the printing of the work of art, the original work of art was produced by wood engravers, which created the printing blocks printed in pens and inks. The purpose of all these illustration newspapers has been to be everywhere and give information on every subject. The weekly edition of the publications prepared in national and international context is over one hundred thousand.

Costantinopoli. — Esterno del tempio di Santa Sofia. (Disegno del sig. Michetti, da una fotografia dei fratelli Abdullah).

Picture 6. Istanbul - Outside of Aya Sofia Temple
(From the photograph of Abdullah Brothers, Signor Michetti's design)

L'Illustrazione Italiana

13 Gennaio 1878, Anno: V, No: 2, Pagina: 21

(13 January 1878, Year: 5, Number: 2, Page: 21)

Picture 7. Istanbul: Karakoy Bridge, View of Istanbul

(Photograph by Abdullah Brothers)

L'Illustrazione Italiana

23 Novembre 1890, Anno: XVII, No: 47, Pagina: 36

(23 November 1890, Year: 27, Number: 47, Page: 36)

III. Conclusion

It is consequently known that numerous European artists and illustrators arrived in Ottoman territories in the 19th century and some of them came upon the court invitation and some of them were residing in Istanbul for work. It is remarkable that Italians constituted the majority among these artists. Thus, it is accepted that Italian artists were active in Ottoman Empire and they introduced western-style Turkish art to Ottoman territory through their activities. According to Italian sources regarding these artists, it is understood that they visited the Orient and created works. Their contribution to introduction of Ottoman Empire in their countries by means of their Orientalist paintings is highlighted.

The city of Istanbul has been the subject of Italian painters and illustrative newspapers based on military, political, economic and social developments in the Ottoman Empire. So by the drawings of

Italian painters, illustrators and correspondents, Italian people had the opportunity to get to know the Ottoman Empire. This is the leading role in the image formation and perception of the Ottoman Empire in the Kingdom of Italy in 19th century.

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Investigating the Association between the Use of Touchscreen Devices and Children's English Vocabulary Acquisition in KSA

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Abstract Children are growing up in a technological world. Thus, many children can use touchscreen devices without any difficulties. The researcher tested whether the use of touchscreen devices is associated with children's English vocabulary acquisition. Forty parents of KSA children aged 4 -7 years completed a "touchscreen devices use" questionnaire. Forty children participated in a vocabulary test. The results show that 70% of children watching YouTube, 26.6% playing games, and 3.3% using educational apps. The researcher's analyses revealed that time spent using touchscreen devices is positively associated with children's English vocabulary acquisition scores. Children who spent much of their time on touchscreen devices passed the vocabulary test. 33% of children passed the

vocabulary test, while 66% did not pass the test due to the insufficient time. Thus, the finding of the study suggested that touchscreen devices use influenced English vocabulary acquisition in this sample.

Keywords Children, English Vocabulary, Touchscreen Devices, Language Acquisition

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1. Introduction

In a world where technology is so rapid, it is natural to find a child who perfectly uses smartphones, iPods, iPads, and tablets. Children have no difficulty in using touchscreens devices or pressing the buttons of these modern technologies. Technology has become an integral part of everyday life of any child. This raises many questions and divergent views about the positive and negative effects of technology on children. The researchers try to turn technology's negatives into advantages that help them in raising and educating the child.

There is a variety of online activities, including watching videos, playing games, and listening to baby songs, that most children under nine years old like to do with touchscreen devices. The variety of apps with different languages increases the ability of children to develop their native language or acquire a second language. Children's exposure to touchscreen devices and their effect on language is not clear-cut. Most studies discussed the association between touchscreen devices and children's vocabulary size of the first language (Taylor, Monaghan, & Westermann, 2017). The researchers found a negative relationship between the use of touchscreens and vocabulary acquisition. The large number of vocabulary in children aged 6 -24 months was due to reading stories by parents. On the other hand,

some studies suggested a positive relationship between touchscreen devices exposure and vocabulary size of the second language in children aged 6 -7 years (Aghlara & Tamjid, 2011).

Researchers understand the importance of technologies including touchscreen devices on children's language. Studies in language learning have demonstrated that children aged two and older can learn vocabulary from a video, unlike infants and toddlers (Holloway, Green & Livingstone, 2013). Thus, it is important for researchers to study the relationship between the use of technology and language development of children.

In Saudi Arabia, children's ownership of touchscreen devices including iPods, iPads, tablets, and smartphones have been increasing. Note that among Arabic countries survey in 2013, Saudi Arabia has the highest smartphone ownership rate regardless of age (Lynch, 2014). Thus, the current study aims to investigate the association between the use of touchscreen devices, and children's English vocabulary acquisition in Saudi Arabia.

2. Literature Review

The flexibility and multiple-uses of screen media including television and touchscreen devices for children inspired researchers to study the effects of screen media exposure on children's language development. A large and growing body of literature has investigated the association between screen media including television, touchscreen devices, and children's vocabulary development. Much of the current literature on screen media and language development pays particular attention to children's vocabulary size of their first language. However, there are few studies discussed the relationship between screen media exposure and second language development.

Traditionally, it has been argued that the impact of watching television on children's first language development is not clear-cut. A longitudinal study investigated the relationship between natural exposure to "Sesame Street" an

educational program, and preschoolers' vocabulary acquisition for children aged 3 to 7. The Peabody Picture Vocabulary Test (PPVT) was given to each child at the beginning and at the end of the 2-year period during "Sesame Street" viewing at home. The study found a positive effect of "Sesame Street" viewing on children's vocabulary from ages 3 to 5, but from ages 5 to 7, the benefits of "sesame street" viewing declined (Rice, Huston, Truglio, & Wright, 1990). The study suggested a positive association between exposure to television and children's vocabulary size.

Previous studies have reported a negative relationship between baby's DVDs and children's vocabulary development. Children were exposed to such media, understood 6-8 words at 8-16 months, unlike reading stories. (Zimmerman et al, 2007 cited in Taylor, Monaghan, & Westermann, 2017). Another study has indicated a negative relationship between TV exposure at 6-24 months and language development at the age of 3 years (Schmidt, Rich, -Shiman, Okan, & Taveras, 2009 cited in Taylor, Monaghan, & Westermann, 2017).

The serious discussion of the effects of touchscreen devices on children's language development emerged when smartphones have been on the market since 1993 (Sarwar, 2013). A recent study of Taylor, Monaghan, & Westermann (2017) in which they investigated the association between children's media exposure; television, touchscreen devices, reading stories and the development of their language at 6-36 months in the UK. The results of the study demonstrated that children's media exposure under the age of 3 years is high, but it does not affect positively their language development. Whereas reading with children has a positive impact on their vocabulary development.

Other studies have discussed the relationship between using touchscreen devices and the second language acquisition. Although most of the studies have been conducted in the west, an Iranian study discussed the relationship between digital games and English vocabulary learning. In 2011, Aghlara and Tamjid investigated the effect of using a digital computer game on

English vocabulary learning of Iranian children. The participants in the experimental group were not aware that they were engaged in learning a vocabulary of the second language. Whereas children in the control group were aware of the learning process. The results of the study indicated that children aged 6 to 7 in the experimental group were more motivated to learn English vocabulary, and they were more successful in learning new words, unlike the control group. The study suggests that children can learn new vocabulary when they are naturally exposed to games using touchscreen devices.

The majority of studies on children's media exposure and its effect on language development have been conducted in the west (Taylor, Monaghan, & Westermann, 2017). In Saudi Arabia, it is difficult to find such studies that investigate the relationship between touchscreen devices and children's second language development. Recently, the use of touchscreen devices by children increases largely among Saudi children. In 2013, a survey was conducted through face-to-face interviews with 1,001 pairs of children and parents living in different cities in Saudi Arabia. 87% of children in Saudi Arabia own a mobile phone. 71% of all children with a mobile phone own a smartphone. Moreover, 54% of all children surveyed use a tablet beside their smartphones (Lynch, 2014). Thus, it is important for a researcher to consider the effects that touchscreen devices have, if any, on children's language acquisition. The purpose of the present study was to consider whether the use of touchscreen devices is associated with children's acquisition of English vocabulary at 4 to 7 years in Saudi Arabia or not.

2.1. Hypothesis

Touchscreen devices will be positively associated with children's English vocabulary acquisition in KSA due to the variety of apps using English, which facilitates English vocabulary acquisition.

2.2. Research Questions

To achieve the goals of the present study, the following research question will be investigated:

1. What is the effect of using touchscreen devices on Children's English vocabulary acquisition in KSA?

3. Methodology

3.1. Participants

A total of 40 participants from KSA completed an online questionnaire. The questionnaire was constructed to measure children's touchscreen devices use, the language of the Apps that are regularly used by children, and the common English words that children have learned from touchscreen devices. 40 Children aged between 4 to 7 participated in a vocabulary test. These Children did not learn the English language whether in their school or in their homes by parents.

3.2. Procedure

The data were collected via an online questionnaire within a week, which was designed by "Google Survey". The questionnaire of "children's touchscreen devices use" was distributed online via WhatsApp group with children's parents. A vocabulary test was given to 21 children in preschools and to 19 children in first-grade elementary school. The vocabulary test was designed by PowerPoint included pictures that represented each word.

3.3. Materials

3.3.1. Touchscreen Devices Use Questionnaire

"The touchscreen devices use" questionnaire included two subsections. The first subsection contained questions about parents' education and their English language proficiency. The second subsection included questions about children and their ownership of touchscreen devices. It also investigated the time that children spent using touchscreen devices, and the common applications that children usually used.

3.3.2. English Vocabulary Test

"The English vocabulary test" used in this study was designed by the researcher in order to confirm whether children acquire English vocabulary while using touchscreen devices or not. During preliminary stage of listing words, the researcher watched baby's video on YouTube to determine the most frequent English words. The researcher also observed two children aged 4-5 who spent more than 10 hours a day watching YouTube on their iPads. The researcher classified the most common English words that children could acquire at the age of 4 to 7 years into five different categories: basic colors (red, green, blue, yellow, pink), fruits (orange, banana, apple), family relationships (father. mother, brother, sister, boy, girl), equipment of library and furniture (book, pen, table, chair, door), and verbs (help, go, sleep, open, close, game). The researcher examined the two children using the list of vocabulary before approving the test for the sample in order to increase the reliability of the test.

4. Results

4.1. Parent and Child

The majority of parents answering the questionnaire were Saudi and educated to secondary level or higher. In addition, their English language proficiency was very limited and they didn't use English at home. All children in the study lived with the parents answering the questionnaire.

Children were aged 4 – 7 years (Gender: Male = 6, Female = 24). Children were from primary school (first grade) and kindergarten.10 children were eliminated because their parents did not answer the questionnaire.

4.2. Touchscreen Devices Use

The majority of children have access to touchscreen devices. 53.3% of children used their own devices, 40% used their parent's devices, and only 6.7% did not use touchscreen devices. Most children aged 6 -7 (m = 0.2) did not have touchscreen devices, they used the devices of their parents. On the other hand, most children aged 4 – 6 (m = 0.3) had their own touchscreen devices. On a typical day, 43.3% of the children spent 1 to 2 hours a day using their touchscreen devices. 33% of children used their devices from 3 to 4 hours a day, and 3.3% of children spent all day with their touchscreen devices. 3.3% of children spent more than 20 hours a day, and 3.3% on their leisure time. Only 13.3% of children spent one hour a day. Parents reported a number of activities that their children do when using touchscreen devices including (70%) watching YouTube, (26.6%) playing games and (3.3%) using educational apps (Table 1). Parents also reported about the language of the apps that their children use. 56% of children were used to watch YouTube, games, and educational apps in both Arabic and English languages. 40% of children exposed only to the Arabic language, and 3.3% exposed only to the English language.

Table 1. Percentages of the applications that children used provided by the parents, the mean scores of the vocabulary test, and a number of children who passed the test

The activities (Apps)	Participants	Vocabulary test scores (mean)	Participants passed the test
YouTube	70%	13	8
Playing game	26.6%	8.5	2

Using educational apps	3.3%	10	0

4.3. Language Development

30 of children participated in the vocabulary test, which was divided into five categories including basic colors, fruits, equipment of library and furniture, family relations, and some verbs. The vocabulary test included 25 words; children were given total scores for the number of words that the child comprehends. Only 10 children out of 30 got 15 scores and higher, 9 children got from 10-14, and 11 children got from 0-9. The researcher considers the percentage of passing the test is 60%. Thus, 33% of children (m = 6.5) passed the vocabulary test, while 66% (m = 5.5) did not pass the test.

However, the majority of children comprehended the vocabulary of basic colors, fruits, and family relations categories, unlike equipment of library and furniture, and some verbs. 70% of children acquired the terms of basic colors, 73% of fruits, 43% of family relations, 6.6% of furniture, and 13.3% of some verbs. The researcher considered that the use of touchscreen devices enriches Saudi children's English vocabulary.

5. Discussion

Today, children's life is surrounded by technological devices. The results of the research indicate that among the sample educated family in KSA, a high proportion of children aged 4 -7 years use touchscreen devices (53.3%). In the present sample, children aged 4 – 7 spent more time engaged with touchscreen devices. Overall, most children use touchscreen devices including iPads, iPods, smartphones, and tablets in the present study due to the interesting content and the varieties of apps. This finding is inconsistent with prior work by Taylor, Monaghan, & Westermann who found that fewer children use mobile touchscreen devices due to either the appropriateness of

the content or the difficulty of mobile touchscreen devices systems.

The majority of children in the present study watched YouTube more than any other apps (70%). This finding is consistent with the previous work which suggested that "Children who were high viewers to video on TV in the age range of 4 to 5 performed better on the PPVT at age 5 than those who were not" (Rice, Huston, & Truglio, 1990). In the present study children who spent more time watching YouTube got high scores (m = 13) whereas children who watched other apps such as game (m = 8.5) or educational apps (m = 10) got low scores.

Children in the present study comprehended the basic colors such as red, yellow, blue, green, and pink. These colors are presented for children in many videos on YouTube more than any other colors for scientific reasons. This view is supported by Pitchford and Mullen in 2002, who found that children aged between 4 to 7 acquired these basic colors before other colors such as brown and grey. Thus, there is a relationship between watching YouTube on touchscreen devices and children's English vocabulary size in the study.

Importantly, "touchscreen devices use" was associated with Saudi children's acquisition of English vocabulary. This relationship depended on the time that Saudi children spent using touchscreen devices. The more time children spent on touchscreen devices the more English vocabulary they acquired. This finding is supported by Taylor, Monaghan, & Westermann in 2017. They found that although many children used touchscreen devices, their language did not develop due to the insufficient amount of exposure which was less than 20 min a day. Therefore, the amount of exposure to touchscreen devices is one of an important factor that effects on children's English vocabulary acquisition. This relationship also depended on the language of the content that children watched. According to the present study, children who are exposed to English video comprehended more vocabulary than others. For example, some of these children took a long time thinking about the meaning of father and mother…etc, but when the

researcher sang the famous song on YouTube “family fingers”, the child immediately would point the correct words.

The majority of children in this study were using touchscreen devices, future work should start to consider the role of the apps on children’s second language acquisition. The researcher also suggests that for future work it would be necessary to investigate the association between these devices and pronunciation of children. Most children in the present study, even if they did not understand these English words, they pronounce the words as similar as native speakers do. This research will inspire future researchers to work more in this field.

6. Conclusions

In conclusion, the present study was designed to determine the effect of using touchscreen devices on children’s English vocabulary acquisition aged 4 – 7 years in Saudi Arabia. The results of this investigation show that children in this sample spent more time using touchscreen devices, which affected positively their acquisition of English vocabulary. Thus, the present study has a value in the field of language acquisition researches. In addition, this study provides an insight into the importance of touchscreen devices for acquiring the second language.

However, the sample size of the present study was relatively small. Thus, for future researches, it would be better to examine a large sample to make the results more accurate. In addition, doing some longitudinal studies on this issue will enrich the results of the present study. Unfortunately, the current study did not include male participants aged 6 – 7 due to access limitations to their schools. Therefore, the findings supported the hypothesis of the researcher that “touchscreen devices use” affects positively on children’s English vocabulary.

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THE ROLE OF MASS MEDIA IN CONFLICT DE-ESCALATION IN ADAMAWA STATE, NIGERIA

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Abstract

The mass media has a dual role to play in conflict situations. It is either is initiating and escalating conflict, or de-escalating conflict, thereby promoting stability and peace in a society. While numerous studies have dealt with the conflict initiating and escalating potentials of the media, there are few studies that have explored the conflict de-escalating role of the media. Most of the few available studies in this regard are largely theoretical in nature, while there is dearth of information on empirical studies of this subject matter. Based on this, this study engages empirical analysis of the role of mass media in conflict de-escalation with reference to the development in Adamawa State, Nigeria. A sample of 145 media audience, who were primarily young people in Jimeta Metropolis were employed in the study. Data were gathered through the use of a questionnaire entitled "Media and Conflict De-escalation Questionnaire" (MCDQ). Mean and standard deviation were used to analyse data collected. Equally, charts were used to represent some of the data collected. The study found out that mass media have the potential and capacity to encourage negotiation for easy

resolution in conflict situation. Also, the study finds that the mass media can report or air programmes in such a way that peace will be promoted and can equally create room for the existence of balanced opinions to encouraged conflict prevention. Based on this, it is recommended that media reporters should adopt peace narrative styles of reporting in order to positively educate people on conflict issues so that they can be motivated to react appropriately for the development of mutual understanding and easy resolution processes.

Key words: Youth, Mass Media, Conflict, Conflict (de)escalation

Introduction

The success and continuity of any democratic system is a function of the existence of peace and stability in the society. This is because peaceful environments attract investors; promote economic, social and political activities, which constitute the harbinger for societal growth and development. However, the recurrence of violent conflicts occur, with different levels of intensities at the local, regional, and international arenas have rendered societies highly unstable and inhabitable, resulting in high number of death tolls and massive displacement of people around the worldwide. Thus, the experience of increasing incidents of violent conflicts, the challenges of instability and insecurity pandemic have turned out to be the defining features of the contemporary world today. In this regard, Puddephatt (2006) posits that:

> Conflict is one of the defining features of the modern world. Since the end of the Cold War there have been countless conflicts that have involved the deaths of millions of people and the suffering and displacement of millions more. It is impossible to accurately quantify human suffering due to conflict (p.5) occurring around the world.

Similarly, Szayna et al. (2017) opine that, with global and regional security challenges increasing and the world focused on the armed conflicts unfolding now, it would seem that the world has become a much more dangerous place. The issue is that, the dynamics and the spreading propensities of armed conflicts in societies have been metamorphosed into a dominant part of the global developmental process in this age. This development has caused values such as peace, stability and security to wane in many societies, despite the structures put in place to curtail violent conflicts. For instance, in Africa, conflict has pathetically become part of the recurrent experiences in the continent, as a result of the problem of governance, existence of structural problems such as corruption, poverty, injustice and the like, and poor response patterns of the civil society. Alimba (2014) submits that the historical antecedent of the post-colonial Africa is tinted with the menace of violent conflicts. Violent conflict remains one of the events that have halted the growth and development of African societies. The dimensions and patterns of manifestations of violent conflicts have

prevented Africa from living up to its expectations among the continents of the world. According to Tana (2018),

> The number of violent conflicts in Africa in 2017 hardly changed from the previous year; however, there was a noticeable change in terms of intensities, spread and fragmentation. According to the Heidelberg Conflict Barometer for 2017, Sub-Saharan Africa witnessed a slight increase in the total number of conflicts to 95 cases compared with 94 in 2016 and 93 in 2015(p.1).

The violent state of Africa is further revealed thus:

> in particular, riots and protests against incumbent governments were the dominant forms of violent event in Africa in 2017, with 5660 episodes (33%). This is followed by violence against civilians with 4562 events (27%) and 4298 battles between armed groups, including government and non-government insurgent/militia groups (25%) (Tana, 2018:1)

The presence of violent conflicts has pushed the continent to the frontier of being exaggerated as a "violent conflict precinct and displacement yard". The weakness of social, economic and political institutions, as well as their tolerance for violence has affected the response frameworks to the extent that they are reactionary in nature, implicating the behaviour of governance in the continent. Therefore, the understanding that peace is a sine que non

for the actualisation of growth and development in any society makes it imperative to constructively harness the social forces in the continent to promote peace. One of such social institutions that have the potential to initiate, de-escalate or prevent conflict is the mass media. Howard (2002) notes that the media plays significant roles in influencing conflict area positively, by applying its influence towards ending the conflict, or at least enhancing the peace environment and driving public towards peace. In the same manner, Puddephatt (2006) asserts that:

> Mass media often plays a key role in today's conflict. Basically, their role can take two different and opposed forms. Either the media takes an active part in the conflict and has responsibility for increased violence, or stays independent and out of the conflict, thereby contributing to the resolution of conflict and alleviation of violence (p.4)

The mass media has the capacity to stimulate and promote peace through its patterns of news reporting, which can directly or indirectly influence people for positive outcomes. The nature of information made available at the various stages of a conflict remains an important factor in ensuring its amicable resolution. Therefore, information availability and in the right forms are core issues in effectively de-escalating and preventing conflict. These functional roles are essential responsibilities of the media. The point

is that the nature of information that is required for soothing conflict situations fall within the ambit of what the media can provide for people to act accordingly when the situation arises. This is why the role of the media in providing information to a large audience for positive decision making has long been recognised as a strong factor in conflict settlement. Hyat (2012) posits that lack of information can, at any stage of a conflict, make people distressed, restless and easily influenced.

Nigeria, the most populous political entity in the continent, has been experiencing various dimensions of violent conflict, especially since the return to democratic governance in 1999. Alimba (2014) rightly notes that Nigeria as a major country in Africa is equally not free from the manifestations of violent conflict. The media, in the Nigerian context also, has the potential towards influencing people to either promote peace or cause conflict, based on the nature of information they provide for people especially in this modern time. The media has been playing enormous roles in conflict initiation, reduction and resolution in Nigeria. It is a primary source of information propagation to a large audience for action, especially in this era of constant conflict manifestations and democratic development in the country. Ojo (2003) asserts that in a democratic polity, mass media performs five specific functions: reporting the news, influencing citizens'

opinions, setting agenda for government action and socialising citizens about politics. Also, media programmes constitute key instruments for supporting the work of those agencies and organisations whose mandate is to build peace in societies. By implication, the media can play a positive role in bridging the gaps and fostering unity, by acting as a powerful tool for communicating peace and reducing conflict to stimulate stability and peace. The media can functionally be used to promote peace by scaling down conflict intensity to allow parties to come together to dialogue for amicable resolution. Therefore, considering the fact that the media is powerful force that can be used to effect positive changes makes it imperative in this era of democratic governance, characterised by high incidence of violent conflicts, to be moderately guided to enhance its constructive power to scale down conflict for the development of the Nigeria. Thus, understanding this logic gives insight on how the media should be operated especially in Adamawa State, where conflict incidence seems overwhelmingly high. This has significant implications in terms of guaranteeing peace. In this regard, this study explores the role of the media in conflict deescalation in Adamawa State, Nigeria.

Statement and Contextualisation of Questions

The growth of democracy is increasingly being strengthened and sharpened by the positive behavioural trends of the mass media in this modern time. The fact that democracy is a game of numbers, which is anchored on the principle of "the winner takes it all", has subjected the mass media to elitist manipulation for selfish ends. Manipulating the media for personal ends disposes the media into being tools for conflict initiation. This is partly why media-conflict study is vigorously gaining ground worldwide. Akpan, Ering and Olofu-Adeoye (2013) assert that the role of the media in conflict prevention, resolution and escalation is now of global concern to both peace and conflict scholars and public policy makers. In reality, the nature of information that is usually disseminated by the media is critical to sustaining peace and promoting harmony in a society. By its nature, the mass media is a platform for galvanising the free flow of information and representative of shades of views and ideas in heterogeneous societies. This affords the media its conflict de-escalation potentials. Therefore, the capacity of the media to maintain and promote peace is anchored on its freedom, which is a signal in the right direction for democracy to strive and be productive in a country. The concern, therefore, is how the media can be justifiably employed to bring about positive turn around in conflict situations to safeguard human rights and guarantee peace in the country. The question therefore, is how can the conflict de-escalating power of the media

be deployed and promoted in the various states of the federation, especially in Adamawa State, which obviously has been facing different intensities of violent conflicts overtime? This question is essential because Adamawa State is one of the epicenters of Boko Haram insurgency as well as farmer-herder crisis. At some point, the history of Adamawa State is tinted with the ugly story of the invasion and eventual taking over of seven local government areas (including Madagali, Michika, Mubi, Maiha, Hong and Gombi) by Boko Haram Also, the ongoing farmer-herder conflict causing havocs in the states of the federation has seriously affected Adamawa State, to the extent that it is one of the worse hit states in the northeast geopolitical zone of the country. Mohammed, Alimba and Momodu (2019) posit that political violence and farmer-herder conflict are the most recurrent conflicts recorded in Adamawa State. In addition, other conflict types such as electoral, communal, religious and ethnic conflicts equally take place at the community levels, but are often ignored because they are not so popular due to the fact they are not promoted by the media or because they are less devastating in nature, in the state.

The mass media, at the heart of these conflicts, has been playing diverse roles that border on escalation and de-escalation. Thus, the mass media is one of the social forces that have either been contributing to conflict escalation or de-escalation in Adamawa State. The recent crises in

Numan, Demsa and Girei Local Government Areas were in part stimulated by the activities of the mass media in the state. The media's role in stimulating such crises is premised on the patterns in which information are framed and released to the public for consumption was an issue. This implies that how information is framed will impact on how it will be perceived, which will influence the response patterns of the people either positively or negatively. At any point, the outcome of news dissemination is a function of the level of importance attached to the events reported and how it is managed by the people in the state. A negative outcome will indicate either that, conflict is being initiated or the existing ones are being escalated. However, when the outcome is positive, a non-violent behaviour is adopted by the people on the issue being reported. The issues under consideration aired or presented by the media have stimulated peaceful actions to take place. This is the point where the mass media is either preventing conflict or its conflict de-escalation capacity is at work. The advantages associated with conflict de-escalating behaviours of the mass media, are a reflection of its potency to ensure that nonviolent behaviours are cultivated to tackle existing conflicts. In view of this, it is paramount to produce answers to the following questions developed to guide the study

(i) What are the mass media outlets that can easily provoke conflict in Adamawa State?

(ii) What are the nature of conflicts that can be induced through the mass media in Adamawa State?

(iii) What are the roles of mass media in conflict de-escalation in Adamawa State?

(iv) What are the ways through which the conflict deescalating potential of the mass media can be enhanced in the state?

Theoretical framework

This study is guided by the media social responsibility theory. According to Middleton (2009), media social responsibility theory can be traced to a landmark report produced by the Commission on the Freedom of the Press, more casually known as the Hutchins Commission. The Commission was requested in 1942 by the founder of Time magazine, Henry Luce, at a time when it was believed that First Amendment freedoms were being increasingly threatened by the rise of totalitarian regimes throughout the world (Blevins, 1997). Led by the then-president of the University of Chicago, Robert Hutchins, the Commission deliberated for four years before settling in 1947 on a socially responsible press in a report titled "A Free and Responsible Press (Middleton, 2009)", with five guidelines, namely:

(i) a truthful, comprehensive, and intelligent account of the day's events in a context which gives them meaning;

(ii) a forum for the exchange of comment and criticism;

(iii) the projection of a representative picture of the constituent groups in the society;

(iv) the presentation and clarification of the goals and values of the society and

(v) full access to the day's intelligence.

Therefore, to overcome the pressures that often threaten press freedom, the theory was first introduced in 1947.

The theory is based on the premise that the freedom of the mass media carries concomitant obligations. Thus, the media has an obligation to be responsible to the public. If it is not so, then some agency of the public should enforce it (Ravi, 2012). The theory maintains that for the media to maximally serve the public, it is crucial for it to be free from government interference and control. This will help it to perform its responsibility fairly and justly without undue interference, which can breed conflict. Ravi (2012) opines that the media social responsibility theory is an extension of the libertarian philosophy in that the media recognises its responsibility to resolve conflict through discussion and to promote public opinion, consumer action, private rights, and important social interests. According to McQuail (2005), the summary of the basic principles of social responsibility theory are:

(i) Media should accept and fulfill certain obligations to society.

(ii) These obligations are mainly to be met by setting high or professional standards of informativeness, truth, accuracy, objectivity and balance.

(iii) In accepting and applying these obligations, media should be self-regulating within the framework of law and established institutions.

(iv) The media should avoid offensive content triggering crime, violence, or civil disorder or harm to minority groups.

(v) The media as a whole should be pluralist and reflect the diversity of their society, giving access to various points of view and rights of reply.

(vi) Society and the public have a right to expect high standards of performance, and intervention can be justified to secure the, or a, public good.

(vii) Journalists and media professionals should be accountable to society as well as to employers and the market (McQuail, 2005)

Media Social Responsibility Theory does not only operate within the gamut of the activities of reporters and producers of media events. Rather, the responsibility also falls on the consumers to be diplomatic and dynamic in perceiving and interpreting media reports for appropriate adjustment, usage

and functional responses. This theory is relevant to this study in the sense that it will help to set in motion the ideal ways media practitioners should conduct their businesses without negatively provoking the thoughts of people, to the extent that it will accumulate into the exhibition of conflict. The understanding of the mass media as a dynamic tool that can be used to fuel conflicts in societies, gives the impression that it should be justly regulated to "promote setting high or professional standards of informativeness, truth, accuracy, objectivity and balance" (McQuail, 2005). The orderly regulation of the media will assist in preventing a situation in which it can be used negatively to initiate, escalate and sustain conflict covertly and overtly (Akpan, Ering, and Olofu-Adeoye, 2013). The fact that conflict is inevitable in social relations and organisations presupposes that the mass media has crucial roles to play in the prevention and management of conflict, for individuals to operate harmoniously for societal growth and development. For the mass media to achieve these roles, it should be effectively moderated and operated justly to allow people form positive mindset about events in the society. Thus, the media should be operated in such a way that conflicts will be minimised in order to create room for the achievement of stability and peace in the country. Going by the social responsibility theory of the media, it is obvious that censoring media programmes within the ambit of established social norms and standards will

help to ensure its viable usage and control in order to totally prevent it from serving as a conflict generating tool.

Conceptual Discourses on Mass Media, Conflict and Conflict De-escalation

The media etymologically derives from a Latin word, 'middle' signifying that the media is in-between the sender and receiver. In this sense, the media serves as a connecting rod for the two principal agents of communication. The mass media can simply be viewed as a means of spreading news, views and for agenda-setting for a large audience through the platform of radio, television, newspapers, magazines and films. According to Owens-Ibie (2002), mass media is an agency, whether modern or traditional that operates for the articulation and dissemination of ideas and information, generally with intent to influence or control an audience or the institutions that constitute legalised power and authority. For Liana and Lawrence (1996), mass media are tools for the transfer of information, concepts, and ideas to both general and specific audiences. They are important tools in advancing public goals. Liana's and Lawrence's (1996) definition is characterised by some common elements which are "dissemination, information and audience". When discussing the issues of "dissemination and information," the gadgets or tools (elevision cameras, radio

microphones, printing presses) used in the process become much relevant. This is similar to Paval's (2010) conception of mass media as any medium used to transmit mass communication that is, a message created by a person or a group of people sent through a transmitting device to a large audience or market at the same time. Thus, the mass media is a communication device used in the process of information dissemination to a large number of people. However, Omojola (2008) indicates that the definition of mass media should not only include the mechanical devices that transmit and sometimes store the message, but also the institutions that use these machines to transmit messages.

Nevertheless, these definitions reflect that the mass media has a lot of functions to perform in a society. As far back as 1948, Lasswell described the main functions of media in the society as surveillance of the environment, correlation of the parts of society in responding to the environment and transmission of the social heritage from one generation to the other. Wright (1960), writing on the basic functions of the media, added entertainment as a fourth component of media functions.

Surveillance of the environment is the foremost function of the media. It involves getting the public to be informed about issues that are required for understanding the development in their environment for enlightenment and education for appropriate responses. Paval (2010) posits that the first

function of mass media is surveillance of the environment. He adds that, it is so because it informs the people about what, when, where, who, why and how things are happening pertaining to personalities or institutions. He states further that the media keeps the public informed about national and international news, ranging from world stock-market prices and revolutionary uprisings to local traffic and weather conditions or as to the actions and policies of government agencies and officials (p.109)

The Correlation function of the mass media is on the one hand, to know how the mass media selects, explains, interprets and comments on the meaning of events and information about the environment. On the other hand, it relates to the response of the whole society to the environment – that is, developing public opinion. An informed or enlightened opinion is essential for a healthy democracy (Paval, 2010).

The media functions as a social agent that engages in the transmission of values from one generation to another. This is also called cultural transmission or socialisation function of the mass media. This third function refers to the media's ability to communicate the norms, rules and values of a society (Paval, 2010). This is the fourth function of the media. Entertainment is the media's ability to present messages which provide escapism and relaxation. Sometimes entertainment is called the diversion function because it diverts us from the real world (Paval, 2010). The major

roles of entertainment are to promote a state of relaxation and encourage emotional release, which helps people to relax and also to get rid of stress in their bodies, for effective operation.

Conflict is a major element that can easily be attracted by the functionality of the media. For instance, Akpan, Ering and Olofu-Adeoye (2013) observe that the media can either be used to “destroy” or “build” humanity through their stock in trade. Similarly, , while Melone, Terzis, and Beleli (2002) assert that as a result of their ability to reach and influence large numbers of people, the media carry immense power in shaping the course of a conflict, by often contributing to the escalation of tensions and conflict. It is important to note that while conflict is inevitable in social relations, its outcome may not necessarily be dysfunctional. Olu and Abosede (2003) observe that conflict might escalate and lead to nonproductive results, or conflict can be beneficially resolved and lead to quality final products. For this reason, the term “conflict” has been interpreted in various ways, but most definitions reflect the presence of incompatibility. Diez et al. (2006) posit that conflict denotes the incompatibility of subject positions. This definition emphasises that incompatibility is at the heart of conflict, and it occurs between individuals, groups or societal positions; whether they rest in different interests or beliefs; or whether they have a material existence or come into being only

through discourse (Pia and Diez, 2007). Wilmot and Hocket (2011) considered conflict as a felt struggle between two or more independent individuals over perceived incompatible difference in beliefs, values, and goals or differences in desires for esteem, control and connectedness.

In most cases, such irreconcilable differences are bound to trigger conflict, because parties may not be willing to shift grounds on issues; change their stand on their cherished values and goals which they considered as "a must to achieve". According to Fisher (2000), the incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict. Whether real or artificial, perception has a way of provoking conflict when the parties are feel a sense of incompatibility among them.

Apart from the perspective of incompatibility, there are other variables that are strongly attached to conflict emergence. For instance, Donohue and Kolt (1992) view conflict as a situation in which interdependent people express (manifest or latent) differences in satisfying their individual needs and interests, and they experience interference from each other in accomplishing these goals. This definition showed that "needs, interests and interference are issues that often provoke conflict, and that they

can also push people to the point of experiencing incompatibility. These definitions commonly revealed that conflict is an inescapable element in social relations, which occurs when the interactive behaviours of people are marked with differences in goals, perceptions, attitudes, views, beliefs, values or needs (Alimba, 2014). According to Alimba (2017), despite the differences on how conflict is viewed, the following factors are essential elements that characterised conflict:

(i) Conflict is a process. It passes through series of stages before it can become a felt struggle.

(ii) Conflict occurs where people are interdependent. People must be connected in one way or the other, either through their views, goals, aspirations, position or blood relationship before they can be enmeshed in a conflict.

(iii) Conflict can be expressed in manifest or latent form. In manifest form, the parties concerned will exhibit felt struggle which will blow the problem out of proportion for people to know about its existence. Manifest conflicts can easily attract interventions because people are aware of its existence. When people are not aware of the existence of a conflict, it is a latent

conflict. Such conflicts are consciously hidden from people, hence, resolving them are often difficult.

(iv) Conflict involves needs and interests. Needs are those things that are significantly of utmost importance to people, which they must obtain as soon as the purchasing power is available. Interests on the other hand, are mere desires of people. These elements, especially needs, have the potential to generate conflict, when opposition is felt when trying to achieve them.

(v) Conflict is caused by interference. Interference is a conscious effort to prevent someone from achieving his/her set goals. This kind of behaviour usually induces negative reaction (Alimba, 2017).

Conflict de-escalation is the art of scaling down a heated conflict. It is the lessening of the intensity of a conflict situation in order to ensure that it is constructively resolved. According to Kriesberg, (1991), the perspectives to de-escalation are in three categories. Firstly, it can be understood as a reduction in one or more dimensions of the intensity of the conflict behaviour between adversaries. Secondly, it refers to a contraction of the conflict, which can take various forms, including a decrease in the number of parties involved. Finally, de-escalation may relate to efforts to move towards a settlement of the conflict. This may include various negotiation efforts, such as tacit bargaining but also explicit peace initiatives

(Kriesberg, 1991. p.3). Conflict de-escalation is the means and methods used to drive down conflict in order to pave ways for the engagement of the conflicting parties for dialogue for the peaceful resolution of a conflict. More often, conflict de-escalation does not occur until the parties have reached a prolonged hurting stalemate (Heidi, 2013). Conflict de-escalation, however, may be slow but it happens intentionally due to the efforts of the conflicting and can also be initiated by the activities of a third party. According to Heidi (2013):

> often it begins when one or both sides realise that continuing the conflict is likely to be more damaging than beneficial. They might then carefully (often through a third party) signal to the other side that they are interested in exploring the possibility of settlement. If the other side responds positively, the parties then may try to meet or at least begin to communicate to determine a method of pursuing negotiation (Heidi, 2013).

Heidi (2013) suggests further that if they can come to an agreement about how to pursue negotiations, this already signals a considerable de-escalation, which may advance further, once negotiations are begun. Conflict de-escalation involves techniques such as taking a time-out, and deflecting the conversation to individuals in the group who are less passionately involved.

Arik (2011) views conflict de-escalation as when assertive communication skills are used to:

(i) calm down someone who is agitated, angry or temporarily out of control;
(ii) take charge of a situation to reduce potential violence; and
(iii) deal with past hurt, take action in the present, and move toward a future solution.

Conflict de-escalation is crucial even in a workplace to calm-down parties in a heated state of disagreement to allow for consideration of the issues that led to altercation. Therefore, it is a technique that can be used during a potential crisis situation to prevent parties from causing more havoc to themselves, and equally to ensure its mitigation.

The Nexus between Mass Media and Conflict De-escalation

Conflict trends remain highly dynamic in societies where the media is used as a vibrant outfit for conflict reporting. This is a serious issue where media reporters see their activities as a function of their earning power. In this sense, sales become imperatively tied to how news are framed and reported to induce interest for increased consumption by the audience. It is worthy to

note that the media has the capacity to produce positive or negative impact on their audience in conflict situation. When it is positive, it implies that the conflict deescalating and preventive potentials of the media have been effected. However, when the outcome is negative, the media is seen as a viable source of conflict initiator and escalator in the society. The power of the media to cause conflict to deescalate is an obligation that reflects its social responsibility function, which implies that a particular media reporter should be held liable for whatever the outcomes of their activities have caused in a society. According to Owens (1994), the media are accountable:

(i) to their audiences, to whom they owe correct news reportage, analysis and editorialising;

(ii) to government, to which they owe constructive criticism, a relay of popular opinion and adequate feedback from the populace;

(iii) to their proprietor, to whom they owe the survival of the media organization as a business venture as well as a veritable source of education, enlightenment and entertainment;

(iv) to themselves, to whom they owe fulfillment in their calling, satisfaction and an entire success story.

When any of these "judges" of journalistic responsibility is shunted, accountability is dented and automatically, responsibility is adversely affected. These priority areas reveal the link between the media and its capability to prevent conflict.

The media in its entire genre has four important roles to play in any peace building process. First, they help in defining the socio-economic and political atmosphere in which the peace process takes place. Second, the media helps to influence the actions of stakeholders in the peace process. Third, it has an important influence on the nature of debate about the peace process. Fourth, the media can promote public approval of the peace process. These ideas affirm the effective role of the media in conflict de-escalation and prevention in a society. Akpoghiran and Otite (2012) opine that the media plays critical roles in the structuring of perception of conflict by regularly manufacturing and mirroring dissent and consent voices. This is the gate keeping or agenda-setting postulation of the media, especially on conflict reporting. Conflict has always been attractive to mass media and at the heart of conflict reporting is the view that reporters can play a significant role in bringing down a high intensity conflict. More importantly, since the activities of the mass media are so pervasive and felt by every components of society, peace media systems have been developed to nurture and sustain the culture of peace in societies. The media can offer better communication

and information regarding the adversary, by allowing each side to see the other relatively directly and by bringing the opponent into a 'living-room' to discuss issues in order to promote understanding. When mutual understanding is reinforced, it will help the conflicting parties to gain greater insight on the issues that led to the conflict in the first place and bringing them together to seek for amicable resolution. There is therefore the need to design effective measures of reporting issues to enhance the conflict deescalating potential and conflict prevention of the media. Olusola (2010) states that media journalism seeks the: desires to be peaceful and seeks to orientate its culture in that direction; has developed cultural and technical means to achieve peacefulness, and has achieved success in this endeavour. These aspirations of journalism will inform the ways information are framed to achieve a particular end state in the course of reporting. This will help to enhance the capability of the media to deescalate conflict and eventually, stimulate its mitigation were it exists.

Methodology

This study adopted a descriptive research design. The design was chosen to enable the researchers describe systematically the facts, qualities or characteristics of a given population, event, or area of interest as factually and accurately as possible to answer the questions asked by the problem

under investigation (Nwankwo, 1984). Thus, the design was used to enable the researchers systematically collect data in order to provide answers to the research questions raised in the course of the study. The youths in Jimeta metropolis in Adamawa State constituted the samples. A sample size of 152 youths was purposively selected for the study. The samples were selected through the Yamane formula for calculating sample size for infinite and finite population, with a representative sample size of 95% confidence and precision level of 0.07. The purposive sampling technique was based on age range of 18-35 years and exposure of youths to the mass media. This was done in order to select individuals who understood the dynamics of media operations and technicalities in terms of usage. The samples selected constituted 67% of male and 33% of female, and their ages range from 21-25 years (47%); 26-30years (26%); 31-35years (16%) and those who were between 20 years and below, but not less than 18years constituted 11%. The educational backgrounds of the respondents revealed that 21% were primary school certificate holders, 39% were secondary school certificate holders, 23% were graduates having first degree, 9% were masters holders and 10% were holders of other certificates acquired through training programmes. A self-structured questionnaire titled "Media and Conflict De-escalation Questionnaire (MCDQ)" was used to gather information from the selected respondents. A test-re-test method was used to measure the reliability of the

instrument and Pearson Product Moment Correlation Coefficient was used to calculate the reliability of the instrument, which was 0.89 indicating a high reliability index.

The questionnaire was divided into three sections. Section A dealt with the background information of respondents, while section B treated issues that have to do with the nature of conflict caused by mass media and mass media outlets often used by youths in the state. Section C covered issues on conflict de-escalation role of mass media and approaches that can enhance such roles. The questionnaire was administered by the researchers and they allowed the respondents two days to fill and return it. A total of one hundred fifty-two (152) copies of the questionnaire were distributed, but one hundred and forty-five (145) were retrieved from the respondents. This is an indication that the response rate was high with 95.4%. Data collected was analysed through simple percentage, mean and standard deviation. Charts were equally used to represent some of the data collected. For the purpose of interpretation and decision making, a cut-off point with regard to the 5-point rating scale was adopted. Thus, the mean rating for lower and upper limits was less than 3.0 and 3.0 respectively. Items with the mean scores of 3.0 and above were highly rated and adjudged as agreed or regarded as strong factors, while items with mean scores less than 3.0 were regarded as disagreed or having low impact, thus considered as disagreed.

Results

The tables and figures presented below represent the results and its interpretations.

Research Question 1

What are the mass media outlets that can easily provoke conflict in Adamawa State?

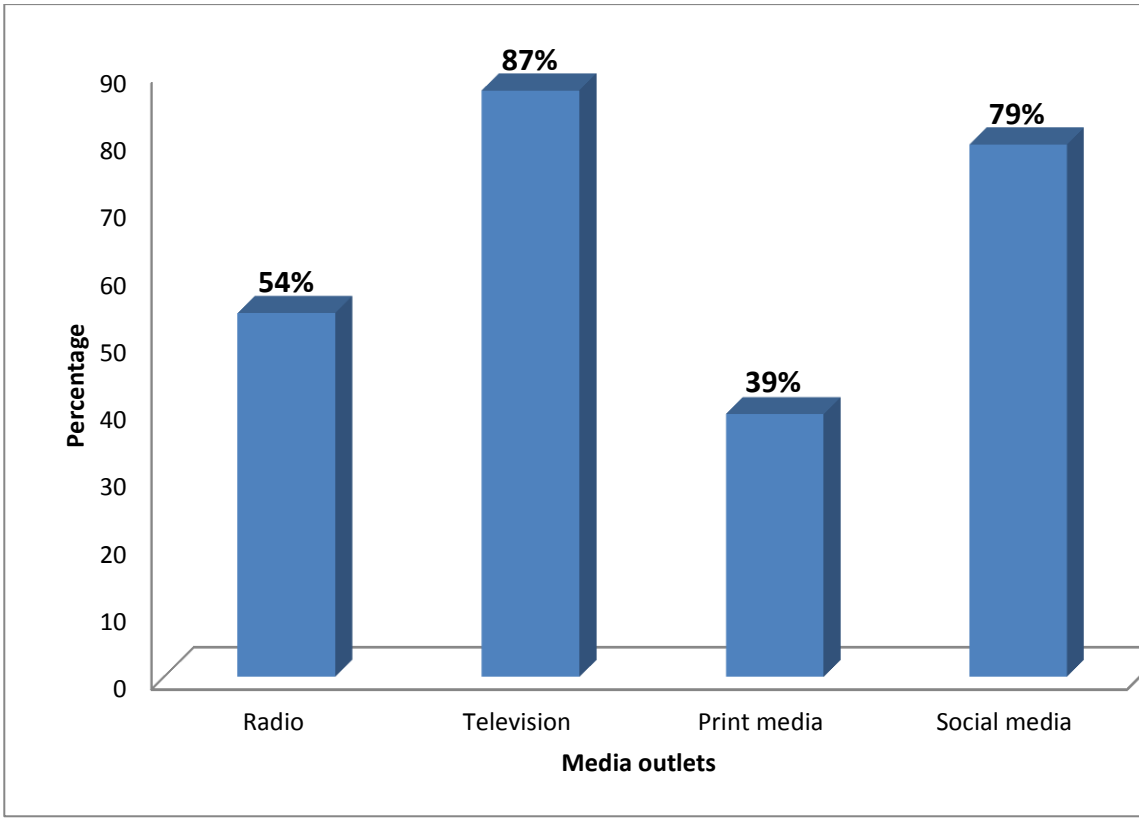

Figure 1 is a bar chart representing the various mass media outlets perceived by respondents as having the capacity to provoke conflict in the state. The media outlets identified by the respondents were: radio, television, print media (that is, magazine, newspaper and newsletter) and social media (that is, twitter, yahoo massager, we-chat, face book, Instagram and google+

Thus, 54% of the respondents identified radio as an outlet that can easily induce conflict in their environments. A total of 87%, of the respondents that indicated that television can easily cause conflict, while the respondents that signified that print and social media can provoke conflict represented 39% and 79% respectively. Thus, television was considered as the most commonly used media outlet that can be easily used to cause conflict. However, the nature of print and social media outlets often patronised, but that induce conflict by the respondents were shown as follows:

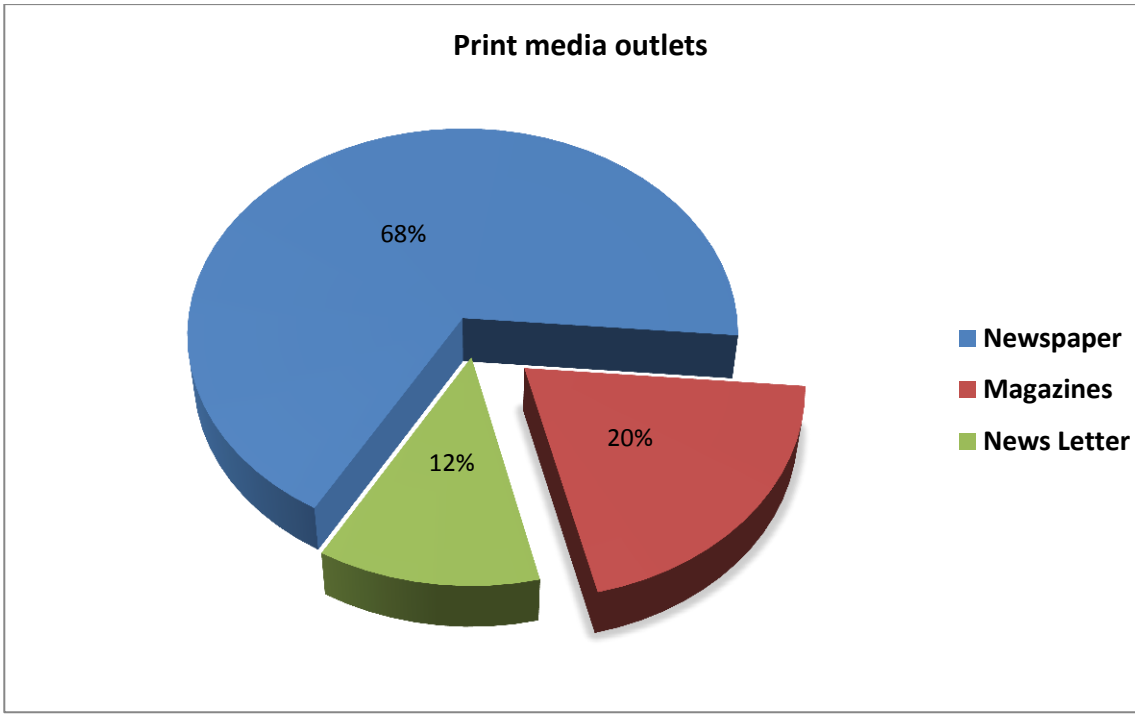

Figure 2: Pie chart representation of print media outlets often used by the respondents

As seen in Figure 2 above, the respondents that indicated that newspaper is the major conflict inducing print media represented 68%, while those respondents that agreed that magazine provoke conflict were 20%. The respondents that indicated that newsletter easily drive conflict were 12%. Thus, newspaper was regarded as the main print media outlet that can be

manipulated to cause conflict. The nature of social media outlets that can breed conflict were presented in figure 3 below:

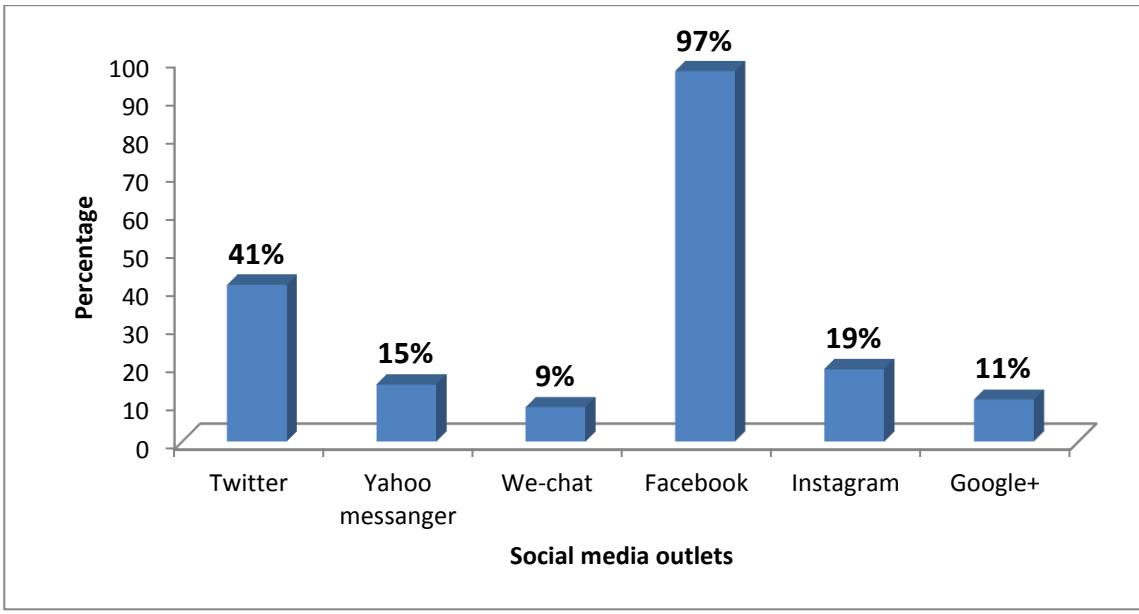

Figure 3 revealed the various social media outlets indicated by respondents that can be used to fuel conflict. Thus, the respondents that indicated that Twitter, Yahoo massager and We-chat can be used to drive conflict were 41%, 15% and 9% respectively. The respondents that agreed that Facebook can easily be used to provoke conflict represented 97%, while 19% and 15% of the respondents agreed that Instagram and Google+ can be used to cause conflict. Therefore, Facebook is the main social media outlet that can be

used to foment conflict. However, the majority of the respondents indicated that television followed by Social Media (that is, Facebook) were main conflict inducing media outlets in the state.

Research Question 2

What is the nature of conflicts that can be induced through the mass media in Adamawa State?

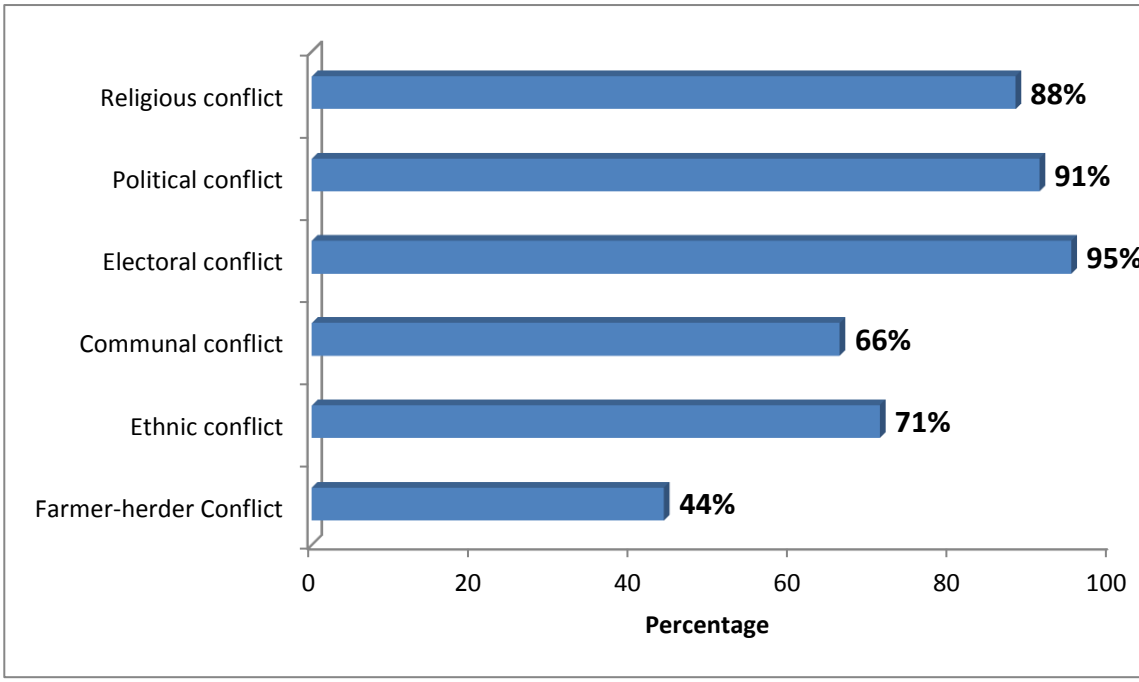

Figure 4 The nature of conflicts that can be induced by mass media

Different types of conflict can be caused by the mass media. The respondents indicated that the media can be used to cause religious conflict were 88%. Respondents that agreed to the fact that the media can cause political conflict constituted 91%, while 95% of the respondents indicated that the nature of conflict that can be induced through the media was electoral Conflict. The respondents that agreed that the mass media can cause communal and ethnic conflicts represented 66% and 71%, respectively. A total of 44% of the respondents indicated that mass media can provoke farmer-herder conflict in the state. Thus, the propensity of the media to provoke electoral conflict is higher compared to its tendencies to stir other forms of conflict.

Research Question 3

What are the roles of mass media in conflict de-escalation in Adamawa State?

Table 1: Conflict De-escalation potential of Mass Media

S/No	**Item**	$\bar{x}$	Std.	Remark
1	The mass media has the capacity to bring the conflicting parties to	4.4	0.68	Agreed

	negotiation table			
2	The mass media has the potential to promote peaceful coexistence among people through its patterns of presenting programmes.	4.4	0.83	Agreed
3	The mass media has the capacity to strengthen existing peace by the way issues are addressed to promote mutual understanding among people.	4.8	0.30	Agreed
4	The mass media has the power to protect the rights of the minorities in order to reduce conflict associated with it.	4.5	0.58	Agreed
5	The mass media has the capacity to counter hate-speeches among the elites.	4.5	0.65	agreed
6	The mass media has the power to educate/enlighten people on issues that require clarification for positive actions.	4.8	0.37	Agreed
7	The mass media has the power to foster balanced opinions in conflict situations in order to minimise it.	4.3	0.69	Agreed

Table 1 revealed that the mass media can perform different roles in order to scale down the intensity of a conflict. All the variables were rated positive by the respondents, signifying that the mass media plays vital roles in minimising conflict intensity. A mean value of ($\bar{x}$=4.4) was recorded for indication that the media can minimise conflict by bringing the conflicting

parties to negotiation table. The respondents' attestation to the mass media's potential for promoting peaceful co-existence among people through its patterns of programmes presentation has a mean value of ($\bar{x}$=4.4). Meanwhile, the capacity to strengthen existing peace by the way issues are addressed to promote mutual understanding among people recorded a mean value of ($\bar{x}$=4.8). Equally, a mean value of ($\bar{x}$=4.5) was recorded for respondents who indicated that the media has the power to protect the rights of the minorities in order to reduce conflict associated with it. The respondents equally agreed to the fact that the mass media has the capacity to counter hate-speeches among the elites. This recorded a mean value of ($\bar{x}$=4.5) while the media's power to educate/enlighten people on issues that require clarification for positive actions recorded a mean value of ($\bar{x}$=4.8). The result obtained in relation to the media's potential to foster balanced opinions in conflict situations in order to minimise it recorded ($\bar{x}$=4.3) mean value. Thus, it is clear that the media has the capacity to strengthen existing peace by the way issues are addressed to promote mutual understanding among people and the power to educate/enlighten people on issues that require clarification for positive actions. These results affirm that the media has power to provide balanced information on an issue, thereby positively influencing people to act wisely in order to prevent from resulting in conflict.

Research Question 4

What are ways through which the conflict deescalating potential of the mass media can be enhanced in the state?

Table 2: Medium for enhancing the Conflict De-escalation potential of the Media

S/No	**Item**	$\bar{x}$	Std.	Remark
1	The peace building potential of the media should be encouraged through pragmatic programmes that can promote social reconstruction in the society.	3.55	0.55	Agreed
2	Media practitioners should give balanced report by practicing investigative journalism.	3.59	0.50	Agreed
3	Media practitioners should build partnerships with other organisations/experts working in the area of peace building to enhance information gathering potential for appropriate action.	3.56	0.61	Agreed

4	Media practitioners should be trained in conflict resolution/sensitivity techniques in order to improve their reporting patterns on conflict issues.	3.65	0.55	Agreed
5	Media practitioners should be independent so that they can freely report events without interference in order to speak for the people.	3.64	0.54	agreed

Table 2 revealed the ways through which the conflict de-escalating potentials of the mass media can be enhanced. The respondents agreed that to enhance the conflict deescalating capacity of the mass media, its peace building potential should be encouraged through pragmatic programmes that can promote social reconstruction in the society ($\bar{x}$=3.55) and media practitioners should give balanced report by practicing investigative journalism($\bar{x}$=3.59). The respondents equally indicated that to enhance the media conflict de-escalation behaviour, media practitioners should build partnerships with other organisations/experts working in the area of peace building to enhance information gathering potential for appropriate action ($\bar{x}$=3.56) and media practitioners should be trained in conflict

resolution/sensitivity techniques in order to improve their reporting patterns on conflict issues ($\bar{x}$=3.56). Also, the respondents support the fact that media practitioners should be independent so that they can freely report events without interference in order to speak for the people ($\bar{x}$=3.64), so that its conflict deescalating behaviour can be enhanced.

Discussion of Findings

This study investigated the roles of the mass media in conflict de-escalation. The reality is that the media has the potential to fuel conflict as well as to make it subside for amicable resolution. These dual roles of the media are a function of how it is operated based on existing framework to regulate its outlets in a place. Therefore, this study discovered that all the media outlets (that is, television, radio, print media and social media) have the potential to induce conflict. However, the degree at which they can do that varies from one outlet to another. Television was identified as the major outlet that can easily stimulate conflict, followed by the social media. The social media outlet mostly patronised by young people and that can be used to foment conflict is the Facebook. Radio was the third outlet discovered that can attract conflict. The least media outlet that can equally drive conflict is the print media. Out of the print media outlets, newspaper was recognised as the major one that can breed conflict.

Television is discovered as the most conflict inducing media outlet in the state. This may be due to the fact that the study area is Jimeta, which is an urban centre in Adamawa State. Thus, it is the most commonly used media outlet because the environment is considered conducive for it. When light is off, generator can be used to readily supply to power. These findings are in agreement with the positions of Gutierrez (1997), Chebii (2015) and Gowing (1994). Gutierrez (1997) asserted that "television is nowadays the most popular media. Satellites and 24-hour broadcasting have made this media more accessible and convenient for audiences, than newspaper and in some cases, radio. Thus, television news has created the impression that conflicts are unsolvable; and it has contributed to the creation of negative stereotypes that have aggravated conflict situations". This is an indication that television is the most patronised media outlet and at the same time, can easily be manipulated to cause conflict. Chebii (2015) posited that amongst the forms of mass media, television has been considered to be the most important source of news for the public, and possibly, the most powerful influence on public opinion itself. What made television so popular and influential in conflict generation is that it makes people to directly view and relate the images generated to real live situation. This perhaps was the reason why Gutierrez (1997) opined that television helps viewers relate the

visual image to a particular event. Therefore, people believe in television news because they can watch what is happening live.

The visualising potential of television seems to bring events closer to the people for better understanding and interpretation, which will perhaps encourage immediate actions. Gowing (1994) made reference to Sir Michael Howard as saying that, “television brings a crisis closer to governors but provides no new means to resolve it”. It does that not only to governors but also to the people because they equally view it. Going by this, television is a major media organ that induces conflict. For instance, in the 1992-1995 Balkan conflict, electronic and print media helped to promote ethnic conflict and hatred leading to violence. While the explicit broadcast of hate messages was rare, the cumulative impact of biased coverage fueled the hatred over a long period, polarising local communities to the point where violence became an acceptable tool for addressing grievances (Sadkovich, 1998; Buric, 2000). This study uncovered that the nature of conflicts that can be induced by the media stem from electoral conflict, political conflict, religious conflict, ethnic conflict, communal conflict to farmer-herder conflict in Adamawa State. However, electoral conflict was identified as a major conflict type usually stimulated by the media.

Political conflict ranks next lower to electoral conflict, in terms of the kinds of conflict that can be stirred by the media. Farmer-herder conflict was the least form of conflict that the media can induce in Adamawa State. Scholars on media and conflict studies have highlighted the fact that the media serves as a conduit pipe through which different types of conflict can be emitted into societies. These scholars have identified political violence, ethnic conflict, religious conflict and communal conflict (Sule, 2012; Mwendia, 2013; and Ezeakolam and Omowale, 2017) as conflict types that can be fuelled by the media. The findings of this study align with the positions of these scholars as well as that of Mohammed, Alimba and Momodu (2019). Highlighting the nature of conflicts in Adamawa State, Mohammed et al. (2019:403) observed that political conflict, farmer-herder conflict, land conflict and ethnic conflict often manifest in communities in the state. They however, indicated that political violence including farmer-herder conflicts mostly occur within some communities in the state. Equally, it was uncovered that the media has been performing conflict de-escalation function. This implies that the media has been playing positive roles checkmate conflicts in the state. This study found that the media has the capacity to bring conflicting parties to a negotiation table. This role can be achieved by ensuring that the media to expose those that are behind the formation and prosecution of a conflict. When these shadow parties are

exposed by the media, they will keep-off from the conflict. A withdrawal of this nature will make conflict to subside for the warring parties to come together to discuss the issues that led to the conflict. Apart from this, through the media the sources of a conflict can be exposed. This can be done by presenting facts about a conflict in a broader perspective and by conscientiously bringing to fore the issues at stake and the various parts played by people. A presentation of this nature will perhaps diffuse tensions and stimulate the parties to dialogue. Also, it was revealed that the mass media has the potential to promote peaceful coexistence among people through its patterns of presenting programmes.

These findings are consistent with the assertions of Lynch, and McGoldrick (2005) that, although the media can never resolve conflicts by themselves. However, by presenting conflicts in a broader perspective, they can perhaps diffuse tensions. Thus, when this happens, the primary conflict parties will be encouraged to dialogue in order to resolve the conflict. The de-escalation power of the media was equally attested to by Iqbal and Hussain (n.d), when they stated that some researchers have found conflict de-escalatory trends in media reporting of conflicts in different settings, particularly in Asian. Riaz (2017) was of the opinion that the media can play a significant role in establishing peace and harmony in the modern

societies by participating in tenable reporting, addressing issues in its news, publication content, articles, audio and video news items that throw light on various perspectives. These assertions are in agreement with the findings of this study that the mass media has the capacity to strengthen existing peace by the ways issues are addressed to promote mutual understanding among people. This can be achieved by the power of mass media to educate/enlighten people on issues that require clarification for positive actions and also to foster balanced opinions which will promote understanding that will allow for positive actions in conflict situations in order to minimise it. These findings are in line with the assertions of Nwosu and Wilson (2004) that, in resolving conflict in modern societies, the media, to a great extent, provides rendezvous for all the interest groups or the aggrieved parties to sit and express their minds on issues in contention. Furthermore, the media plays important role in integrating members of a society, especially in times of conflicts, whether religious, ethnic or political, to preach peaceful coexistence, thereby, bringing about peace (Ngige, Badekale and Hammajoda, 2016). Therefore, to enhance the conflict de-escalation behaviour of the media, it was suggested that the peace building potential of the media should be encouraged through pragmatic programmes that can promote social reconstruction in the society. Also, balanced report should be promoted by practicing investigative journalism;

partnerships should be built with other organisations/experts working in the area of peace building to enhance information gathering potential for appropriate reporting and action. , and media practitioners should be trained in conflict resolution/sensitivity techniques in order to improve their reporting patterns. Media practitioners should be independent so that they can freely report events without interference in order to speak for the people. These suggestions are a confirmation of what scholars have been saying about enhancing the efficacy of the conflict de-escalating behaviour of the media. For instance, Akpan, Ering and Olofu-Adeoye (2013) posited that there should a shift in the way reports and news are presented so that it "would provide a place for peace media orientation and operation in order to reduce the tendencies for violent manifestations of conflicts". The shift is possible depending on the nature of contact that exists between media practitioners and peace and conflict institutions in terms of synergy and training. The linkage will enable media stakeholders to understand how to deal with conflict through the power of the media. As remarked by Esiemokhai (2003), the success of a peace media system is based on how it deals with conflicts and violence when, for whatever unfortunate reasons, it occurs in the society. Thus, dealing with conflict is a function of the nature of education and training media practitioners have received over time in respect of peace and nonviolence.

Conclusion

The media has the potential to de-escalate conflict in a society, depending on its capacity to use its programmes positively to promote peaceful coexistence based on how news are framed and reported for the consumption of its audience. There are variations in the forms of conflict that the media can cause, ranging from electoral, political, ethnic to farmer-herder conflicts. In addition to the media programs, the dynamic nature of the environment in which the media is operating also has implications for its propensity for conflict management. The structural arrangements of a society will definitely influence the forms of conflict that will exist and the types that can be induced by the media. Thus, the study found out that television was the most commonly used media outlet to cause conflict, followed by social media (that is, Facebook The nature of conflicts that the media outlets can easily induce were electoral conflict followed by political conflict. The conflict deescalating behaviour of the media comes into play at the point where the media develop the capacity to strengthen existing peace by the way issues are addressed to promote mutual understanding among people and where the power to educate/enlighten people on issues that require clarification for positive actions is strengthened. These ideas

illustrate that the media has the power to provide balanced information on conflictual issue, thereby positively influencing people to act wisely in order to prevent it from resulting in conflict or where conflict exists to cause it to deescalate for amicable resolution. Fundamentally, the power of the media to prevent conflict or cause existing conflict to subside for easy mitigation is basically a function of how media practitioners are treated to develop peace oriented behaviours and attitudes which will positively influence how issues are raised and presented for public consumption. In view of this, it becomes imperative to make the following recommendations for constructive operations of the media in the society.

i. Media reporters should adopt peace narrative styles of reporting in order to educate people on conflict issues so that they can be positively motivated to react appropriately for the development of mutual understanding and easy resolution processes. In other words, they should adopt the peace media initiatives in reporting issues for constructive response.

ii. The government should as matter of necessity ensure that the media are social responsible to the people. Media practitioners should be held accountable for their media activities to the society.

iii. Government should as well provide adequate security including insurance cover for reporters involved. In all conflict situations, government should always react promptly to early signals of possible.

iv. Government and its agencies should orderly moderate the ownership influence of media practitioners so that they act as the mouthpiece of the people rather than being used as conflict inducing platform.

v. There is need for National Broadcasting Commission (NBC) to embark on enlightenment programmes for media houses so that they can always explore ethics of peace journalism.

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Tourism in Central Himalayan Region of India: An Overview

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Tourism is considered to be an important vehicle for economic and social development of the country. Tourism plays an important role in employment generation and economic growth of the nation. Tourism is an important and key industry of Uttrakhand state in central Himalaya region of India and also a major contributor to the economy of the state. The number of tourists visiting Uttrakhand (in central Himalaya region) has consistently increased from around 19.45 million in 2006 to 31.78 million in 2016 and registered CAGR of 5.03%. Tourism contributes around 49.6% in the state gross domestic product. Tourism related activities have a huge scope for development in Uttrakhand. The climate, natural scenery, lakes, pilgrimages and picnic spots appear to constitute the basic tourist attractions of the Uttrakhand. Uttrakhand is the most prominent destination of tourists all over the world. The government has set up Uttrakhand tourism board to function as an upper body for development of tourism. Ministry of tourism in Uttrakhand is responsible for making and generating revenue from tourism in the state. This research paper focuses upon the types of tourism and the effects of tourism in Central Himalayan region of India (Uttrakhand state). This is a secondary data based study.

Uttrakhand state is a part of Central Himalaya's ranges starting from the Shivalik foothills to greater Himalaya's with Tibet its north eastern border and Nepal in the east. On its north-west lies Himachal Pradesh, while the most of its western and south boundary surrounded by Uttar-Pradesh.

Uttrakhand is a favourite tourist destination for most of the people. Tourists generally visit Uttrakhand every year during April-May or October-November. The successful development of tourism requires the existence or the provision of a wide range of factors, facilities, and services to meet the demands of actual or potential tourists as, attraction, transportation, accommodations, supporting facilities and infrastructure. Tourism ministry of Uttrakhand has created two tourism corporations for Garhwal and Kumaun region named as garhwal mandal vikas nigam ltd and kumaun mandal vikas nigam ltd to offer quality services to the tourists. Domestic and foreign tourists visit different parts of the state almost the whole year round and the tourist traffic is consistently increasing in the region (Uttrakhand Tourism Development Master Plan, 2008). The tourism business in Uttrakhand generated Rs. 23,000 crores during 2013-14 (Wikipedia, https://en.m.wikipedia.org).

Table 1

Trends of Tourist arrivals in Uttrakhand during 2001-2014

S. No.	Year	Domestic Tourist	Foreign Tourist	Total
1	2001	9551669	44429	9596098
2	2002	10606504	45070	10651574
3	2003	10835241	55228	10890469
4	2004	11720570	62885	11783455
5	2005	14215570	75995	14291565
6	2006	16666525	85284	16751809
7	2007	22154250	106150	22260400
8	2008	20546323	100000	20646323
9	2009	21934567	106470	22041037
10	2010	30206030	127258	30333288

11	2011	25946254	124653	26070907
12	2012	26827329	124555	26951884
13	2013	19941128	97683	20038811
14	2014	21991315	101966	22093281

Source: http://tourism.govt.in/market-research-and-statistics, http://www.incredibleindia.org/images/docs/medis-pdf/surveys-and-studios/domestic-and-foreign-tourist-visits-year-2008-10/Fifures.pdf

The above table reveals the consistent growth of domestic and foreign tourist from year 2001 to year 2007 in Uttrakhand. In 2008 the growth rate became down and in 2009 a slight upward growth is seen. But in 2010 a tremendous growth of domestic and foreign tourist can be observed. In 2011 and 2012 due to natural calamities a negative growth can be observed and during 2013 and 2014 growth rate of domestic tourists is gradually increasing but a sudden fall in foreign tourist inflow can be observed in 2013 due to natural calamity in mid June 2013.

Projected Tourists Visits in Uttrakhand (Millions)

Year	Domestic tourists visit	Foreign tourism visit
2007	21.7	0.1
2008	24.9	0.1
2009	28.5	0.2
2010	32.6	0.2
2011	37.4	0.2
2012	42.2	0.2
2013	47.7	0.3
2014	53.9	0.3
2015	60.9	0.3
2016	68.9	0.4
2017	77.8	0.4

Source: PHD research bureau, compiled from Uttrakhand tourism department Masterplane 2007-2022

Above table reveals that, the domestic tourist visit in Uttrakhand during 2007 were about 21.7million while foreign tourist visit were 0.1 million. The domestic as well as foreign tourist visit nearly doubled to 42.2% million and 0.2 million respectively in 2012, further domestic and foreign tourist visit were expected to increase to 77.8% million and 0.4 million respectively during 2017.

Following table reveals the number of tourist arrivals to important national parks as Corbett National Park, Nanda Devi National Park, Valley Of National Parks, Rajaji National Park, Gangotri National Park, Sonanadi Wildlife Sanctuary, Binsar Wild Life Sanctuary, Kedarnath Wildlife Sanctuary, Govind Wildlife Sanctuary. The table also indicates the revenue generation in these areas in 2007-2017.

Tourist arrivals in important national parks

Year	Indian	Foreigner	Total	Revenue (in lakhs)
2007-2008	231375	**16463**	**247838**	**341.95**
2008-2009	**277487**	**15503**	**292990**	**378.31**
2009-2010	**285412**	**15829**	**301241**	**547.04**
2010-2011	**218616**	**12211**	**230827**	**729.33**
2011-2012	**271579**	**13329**	**284908**	**851.19**
2012-2013	**281232**	**11269**	**292501**	**790.16**
2013-2014	**273297**	**10764**	**284061**	**869.84**
2014-2015	**313652**	**9284**	**322936**	**993.91**
2015-2016	**328126**	**12049**	**340175**	**1060.73**
2016-2017	**374575**	**11685**	**386260**	**1168.07**

Source: forest department uttrakhand 2016-2017

The above table shows that the domestic tourist arrivals in important national parks have been on a steady rise whereas there has been a fluctuation in the number of foreigners in the region. The table indicates that revenue generation in these areas is showing an increasing trend which is positive indication for the development of this region. As more revenue can leads to more economic up gradation of the state.

Types of Tourism in Uttrakhand

Uttrakhand has a lot of potential for tourism development and various tourist activities. Earlier three types of tourism practiced in Uttrakhand, religious tourism, natural tourism and adventurer tourism. But recently along with these three tourisms' some other types of tourism as eco tourism, wild life tourism, leisure tourism, business tourism, health tourism and cultural tourism has been introduced.

Religious Tourism: the Uttrakhand is nestled in the lap of central Himalaya region and known as the abode of God and Goddess. Therefore Uttrakhand is a great religious tourism destination. Uttrakhand has been receiving a large number of pilgrims annually from the time immemorial. Uttrakhand is also known as Devbhoomi. The four Dhams: Badrinath, Kedarnath, Yamunotri and Gangotri the panch Badris, panch Kedars, and panch prayags made up of fabric of pilgrimage in the state. The four Dhams receive their source of water from the four pious rivers as yamunotri from yamuna, gangotri from Bhagirathi, kedarnath from mandakini, and badrinath from the Vishnu ganga. Haridwar hosts the Kumbh mela every twelve years, which fetches millions of pilgrims from all parts of the India and the world. Hemkund Saheb is a famous spot of pilgrimage for both the Sikh and Hindu communities.

Adventure Tourism: Recently adventure tourism has been introduced in the state which includes river rafting, trekking, mountaineering, and skiiing. The trend of adventure tourism is growing fast in the wake of the increasing adventure attitude of the tourists. Uttrakhand is a paradise for adventure spots. Various kinds of adventure tourism activities are found here as, mountaineering (nanda devi, Bhagirathi, pindari, milam, choukhamba, kafni, gaumukh); skiing (auli, dayara bugyal, munsyari, bedani bugyal); water sports (nainital lake paradise, asan barrage water sports resort, nanaksagar matta); water rafting sites (lake paradise, ganges river, gangotri, garhwal Himalayas, asan barrage, nainital, kudiala rafters club). Institute of mountaineering is located in Uttarkashi, which is among the three big institutes of India. Skiing is developing as a winters sport and the teams are comprised by domestic and international level.

Eco-Tourism: According to Ceballos-Lascurain (1987), travel to relatively intact or historical areas to admire, study, and enjoy natural land scapes, sceneraies, flora and fauna, and socio-cultural heritages is known as eco-tourism. Nature and culture are the very source of eco-tourism. Uttrakhand has a rare diversity of fauna and flora (high altitude lakes, Rolling Meadows, dense forests, wet land habitat, snow capped mountains and exotic wild life, birds and plant species) which makes it an ideal area for developing eco-tourism. Besides the protected areas (PAs) are considered as an important ecotourism assets. The protected areas include six national parks, seven wild life sanctuaries and four conservation reserves. For the state government and for the particular region these protected areas serve as a significant source of revenue generation. Valley of Flowers along with Nanda Devi National park is a UNESCO World Heritage Site. Uttrakhand is a suitable place for various activities such as, jungle safaris, trekking on

mountains and forest trails nature walks etc. which should be conducted in a manner that promotes awareness of environment and helps maintain the fragile ecological balance (Sati and Kumar, 2004).

Wild Life Tourism: Uttrakhand is the best destination for wild life lover, nature lover, photographer, traveller and adventurer. In Uttrakhand wildlife tourism includes 12 National parks and wild life sanctuaries two conservation reserves- the Asan Barrage and Jhilmil tal, two world heritage sites- Nanda Devi Biosphere reserve and Valley of flowers national park. Tourists get opportunity to watch different species of birds and animals. Corbett national parks (Nainital), Rajaji national park (Doon valley), Valley of flowers national park (Chamoli), Govind wild life sanctuary (Uttarkashi), Binsar wild life sanctuary in Uttrakhand (Almora) are some popular national parks and wild life sanctuaries in Uttrakhand.

Leisure Tourism: Generally leisure tourism is for vacations, entertainment, relaxation, and recreation to come out from the usual environment. Sometimes people want a break from the stressful life and spend their vacations to refresh themselves. Many places as Nainital, Mussoorie, Dehradun, Kausani in Uttrakhand provides all (snow clad peaks, river, forests, wind, fogs etc.) that a tourist could possibly seek for amusement and leisure.

Business Tourism: Business tourism includes attending conferences, meetings and exhibitions. Tourists included in this category generally travel for their work. This type of tourism is known as MICE (meetings, incentives, conferences and exhibition). Uttrakhand has appeared as most attractive industrial destinations in India. The government is actively playing role in motivating private participation in all industrial activities and as a result big companies like HLL and Dabur have already set up their units

in the state. New industrial policy shows that while promoting integrated industrial states it may prefer private resources (shodhganga.inflibnet.ac.in>bitstream).

Health Tourism: health tourism is very much popular in Uttrakhand. Many health centres from top end spas to affordable resorts to the traditional Ashrams are situated here which provides various kinds of treatments for example, Yoga, ayurveda and modern healing systems as Reiki. The deemed universities in Uttrakhand and ancient ashrams have now turned into research institutes and colleges like Patanjali ashram. Rishikesh is known as the 'Yoga capital of the world'. Haridwar is the perfect destination for the ayurveda treatment. Government gurukul kangdi ayurvedic college and hospital, ayurvedic college in Dehradun, and Rishikul government ayurvedic college in Haridwar are major Ayurvedic colleges in Uttrakhand.

Cultural Tourism: According to WTO cultural tourism accounts for 37% of global tourism, and further more affirms that it will continue to grow 15% each year. Uttrakhand is also a hub to witness some of the finest items of art and craft through which cultural heritage has been kept alive and has the potential for great value addition to the tourism industry of the region. The diverse art, craft and trade identified in state are Aipan, Bamboo ringal craft, woollen crafts, metal ware, pine cone ikebana, decorative candle making etc. There are various local fairs and festivals which are indicative of the immense potential for cultural tourism in Uttrakhand, for example, Nanda Devi mela (Almora and Nainital), Surkanda Devi mela (Tehri), Uttrayani mela (Bageshwar), Purnagiri mela (Champawat), Chaiti mela (Udham Singh Nagar), Joljibi mela (Pithoragarh), Magh mela (Uttarkashi),

Piran kaliyar mela (Haridwar) etc. People from different places come and enjoy these events.

Rural tourism: rural tourism focuses on active participation of tourists in rural lifestyle. It can be an important means for income generation for the communities in the interior regions of the state by providing the direct benefits to locals. A number of tourist destinations are in close proximity to rural areas which opens numerous possibilities of rural tourism related livelihood opportunities for the economy of the state. Uttrakhand livelihoods improvement project for the Himalayas (ULIPH) from October 2004 with financial support from theInternational Fund for Agricultural Development (IFAD) has played the role of an incubator for rural tourism keeping in view the potential of the destination. The current status of ULIPH project shows significant contribution in economic development of the rural areas of the state through tourism activities. "Uttrakhand Rural Tourism Development Yojna" was launched in 2014 for the enhancement of tourism in the state. Kumaun mandal vikas nigam has been offering home stay services to tourists in some of the remote trekking routes of Kumaun. In the remote valleys of Vyans, Darma, and Chaundas in the Pithoragarh district of Kumaun some villages were selected for the initial phase of the homestay scheme.

Effects of Tourism:

Positive effects:

The major positive effect of tourism is generating the employment and creating jobs. It provides employment to people especially unemployed youth. It can provide various jobs and business opportunities to local communities close to protected areas, mountain climbing routes, scenic locations and trekking routes as tour guides, drivers porters etc. It generates

self-employment. Shops, restaurants, resorts, lodges around the destinations are owned by local people who increase their income. It empowers local community. It promotes women employment. Most of the folk art and handicrafts like Aipan and Woollen crafts are usually practiced by the women therefore tourism enhances the market of handycrafts as well as provides various entry points for women employment. Tourism provides a long term solution to poverty. It brings a better standard of living through development and improvement of infrastructure facilities for the communal benefits such as hospitals, water, education, electricity, roads etc. It has a major role in preventing migration, conserving local art and culture. The ecotourism wing of the Uttrakhand forest have made arrangements for a series of bird watching camps in different destinations spread across the state which will help to conserve while providing livelihood opportunities to communities. Natural resources which are abundant in the local areas can be utilized for designing various kinds of souvenirs for the tourists such as in pine cones are used to make decorative hand-made items by the locals in Nainital.

Negative effects:

Development of tourism raises various issues as pollution of environment, problem of cleanliness, hike in the price of land, water problem, much demand of the goods is hiking the price of daily needs goods etc. Car parking is one of the major problems due to which traffic problem arises. Maximum local people and hotel owners do not have car parking so they park their vehicle in the road-side which results in traffic jam. While tourism brings money and development to the region, it can also do unintentional damage to fragile ecosystem. Forest fires are common in the hilly areas most of them are caused by travellers throwing cigarette buts on

the roads passing through forests. A large number of natural springs that dotted the hillside have been damaged due to the cutting of slopes for road building or other activities. This has adversely affected the underground water at many areas.Although there had been a steep rise in the number of tourists visiting different places, there is no corresponding increase in the necessary infrastructure which may take the extra load. Modern tourism is very much different from the pilgrimage. Now tourism is considered as an industry. Modern tourism has considerably affected the different components of the life support system in Uttrakhand. For example Nainital Lake which was so famous for the indigenous mahseer (Tor species) is suffering from eutrophication. As a result, not only the mahseer and other fresh water fish have been exterminated, but the other biotic communities are also suffering (Kumar and Singh, 1989). The study of Das and Pandey (1982) on the physio-chemical and biological indicators of pollution in the Nainital lake has been revealed that the lake is now eutrophic, with a very high number of E.coli and other coliform bacteria. According to Das (1983), the number of coliforms was recorded highest during May to October when the number of tourists is also highest. Simultaneously, the depth of the lake has decreased about 4m during the past 50 years or so.

Pollution of environment is an immediate after-effect of tourism. The rubbish and debris left behind by the tourists are not effectively disposed off. Greater exploitation of the natural forests, the rivers, and the variety of ethnic types with their distinct patterns has resulted in the disturbances in the fragile mountain ecosystem. Vagabonds, in guise of pilgrims infiltrate the holy places. Gangotri in Garhwal Himalaya have suffered considerable damages to the ecosystem. Their evil practices have gradually spoiled the aesthetic values and mass deforestation followed with the construction of

many luxurious lodges resulting in soil erosion. Silting in the river due to such activities resulted into floods in the plains (Naithani and Rao, 1989). Most of the tourism activities are controlled, managed and organized by entrepreneurs who are not local. In past planning strategies, increasing emphasis has been given to the construction of luxury hotels by inviting private entrepreneurs, mainly from outside Uttrakhand. Various incentives and provisions for financial subsidies for the constructions of hotels at tourists' sites have been extended to attract increasing numbers of private builders to the region. Private hotel builders are more interested in maximizing their own profit margins rather than providing accommodation facilities that suit different categories of tourists, particularly middle-and low income groups. Their concerns for local development, increasing incomes of local people, and preserving the environment have been minimal (Sati and Kumar, 2004). If tourism has to contribute to the GDP or GEP of the state, community based tourism should be promoted.

Developmental Strategies for Tourism

To promote the arrival of tourists in the state the Uttrakhand tourism development board (UTDB) carried out some specific strategies. Some of them are: building main tourism zone administration and marketing offices at most visited tourist places, at main urban centres; sub-offices and deliberately placed kiosk and counters at the important tourists areas to give services and information to the visitors; establishing partnership between public and private sectors; creating quality assurance system to mark tourist facilities in state by following local criteria; establishment inter departmental tourism council to determine the policy concerns that need collaboration and coordination of various department and agencies etc. (shodhganga.inflibnet.ac.in>bitstream). To attract tourism investment in the

state the state cabinet has accorded industry status to tourism, considered tourism as a main stay of the state economy. The available incentives and subsidies are: incentives and subsidies under MSME Policy 2015 as amended in March 2016 and 2018 (up to capital investment of INR 10 Cr.), incentives for large tourism project; where capital investment is above INR 10 Cr. Up to INR 75 Cr., mega tourism projects (capital investment more than INR 75 Cr.).

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AN ANALYSIS OF INTERNET BRANDING STRATEGIES; The case of UK internet companies

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Abstract

Based on a sample of internet companies in the United Kingdom (UK), a few of them internationally profiled, the aim of this research study will be the exploration of communication and re-branding strategies in e-commerce. Consequently, it gives insights into the phenomenon of E-branding by creating a pool of empirical and anecdotal literature. The analytical stage of

the findings of the research reveals e-branding appreciation as an important customer-centered brand building strategy (Ibeh, and Dinnie, pp.355). Some of the most appreciated e-branding strategies include co-branding, affiliation with both offline and online brands, email-contact personalization and creation of content alliances. However, the sampled companies still used offline traditional methods and combined them with online tools to promote their e-brand values, in their online platforms. The communication tools included magazines, trade events, newspapers, personalized e-mails, radio, public relations, banner advertisements, and television. Additionally, the findings elaborated several steps that the E-brand companies had taken to internationalizing their brands through the adaptation challenges.
Key words: Internet, e-commerce, e-branding, online merchants, consumer perceptions, shopping experience.

Introduction

e-Commerce has revolutionized the global markets over the last decade leading to vast scholarly research and literature reviews on internet marketing. However, little has been done on the empirical analysis of the branding strategies employed by internet companies, locally and from a global perspective of e-Branding. Traditional principles of branding aim at improving and satisfying customer experiences by providing them with compelling offers that create value for their products. Therefore, branding is associated with enhancing competitiveness, fostering customer loyalty, creating a differentiated profile for corporate's products, and increasing customer equity. There exist two theories on the effective online communication and brand building strategies (Parasuraman, and Zinkhan, pp. 289). One suggests that e-branding declines the appeal of a brand by availing information online for competitors to compare, and easier for customers to choose preferably based on the available transparent prices. E-

branding proponents, on the other hand, applaud its strong effect on redressing the power balance in competitive markets especially to customers who are less loyal and increasingly fickle. Regardless of either theory, the main objective of this research is to determine the perceptions of internet companies on E-branding.

Without a doubt, the internet has had a transformational impact on the operational environment of companies, revolutionizing the brand building and competitive landscape. According to Curry, the absence of E-branding strategies is a gap that internet companies blindly venture into seeking selling propositions that are unique and effective-branding has greatly been neglected with most of these companies choosing product development as opposed to high tech communication and branding strategies. This creates a need to invest how internet companies can promote their brands online and effectively assimilate their high valued e-brands.

The objectives of this study were to:

1. Determine the extent of e-branding perceptions

2. Examine the communication and e-brand building strategies employed by firms (offline and online)

3. Explore international branding activities and communication dimensions Consequently, the research questions included the following:

1. What is the importance of E-branding?

2. What is the connection between the benefits of traditional branding and E-branding?

3. What are some of the E-branding strategies employed by internet companies in communicating their e-brand' values and building their e-

brands? Are they similar to the global e-brands?

Literature Review

The main focus of the literature review of this study will be based on the importance of E-branding, international E-branding, and communication strategies and brand building.

Why branding? The importance of E-branding

By definition, branding is a characteristic of consistently offering compelling value and customer experiences that enable them to achieve satisfaction and keep them coming back for more. This additional value use and experience foster customer's trust in the brand. A good brand makes it hard for competitors to imitate and thus creates an opportunity for the company to strengthen their relationships with their customers (Jevons, and Gabbott, pp.619). A lot of research has been done on branding; though its impact on business performance has been left

out. Consequently, E-branding has the same conceptualization. Despite many start-up companies spending a huge amount of money on advertising online and building e-brands in the error of dot.com, the ideal conceptualization of E-branding has not yet been factored in by practitioners and researchers. The split is between e-branding demise commentators and proponents who see potential in internet branding. The latter is convinced that e-branding success is dependent on branding. Berry believes that e-brands with great online platforms enhance the trust of customers especially when they can review and visualize unseen services or products.

According to Dayal (Einwiller, and Will, pp.54), it is the reassurance, intimacy and the familiarity of the company's' products/services that determines its success. In support of E- branding, Dayal states that such familiarity is better achieved by fully engaging in online business and

creating digital brands. Digital branding minimizes the time taken by customers to process information and reduces complexity by creating a shortcut of choices. Cheskin Research identifies branding as a critical fundamental in maintaining and building customer's trust online.

E-brand building strategies

The impact of businesses whether online start-ups or traditional is undisputable.

Competition has intensified, coordination is efficient and new opportunities are opening up. The emerging trend has shifted power from companies to the consumers/customers. These unique characteristics have forced organizations to refigure their business models with new branding and marketing strategies. Traditionally, branding was simply a way of convincing the customer's perception of the presence of certain products. The Internet has this complex and dynamic due to the provision of a real-time interaction of customers with the products. Most of the organizations are therefore seeking means of distinctly different in their E-branding strategies.

Information of online and offline branding is available; especially on the execution speed, interactivity, convergence of sales and marketing, relationships and trust and the challenges of customer loyalty (Parasuraman, and Zinkhan,pp.290). For E-branding strategies to be effective, several strategies have been suggested for organizations: quick online brand establishment for first mover benefits; learning and understanding the target customers using a systematic approach; using repurchase rates and 'click-to-order' ratios to enhance relationships and trust rather than creation of awareness on company's existence; adopting a communication programme that is specific to the target customers; and

lastly restructuring branding into a total brand experience.
According to previous studies, customer experiences on online platforms have a greater impact in the internet space than price and product selection strategies (Parasuraman, and Zinkhan, pp.295). This is as a result of easy replication of products online, driving purchase decisions to customer's relationship status with the company. In e-branding therefore, customer's experience is the determinant of success or failure.
Strategies for brand communication

Communication strategies and E-branding strategies appear to have a considerable overlap. The former is associated with offline brandings such as e-mail marketing, mass media, and banner advertisements'-customer loyalty is built on end-to-end customer satisfaction and trust (Jevons, and Gabbott, pp.620). The challenge for organizations is to uniquely communicate their selling propositions and existence. Signals and promises of quality must be employed as product quality assessment is impossible by physical means in e-transactions. According to McWilliams, the better the interaction and communication, the more the feedback.

International e-branding

The nature of accessibility of websites and online platforms creates a notion that online brands are international brands. Internet companies such as E-bay, Amazon, and Yahoo, therefore have greater potential to grow into big e-brands. Some of the techniques used by successful e-brands include setting lively communities online that can generate a worldwide buzz about the products and also using a series of standard or internationally recognized domains such as fr.yahoo.com. Such domains build a recognition on the international platform. Additionally, previous research suggests the use of adaptive imperatives to reduce the challenges of color, language and symbol

translation across cultures (Ibeh, pp.61).

Methodology

This research study is consistent with previous studies where a mixture of qualitative and quantitative methods was used in three phases. The spread over phases enables a real investigation of the E-branding strategies and their dimensional perspectives internationally. The first (qualitative) phase took the nature of a discussion held online in a self-selecting online group of respondents across the globe. The members received an invitation from the research and would post their perceptions of E-branding. The sessions were hourly based.

Phase two (quantitative) consisted of administration of questionnaires to a sample of appropriately selected internet companies sampled from the UK. Based on the total design method (TDM) by Dillman and data from the previous studies, the researcher designed a survey instrument pretested with clear and appropriate information(Ibeh, and Dinnie, pp.358).80 UK- based internet companies with brand profiles were sampled using the UK Company Directory

which is a database for internet companies from the UK. Questionnaires were sent to identify informants within the selected companies, with consistent follow-ups through e-mails.

Thirdly, a case study analysis of four of the sampled internet companies was done. This in-depth analysis involved the review of data from the questionnaires and the online group discussions, overplayed over archival material and data from websites and company reports. The analysis created a pool of background information, some irrelevant to the objectives of the research. Additionally, telephone calls were made to informants of the selected companies in cases where gaps were identified during triangulation of data.

To minimize data collection challenges such as bias, the discussions, telephone calls, and the questionnaires were open-ended, enabling the informants to engage in free-ranging discussions. Eventually, the data from both the qualitative and quantitative processes were analyzed through frequency tests and content analysis, focusing on the objectives of the research to interpret only the appropriate content.

Discussion of Findings

The findings discussed below is a follow-up of questionnaires completed by15- companies, and additional case study analysis of four companies from financial, energy, retail, entertainment and travel industries. The company online operations were either 'clicks or mortar' or "internet only", who had run their online operations for a period of one to two years.

E-branding perceptions

Most of the responding internet companies, 70 percent, appreciated that E-branding is necessary for businesses to grow globally. One of the informants suggested that successful internet marketing is based on a strong identity created by its online brand image. This response

to the fears that E-branding is virtual and a 'can not be seen or touched 'approach. Additionally, the researcher found out that E-branding is a defensive mechanism against hostile competitive internet environment. In the congested online environment, the emotional loyalty of customers to a brand, makes certain companies stand out (Jevons, and Gabbott, pp.630). The brand value, according to several Marketing Directors, helps cut market costs and prevents the entry of potential competitors. This is in line with previous research findings which outlined that reducing competition shifts customer's favor towards a brand.

In differentiation and visibility of a company's products, brand awareness is

critical according to the findings of the sampled companies. Brand awareness enhances the company's economic value, facilitates customer loyalty by enhancing emotional associations.

Building e-brand strategies

The evidence from the case studies associates e-branding success to a number of strategies which include: affiliations and partnerships with crucial web distributors and portals; investing significant level of resources appropriately; management and promotion of the websites; and engaging in the management of customer relations (Epstein, pp.26).

Specifically, the significance of affiliations and strategic partnerships with web distributors and portals was evident from several contexts. Most of the companies (70 percent) reported liaising or contracting online distribution companies (such as Yahoo) with high profiles of content placement, internet service delivery and even e-shopping directories; in a bid to foster the brand presence of their companies. The companies illustrated how the partnership benefits the contracted online distributor; given a percentage of sales acquired from the affiliated traffic. Another company initiated a brand-building campaign by partially selecting its health products

through affiliate health websites such as Netdoctor.co.uk and Yahoo. Through such third party affiliations, the company's e-brand awareness increased due to the hyperlink between the company and the third party customers.

Furthermore, the sampled companies had employed certain strategies to manage their customer relations. These strategies were customer focused and included the production of personalized services/products and high system of customer delivery that enhanced their satisfaction levels. One of the companies had formulated an e-mail marketing that was permission-based, enabling it to send e-newsletters on a weekly basis to its subscribers

across the globe. This created an enhanced its brand value and fostered its relations with the customers.

Moreover, financial commitment to E-branding was also a strategy employed by several companies. Of the four sampled companies, three had made huge financial investments into the distinctive brand building. One of the companies invested £15m in online campaigns, advertising its brand. Consequently, such efforts enhanced public awareness and enlarged their customer base. Another critical attribute is the website dynamics and characteristics. Creative and user- friendly websites provide the customers with an online community organized on customer service, informed product selection, and supportive communication.

International e-branding

The evidence from the case studies suggests that engaging in internet branding gives the company an opportunity to sprawl into the global markets. Most of the companies had internationalized their e-brands, with others showing intentions of future international expansion/penetration. The major strategy employed in these cases was the formulation of partnerships and affiliations with foreign brands; and joint international promotions (Ibeh,

pp.59). Another emerging concept in internationalizing e-brands was the concept of localization with the international market space. The companies indulged in a principle, “think global, act locally” that enabled them to appreciate different cultures, needs, and sensibilities and at the same time, attain international branding levels.

The evidence coincides with the previous research on local adaptation and its impact on international E-branding (Ibeh, pp.62). The currency, language, culture, and content is critical in strengthening e-brands in the international market. High-quality service delivery is highly connected to

the brand reputation and fulfillment of customer needs regardless of their uniqueness.

Recommendations and Conclusion

The objective of this study was to examine the e-branding perceptions, offline and online E-branding strategies and its adoption in sampled UK internet companies. The information gathered by this research provides more empirical insights into E-branding strategies. The analysis of the findings identified an increased appreciation level of the significance of E-branding to internet companies. Additionally, the analysis found that internet companies also use a range of tools, both traditional and digital, to create awareness of their brand values, site visibility, and their online platforms. Through distribution partnerships, strategic alliances, and joint ventures most of the internet companies were able to establish global markets and at the same time adapt to local cultures, languages, and identities (Hanna, and Rowley,pp.86). For an organization to successfully engage in E-branding, the following branding strategies are recommended:

1. Fostering loyalty of customers through sustainable e-brands. The fact that the online markets are highly competitive and dynamic requires a strategy to engage and retain customers by acquiring their loyalty.
2. Establish an e-branding communication strategy that is effective, interactive and customer-focused.
3. Rapid internationalization and exploration of an e-brand in the expanding international markets through foreign partnerships/affiliations.

Future Research

This research was limited due to time and cost constraints. Therefore, the data collection was not rigorous enough and so was the sampling technique-branding is a newly adopted phenomenon in e-commerce, leading into its

limited guiding literature studies. A suggested area of future study would be the investigation of how cultural settings affect e-branding.

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