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Exploring the Consequences of Organizational Cynicism

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Abstract: In Pakistan, Advertising sector has always been in the limelight due to its efficient, communicative and well-integrated approach towards common public. Right now, advertising sector is facing a lot of challenges and organizational cynicism is one of them. This research was conducted to identify the relationship of the antecedents and consequences of cynical behavior showed up by the employees during any organizational change in the advertising sector of Pakistan. This cynical behavior may emerge due to two major reasons, one is what kind of information is perceived by the employees and what are the relational contexts towards it. In addition to this, the paper is based on the Buddha's quote that "Change is never painful, only the resistance to change is painful". Opinion of more than 250 employees was collected in the process of analysis. Findings show that cynicism has a significant influence towards organizational commitment and resistance towards change. Analysis shows that there is a strong requirement of eliminating cynicism out of the biggest economic activity of any country, i.e. advertising.

Keywords: Cynicism, Organizational Commitment, Organizational Change, Negative Attitude, Resistance

1. Introduction

Advertising Industry has emerged as the fastest growing sector during last ten years in Pakistan. Initially, TV Channels, newspapers and radios were considered to be the only transfer medium for entertainment and information to its people, however, after the 20th century, globalization cloud started hovering on all main industries of Pakistan including advertising sector. Fortunately or unfortunately, globalization has stretched limited boundaries of media to digital, social networking and wireless phenomenon [37]. Due to this, drastic organizational changes have been observed in private advertising companies regarding their strategies and team building issues, e.g., decrease in financial capitals, rapid synchronization in the digital capabilities, decentralization, shuffling of employees within the organization etc. As a consequence, employees in these organizations had to adapt themselves to settle with these changes. But this would have been an ideal case. Instead, many private organizations showed up with the negative attitude of employees towards these changes. In that case, things become tough and

tremendously close to the state of denial and making efforts towards resistance to this change [16].

In today's dynamic environment, organizational change is not counted to be the trivial part of the business in order to survive in the markets. Any change in organizational culture is brought by top management to earn more profit and good repute of the organization and somehow this is their basic right to initiate and control such decisions [3]. However, there may be some organizations that communicate all policies and procedures to the employees that are directly related to their jobs or task responsibilities. This promotes a sense of ownership in employees for their organization [37]. This organizational change when not perceived through positive informational and relational context, paves the path for cynicism within the organizations. Cynicism has often been theorized as a negative attitude, behavior or personality trait that affects the performance of the employees in a vicious cycle of goal oriented approach [43]. A standard phenomenon is observed that employees feel stressed and insecure at workplace when collaborated with a change, hence, resistance towards this change is a typical reaction

towards lack of participative decision making [5].

Different studies depict the behaviors of employees due to change occurred in organizations [42]. That results in negative responses and distresses their loyalty to the organization. Moreover uninformed changes in the organization will shake the employee job satisfaction and job commitments level [4]. It is very important for the employees that they should know why the specific change occurred in the organization [38]. Previous researches have revealed that team leaders or top management is behind the control of sudden changes to the organizations. Moreover, they are responsible for taking the middle and lower management in loop [35]. However, some studies claim that cynical behavior may be checked in other sectors of Pakistan except banking sector [32]. Therefore, the purpose of this study is to develop a communication model of organizational cynicism among antecedents and consequences of organizational cynicism in the advertising industry. This study will be helpful to observe the meaningful impacts of cynical behavior which remained under research in Pakistan [21].

2. Literature Review

2.1. Organizational Cynicism

Past researchers favored as cynical behavior as a negative attitude with a pack of three dimensions, i.e., cognitive, sentimental, and communication framework of this whole concept. These dimensions have been proved useful for operationalization of organizational cynicism as a variable. [12]. These rational dimensions, somehow, termed cynicism as creating a negative environment that affects the organizational commitment level and employees do not agree with this change and tries every possible way to not accept it. It may result in turn overs or maybe blackmailing the top management at the cost of company's confidential documents to be damaged [28]. The sensitive dimension of cynicism is specified in emotionally practiced frameworks, for example, loss of self-esteem by employees and despair [23] or disbelief from the organizational culture [19]. Lastly, the communal aspect of employees flexibly or surreptitiously acting out' their cynicism is crucial to be theorized in simple words. However, the information employees received and what type of relation they are having with the company matters a lot. When employees are attached spiritually towards its organization, and a sudden change is brought up without their consent, the trust of employees on management breaks desperately [45]. Hence, cynicism in organizations may be considered as the disbelief of employees, assortment, philosophy, social agreement or establishment [2].

H1 Organizational Cynicism is positively associated with its descendants.

2.2. Organizational Commitment

Organizational commitment has a significant role in the study of industrial psychology or organizational behavior. It

is an integral part due to the massive amount of research which has proved an association among organizational commitment, employee behaviors and attitudes in the workplace [34]. Similarly, organizational commitment has been measured in the private, remote, and govt. sector and global environment have also adopted it newly. Initial exploration absorbed on outlining the idea and up-to-date research lasts to assess organizational commitment via two popular approaches, attitudes related to commitment and behavior related to organizational commitment [44]. It was also explained that the impact of any organizational change when faced through the cynical behavior of employees has surely shaken the level of employees' commitment to the organization, i.e., no support, less information, high cynicism, lack of employee recognition in the organization [3].

H2 Organizational cynicism is significantly related to organizational commitment.

2.3. Resistant to Change

Previous researchers studied advanced and raised the level of RTC (Resistance to Change) concept and offered the dimension measure of domain-specific struggle against change [31]. Consuming the move of domain-specific RTC, academics presented that RTC is destructively related to worker's comfort level in any organization going through change. However, it depends upon the values, belief and culture of the employees in the organization [8].

Today's business atmosphere harvest variation in the workplace further suddenly and regularly than ever before. It was also observed that Mergers, achievements, new knowledge, rearrangement and rationalizing are all influences that underwrite to a rising climate of doubt [13]. It was also considered at one time that there are diverse types of organizational change in different views, containing intentional versus unintended, organization-wide against change mainly to one portion of the organization, incremental (sluggish, steady change) against transformational (fundamental, essential), etc.. Momentous types of variation help all contributors to recollect scope and standpoint during the countless thicknesses and recurrent hindrances during organizational change [24]. Any change in the organization is not successful until or unless it is accepted by the employees, therefore the organizational managers, practitioners, researchers are exploring and determining issues related to organizational change. Many changes, failures of organizations were reported in past years, which cause huge losses to organization [33]. Some researchers highlighted that higher management have desired to find out what were reasons of change programs failures in the organizations. The studies provided evidences that resistance of employees to any change is the main cause of it [20].

H3 Organizational cynicism is negatively related with resistance to change.

2.4. Relational & Informational Context

Essentially, the information apparently drawn by a worker from its staff and Coworkers about cynicism or trust, affirmation is the two authoritative aspects which help to initiate the change in administrative organization in a bond with organizational performance [11]. Similarly, Trust management can be conceptualized in two ways. First as a procedure by which, an individual becomes trust well-intentioned for other entities. This factor of trust is a noteworthy standard of victory and existence because it enhances employees to collaborate with their coworkers as well as with their staff. However, tempting together these two features, one can verbalize the following meaning of trust management [40]. The doings of creating classifications and approaches that permit relaying gatherings to make valuations and results regarding the dependability of potential transactions involving risk and allow players and system holders to upsurge and properly represent the dependability of themselves and their organizations [22].

H4 Relational & Informational Context are positively associated to Organizational cynicism.

3. Methodology

3.1. Population and Sample Size

The sample size for the study was 242 out of 250 responses comprising of all the three levels of management from 05 advertising agencies that are enjoined with the largest media sector of Pakistan. This kind of selection was done in order to eradicate the chances of the possibility of biases and mistakes in the process of data collection. Respondents were nominated on an unsystematic basis to diminish any probabilities of discrimination, i.e. maybe age, race, gender or religion, etc., or size of any association. In this process, available data from available respondents were taken as "take-them-where-you-find-them" [10]. The technique used is snowball Sampling [9]. The sampling method used is snowball sampling. Through a survey method, Questionnaires were dispersed in five different advertising companies and filed under personal supervision.

3.2. Instrumentation

Employees' insights of organizational cynicism involve CC (Colleague cynicism) have been restrained on a 5-item Likert scale adopted [36]. The instrument for the variables was

adopted from three diverse cynicism scales. Cynicism Scale and Organizational Commitment Scale were measured with 13 items and 7 item scale respectively [18]. Informational Context was measured by a 6-item scale [26]. Relational Context and Resistance to change has been measured through 8 item scale [29]. Five-point Likert scale from (1) "Strongly Disagree" to (5) "Strongly Agree" was used [25].

Table 1. Values of cronbach coefficient alpha for scale reliability.

Variables	Cronbach Alpha
Organizational cynicism	0.637
Informational Context	0.710
Relational context	0.675
Organizational Commitment	0.725
Resistance to Change	0.620

Table 1 demonstrates the values of Cronbach Alpha for each variable of this study. All scales used in the study have satisfactory internal consistency reliability. The value of cronbach alpha of informational context is 0.710 while for organizational commitment is 0.725 for this study, which is according to the accepted range all around the world. Research states that any variable having cronbach alpha value of 0.70 or more is reliable [30]. The reliability of the adapted scale for Organizational cynicism and relational context was 0.637 and 0.675 respectively by deleting two items. The value of cronbach for resistance to change is 0.620 which are in the acceptable range. The above reliability statistics showed that the scales were reliable and acceptable. In order to determine validity of the factors, or constructs, the cronbach alpha of every variable should be above 0.6, although loadings of 0.5 and above are acceptable for larger samples or for exploratory analysis [17]. To determine reliability of a factor, a Cronbach alpha of over 0.6 is usually required, but for exploratory work or for large samples, it may be 0.5 [15].

4. Research Model

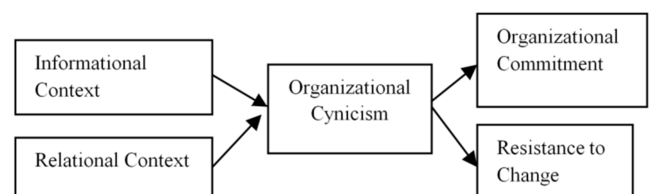


Figure 1. Adapted from [7].

5. Data Analysis

Table 2. Correlation matrix.

	OC	RC	IC	OCM	RC
Organizational cynicism	1				
Resistance to Change	-.078	1			
Informational Context	-.046	.732 (**)	1		
	.474	.000			

	OC	RC	IC	OCM	RC
Organizational Commitment	.924 (**)	-.165 (*)	-.104	1	
Relational Context	.023	.357 (**)	.652 (**)	-.006	1
	.717	.000	.000	.922	

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

* Correlation is significant at the 0.05 level (2-tailed).

N = 242

Table 3. Chi-Square Test of H1.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.444	12	.338
N of Valid Cases	242		

The probability of the chi-square test statistic $\chi^2_{cal} = 13.444$, and $p = 0.338$, which is less than the level of significance of 0.05. Thus the null hypothesis H_{01} that informational context is not associated with Organizational cynicism is supported. The alternate research hypothesis that informational context is associated with Organizational cynicism is supported by this analysis.

Table 4. Chi-Square Test of H2.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.306	4	.121
N of Valid Cases	242		

The value of $\chi^2_{cal} = 7.306$ and $p = 0.121$, it is concluded that H_0 of hypothesis 1, that is, there is no relationship between the informative context and organizational cynicism. It means the null hypothesis that there is no relationship between the informational context and organizational cynicism can be accepted. It can be concluded that there is no association between organizational cynicism and the informational context. These results fully support the findings of previous research, as the researchers found that when employees observe that the change information is excellent in quality, they tend to feel less anxiety about the change [27].

Table 5. Chi Square Test of H3.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.484	4	.050
N of Valid Cases	242		

The value of $\chi^2_{cal} = 9.489$ and $p = 0.050$, it is concluded that H_2 of hypothesis 2, i.e. there is a significant relationship between relational context and Organizational cynicism is accepted. It means the null hypothesis that, there is no relationship between relational context and Organizational cynicism can be rejected. It can be concluded that there is a slight association between Organizational cynicism and relational context. These results support the findings of

previous research completely as researchers found that the relational context also influences attitude formation during organizational change and people develop attitudes based on what others contemplate [39].

Table 6. Chi Square Test of H4.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.696	4	.013
N of Valid Cases	242		

The value of $\chi^2_{cal} = 12.696$ and $p = 0.013$, it is concluded that H_4 of hypothesis 4, that is, that there is a negative relationship between resistance to change and organizational cynicism. It means the null hypothesis that there is no relationship between resistance to change and organizational cynicism. It can be concluded that there is a slight association between organizational cynicism and resistance to change. These results fully support the findings of previous research, discovering that people can refute the need for change, refuse to accept the responsibility to assign with the subject of change, refuse to change the device and take steps to undo the change that has been made initiated in some cases [1].

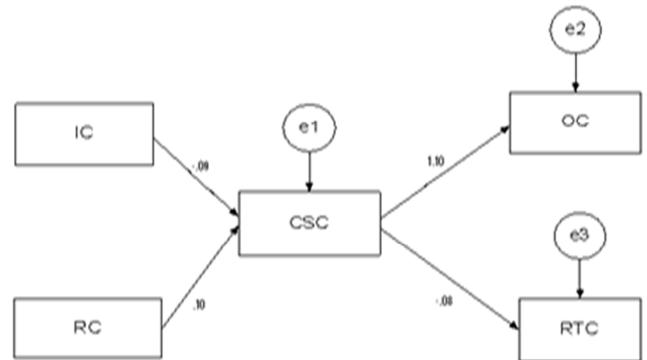


Figure 2. Path Analysis via AMOS.

Both parts of the model were analyzed through AMOS and found that the model partially matches the empirical data in the current study. The model explained a significant amount of variance in the outcome variables. To verify the fit of the model, it is important to examine the values of certain statistical tests such as, Chi-Square, Root Mean Square Error of Approximation and CFI. Therefore, the results of the model are given as:

Table 7. Model Fit.

Model	RMSEA	CFI	NFI	GFAGFI PGFI
Default mode	.048	.977	.955	.884.968.272
Independence model	.057	.000	.000	.557.337.371

The Chi-square test statistic is significant since the p-value for the model is 0.047, which is <0.05 , which suggests that the model is in shape. The mean square error of approximation (RMSEA) is 0.001 and since it is less than 0.05, it is obvious that the model is a good option. The Goodness of Fit Index CFI is greater than 0.9, which again reflects a good fit, although CFI may not be as informative as the Chi-square and RMSEA test statistics. Therefore, it is concluded that the model used in this study is adequate and suitable for future research.

6. Results & Discussion

The results reveal that there is a significant relationship of cynicism and organizational commitment in this research. The researchers also discussed that employees who feel they are cared for by their organization and by managers also have higher levels of commitment [12]. Organizations continuously change their direction to become familiar with the social and economic situation. To fully implement a careful organizational change, it is important to increase the provision of all connections in the organization. However, organizational change commonly meets resistance. The research proposes that trust is a dominant factor in the way workers experience the characteristics of organizational change. In this document an effort is made to empirically identify the factors related to trust that incite employees to be less cynical about the change. Deliberation will be given both to trust and to reliability, with a specific focus on integrity and competence.

The results show that the associated variables are not constant. They may vary from one culture to another over a period of time. These disparities draw attention to the fact that cultural differences must be taken into account when dealing with employees. The studies found that "the general management culture and style driven by the actions of senior management are strongly related to the degree of employee engagement" [14]. These correlations bring to light the importance of having strong managers and their roles in the organization in general. It is very important to recognize the factors that can lighten the negative results of organizational cynicism. Job satisfaction and team support will compensate for the change that occurred in the organization and will satisfy the cynical employee. The results provide evidence that organizational cynicism can confuse employees with self-awareness and poor self-esteem, and are cynically subject to seeing the actions of companies. Studies also indicate that disadvantaged economic circumstances and negative administrative actions, for example the restructuring of organizations, could lead to higher levels of cynicism among those already inclined [41].

7. Limitations & Implications

It is a good practice for any research training to mention its assets and defects. This study has been carried out in a

limited time frame and, as a result, it is possible that some important areas have not been highlighted correctly. Of a quantitative nature, the previous study deals with the specific cynicism of change as a result variable. However, quantitative data can not reveal the rich participation of cynics and the various expressed forms of cynicism. To discuss this problem, future research could gather qualitative data to describe the content of employee cynicism. In addition to presenting the change model, the present research also makes a contribution to the literature regarding the measurement of trust and constructs related to change. The study incorporated four brief measures, all of which demonstrated the psychometric adequacy. Therefore, they will be suitable to be included in the broad-spectrum organizational climate or employee attitude surveys. Consistent with the call for previous studies to continue research on the conceptual and operational definitions of cynicism, the confirmatory factor analyzes reported here suggest that cynicism towards change can be measured reliably in public sector contexts and that public sector employees are clearly able to distinguish cynicism towards the change of alternative organizational factors such as integrity, competence and trust in top management of the public sector. Researchers and professionals may also have considerable confidence that the integrity of senior public sector management can now be measured reliably [6].

This will also increase the generalization capacity. Since this is a cross-sectional study, a longitudinal study may reveal better findings and results. The strength of this study is that all the questionnaires used to obtain data were fulfilled under private supervision and the answers are based on the true response of the respondents. A silent feature of this empirical study is that the model has been tested through AMOS graphics and the fit of the model has been demonstrated in the data. This study has been approved to study the relationship between organizational cynicism and four significant variables, information, relational context, organizational commitment and resistance to change in the workplace in the media sector of Pakistan. The results of this research are extremely beneficial for Pakistan's private media sector, since it is evident from the results that most employees are this issue when defining organizational cynicism as a negative attitude toward the organization, which comprises certain types of confidence, movement, and behavioral propensities. This conceptualization round of the phase of a substantial research program on organizational cynicism. A main step will be to put into operation our principle of organizational cynicism using the tripartite construction that we have introduced from the philosophy of attitude. A next main step will be to start hypothesizing and empirically to deal with the causes of cynicism in organizations. Researchers could potentially service a variety of copies to predict why some people are much more cynical about their organizations than others. For example, organizational cynicism may not be expressed as a result of procedures that involve organizational commitment,

relational and informational impacts, organizational change, or the intention to resist that change.

A third stage will be to control the belongings of organizational cynicism. The consequences of cynicism may include constructs such as organizational commitment, organizational citizenship and, in some cases, may be the intention to resist change, such as employee participation and process improvement. Although it has risked to some extent by the effects of cynicism in the organization, empirical work will be needed to answer this question with complete certainty. In conclusion, organizational cynicism presents a novel and stimulating research opportunity, which gives form, but also energies beyond current concepts and theoretical schemes. Research on cynicism should help us recover a show that is an organizational change in modern organizations, and perhaps find better ways to manage or stop it. In addition to these, media companies in Pakistan, it is necessary to understand that the performance of employees in a workplace depends on the attitude and behavior of staff and administration. Overall, this study is extremely productive for Pakistan's private media sector and the findings of this research can be applied immediately to obtain dividends.

8. Conclusion

As a conclusion, it can be stated that the significant relationship between organizational commitment and organizational cynicism is revealing of the fact that private sector organizations have not fulfilled the perspectives of employees. The salary structure and the growth of the private career that follow the rule of superiority and adequacy make that most of the employees feel frustrated with their jobs and can eventually generate organizational cynicism. In addition, this study has several practical implications during organizational change. Administrators are advised to provide timely information about the change to employee managers, since the perceived quality of the information has the greatest effect on the specific cynicism of the change. Administrators must ensure that everyone has the same access to change information. In the survey questionnaire, some employees responded that they do not know what is happening with the change. Management information should explain the need and instructions for change, so that teachers are clear about where the change is taking them. Similarly, the attitude of employees tends to be influenced by their close colleagues, managers must be aware of the interactions of employees about the change. The administration is advised to give more autonomy to the individual departments and encourage discussions at the departmental level to obtain sustenance from its members.

Finally, trust in administration is one of the most important determinants of the specific cynicism of change. However, in this survey, they do not have a very significant relationship. It is advisable to understand the culture and history of the company in particular and try to generate a sense of community before making the change strategy. In addition,

the administration should respond not only to the opposition's external pressure, but also to the internal demands of the employees. Since, employees are the most precious assets for any organization. It is very difficult to implement a successful change within an organization without the participation of employees.

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Case Report

Public-Private Partnership as an Instrument for Stimulating Public Sector Innovation, as Exemplified by Projects Implemented in the Health Sector in Poland

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Abstract: The subject of the article is an analysis of public-private partnership as an instrument affecting the development of innovation in the public sector. The analysis was based on two PPP projects implemented in the health care sector in Poland and it was preceded by a discussion of the concept of innovation and PPP. The article focuses on the analysis of PPP elements that may have an indirect or direct impact on stimulating innovation in the area of public sector activities. As a result of the analysis, it should be clearly stated that PPP should be inherently associated with perceiving innovation as a process of changes aimed at increasing efficiency. The use of PPP by the public sector may, among other things, enable wider access to a specific public service for the general public, improve the quality of services provided, or increase access to know-how in the area of modern technological solutions. It seems that there will be a gradual shift in the public sector's perception of PPP, from a mere instrument enabling the implementation of public tasks to an instrument enabling changes in the public management model. This, in turn, should lead to a change in the entire public administration, so that it will be better equipped to face the challenges of modern times, and this certainly will not be possible without the innovativeness of the actions undertaken and the solutions applied.

Keywords: Public-Private Partnership, Innovations, Efficiency, Health Sector

1. Introduction

1.1. The Concept of Innovation

Innovation is the subject of analysis of many scientific disciplines that define this concept in various ways [9, 13]. Innovativeness, meaning a continuous and uninterrupted process aimed at transformation and evolution, is often treated as an instrument of market development [7, 39]. In this sense, innovation will be a factor preventing stagnation. Innovativeness can also be treated as a mechanism guaranteeing the maintenance of market positions by individual entities operating in a competitive environment [25]. In this context, it is impossible not to refer to an innovative theory of J. Schumpeter, who treated an

entrepreneur as the one who innovates in search of extraordinary profits, thus destroying the balance on the market. Innovations in this sense are all changes to the production, technology and organization processes [17, 29]. For Schumpeter, innovations are a factor influencing economic growth and market development through the changes introduced.

Innovations can also be treated as an instrument enabling the introduction of something new to the market, meaning that has not existed before or has been used in a different way. It can be either a new product, new technology, a new process organization or a new idea. It is true that the literature on the subject indicates that such an interpretation of innovation may lead to the occurrence of imitations, counterfeits of things, processes and technologies already existing on the market [28].

It seems, however, that focus on innovation will generally lead to development; yet, illegal actions on part of some entrepreneurs cannot be ruled out [10]. Surely not all novelties will be regarded as innovation, as an element stimulating development is necessary for a new product or method to be called an innovation [41]. The literature also emphasizes that what is an innovation for some will not be an innovation for others. The environment and specific conditions under which a given entity operates are also important for recognition of specific actions or modifications as innovative [27].

A review of the literature indicates some characteristics of innovations. First of all, it is a process aimed at changing the existing conditions. Knowledge is the basis for this change, while the change itself is associated with some uncertainty as for the result of the innovative activity. It is difficult to predict what the effects of the innovative activity might be, whether the actions taken will lead to the successful development of a new product or a new technology and how much time and resources will be spent on implementing them [42].

Only a positive change which will generate an added value for the entity is considered an innovation. The concept of innovation is treated differently in terms of public sector activities and differently in terms of the private sector [30]. Most research and theories related to innovativeness referred to enterprises operating in the private sector, hence the different treatment of the concept. As for the change process itself, it is the same in both private and public sectors. There will be other motives and goals of the actions taken to generate changes that may be considered as innovations, though. A private entity will always be focused on achieving a maximum profit by reducing the costs of the business, therefore an increase in efficiency will always be accompanied by the necessary restructuring of the enterprise. In addition, a private entity may achieve its commercial goal while maintaining current prices or even lowering their level, thanks to an increase in productivity, wholesale purchasing opportunities or an introduction of innovative solutions in the field of technology or business management, an efficient organization of human resources or an improvement in sales mechanisms. In turn, a public entity is focused mainly on the execution of public tasks in a way that allows for satisfying social needs. Therefore, in the public sector, mere organizational, managerial or strategic changes may be considered an innovation.

As I indicated above, innovations are not only a phenomenon related to technological processes, but may concern the social or organizational sphere as well. For the purpose of this study, the concept of innovation will be understood quite broadly, not only as individual actions but also as a certain organized process of actions aimed at improving the functioning of the organization.

1.2. The Concept of PPP

In the traditional way of implementing a specific public service procurement, chances of obtaining innovative solutions are relatively low, as the public sector is not willing to bear a greater risk associated with the use of instruments

that allow for the selection of contractors offering innovative solutions. That is why the public sector needs private sector assistance in providing public services to the public.

In the literature on the subject, the concept of public-private partnership (PPP) has evolved in various directions, depending on the elements regarded as vital by an author. And so, Kernaghan defines PPP from the point of view of the division of power, claiming that PPP is a relationship involving an exchange of energy, work, support and information between the partners, aimed at achieving common goals [20]. Fourie and Burger define PPP as joint ventures between public and private partners, which is based on the values and specialization of each partner, and the essential element is the transfer of risk to the partner who can best manage the given risk, in order to best provide public services for citizens [5, 11]. PPP in the literature is also referred to as a framework for defining mutual cooperation between the state and private business on a particular undertaking located in the public sphere [14] but in the view of G. W. Hanns, partnership is a form of long-term cooperation between public institutions and providers of private services, identifying access to private resources as the primary reason for the existence of this cooperation. However, this author emphasized the special role of the private sector, especially related to its competences to implement specific partner projects [15]. A similar view of the essence of the partnership is presented by E. H. Klijn and G. R. Teisman, in whose opinions it is a legal instrument on the basis of which two or more organizations, each focused on achieving their own goals, aim to conclude an agreement defining a common goal to be achieved. They define partnership as a long-term cooperation between the private and public sectors, through which both parties develop products and provide services, and in which costs, risks and profits are shared [21]. There are also views that partnership is a special organizational and legal form, and not as a host of legal relationships based on a mutual agreement between autonomous partners [1]. An interesting view, for our considerations, was presented by Genevois, who defines PPP as a model of cooperation aimed at development, in which private and public sector entities complement their skills and resources in order to achieve development goals [12]. Other authors approach PPP similarly, treating it as a kind of tool providing conditions for the accomplishment of public tasks in the most optimal way [6].

On the other hand, there were also views that PPP is not a golden means solving problems of the public sector [4]. PPP is in principle a complex process aimed at accomplishing a specific public task in cooperation between the public sector and the private sector. The essence of this cooperation will be the following: proper preparation of the public partner, defining public needs, proper identification and allocation of risks, development of a strategy for financial support of the investment; all these so as to ensure a successful selection of the private partner.

As it can be seen, cooperation between the public and private sectors is a central element of PPP. Nevertheless, the nature of this cooperation has evolved due to the changing

interests of both states and the private sector. Currently, with PPP projects, we cannot concentrate only on the provision of a public service, since if we focused only on this element itself, not taking into account all the infrastructure necessary for its accomplishment, such a cooperation would not make sense, as in order to be able to accomplish certain public tasks due diligence must be exercised at the stage of building the necessary infrastructure for accomplishment of public tasks. Thus, PPP will mean cooperation between public and private entities as part of a legal relationship established to build or modernize an appropriate infrastructure, as well as to accomplish the required public tasks [31]. This way, PPP is not an instrument that allows the purchase of assets for accomplishment of public tasks, but an instrument enabling direct purchase of public services on specific conditions and in a defined environment of their provision. This feature is a key factor for the success of the entire transaction based on this model. The model whose main success factor is the division of a venture risk in such a way as to provide benefits to the public entity and an appropriate level of profit to the private entity. An inherent quality of PPP projects is that they are implemented in order to provide better public services to society. It is not the assets on the basis of which the services will be provided that are a value in themselves, but the quality of services that are provided to the public that should be of concern in the projects implemented in the PPP model.

2. PPP as an Instrument Stimulating Innovation as Exemplified by the Experience in the Implementation of Projects in the Health Care Sector in Poland

At this point, I would like to analyze whether PPP can affect the innovation of providing public services.

I selected for analysis two pilot projects implemented in the PPP model in the health care sector in Poland. These will show the impact of PPP on the innovation of public services provision by the public sector. The literature on the subject directly links innovation with public-private partnership [43]. However, it does not systematize or indicate the direct relationship between the use of PPP and innovation, and how the use of PPP affects innovation in the area of public services [18]. Interestingly, the PPP development strategies formulated in various countries refer directly to the role and importance of innovation in the development of the public sector [33].

It is true that some literature on the subject claims that a mere use of PPP that leads to gains by the private sector will already be an innovation [8, 24, 34]. However, it is difficult to agree with such a position without a thorough analysis of the entire project along with the benefits to the public side. Not all PPP projects will end favourably for both parties of such cooperation. Very often PPP is perceived as an instrument by means of which the efficiency and productivity of specific activities is increased [44]. It is also perceived as an

innovative method enabling changes in the organization and functioning of the public sector [14, 32]. This perception of cross-sector PPP cooperation results from the fact that such cooperation can only be established if it brings specific benefits compared to the accomplishment of the public task by traditional methods. Thus, an important factor determining the use of PPP should be the actual value of a given project in terms of the period of cooperation between partners, which consists not only of financial but also socio-economic, operational and quality elements related to the public service provided [32]. Thus, even pre-implementation analyses in PPP projects increase the possibility of achieving value for money (VfM) in such projects [36].

For example, setting goals to be achieved in a PPP venture such as:

- (a) enabling access to the appropriate quality of health services by improving the quality of treatment and patient satisfaction;
- (b) achieving economic and financial efficiency in the treatment of patients;
- (c) completing the task as quickly as possible as well as a radical improvement in the situation;
- (d) inclusion of potential liabilities resulting from necessary investments outside the balance sheet of the public finance sector;
- (e) maximization of the VfM benefit ratio;
- (f) knowing how to transfer in the field of modern technical and organizational solutions in the construction and operation of hospitals, and then implementation of these solutions during the project, already stimulates innovation in the public sector [36].

Can such an action mean that PPP affects the innovation of public sector activities?

The implementation of an undertaking in the PPP model seems to motivate both sides to obtain the best economic effect through the most effective provision of public services in order to achieve added value, consisting primarily in increasing public benefit in a given sphere. For example, in the project "Construction of a Poviast Hospital in Żywiec", a new one-stop-shop (everything under one roof) comprehensive care center will be a novelty. Thanks to this method, a large part of the medical examination, health assessment, treatment and discharge will be carried out with a minimum number of steps or even during one visit. It increases the quality of health care services offered by the hospital while maintaining the current valuation of these services. In turn, the project "building a new maternal hospital in Poznań", based on the assumption optimization of operating costs optimization, maintained the appropriate quality level of the infrastructure throughout the entire hospital operation period. In the above-mentioned project, the private partner was required to use renewable energy sources (heat pumps, liquid solar collectors), which in the relatively long-term perspective of the investment may result in the return of the investment outlays and savings in the operating costs of the hospital.

Therefore, the use of PPP in the public sector should not always focus only on benefits that have a financial value. The

profitability of the project implementation in the PPP model should not always be perceived as a cheaper way of providing services to the public as sometimes higher expenditure may result in a better quality of service. Thus, as can be seen, the profitability of the investment in this model can be considered as a balance between the quality of the service received and the price that will ultimately be borne by the public entity or the end user of the service. Benefits of the implementation of an undertaking in the PPP model may also be related to non-financial elements such as faster access to a specific category of services, higher quality of services, innovativeness of the service provided or a higher technological level of the service provided (e.g. telecommunications and Internet services provided through optical fibers are far superior over other forms of data transfer). Thanks to a comprehensive approach to the implementation of investments in Żywiec, a range of modern medical services available within the public health care system was obtained. The services available to patients will include, among others, computer tomography and magnetic resonance. Also, many specialist services will be expanded, and new clinics will be created. Thus, public access to new categories of health services will be significantly increased. Thanks to the launch of a rescue unit with a helicopter landing pad, the speed of access of patients to these services will also increase. In turn, in the project of building a new maternal hospital in Poznań, actions were taken to agree on and plan convenient transport means to ensure access to the hospital. Benefits for the public sector may also be related to the reduction of total investment costs or greater public satisfaction resulting from faster and easier access to high-tech services. In the maternal hospital in Poznań project it was necessary to introduce and use by the private partner was required to use innovative technologies that would combine a certain quality of services with high economic efficiency of the project [36].

In the USA, South America, Africa, New Zealand, Asia and many EU countries, the cost of the implementation of the project is the decisive factor in the PPP suitability assessment [3]. In the case of the analyzed Polish projects, the project costs are important, but other non-financial aspects, such as the innovativeness of the proposed solutions, are equally important. As our experience shows, projects undertaken mainly in order to obtain financing by a private partner are most common. The public sector with limited budgetary resources is interested in choosing a private partner in the PPP concession model, in which the private party will bear the greater part of the economic risk during cooperation [23]. However, it should be noted that the analysis of the financial issues of the PPP value alone may distort a comprehensive assessment of the suitability of the PPP model in a given case. A simple assessment of the benefits resulting from the savings obtained will not always correspond to the real benefits. The savings achieved at the stage of the investment implementation can be quickly lost during the exploitation phase. An analysis of the suitability of the PPP model should also take into account elements such as PPP performance, implementation time, adequacy of the adopted assumptions and schedules [35].

The benefits can therefore take various forms, ranging from

financial ones through creation of new jobs, and ending with gaining new knowledge and developing the existing skills of both parties. The added value resulting from the synergy of cooperation between the two sectors, consisting in the possibility of developing products and services thanks to the integration of various parts of cooperating sectors, which would not be possible otherwise, is of particular importance. The PPP project will only be successful if both sides strive to achieve their goals. Establishing a partnership focused on the respective goals will result in the need to learn about the strengths and weaknesses of both partners, and in particular their nature and specificity of activities, and this will make partners open up to a possibility of introducing positive changes in their functioning. [4]

As shown above, the use of PPP may have a real impact on the development and improvement of the process of providing public services to citizens, and this can be qualified as innovation in the area of public services.

Well-structured PPP projects, where the quality of the service provided and not the cost of the undertaking is what counts, necessarily enforces the use of innovative technologies by the private sector. This is dictated primarily by the fact that such projects are long-term ones, and the remuneration for the private partner is most often related to the quality of the service provided or its availability. Such factors themselves force private partners to take a more innovative approach to the technological solutions of the constructed assets on the basis of which the services will be provided. For example, the private partner will be more willing to consider the possibility of using innovative solutions in the construction of the motorway, if the payments they receive will be significantly limited payments, when access to the motorway by end users is limited for some reason (repairs, maintenance, etc.). In comparison with the tradition model, in projects implemented in the partner model, there is a much greater possibility of introducing innovative solutions, especially aimed at reducing costs and at the same time improving the quality of services. However, without awareness of the public side as to the goals that it wants to achieve in the implementation of public tasks, it will not be possible to fully use the possibilities offered by PPP. In addition, use of PPP in the implementation of specific public projects should not always be referred directly to the process of accomplishing a public task. Such reference is always the simplest reference, but it does not always take into account benefits resulting, among others, from unique know-how, modern technologies or the ability to manage a given type of enterprise. For example, in the project of building a maternal hospital in Poznań, one of the assumptions regarding the benefits of quality of services was that the public entity will focus on its main activity, which is the treatment of patients, and the private entity will undertake the tasks related to designing and the construction of the planned hospital infrastructure and its subsequent management [36].

The implementation of innovative technologies or management methods in the area of public sector functioning will in itself be an innovation. Involvement of the private

sector in implementation of public services may contribute to changes to the approach to the provision of these services, and thus may change the attitude of society to public authorities [16]. As a result of cooperation, the public sector gets the opportunity to improve business processes related to the provision of public services thanks to the support and knowledge of managers in the private sector, which in turn may affect the volume of costs incurred in specific tasks, the reduction of which will affect the fees borne by the public in connection with access to public services. Such an approach to projects by the private sector may result in reconstruction of public service management processes in the structures of the public sector itself, which, of course, can have only one effect, namely streamlining public service provision processes for local communities. In addition, the experience of both sectors can affect the improvement of work culture and improvement of management processes in institutions dealing directly with the implementation of public tasks for the benefit of the whole society. Despite the cost reduction in PPP projects, there is always an investment in people who remain in the given organizational structure and their development, which in the future will improve the quality of work, and thus affect the efficiency of the entire public sector. Many authors see the difficulties of changing the way of thinking that prevails among people managing the public and private sectors as the greatest difficulty in establishing intersectoral cooperation [22]. Differences in thinking and differences of goals result in a necessity to deal with completely different approaches of people on both sides. Thus, the most difficult thing will be to reconcile these differences, habits and stereotypes typical of the private and public sectors. J. Jacobs describes an area managed by public and private authorities as two separate domains that are much more different than similar. The public side focuses more on preserving the status quo, avoiding free competition and market rules in its operation, using a hierarchical structure and authoritative powers. The private side is based on free market principles, competitiveness and focus on achieving the set goal [19]. Another difference is that the private side focuses on the client viewed from the perspective of the market and the assumed profit, while the public side focuses on tasks that must be implemented, often forgetting about the man on whom public sector activities should concentrate [40]. The introduction of management principles and techniques appropriate for the private sector to the public sector is an added value of cooperation that increases the efficiency of the public sector. In turn, for the private sector, the ability of the public sector to initiate changes in the existing legal regulations aimed at breaking existing monopolies and encouraging market liberalization will be a particularly important element encouraging mutual cooperation. The practical result of such activities will often be an introduction of competition in the areas covered by the monopoly of the public sector [14].

3. Conclusion

In this article, a short analysis of the impact of PPP on

innovation in the public sector has been carried out. There is no clear evidence or research into the impact of PPP on innovation in the public sector, which is why the essence and main elements characterizing PPP were analyzed using the example of two pilot projects implemented in the health sector. It can be clearly stated that perceiving innovation as a process of changes aimed at increasing efficiency should be inherently associated with PPP. In this perspective, PPP can be a catalyst for innovative changes in the area of public services, not only in the health sector. Thanks to PPP, often current and urgent needs of society are met, public entities indirectly improve their functioning mechanisms, and in addition, the public sector strengthens its political legitimacy. It is thanks to the use of PPP in the implementation of public tasks that the public sector can:

- (a) enable access to a specific public service for the public
- (b) focus on the quality of services provided
- (c) efficiently spend public funds
- (d) manage the risk of the venture more effectively
- (e) gain access to know-how in the field of modern technological solutions
- (f) improve management methods

For all this to be possible, it is also important to properly prepare the public sector for the skillful use of PPP in the process of implementing public tasks. Only the unambiguous definition of needs and expectations of this sector will enable effective public services to be targeted at finding innovative solutions. Also the very fact that under the conditions of limitations of a different nature (usually budgetary) the public service becomes available to the public is the added value resulting from intersectoral cooperation. It seems that there will be a gradual change in the way the public sector perceives PPP, not only as an instrument enabling the implementation of public tasks, but also as an instrument enabling changes to the public management model. As a result, this will lead to a change in the entire public administration, so that it would more efficiently face the challenges of modern times, and this certainly will not be possible without the innovativeness of the applied activities and the solutions used.

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Holistic Care: An Urgent Need for Cervical Cancer Patients in Kenya

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Abstract: Holistic health care is an integrated approach to healthcare that treats the whole person, not simply symptoms and disease. Mind and body are integrated and inseparable. In cancer care, this approach has been actualized through the implementation of palliative care. The study aimed to determine holistic care issues faced by cervical cancer patients in Kenya. A cross-sectional study involving 334 cervical cancer patients was conducted in Jaramogi Oginga Odinga Teaching and Referral Hospital (JOOTRH) in Kisumu from September 2014 to February 2015. Structured questionnaire, in-depth interview guide and key informant interview guide were used to collect data. Quantitative data was analyzed using Statistical Package for Social Scientists (SPSS) Version 20 at a statistical significance of $P \leq 0.05$, descriptive statistics were performed. For qualitative data, the responses were transcribed verbatim and the content was then analyzed by searching for emerging themes on holistic care issues faced by cervical cancer patients. Qualitative data was presented in textual form with verbatim reports for illustrations. The key holistic care issues from the study were being bothered by discharge, bleeding and odor from vagina 260 (78%), being afraid to have sex 283 (85%), lack of access to counseling 314 (87%), minimal acceptance of their disease by family members 263 (79%), need for prayers from spiritual members 313 (94%) and having pain 324 (97%). The study concluded that cervical cancer patients are facing a myriad of holistic care issues. Therefore there is a need for the ministry of health to develop interventions that can cushion them from such issues.

Keywords: Holistic Care, Cervical Cancer, Kenya

1. Introduction

Holistic health care is an integrated approach to healthcare that treats the whole person, not simply symptoms and disease. Mind and body are integrated and inseparable. In cancer care, this approach has been actualized through the implementation of palliative care. Palliative care is an approach that improves the quality of life of patients and their families facing the problems associated with life-threatening illness, through the prevention and relief of suffering by means of early identification and impeccable assessment and treatment of pain and other problems such as physical, psychosocial and spiritual concerns [1]. In the developed world palliative care has been intergrated in the healthcare system and has well established policies that guide its practice and resource allocation for its implementation [2].

Palliative care in Africa is still at its initial stages with

onlytwo out of 53 countries (Rwanda, Swaziland) having a stand-alone national policy, strategic and implementation plan. While only four countries (Uganda, Kenya, Tanzania, South-Africa) have integrated palliative care into their public health services [3, 4]. The little focus on palliative care witnessed in Africa may be due to the current double burden of disease where the healthcare system is grappling with communicable diseases and rising cases of non-communicable diseases with little resource base. In situations where palliative care is practiced in Africa, focus has been more on HIV and AIDs patients with little on cancer patients in general without special emphasis on individual site specific cancers. This missing link can be filled as different types of cancers are faced with unique problems that require specialized attention.

Palliative care in Kenya was officially launched in the year 2012-Cancer Prevention and Control Act 2012 [5]. However,

it is still facing myriad of challenges including inadequate experts and limited resources. Therefore, its implementation is not well inscribed in the Kenyan health provision system [6]. According to the Kenya human rights charter, patients have a right to participate in decision making and designing healthcare services appropriate for them. They also have a right to complain about healthcare services that they consume. This requirement so far is not provided for in Kenyan palliative care, there is no evidence that cervical cancer patients have been given an opportunity to participate in articulating their palliative care needs.

There is evidence of unmet psychosocial, physical, financial and spiritual needs among cancer patients in Uganda, South Africa, Tanzania and Ethiopia mainly due to inadequate experts and limited resources [3, 4, 7, 8]. No such study has specifically focused on cervical cancer patients in western Kenya.

This study was conducted in western Kenya, Jaramogi Oginga Odinga Teaching and Referral hospital. This hospital is the referral facility for all cancer patients from peripheral facilities in western Kenya. Much as cervical cancer prevalence in western Kenya is not exactly known due to lack of functional cancer registry in this region, it is suspected to be among the highest in Kenya based on the fact that, Western Kenya has some of the highest HIV and AIDS prevalence at 15.1 percent which is double the national HIV prevalence of 5.6 percentUNAIDS [9] and KAIS [10], and cervical cancer is highly associated with HIV/AIDS [11].

2. Methods

2.1. Study Setting

The study was conducted at JOOTRH in Kisumu from September 2014 to February 2015. JOOTRH is a referral hospital serving a catchment area with a population of more than 5 million people in more than 10 counties in the western region of Kenya. The hospital serves an area with some of the worst health indicators in the country including high prevalence of HIV infection (15.4%) which is greater than twice that of the national (7.1%) prevalence [12]. JOOTRH is the referral hospital for cancer patients in western part of Kenya. At the time of this study, total in-patient cervical cancer admissions were 681 and 735 in 2014 and 2015 respectively.

2.2. Study Design

This was a hospital based cross-sectional study. It involved collection of both quantitative and qualitative data from cervical cancer patients seeking care at JOOTRH.

2.3. Study Participants

The study participants consisted of cervical cancer patients who were over 18 years visiting JOOTRH or referred to JOOTRH for further treatment or palliative care services. The eligible respondents were sourced from palliative care clinics, oncology unit, and obstetric and gynecological unit

within JOOTRH.

2.4. Sampling Design

The sampling strategy involved purposive sequential enrolment of patients with histologically proven cervical cancer as they became available at the facility till the required sample size was reached. Healthcare workers were also purposively sampled for key informant interview. Only those who consented were sampled. The healthcare providers in charge of the patients and palliative care specialist helped identify patients based on information in the patient files then referred them to the researcher who confirmed their eligibility and proceeded to seek consent from each of them. This exercise was done every day in the gynecological ward (ward 4) and in room 19/16 where cervical cancer screening, cryotherapy and LEEP was performed. Patients were also selected on Tuesdays in the gynecological outpatient clinics (GOPC) where patients who were diagnosed at early stage were done for surgery. This was done until the desired sample size (334) was achieved. Participants for in-depth interviews were selected by the care providers based on how long they had been symptomatically sick (at least more than one year) and consented to the study. Pilot survey was conducted at the neighboring Kisumu East sub-county hospital to test the study tools and improve their quality and efficiency.

2.5. Research Procedure

A structured questionnaire was administered to the recruited patients by the researcher and research assistants. The researcher liaised with the relevant health care providers at the palliative care unit, obstetric/gynecological wards and on GOPC days which were appropriate for identification of the eligible clients. The researcher and the health care team worked out a programme on how the researcher could access the respondents without putting any strain on the respondents such as by keeping them longer in the facility. The researcher also took contacts of clients who consented to the study but were not able to respond to the questionnaire at that time and made private arrangement with them on when and where it was convenient to administer the questionnaire to them. The participants answered the questionnaires by themselves except for some 21 (6.3%) who needed help and were assisted by the researcher.

Four healthcare workers were interviewed by the researcher face to face and their responses were audio recorded and transcribed verbatim. In-depth interview guide was used to collect qualitative data from 12 eligible patients by the researcher. The patients were guided to narrate their story concerning their wellbeing challenges during the disease trajectory. Both sessions took about 40 minutes each. They were audio recorded and later transcribed verbatim and content analysis done and themes generated to enrich quantitative data. Finally, the transcripts were returned to the healthcare workers and 7 patients (5 of them had died) who were in agreement that the information reflected their

expressions.

2.6. Data Management and Analysis

Quantitative data was coded, edited and cleaned to check for any errors and entered in Statistical Package for Social Scientists (SPSS) version 20 and presented in tables.

For qualitative data, the responses were transcribed verbatim; the content was then analyzed by searching for emerging themes on the wellbeing challenges faced by cervical cancer patients. Qualitative data was presented in textual form with verbatim reports alongside quantitative data for illustrations.

2.7. Ethical Consideration

Ethical clearance was obtained from JOOTRH Ethical Review Board, reference number- (ERC.1B/VOL.1/135). The nature and purpose of the study was explained to the potential participants verbally and in writing (if the patient could read) to enable them make informed consent as a basis for enrollment. Participation was voluntary, confidentiality anonymity was guaranteed. Individual written consent was obtained from each participant before being enrolled into the study. Patients who were unable to write were asked to sign through thumb stamping.

2.8. Quality Assurance

Pilot survey was conducted at the neighboring Kisumu East sub-county hospital. Content validity was assessed and approved by palliative care team at Kisumu hospice who are competent and experienced in quality of life issues.

3. Results

3.1. Socio-Demographic Characteristics of Respondents

A total of 334 cervical cancer patients participated in the study. A larger proportion 114 (34%) were aged between 36-46 years. More than half (53%) were widowed, and only 30 (9%) were formally employed.

Table 1. Socio-Demographic Characteristics of Respondents.

Characteristics	Categories	n (%)
Age group	18-35	93 (28)
	36-46	114 (34)
	47-57	52 (16)
	58 and above	75 (22)
Marital status	Married	104 (31)
	Divorced/separated	31 (10)
	Widowed	178 (53)
	Never married/ single	21 (6)
Level of education attained	None	43 (13)
	Primary	179 (54)
	Secondary	62 (18)
	Tertiary	50 (15)
Religion	Christians	324 (97)

Characteristics	Categories	n (%)
Family's main source income	Muslims	10 (3)
	Small scale farming	159 (48)
	Small scale business	145 (43)
Total	Formal employment	30 (9)
		334 (100)

Key:

None- respondent did not undergo formal education at all.

Primary-respondent attained primary education of any level.

Secondary- respondent attained secondary education of any level.

Tertiary - respondent attained any training post-secondary education.

3.2. Clinical Characteristics

One seventy-nine (54%) of the respondents were at stage IV, and 63 (19%) at stage III.

Most of the respondents (63%) were (HIV) Positive while only 73 (22%) were negative.

One hundred and five (31%) of the patients were treated by blood transfusion and use of pain killers while only (9%) of the patients were treated by surgery and 42 (13%) by LEEP.

Table 2. Clinical Characteristics of Respondents.

Characteristics	Categories	n (%)
Cervical cancer stage	Stage I	52 (15)
	Stage II	40 (12)
	Stage III	63 (19)
	Stage IV	179 (54)
Cervical cancer screening	Yes	112 (33)
	No	222 (67)
HIV status	HIV Positive	209 (63)
	HIV Negative	73 (22)
	Don't know	52 (15)
Period of diagnosis	Less than a year ago	217 (65)
	More than a year ago	31 (9)
	Don't know	86 (26)
Treatment received	Chemotherapy	32 (10)
	Radiotherapy and chemotherapy	11 (3)
	Total hysterectomy	30 (9)
	Blood transfusion and pain killing	105 (31)
	Pain killing only	74 (22)
	Haematemics	40 (12)
	Conization (LEEP)	42 (13)
Total	334 (100)	

3.3. Psychological Issues of Cervical Cancer Patients

Most of the respondents were very much bothered by bleeding, discharge and or odor from vagina 260 (78%) with only 74 (22%) a little bit bothered. More than half of the respondents 220 (66%) were a little bit worried about death with 61 (18%) quite a bit worried and 53 (16%) very much worried about death.

A large proportion of respondents 283 (85%) were very much afraid to have sex with other 41 (12%) quite a bit afraid and only 10 (3%) a little bit afraid to have sex. Only 20 (6%)

of the patients stated that they were seriously losing hope in the fight against their illness with most patients 284 (85%) only slightly losing hope. Table 3 summarizes the results.

Table 3. Psychological issues of Cervical Cancer Patients.

Psychological issues	A Little bit n (%)	Quite a bit n (%)	Very much n (%)
Bothered by discharge/ bleeding/ odor from my vagina	74 (22%)	0 (%)	260 (78%)
Worry about dying	220 (66%)	61 (18%)	53 (16%)
Afraid to have sex	10 (3%)	41 (12%)	283 (85%)
I am losing hope in the fight against my illness	284 (85%)	30 (9%)	20 (6%)

In order to further explore the psychological concerns of cervical cancer patients, in- interviews were held with some patients who had been ill for more than one year.

From the in-depth interviews, a theme of low self-esteem emerged. This meant that cervical cancer patients experienced lowered self-worth as a result of disrupted body image brought about by smelling discharge from the patient’s vagina. A patient stated that:

I bleed a lot and when bleeding starts it goes even for six hours nonstop and when it stops I get so tired that I even faint, this has made me develop severe anaemia. This is usually followed by dirty creamish, discharge with a bad odour. This makes me feel unclean and lowers my self-esteem so much so that I don’t feel like interacting with people. When I travel in public transport coming to the hospital those who sit next to me even hold their noses. I feel like the ground should swallow me so that I don’t inconvenience people this much. I am facing a great challenge of keeping clean and hygienic. (37 year old cervical cancer patient).

In an in-depth interview a patient stated that:

I feel a lot of pain during sexual intercourse, and bleed a lot after sex. This has made me develop intense fear for sex until I no longer feel like sex. I have them freed my Husband to marry or seek Sexual satisfaction elsewhere to preserve my health (37 year old cervical cancer patient).

3.4. Supportive Concerns of Cervical Cancer Patients

Most patients did not have access to professional counseling at all 314 (87%), while 10 (3%) received very much professional counseling. Majority 273 (81%) of the respondents reported not counseled on sexual matters at all, while only 10 (3.0%) reported receiving very much sexual counseling. Only 112 (34%) of the patients reported being sufficiently treated with dignity while 138 (41%) were not treated with dignity at all. As regards support groups, 314 (94%) did not have access to support groups at all with 20 (6%) having access to support groups. Table 4 illustrates the results.

Table 4. Supportive concerns of Cervical Cancer Patients.

Supportive concerns	None at all n (%)	Quite a bit n (%)	Very much n (%)
Access to professional counseling	314 (87%)	10 (3%)	10 (3%)
Counseled on sexual matters	273 (81%)	11 (3%)	20 (6%)
Treated with dignity	138 (41%)	84 (25%)	112 (34%)
Access to support groups	314 (94%)	0%	20 (6%)

It was in the interest of the study to further explore supportive needs of cervical cancer patients from HCWs. From the interviews with healthcare workers a theme of lack of funding emerged. This meant that there was no funding to support the activities of the support groups; a palliative care nurse stated that:

We do try to form support groups for the patients but it has not worked due to lack of support with logistics such as T.V, snacks, meeting space and fare reimbursement. We do not have any funding and that most patients are too sick to attend the meetings and worst of all the patients die quite fast after diagnosis since most of them cannot afford treatments of late stage (HCW6).

Another theme that emerged from interviews with care providers at the palliative care unit was lack of professional counselors. This meant that the facility lacked qualified palliative care counselors. A healthcare provider thus, explained:

We don’t have professional counselors in the unit, nowadays VCT counseling have neutralized professional counseling, most providers only attend in- service VCT counseling and are considered qualified.....so we need

professional counselors for our patients (HCW1).

The study also revealed the theme on lack of sexual counseling. This implies information given to the cervical cancer patients and their spouses by the care providers, with the aim of enabling the patients and their spouses to understand and appreciate the effect that the disease and its treatment have on their sexuality. This is geared towards helping them manage and develop coping strategies that can enable them improve their wellbeing as concerns sexual matters. A patient stated that:

Our culture restricts sexual communication and holds that sexual matters must be handled with utmost secrecy. Worse still, women are only supposed to submit to sexual advances and not talk about sex. More often we are viewed as suffering from Sexually Transmitted Infections’ and therefore not clean and are abandoned by our husbands or “inheritors”, we are then forced to kill our sex life for lack of alternative (36 year old cancer patient).

3.5. Social Concerns of Cervical Cancer Patients

Most of the respondents 221 (66%) reported receiving a little support from their friends with 42 (13%) receiving quite

a bit of support from friends while only 60 (18%) received very much support. More than half 169 (51%) of respondents felt a little bit close to their friends with 53 (16%) quite a bit close to their friends and 112 (34%) very much close to their friends. Almost half 156 (46.7%) of the respondents got quite a bit of emotional support from their families with 125 (37%) getting very much emotional support while 53 (16%) getting

a little bit support. Only 20 (6.0%) were very much satisfied with their family communication about their illness. Most of the respondents reported that their families have a little bit accepted their illness 157 (47%) with 106 (32%) reporting that their families have quite a bit accepted their illness. On the other hand, 71 (21%) reported that their families accepted their illness very much. Table 5 illustrates this.

Table 5. Social Concerns of Cervical Cancer Patients.

Social Concerns	A Little bit n (%)	quite a bit n (%)	Very much n (%)
Support from my friends	221 (66%)	42 (13%)	60 (18%)
Closeness to friends	169 (51%)	53 (16%)	112 (34%)
Family Emotional support	53 (16%)	156 (47%)	125 (37%)
Acceptance of my illness	157 (47%)	106 (32%)	71 (21%)
Satisfaction with family communication about illness	178 (53%)	136 (41%)	20 (6%)

The study further explored social concerns of cervical cancer patients by holding in-depth interviews with some patients. The themes that emerged were inadequate social support and unfavorable communication about the respondents' illness. This meant that the patients did not get adequate social support, and that their family member's communication about their illness was mostly unfavorable. From an in-depth interview a patient reported that:

Our friends, church members and family members visit us and talk with us so we are not so lonely. They also assist us with home and child care. Though, they cannot afford much financial support. Moreover, our illness is not really accepted and that communication about our illness is not pleasant. We tend to be secretive about it since it concerns our private

parts and in our culture talking about this is difficult (42 year old cervical cancer patient).

3.6. Spiritual Wellbeing and Needs of Cervical Cancer Patients

A large proportion of patients reported finding very much strength and comfort in their spirituality 294 (88%) with only 20 (6%) finding a little bit strength and comfort in their spirituality. Most patients 272 (82%) very much needed to be visited by their church members, and all patients 334 (100%) needed very much to listen to gospel music. None of the patients did not express spiritual needs. Table 6 summarizes the results.

Table 6. Spiritual wellbeing and needs of cervical cancer patients.

Spiritual wellbeing status and needs	A Little bit n (%)	Quite a bit n (%)	Very much n (%)
Finding strength and comfort in spirituality	20 (6%)	20 (6%)	294 (88%)
Need visit by church members	62 (18%)	0 (%)	272 (82%)
Need Prayers from spiritual members	10 (3%)	11 (3%)	313 (94 %)
Need to listen to gospel music	0 (%)	0 (%)	334 (100%)

Further in-depth interviews with patients were held to explore spiritual status and needs of cervical cancer patients and the theme of finding comfort from prayers emerged. A patient stated that:

I constantly pray and talk to God even in my hospital bed, sometimes people think that I am asleep but just communing with God and praising Him in my heart, I find comfort from that (42 year old cervical cancer patient).

Another theme that emerged was Gods protection. This meant that patients who believed in God were cushioned from worry as they trusted their lives in the hands of God. A patient thus explained:

God has been very good to me this far, I should have died

long time ago but due to His protection I am still alive and trust that I will be well soon, He never fails his people (46 year old cervical cancer patient).

3.7. Physical Issues of Cervical Cancer Patients

A large proportion of patients 324 (97) reported having very much pain with none having little pain. Similarly, most of the respondents were experiencing very much lack of energy 252 (76%) with 41 (12%) experiencing a little bit lack of energy. Another 213 (64%) were very much bothered by constipation and 191 (57%) had nausea.

Table 7. Physical Issues.

Physical Issues	A Little bit n (%)	Quite a bit n (%)	Very much n (%)
Lack of energy	41 (12%)	41 (12%)	252 (76%)
Sleeping well	42 (13%)	41 (12%)	251 (75%)
Having pain	0 (%)	10 (3%)	324 (97%)
Forced to spend time in bed	52 (16%)	30 (9%)	252 (75%)
Bothered by constipation	91 (27%)	30 (9%)	213 (64%)
Have nausea	123 (37%)	20 (6%)	191 (57%)

Further in-depth interview with a patient revealed the theme of fatigue due to anaemia. A patient stated that:

I bleed a lot and when bleeding starts it goes even for six hours nonstop and when it stops I get so tired and fatigued that I even faint, this has made me develop severe anaemia. (39 year old cervical cancer patient).

4. Discussions

From the study, majority of respondents reported bleeding, discharge and odor from the vagina, this lowered their self-esteem and impacted negatively on their psychological wellbeing. Most patients were very much afraid to have sex due to pain experienced during coitus leading to low sexual desire and thereby disrupting their social and emotional wellbeing. Other studies have revealed psychological issues among women with gynecological cancers [6, 13, 14]. A large proportion of respondents in this study who were very much afraid to have sex is consistent with Muiva [6], whose finding showed that most respondents in her study on women with gynecological cancers in Kenya expressed sexual function impairment. Other studies have also revealed adverse sexual problems in women with gynecological cancers [15, 16]. This finding reveals that the respondents' psychosocial wellbeing is disrupted and that they need sexual counseling as well as help to deal with vaginal discharge.

According to this study, running support group activities for cervical cancer patients was difficult due to lack of logistics, this was compounded by patients who were too sick to attend such meetings and most of them died soon after diagnosis. This concurs with qualitative finding which showed that majority of patients did not access support groups. The facility also lacked adequate professional counselors, and that those who were there were mostly VCT counselors who could not competently handle cervical cancer patients psychological needs, this could disrupt their psychological wellbeing. This finding is consistent with other studies that have noted inadequate palliative care experts in Africa [3, 4, 7, 8].

The patients also lacked sexual counseling. This implies information given to the cervical cancer patients and their spouses by the care providers, with the aim of enabling the patients and their spouses to understand and appreciate the effect that the disease and its treatment have on their sexuality. This is geared towards helping them manage and develop coping strategies that can enable them improve their wellbeing as concerns sexual matters. They were viewed as suffering from Sexually Transmitted Infections' and therefore not clean and could be abandoned by their spouses, this led some of them to kill their sexual needs thereby impairing their social and emotional wellbeing.

The lack of professional counseling encountered by the majority of respondents in this study was due to inadequate professional counselors in the facility. The few who received professional counseling may have been beneficiaries of PSC (HIV/AIDS) program that was funded by KEMRI within the

facility. Similarly, lack of sexual counseling may be due to lack of professional sexual counselors and sexual counseling protocol in the facility. This finding may also be explained by lack of sexual communication occasioned by culture that restricts sexual communication and holds that sexual matters must be handled with utmost secrecy. Communication in sexual matters is still facing a lot of barriers in our African setting. Aniebue [17], in their report on ethical, socio-economic, and cultural considerations in gynecologic cancer care in developing countries reiterates that cultural and gender norms precludes women from discussing sexuality issues. Moreover, Lamb [15] stated lack of comfort and difficulty among patients and care providers in handling topic of sexuality.

The finding on lack of well trained counselors in this study supports Rawlinson, Gwyther [18], who identified lack of proper palliative care training among health care providers in Africa.

Report on social concerns in the current study revealed that, most respondents received little social support from their friends and families. This differs with Muiva [6], who reported that social concerns were reasonably met in most patients. This finding may have been occasioned by the difference in palliative care services given in the study settings. Most patients in Muiva [6], were from Kenyatta National Hospital (KNH) and Moi Teaching and Referral Hospital (MTRH) which were the only national hospitals in Kenya and major hospices in Kenya like Nairobi hospice and Eldoret hospice. These facilities are staffed with qualified palliative care professionals including qualified counselors and information materials for cancer patients. Psychosocial interventions offered by these professionals may have empowered the patients and their families to appreciate cancer illness and develop positive attitude towards it. The need for social support displayed in this study among cervical cancer patients supports Betty [19], model which posits social wellbeing as a critical component of quality of life among cancer patients.

This study revealed that majority of the patients found strength and comfort in their spirituality. This confirmed how important spirituality is to patients with chronic conditions such as cervical cancer. Spiritual needs of cancer patients have also been reported by Sepulveda et al. (2003) in their study conducted in a couple of African countries (Botswana, Ethiopia, Tanzania, Uganda and Zimbabwe) on quality of care at the end of life among cancer patients. Similarly, Murray, Grant [2], in their study of dying from cancer in developed and developing countries also reiterated that Kenyan cancer patients were comforted and inspired by belief in God. [7] in their study on Needs of Care and Support of Adult Tanzanians with cancer also noted spiritual needs of cancer patients. Spiritual support from medical team and pastoral care visits have been associated with higher QOL scores near death [20]. The need for spirituality displayed in this study among cervical cancer patients supports Erseket *al.*, 1997 and Betty [19], models which

posits spirituality as a critical component of wellbeing among cancer patients. This finding shows fairly good spiritual wellbeing and need for spiritual nourishment among this group of patients.

This finding shows spiritual strength among some cervical cancer patients which cushioned them from worrying about death thereby improving their psychological wellbeing. In the quantitative finding, approximately half of the respondents did not worry about death while a few were very much worried about death. This may reflect differences in spiritual strength, as those who are very strong spiritually are bound to see death as a transition to eternal life. Other studies have also revealed improved quality of life as a result of spiritual wellbeing [4, 7]. This finding however contradicts Muiva [6], who reported a large proportion of her respondents losing hope in the fight against their illness and worrying about death. This could be explained by the differences in spiritual strength among the respondents in the studies.

Cervical cancer patients in this study spent a lot of money in maintaining personal hygiene, these involved costs of pads, swabs and medication and other substance that could counter foul smell that emanated from their Vagina. Most patients incurred cost of medication, travel and prescription. In contrast, fewer patients incurred cost of cloths and wigs, and cost of home and child care. This may be explained by strong extended family ties that still exist in this study setting, most patients therefore benefited from free home and child care assistance. While the low number reporting costs incurred in clothes and wigs could be explained by the fact that most patients in this study were not on treatment modalities that interfered with their body, such as hair loss or increase in weight. Such treatments include chemotherapy and radiotherapy, in this study, most patients despite being in stage III& IV of the disease, were only treated with blood transfusion, haematemics and pain killing. Hence may not have required clothes and wigs. A study conducted in Tanzania on HRQoL and needs of cancer patients also revealed that patients incurred a lot of costs such as medication, travel, food, water, home and child care among others regardless of the fact that most patients were poor and could hardly bear the costs, the patients expressed need for financial support to cater for these costs [7].

According to Aniebue [17], report on ethical, socio-economic, and cultural considerations in gynecologic cancer care in South Africa, contrasting results were found. The report from South Africa revealed that cancer treatment was free for patients who earn less than an established minimum income. The same report also revealed that in India, surgery, radiotherapy, and chemotherapy treatments were partially or totally subsidized by government depending on a set minimum income level. Financial needs among cancer patients have also been reported by Sepulveda, Habiyambere [21] in their study conducted in a couple of African countries (Botswana, Ethiopia, Tanzania, Uganda and Zimbabwe) on quality of care at the end of life among cancer patients. Similarly, Murray, Grant [2] and Masika, Wettergren [7], also revealed need for financial support for care and treatment

among cancer patients in Kenya and Tanzania respectively. Other international studies have also shown increasing need for financial assistance among cancer patients [22-24].

This finding shows that majority of the patients had a lot of pain, lacked energy and were forced to spend time in bed. More than half of the patients were bothered by constipation and nausea, this could be explained by the fact that most of the patients presented late with advanced disease with others suffering anaemia due to blood loss. Physical health issues among cancer patients have also been reported by other studies in Africa [2, 6, 7, 21, 25].

5. Conclusion and Recommendations

The present research illustrates unsatisfactory psychological, social, spiritual and physical well-being among cervical cancer patients. There is a need for the government to increase budgetary allocation for cancer management and explore modalities of subsidizing cervical cancer treatment to enable most patients to afford. The wider society also needs to be sensitized to offer support to members of the society suffering from life threatening diseases such as cervical cancer among them. Finally, more studies should be done focusing on wellbeing of patients suffering from other types of cancers.

Competing Interests

The author declares no competing interests.

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The Problems of Implementing the Bologna Process in the Higher Education System of Uzbekistan

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Abstract: Globalization processes can be seen in the system of socio-economic relations worldwide. These processes, including the higher education system, focus on increasing the effectiveness of education, supporting international coverage of education, and, most importantly, the use of modern methods of modernizing higher education. The article examines the current state of the Higher Education in Uzbekistan and the role of Bologna Process to create innovative environment in Higher Education System of Uzbekistan. In addition, problems related to the implementation of this process in the higher education system are discussed. As well as, the further reforms are given to eliminate those problems.

Keywords: Higher Education, Bologna Process, Diploma Supplement, Credit System, Quality of Education, Mobility, Qualification

1. Introduction

The area of researches in the 21st century now requires a holistic view of the events. Such high trends and internationalization in science and education provide an opportunity to learn more about specific areas of qualification system and other relevant research areas. This is one of the most important factors to build a knowledge-based and sustainable economy [1].

Bologna process shows particular importance to implement these goals. The Bologna process is now being expanded to 48 countries, of which 28 are EU countries and the remaining 20 are non-EU countries. In addition, 23 countries have been registered as observers in the Bologna process. At present, seven of the 11 CIS countries are members of the Bologna Declaration: Russia, Ukraine, Azerbaijan, Armenia, Moldova, Belarus and Kazakhstan. In other countries, the Bologna process is actively discussed and its peculiarities and the use of these principles in different countries are carefully studied. A high level of quality can be observed in the education system of countries where the Bologna process is successfully implemented [2].

On October 24, 2018, President of Uzbekistan Shavkat Mirziyoyev denominated the higher education of the country as overdue in the meeting on higher education. Currently,

there are 91 institutions in the higher education system of Uzbekistan. Programs of higher education are provided by 2 academies, one conservatory, one higher professional school, 23 universities, 33 institutes, 20 local institutes of higher education and 11 branches of foreign higher educational institutions. In addition, 13 higher education institutions will be planned to open in 2019. It is so miserable that while higher education institutions are extensive, none of them has a decent position on the international rankings of higher education. The President of Uzbekistan emphasized the issues of promoting the prestige of higher education institutions and their professors in the international community and involvement of world-renowned scientists, highly-qualified researchers and teachers in the educational process [3].

The joining of Uzbekistan to the Bologna processes is crucial to train highly qualified cadres, support for the intellectual capabilities of the staff, the internalization of higher education and its adaptation to international standards and, in general, the extensive reforms in the educational process in the future. But, some problems are seen to implement the Bologna process in the higher education system of Uzbekistan. To tackle these problems helps to promote quality and competitiveness of the higher education system of Uzbekistan [4-5].

2. Method

The Bologna process was based on the 1998 agreement signed by representatives of four European Union countries: France, Germany, Italy, and the United Kingdom. Education ministers from Bologna process met 10 times during the period between 1998 and 2018. As a result of those meetings, Bologna process programs and objects have widened.

Bologna Process increases opportunities for study abroad because of the availability of educational programs in several countries. As a result of the exchange of knowledge within the students, staffs, they will be able to develop their own worldview. This will help them become stronger candidates in their job arenas in the future.

Adaptation of Uzbekistan to the Bologna process is a key priority in modernizing higher education system of the country. It plays an important role in promoting international co-operation and improving the quality of education [6].

The technical aspects of integration into the process, the formation and implementation of Bologna process principles should be learned deeply to create innovative approaches to modernization of higher education system of Uzbekistan through the Bologna process. Firstly, it is important to adapt national education system structure to the Bologna process and implement requirement of main principles of Bologna process. The main principles of the Bologna process are the directions for the countries to rebuild the Higher Education System. These principles cover the 3 cycles of learning

process (bachelor, master and doctorate) [7].

Main principles of Bologna process:

1. Diploma Supplement;
2. ECTS (European Credit Transfer System);
3. Three-tier system of higher education;
4. Academic mobility;
5. Quality assurance of higher education;

The adaptation of a simplified and similar level of education through the Diploma Supplement enhances the international competitiveness of the European higher education system and the employment of European citizens. Diploma Supplement is a form of document that is provided to each graduate as a qualification, describing the education system of the country, the program in the educational institution, and the main directions studied within the framework of the program.

The Diploma supplement serves to enhance international recognition of academic and professional qualifications. Basically, most of the Bologna countries the diploma supplement is given not only in the national language but also “widely spoken” language according to requirement of the students.

In Uzbekistan, a diploma supplement for graduates of higher education institutions is now available, but it should be acknowledged that this type of diploma supplement is not correspondent to the diploma supplement in the higher education system of Bologna countries.

Table 1. Diploma Supplement of Bologna countries and Uzbekistan.

Bologna countries	Uzbekistan
Information identifying the holder of the qualification	
-family name	
-given name	-family name
-date (place, country) of birth	- given name
-Student identification number	
Information identifying the qualification	
-Name of the credential, and, if applicable, any nationally recognized title that comes with it, both in the original language. The major field of study.	-The name of the institution
-Name of the institution awarding the credential, its status (e.g. private, state)	-Status of the institution awarding the credential, (e.g. private, state). Most of the universities belong to state that’s why “state” is used as a status.
- Language (s) of instruction and examination.	-The direction of education
Information on the level of the credential	
-Given the range of tertiary awards in different European countries, the precise level of the credential in the national structure of education (for which a schematic is attached).	no
-Requirements for entry to the program in which the credential is granted.	
-The official length / duration of the program.	
Information on “the contents of the course of study and results gained	
	-Names of the courses
	-Student’s gained score on the subject with percent (50-100%)
	-Graduation qualification work (project) and the subject of rating point
	-Graduate overall rating and gained results
A statement of the purpose and function of the credential.	
	no
Additional information.	no

It should be noted that the diploma supplement of graduates in Uzbekistan is only in the state language (The Uzbek language). That’s why most of the students face difficulties if they want to continue their study in foreign countries. If they want to study abroad, first of all, they need to be translated their diploma supplement then they

need to be confirmed it. Obviously, this process demands much time and a lot of expenses. In this case, it is important to adapt the diploma supplement to foreign standards and introduce the English version of the diploma supplement, too. We consider, it should be implemented according to requirement of each graduates. Because, some of the

students want to continue their study and other has already had workplace. As well as, it should be thought deeply about provision of diploma supplement whether it is free or graduates have to pay [8].

On the other hand, most of the graduates are required a sheet about statement of the purpose and function of the credential when they work at a certain workplaces. In that case, it is difficult to find out information and it causes spending time and other trouble [9-10].

3. Results

The three-cycle education process consists of the undergraduate and graduate stages and the transition to the second stage requires the successful completion of the first phase. In the early years of the Bologna process, the form of education was two-step, and after Berlin meeting in 2003, the doctorate was added as third cycle. The first stage of the Bologna program requires a minimum 3 years and for Masters minimum 1-2 years, and for Doctoral degree minimum 3 years. Bachelor degree in Uzbekistan is 4 years. The Master Degree is for 2 years at present. Master degree qualification is in the process of reform, and it planning to be two levels:

1. Main specialty (at least a year);
2. Scientific-pedagogical specialty (at least two years) direction can be carried out according to the theoretical knowledge and fundamental and applied research works (scientific-creative works).

In accordance with the Decree of the President of the Republic of Uzbekistan “On further improvement of postgraduate education” dated February 16, 2017, the transition to a two-tiered system of postgraduate education for a three year period has been introduced in our country. According to this, postgraduate education in Uzbekistan is awarded in two dimensions - PhD (Doctor of Philosophy) and Doctor of Science. The next issue is to revise the legislation and bring the issues of academic titles in Uzbekistan to international standards. In Uzbekistan there are just 2 academic degrees – docent and professo [11].

ECTS (European Credit Transfer System) - The European Credit Transfer System (ECTS) is aimed at increasing mobility through institutional and countrywide lending through student workload and learning outcomes. The goal of introducing a credit system is to facilitate the transparency of education and recognition of academic knowledge and qualifications.

Establishing unified loans for higher education institutions has helped to ensure mobility. This system has been successfully passed and accepted in 1989 by European Universities. Today, the European Credit System is a recognized and valid system in almost all European countries. The learner is able to obtain a diploma only if he has collected the credit score. The credit system is a unit of measurement that demonstrates the achieved results, not the amount of hours spent in the learning process. That is the

result-oriented unit of measurement for the specialist’s level of competenc [12].

A certain number of credit units are allocated for each subject matter. ECTS is 180-240 for the bachelor’s degree and 90-120 for the master’s degree.

The credit education technology and the ECTS assessment system are not implemented in the higher education system of Uzbekistan student’s evaluated with ranging to 56-100%. This, in turn, leads to passive bilateral diploma education with European universities and a passive development of academic mobility. That is, European universities find it difficult to recognize educational outcomes in Uzbekista [13].

Quality assurance is a quality assessment of higher education, monitoring of educational process, ensuring support and improvement and the quality system of educational institutions and higher education programs. At the European level, cooperation in promoting the quality of higher education is focused on the development of common criteria and methods that help to ensure mutual confidence and recognition [14].

4. Discussion

On April 20, 2017 the Decree of the President of the Republic of Uzbekistan №PD 2909 “On Measures for Further Development of the Higher Education System” was adopted in Uzbekistan. The complex measures on qualitative and complete improvement of the level of education, strengthening and modernization of material and technical base, equipping them with modern educational and scientific laboratories, modern information and communication technologies have been approved by this decree. In order to improve the quality and effectiveness of the education system in Uzbekistan, on July 18, 2017 the Resolution №515 “On the organization of the State Inspectorate for Supervision of Quality of Education in the Cabinet of Ministers of the Republic of Uzbekistan” was adopted. Here, the main goal is the implementation of the state policy on control over the quality of education and training, the composition of the teaching staff, the training and qualification of the personnel in the education system.

In order to improve the quality and effectiveness of the education system in Uzbekistan, the most important goals of today’s higher education institutions is to learn professional standards and employers’ requirements. It is important to re-examine and regularly update curricula in the field of higher education based on market demand.

Mobility - The Bologna Process also aims to promote the movement of students, scholars and administrative staff in the European Higher Education Area. Among the European mobility programs, Tempus and Erasmus programs are of particular importance, and these programs are commonly called Erasmus + [15].

The importance of mobility in ensuring quality of education is following:

Enables students to acquire extensive knowledge and skills

on the basis of knowledge acquired from other professionals, which, in turn, influences on the ability and skills of students to succeed in a strong competitive market, and the quality of labor resources that can promote the development of national economies;

Provides researchers with new materials and expands the possibilities of organizing the results of the research work;

Increase the competence of teachers as an expert and a pedagogue in the learning process and influence the development of creative thinking.

In Uzbekistan, there are 67 projects proposed by Erasmus + Mobility Program of higher education institutions in Uzbekistan in 2017. As a result, 205 students and staff have gained experience in Europe within 35 projects in Uzbekistan.

5. Conclusions and Suggestions

In summary, there are a number of problems to implement the Bologna process and fulfill the requirements of the Bologna process in the higher education system of Uzbekistan. The joining of the Higher Education System of Uzbekistan to the Bologna process plays a crucial role in the development of a broad-minded specialists in the country, in the preparation of advanced specialists in various fields, in the internationalization of higher education in Uzbekistan, as well as the creation of “international ideas”, adaptation of higher education to international standards, and in the modernization of the higher education system in Uzbekistan

In achieving this goal, the implementation of the following objectives will help eliminate existing problems:

1. Adaptation the diploma supplement which given graduates in Uzbekistan to the international diploma supplement and introducing the English version of the Diploma Supplement;
2. As noted above, the credit system is used in the higher education system of other countries in the European Union, as well as many other countries. In the system of higher education of Uzbekistan, it would be advisable to gradually, with deep thought, to develop a credit system in the form of an experiment on specific educational directions or specializations;
3. One of the main problems in increasing mobility is to learn foreign languages. At the same time, it should be paid attention to learn foreign languages deeply among students and professors;
4. Creating a competitive environment and achieving the quality of education through the support of a network of private higher education institutions based on public-private partnerships in Uzbekistan.

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Impact of Information Literacy Skill on Students' Academic Performance in Bangladesh

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Abstract: The study explores the level of academic performance and information literacy skill of undergraduate students in Bangladesh. In addition, the study examines the impact of information literacy skill on students' academic performance. To achieve the objectives, the study uses primary data collected from 325 students and employs several statistical and econometric methods. The study firstly uses information literacy skill index to measure the level of students' information literacy skill and secondly, uses a linear regression estimated by OLS method to examine the impact of information literacy skill on students' academic performance. The study finds that most of the students' Grade Point Average (GPA) is medium standard which ranges between 3.01 and 3.50 and the level of information literacy skill is lower which ranges between 10 and 20. Besides, the study also finds that study hour, family income, class attendance, past academic result and information literacy skill are the significant factors which influence students' academic performance. More specifically, the study finds that students' GPA may be increased by 0.012 if students' information literacy skill is increased by one unit. Therefore, the study suggests nursing students' information literacy skill to improve the students' academic performance.

Keywords: Academic Performance, Information Literacy Skill, Bangladesh

1. Introduction

To develop a nation, there is no alternative to quality education. University is the institution which provides quality higher education to the nation and higher education is one of the most important tools for research productivity. One hundred and forty-five numbers of universities (both private and public) are playing their role in promoting higher education in Bangladesh [1]. Every year a large number of students are being enrolled in different disciplines in these universities and, they are the important assets and main power of the nation. Their earned skills from academic background can develop the economy of a country as the socio-economic development of a country is directly linked with students' academic performance. Students' academic performance plays a vital role in producing the best quality graduates who will become the great leader and manpower for the country in future and contribute to the country's

socio-economic development [2-3]. Therefore, students' academic performance measurement has received considerable attention to the researchers.

Students' academic performance is affected by many factors like social, economic, psychological, environmental and personal factors [2]. Although these factors strongly influence students' academic performance, these factors vary from person to person and place to place. Previous studies highlights on different factors like class schedules, class size, the environment of the class, the technology used in the class and exams systems, guidance, English textbooks, homework, extracurricular activities, family income and so on. Contrarily, the present study is different in a way that it is the first research in which a variable "students' information literacy skill" is studied. Broadly speaking, the core contribution of this study is that it explores the impact of information literacy skill on students' academic performance. This paper may be helpful for the parents and teachers of the students and, policymakers to design and implement the

policies to improve the students' performance and the quality of education by improving students' information literacy skill.

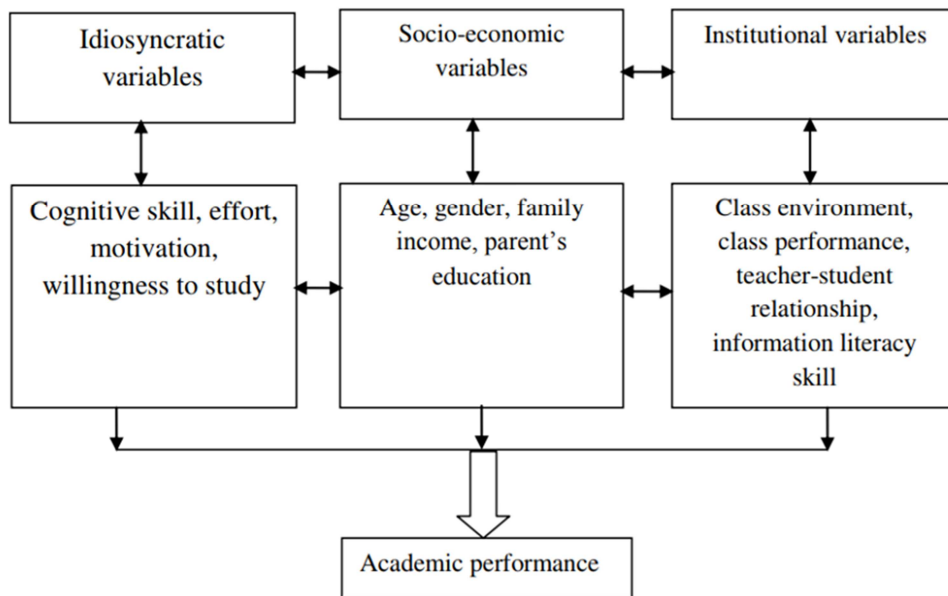
2. Literature Review

Students' academic performance means the extent to which a student academically achieved the educational goals. Most of the researchers in previous studies have measured the academic performance by GPA in a particular year or semester [3-9]. GPA of a student depends on many factors. Information literacy skill is one of them.

Generally, literacy means the ability of a person to read and write. There are different types of literacy such as visual literacy, computer literacy, media literacy, technical literacy, information literacy and so on. Nowadays, the importance of information literacy is increasing significantly. Information

literacy means the ability to know the need for information and the ability to identify, locate, evaluate, and effectively use of information for solving a problem practically. "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information" is stated by The American Library Association (ALA) [10]. Although different researchers have measured information literacy skill in different ways, most of the researchers have measured it using index [11-14].

Variables affecting students' academic performance can be grouped into three categories of variables broadly such as: (i) idiosyncratic variables, (ii) socio-economic variables, and (iii) institutional variables [8]. All these three categories of variables include many factors that influence students' academic performances are shown in Figure 1.



Source: Adapted from Rosi, 2017

Figure 1. Factors Affecting Academic Performance.

Previous studies show that there are many factors which affect the academic performance of the students in Bangladesh. According to Ahmmad and Salim, variables like gender, class attendance, type of department, teacher-student relationship, the result of pre-university public examinations, self-confidence level of the students, depression and amount of credit hours completed are the significant factors affecting students' academic performance [4]. Hossain et al. have found that the result of SSC and HSC examination are the reasonable factors influencing the academic performance [15]. Applying the logistic regression analysis, Shahiduzzaman et al. have found that sex, family type, faculty, students' monthly expenditure, the result of SSC, the result of HSC and semester dropped of the students were the important predictors for the academic performance of the students of private universities of Bangladesh [16]. On the other hand, Ahmad and Rahman have found that extra-curricular activities have a strong influence on academic

performance [5]. By applying correlation analysis, a study found that academic achievement of students has a considerable negative and significant relationship with all the attributes of problem behavior such as emotional symptoms, conduct problems, hyperactivity-inattention and, peer problems [17]. While Ahmed and Khanam revealed that academic achievement was significantly correlated with academic self-efficacy, organization, and meta-cognitive self - regulation [18]. Alam et al. revealed that age, gender, past academic track, medium of education and absence in the classes have significant influence on the academic performances of a student [19].

Outside Bangladesh, a number of studies have been carried out on this issue. They have also found different factors like students' admission points, parents' socio-economic status and former school background that affect the academic performance of the students. Using Pearson Correlation Co-efficient test, Danyial pointed out that parent's education,

family income and participation in co-curricular activities are the significant factors affecting students' academic performance [20] while applying a linear regression Ali et al. revealed that age, father's social economic status and daily study hours significantly contribute to the academic performance of graduate students [3]. Besides, Fernando found that self-determination, time management, English knowledge and students' attendance on lectures are positively and significantly affecting the academic performance [7]. Applying regression analysis it was found that factors like students' attendance, mother's education and the presence of the trained teacher in the school have a positive impact on students' academic performance [23]. A study in India found that cognitive and non-cognitive factors affect Grade Point Averages of young adults [21] while utilizing correlation analysis, Rosi found that there is no such relationship in the case of evening students [8]. Hijazi and Naqvi have found that family income and study hour have negative, and attendance and mother's education have positive effects on academic performance [9]. Like the other factors, family size, the gender of students, and resident of students and income level of their parents are also responsible for students' performance [22].

Keeping in view the literature, this study is organized to assess the factors affecting the academic performance of the students in Bangladesh.

3. Methodology

3.1. Sample Design and Data Collection

The study is mainly based on primary data. For conducting the study, Rajshahi district of Bangladesh, known as education city, has been selected as the study area. There are four universities in Rajshahi district in which academic activities are running now. Among them, two are public universities such as Rajshahi University and Rajshahi University of Engineering and Technology and, others two are private universities such as Varendra University and North Bengal International University. From these four universities, one university is selected following simple random sampling method and the selected university is Varendra University. Varendra University had 12 academic departments where about 5000 students were studying. Following the simple random sampling method, a total of 350 questionnaires were distributed proportionately among the undergraduate students in different departments in September, 2018 and 335 questionnaires were got back. Among them, 10 questionnaires were not properly filled up, thus, they were rejected. Finally, after sorting, coding and editing 325 questionnaires are used for the analysis.

3.2. Empirical Methods

3.2.1. Measurement of the Level of Academic Performance

Although different researchers have measured students' academic performance in different ways, following previous studies the present study measures the level of students'

academic performance by the last year examination's Grade Point Average (GPA) [3-9]. As the study is carried out in undergraduate level, students' GPA of a particular year is in the scale of 4.00. In this study, GPA 3.00 and below out of GPA 4.00 has been considered as the low standard performance while GPA 3.01 to 3.50 and GPA 3.51 to 4.00 have been considered as medium standard and the high standard performance.

3.2.2. Measurement of the Level of Information Literacy Skill

The present study has measured the level of students' information literacy skill with an index-"information literacy skill index" following previous studies [11-14]. This newly constructed index is the sum of five components having ten distinct indicators. These indicators are measured with five points likert scale such as strongly disagree = 1, disagree = 2, neither agree nor disagree = 3, agree = 4 and strongly agree = 5. The estimated value of the information literacy skill index ranges from 10 to 50. In this study, the value ranges from 10 to 20 has been considered as the lower level of information literacy skill. On the other hand, 21 to 30 and 31 to 50 have been considered as average and the higher level of information literacy skill, respectively. The components and indicators of the information literacy skill index are shown in Table 1.

Table 1. Components and Indicators of Information Literacy Skill Index.

Components	Indicators
Identification	Identifying the lack of knowledge in a subject area Deciding what information is needed, and how much
Searching	Finding relevant information within books Finding relevant information online
Evaluation	Evaluating information sources according to my needs Using online indexes, abstracts and full text journals and books
Application	Using Computer and Internet Making bibliography or reference list Making assignments and presentations
Acknowledgement	Understanding concepts of the fair use, copyright and plagiarism

3.2.3. Estimation of the Factors Affecting Academic Performance

There are a lot of factors that affect the academic performance of university students. The present study has considered a cause and effect relationship between academic performance and a set of influencing factors which is shown in the following equation:

$$P_i = f(X_i) \quad (1)$$

Where, P_i = academic performance and X_i = a set of socio-economic, demographic and institutional factors that affect academic performance. Academic performance in this study is measured by last year examination's Grade Point Average (GPA). Since the dependent variable is continuous, following earlier studies a linear regression estimated by OLS method is applied to find out the factors affecting students' academic

performance [8, 9, 19, 24]. The specified regression model is as follows.

$$P_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + u_i \quad (2)$$

Where, P_i is academic performance; β_0, \dots, β_8 are parameters to be estimated; X_1, X_2, \dots, X_8 are the

explanatory variables that affect academic performance and u_i is the stochastic disturbance term. The regression equation (2) shows a linear relationship between the dependent variable with a set of eight explanatory variables. The equation (2) is estimated through a linear regression by the OLS method. The explanatory variables considered in equation (2) are described in Table 2.

Table 2. Description of Explanatory Variables Used in Regression Model.

Name of Variables	Type	Measurement	Expected Sign
Study hour (X_1)	Continuous	Averagely total hours of study per day	+
Family income (X_2)	Continuous	Family's total income per month (Tk.)	+
Parent's education (X_3)	Continuous	Average years of father's and mother's education	+
Class attendance (X_4)	Dummy	1 if good (90% and above attendance), otherwise 0	+
Class performance (X_5)	Dummy	1 if good (80% and above marks), otherwise 0	+
Past academic result (X_6)	Continuous	Average of Secondary and Higher Secondary examination result (GPA)	+
Secondary school location (X_7)	Dummy	1 if urban, otherwise 0	+
Information literacy skill (X_8)	Continuous	Estimated value of information literacy skill index	+

4. Results and Discussion

4.1. Socio-economic, Demographic and Institutional Features of Students

The socio-economic, demographic and institutional features of students are analyzed through SPSS 23 and presented in tabular form in the following table.

Table 3. Socio-economic, Demographic and Institutional Features of Students.

Features	Categories	Percentage
Age (years)	20 and below	29
	20.1 to 22	37
	22.1 to 24	23
	24 and above	11
Sex	Male	57
	Female	43
Study year	First year	27
	Second year	33
	Third year	23
	Fourth year	17
Study faculty	Arts and Social Science	52
	Business	21
	Biology	9
Study hour (hours/day)	Engineering	18
	2.00 and below	61
	2.01 to 4.00	28
	4.01 to 6.00	7
	6.01 and above	4
Parents' education (years)	No formal education	9
	0 to 5	29
	6 to 10	37
	11 to 16	25
Family income (Tk./month)	15000 and below	33
	15001 to 25000	42
	25001 to 35000	16
	35001 and above	9
Class attendance (present in class)	Lower (60% and below)	23
	Average (61% to 89%)	49
	Excellent (90% and above)	28
Class performance (got marks in class)	Lower (50% and below)	26
	Average (51% to 79%)	47
	Excellent (80% and above)	27

Features	Categories	Percentage
Past academic result (GPA in the scale of 5.00)	3.50 and below	33
	3.51 to 4.50	45
	4.51 to 5.00	22
Secondary school location	Rural	57
	Urban	43

Source: Field survey, 2018

The Table 3 shows that most of the students' age is between 20.1 and 22 years and they are male. On the other hand, it is found that the majority of the sampled students study in second year in Arts and Social Science faculty which is 33 percent and 52 percent, respectively. The study finds that 61 percent of students study 2.00 hours and below a day. Table 3 also shows that the level of education of the majority students' parent is between 6 to 10 years while their monthly family income is between Tk.15001 and Tk.25000. Most of the students attend in the class averagely (61% to 89%) and their class performance (got marks in the class test, assignment, presentation, and group discussion) is also average (51% to 79%). From the above analysis, it is also found that the past academic result of the majority students is between 3.51 and 4.50 in the scale of 5.00 and their secondary school location is in rural areas.

4.2. Level of Academic Performance of Students

The level of students' academic performance is measured by the last year's GPA. The result is analyzed through SPSS 23 and presented in tabular form in the following table.

Table 4. Level of Academic Performance of Students.

Level of performance (GPA)	Frequency	Percentage
GPA 3.00 and below	81	25
GPA 3.01 to GPA 3.50	150	46
GPA 3.51 to GPA 4.00	94	29
Total	325	100

Source: Field survey, 2018

Table 4 shows that 25 percent of students obtained GPA 3.00 and below in the last year examination. On the other

hand, maximum students (46 percent) achieved a medium standard GPA which ranges from GPA 3.01 to GPA 3.50 while 29 percent of students obtained the highest GPA i.e GPA 3.51 to GPA 4.00. From the above analysis, it is found that most of the students' GPA is the medium standard which is between GPA 3.01 and GPA 3.50.

4.3. Level of Information Literacy Skill of Students

The level of students' information literacy skill is measured with an index. The result is analyzed through SPSS 23 and presented in tabular form in the following table.

Table 5. Level of Information Literacy Skill of Students.

Level of information literacy skill	Frequency	Percentage
Lower (10 to 20)	137	42
Average (21 to 30)	117	36
Higher (31 to 50)	71	22
Total	325	100

Source: Field survey, 2018

Table 5 shows that most of the students (42 percent) had a lower level of information literacy skill. On the other hand, 36 percent of students had an average level of information literacy skill while 22 percent of students had the higher level of information literacy skill. From the above analysis, it is found that most of the students' information literacy skill level was lower which is between 10 and 20.

4.4. Factors Affecting Students' Academic Performance

The study examines the factors affecting students' academic performance with a linear regression estimated through OLS method. The result is analyzed through STATA 13 and presented in tabular form in the following table.

Table 6. Factors Affecting Students' Academic Performance.

Variable	Coefficient	Robust Std. Err.	t-ratio	p > t
Constant***	1.898	0.204	9.28	0.00
Study hour**	0.011	0.005	2.21	0.03
Family income*	0.033	0.012	1.66	0.09
Parent's education	0.004	0.004	0.97	0.33
Class attendance*	0.055	0.030	1.82	0.07
Class performance	0.005	0.036	0.13	0.89
Past academic result*	0.017	0.009	1.81	0.07
Secondary school location	0.004	0.045	0.10	0.92
Information literacy skill***	0.012	0.001	9.28	0.00

F(8, 316) = 86.97; Prob.> F = 0.0000; R² = 0.9180; Root MSE = 0.11019; DW = 1.97

Note: ***, ** and * means 1%, 5% and 10% level of significance

Source: Field survey, 2018

The table 6 shows that the value of R² is 0.9180 indicates that explanatory variables of the model explain the dependent variable by 92 percent. Elsewhere, the F-statistic value (86.97 with prob>F= 0.000) brings out that the model is completely good at fitted. The study had no heteroscedasticity problem in the data because it is clarified using robust standard error action. The study also exercised VIF to detect multicollinearity problem and the estimated VIF explicitly revealed was below

10 i.e. no multicollinearity. The Durbin Watson test (DW = 1.97) expresses that no autocorrelation problem exists in the model. The study finds that study hour, family income, class attendance, past academic result and information literacy skill are the significantly affect students' academic performance although all variables exhibited the expected sign.

The estimated coefficient of study hour is 0.011 exhibits that the students' GPA may be increased by 0.011 if the students' study hour is increased by one hour per day. This is significant at 5 percent level of significance. The dynamic explanation may be that the more the students will study, the more the students will gather skill and knowledge and improve GPA. This finding violates the finding of Hijazi and Naqvi [9] in such a way that Hijazi and Naqvi [9] found a negative direction between study hour and students' academic performance but the present study found a positive direction.

The coefficient of family income reveals that students' GPA may be increased by 0.033 if the students' monthly family income is increased by one unit which is significant at 10 percent level of significance. The rational explanation may be that students having the higher family income have the higher opportunities to spend on education purposes. This may help to gather more knowledge and improve academic performance. Although this finding is in line with Rosi [8], it contradicts with the finding of Hijazi and Naqvi [9].

The students' GPA may be increased by 0.055 if the students' class attendance is good which is significant at 10 percent level of significance. The interpretation may be that if a student attends in the class regularly, he or she may gather more knowledge which contributes to the improvement of students' academic performance. This result is in line with Ahmmad and Salim [4], Fernando [7], Hijazi and Naqvi [9] and Raychaudhuri et al [23].

Similarly, students' GPA may be increased by 0.017 if students' past academic result would be higher by one unit. This result is significant at 10 percent level of significance and can be interpreted by the fact that the students who have bright results in the past may give more effort in the study which may improve students' GPA. Similar result has been found by Ahmmad and Salim [4], Rosi [8], Hossain et al. [15], Shahiduzzaman et al. [16] and Alam et al. [19].

The study also shows that the students' GPA may be increased by 0.012 if the level of students' information literacy skill is increased by one which is significant at 1 percent level of significance. This finding can be interpreted by the fact that students who have the higher level of information literacy skill have the higher level of knowledge. This increasing level of knowledge may improve students' GPA.

5. Conclusion and Policy Recommendation

The study emanates two findings. First, the study finds that maximum students obtain GPA between 3.01 and 3.50 and the level of information literacy skill of maximum students is lower

which ranges between 10 and 20. Second, the study finds that study hour, family income, class attendance, past academic result and information literacy skill are the significant factors which influence students' academic performance. In addition, the study finds that students' GPA may be increased by 0.012 if students' information literacy skill is increased by one. Therefore, the study suggests government and non-government organizations taking proper initiatives to develop students' information literacy skill. Students' information literacy skill may be developed by providing them proper quality education and training both in academic and vocational aspects; making them interested in identifying problems and, searching and applying information; making them efficient in using Computer and Internet and making them efficient in fair use and acknowledgement of information. With the developed information literacy skill, students' academic performance may be improved significantly and it may contribute to the national development.

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Comparative Analysis in Conflict Resolution: Computer Speech Synthesis and Humans Speech Production in View

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Abstract: Conflict is inevitable when it comes to communication between people from diverse background and settings. Computer systems also experience conflicts in form of bugs. Most naturally, before conflict of any sort occurs, be it ideas or perception, there must be some form of communication. Speech is one of the oldest and most natural means of information exchange between human beings. Humans speak and listen to each other in human-human interface in order to resolve certain conflicts, but computers speak to humans in a computer-human interface. The echo that comes out of a given speech might be understood or perceived differently when presented to different people. This paper is based on a comparative approach and focuses on given a run-down of the successes recorded in conflict resolution using human speech production in contrast to computer speech production. The author registers the conflict resolution practices in computers using a try-catch block pseudocode, its effectiveness in conflict resolution, plus the properties it lacks, and then, compares it to that of human functions as regards conflict resolution, in order to find a better approach. The methodology employed in this research is qualitative in nature. The author explores the stages and techniques of applying an artificial Intelligence system that scans through a given speech production and also how the brain processes information before it is finally voiced out.

Keywords: Artificial Intelligence, Information Exchange, Speech Production, Conflict Resolution

1. Introduction

Speech as one of the oldest and most natural means of information exchange between human beings is very important in conflict resolution. Humans speak and listen to each other in human-human interface. For centuries people have tried to develop machines that can understand and produce speech as humans do so naturally. Obviously such an interface yields great benefits. Attempts have been made to develop vocally interactive computers to realize voice/speech synthesis. In this case a computer can synthesize text and give out a speech. More so, Languages are central to exchange of information amongst individuals, groups and the global population. Linguists of all persuasions seem to agree that a language should be viewed as a system; a set of elements, each of which has a capacity of contributing to the workings of the whole [1]. It is through languages that people express their folk tales, myths, proverbs and history [2].

Artificial speech has been a dream of the humankind for centuries. The history of speech synthesis machines began at

least as early as the 17th century [3]. Unfortunately, these early attempts did not leave anything but indirect documentary evidence of their existence. Nevertheless, the early machines were an omen of things to come. Until the late 19th century speech synthesis was based on construction of physical models, which can be considered simple articulated speech synthesizers. The late 19th century gave birth to all sorts of electrical devices and among them was an electromechanical speech synthesizer by Helmholtz. One of the first electrical device analogous to the human speech organs was presented by Stewart (1922), who appears not to have known of Helmholtz's earlier vowel synthesis machine. Stewart's device consisted of an interrupted source and two adjustable RCL-resonator circuits. These can be seen to correspond to the vocal folds (the source and interrupter) and the VT (the resonators).

The modern day computer system is embedded with thousands of chips for speech production. This paper focuses on the comparative analysis between humans and computers on how they handle conflict during speech production – addressing the key factors that initiates conflict, the way

various faculties like the brain and inert feelings influences human speech production and how a programmatic system influences computer speech production.

2. Methodology

The methodology employed in this paper is qualitative and comparative in nature. Here, comparisons are based on the quality and formality of how conflicts are resolved. This research is designed to gain insight and compare the quality of conflict resolution using two instances (human communication and computer communication). The researcher analyses the intangible and inexact concerns that belongs to the social and experiential realm and those of mathematical theories that works in computing technology, given that there are exact data fed into the computer systems, which are not tangible or discrete per se but continuous in nature. This approach checks the kind of intelligence that machines (currently) lack or exhibits, since things like positive associations with a brand, conflict resolution, management trustworthiness, customer satisfaction, competitive advantage and cultural shifts are difficult and arguably impossible to capture with numerical inputs using computer synthesized approach. Without conclusions yet, this paper will explore the two.

3. Theoretical Framework

As a defined field of study, conflict resolution started in the 1950s and 1960s. This was at the height of the Cold War, when the development of nuclear weapons and the conflict between the superpowers seemed to threaten human survival. A group of pioneers from different disciplines saw the value of studying conflict as a general phenomenon, with similar properties whether it occurs in international relations, domestic politics, industrial relations, communities or families or between individuals. They saw the potential of applying approaches that were evolving in industrial relations and community mediation settings to conflicts in general, including civil and international conflicts. A handful of people in North America and Europe began to establish research groups to develop these new ideas. They were not taken very seriously. The international relations profession had its own categories for understanding international conflict and did not welcome the interlopers. Nor was the combination of analysis and practice implicit in the new ideas easy to reconcile with established scholarly institutions or the traditions of practitioners such as diplomats and politicians. Nevertheless, the new ideas attracted interest, and the field began to grow and spread. Scholarly journals in conflict resolution were created. Institutions to study the field were established, and their number rapidly increased. The field developed its own subdivisions, with different groups studying international crises, internal wars, social conflicts and approaches ranging from negotiation and mediation to experimental games. By the 1980s, conflict resolution ideas were increasingly making a difference in real conflicts. In

South Africa, for example, the Centre for Intergroup Studies was applying the approaches that had emerged in the field to the developing confrontation between apartheid and its challengers, with impressive results. In the Middle East, a peace process was getting under way in which negotiators on both sides had gained experience both of each other and of conflict resolution through problem-solving workshops. In Northern Ireland, groups inspired by the new approach had set up community relations initiatives that were not only reaching across community divides but were also becoming an accepted responsibility of local government. In war-torn regions of Africa and South-East Asia, development workers and humanitarian agencies were seeing the need to take account of conflict and conflict resolution as an integral part of their activities.

3.1. Human Speech Production

The figure below (Figure 1) shows the human speech production organs along with an idealized model. The picture on the left shows the main articulators - the tongue, the jaw and the lips - as well as other important parts of the vocal tract (VT). The picture on the right shows the model, which is the basis of almost every acoustical model of the vocal tract. In production of pulmonic sounds breathing muscles act as an energy source while the lungs provide storage of pressurized air. The lungs are separated from the vocal tract by the vocal folds, which are also known as vocal chords. The vocal folds generate a signal, which is then filtered by the vocal tract and finally radiated to the surroundings via the mouth and/or nostrils.

While the above description of the speech production process is fairly accurate for (some stages of) vowel production, it is only a starting point to understanding speech production in general. The neurological process, which leads to articulation movements, is not a part of the described process.

Human speech is produced by vocal organs presented in Figure 1. The main energy source is the lungs with the diaphragm. When speaking, the air flow is forced through the glottis between the vocal cords and the larynx to the three main cavities of the vocal tract, the pharynx and the oral and nasal cavities. From the oral and nasal cavities, the air flow exits through the nose and mouth, respectively. The V-shaped opening between the vocal cords, called the glottis, is the most important sound source in the vocal system. The vocal cords may act in several different ways during speech. The most important function is to modulate the air flow by rapidly opening and closing, causing buzzing sound from which vowels and voiced consonants are produced. The fundamental frequency of vibration depends on the mass and tension and is about 110 Hz, 200 Hz, and 300 Hz with men, women, and children, respectively. With stop consonants the vocal cords may act suddenly from a completely closed position, in which they cut the air flow completely, to totally open position producing a light cough or a glottal stop. On the other hand, with unvoiced consonants, such as /s/ or /f/, they may be completely open. An intermediate position may also occur with for example phonemes like /h/.

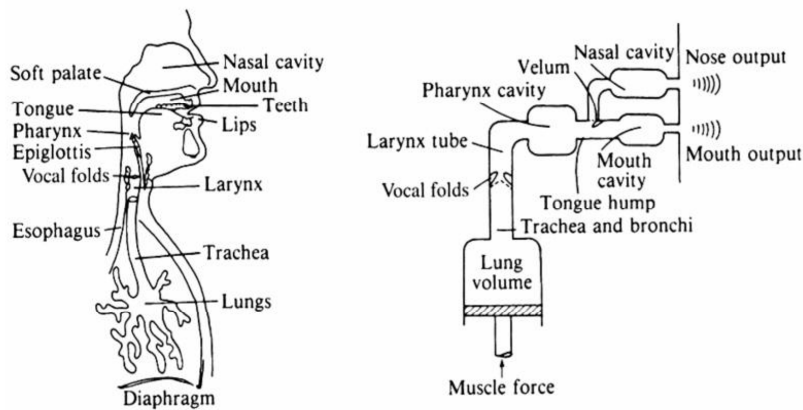


Figure 1. Human speech production components and activity presentation [4].

The pharynx connects the larynx to the oral cavity. It has almost fixed dimensions, but its length may be changed slightly by raising or lowering the larynx at one end and the soft palate at the other end. The soft palate also isolates or connects the route from the nasal cavity to the pharynx. At the bottom of the pharynx are the epiglottis and false vocal cords to prevent food reaching the larynx and to isolate the oesophagus acoustically from the vocal tract. The epiglottis, the false vocal cords and the vocal cords are closed during swallowing and open during normal breathing.

The oral cavity is one of the most important parts of the vocal tract. Its size, shape and acoustics can be varied by the movements of the palate, the tongue, the lips, the cheeks and the teeth. Especially the tongue is very flexible, the tip and the edges can be moved independently and the entire tongue can move forward, backward, up and down. The lips control the size and shape of the mouth opening through which speech sound is radiated. Unlike the oral cavity, the nasal cavity has fixed dimensions and shape. Its length is about 12

cm and volume 60 cm³. The air stream to the nasal cavity is controlled by the soft palate.

3.2. Machine Speech Production

Vocal sounds are inherently governed by the partial differential equations of fluid mechanics, applied in a dynamic case since the lung pressure, glottis tension, and vocal and nasal tracts configuration evolve with time. These are controlled by human cortex, which takes advantage of the power of its parallel structure to extract the essence of the text read: its meaning. Even though, in the current state of the engineering art, building a Text-To-Speech synthesizer on such intricate models is almost scientifically conceivable (intensive research on articulatory synthesis, neural networks, and semantic analysis give evidence of it), it would result anyway in a machine with a very high degree of (possibly avoidable) complexity, which is not always compatible with economic criteria.

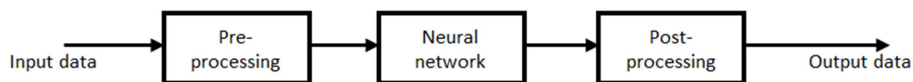


Figure 2. Schematic illustration of input and output of machine speech production.

3.3. Ways Humans Handle Conflict

In the late 1960s Johan Galtung (*Galtung's models of conflict, violence and peace*) proposed an influential model of conflict that encompasses both symmetric and asymmetric conflicts [5]. He suggested that conflict could be viewed as a triangle, with contradiction (C), attitude (A) and behaviour (B) at its vertices. Here the contradiction refers to the underlying conflict situation, which includes the actual or perceived 'incompatibility of goals' between the conflict parties generated by what Chris Mitchell calls a 'mismatch between social values and social structure' (1981). In a symmetric conflict, the contradiction is defined by the parties, their interests and the clash of interests between them. In an asymmetric conflict, it is defined by the parties, their relationship and the conflict of interests inherent in the relationship. Attitude includes the parties' perceptions and

misperceptions of each other and of themselves. These can be positive or negative, but in violent conflicts parties tend to develop demeaning stereotypes of the other, and attitudes are often influenced by emotions such as fear, anger, bitterness and hatred. Attitude covers emotive (feeling), cognitive (belief) and conative (desire, will) elements. Analysts who emphasize these subjective aspects are said to have an expressive view of the sources of conflict (for example: a social conflict exists when two or more parties believe they have incompatible objectives). Behaviour is the third component. It can involve cooperation or coercion, gestures signifying conciliation or hostility. Violent conflict behaviour is characterized by threats, coercion and destructive attacks. Analysts who emphasize objective aspects such as structural relationships, competing material interests or behaviours are said to have an instrumental view of the sources of conflict (for example: there is conflict whenever incompatible actions

occur. An action that is incompatible with another action prevents, obstructs, interferes, injures or in some way makes the latter less likely to be effective).

Galtung argued that all three components (contradiction, attitude and behaviour) has to be present together in a full conflict. A conflict structure without conflictual attitudes or behaviour is a latent (or structural) one. Galtung sees conflict as a dynamic process in which structure, attitudes and behaviour are constantly changing and influencing one another. As the dynamic develops, it becomes a manifest conflict formation, as parties' interests clash or the relationship they are in becomes oppressive. Parties then organize around this structure to pursue their interests. They develop hostile attitudes and conflictual behaviour. And so the conflict formation starts to grow and intensify. As it does so, it may widen, drawing in other parties, deepen and spread, generating secondary conflicts within the main parties or among outsiders who get sucked in. This often considerably complicates the task of addressing the original, core conflict. Eventually, however, resolving the conflict must involve a set of dynamic changes that mean de-escalation of conflict behaviour, a change in attitudes, and a transformation of the relationships or clashing interests that are at the core of the conflict structure. With the three dimensional approach argued by Galtung, its inadvertently unpreventable to say that humans handle conflict resolution in a heuristic manner and not algorithmic way.

Systemic steps in conflict resolution:

- a. Understanding the problem: All conflict has origin. In the context of this paper, conflict originates from the way a speech is produced. The way the communication occurred can be non-verbal i.e. (facial expression) or verbal expression.
- b. Proffering diverse solutions: Based on Galtungs model of using a triangle, conflict resolution doesn't only involve head knowledge or brain activities. There are some inert

attributes in all humans that houses the contradictions, Attitudes and behaviours identified by Galtungs model. This inert ability is transient and cannot easily be seeing or measured. But the faculties that controls these inherent features are the mind, heart and the soul. With this, there is clarity to which faculties helps us the most in fashioning conflict resolution processes.

- c. Providing a reverse language to counter the conflict: Conflict exists out of a spoken word and to solve the conflict, another word has to be spoken to reverse/counter the conflict. Words are powerful and can either kill or make alive, just as the words fathers speaks to their children while growing up contributes to the overall making of the adulthood of the child.
- d. Testing: This involves a round table call to put into practice the perceived solution to the conflict having considered various instances and arriving at a resolute state where all parties are happy. This stage might not be automatically accepted by the other party because human behaviours can't be controlled but managed, and conflict resolution requires efficient management of non-verbal communications like facial expression, grumbling, pace at which individuals talks, pace at which they walked into the meeting, etc.
- e. Running the loop again: This involves going through the process again. This always happens when the first conflict fails. Information is gathered and a better solution is proffered as the loop runs again.

3.4. Ways Computers Handle Conflict

The conflict must have happened before and an already programmed approach for handling the conflict must also exist. In computer programming there is a particular block of code where there is possibility of having a conflict and the whole process is included in what's called a "try catch block".

The try catch block is represented in pseudocode format below:

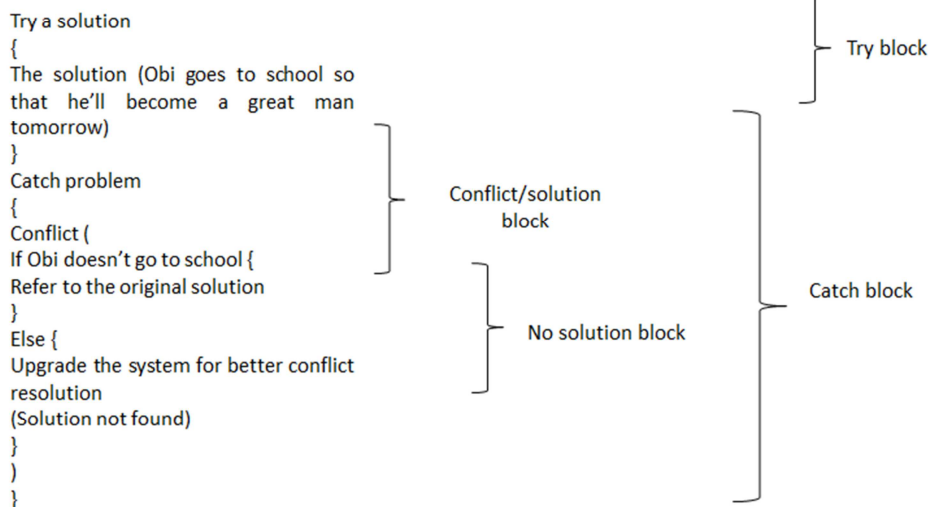


Figure 3. Try catch block representing how computers handles conflict.

The sketch above shows that the solution is inbuilt into a system, using a large repository to search through a given database for the solution of a conflict via an artificial intelligent approach. On finding no solution, the system crashes until the system is upgraded to solve the new problem.

4. Conclusion

Human speech production is still by far better than computer synthesized speech in terms of conflict resolution. The efforts by scientist to embed some human-like functions into the computer system is appreciated. They have tried in terms of static representation of speech and also to an extent, a dynamic flow through the introduction of artificial intelligence. Yet, conflict resolution is a system on its own that involves several faculties of the human being, for example the brain, heart, mind and also soul, while computer system utilizes an artificially formed brain that behaves like another without a mind of its own or soul. Furthermore, all the functions of real humans can't be in a system controlled by humans, given the result of the research, but most of the functions can be fashioned out through in-depth research and laboratory testing.

5. Recommendation

It's not entirely impossible for human-like functions to be embedded on a computer system, but as it stands now, an in-depth research should be done on the various faculties involved in conflict resolution. If those faculties can be pinned down into variables and functions, then it's possible to build artificial systems (computer system) that can be involved in real conflict resolution.

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An Exploration into Challenges of Teaching Vocabulary Using Task Based Instruction: The Case of Bodit Secondary and Preparatory School

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Abstract: The main purpose of this study was to explore Challenges of teaching vocabulary using task based instruction at Bodit Secondary and Preparatory School. It is believed that without adequate knowledge of vocabulary, one cannot express him/herself appropriately even if he/she master the grammar of the language and if it is implemented effectively when teaching vocabulary using task based instructions. Communicative language teaching approach was introduced as a main language teaching approach in our country (Ethiopia) two decades ago. However, the vocabulary skill of our high school students is not expected at their level. For example; sometimes students fail to use basic words for communication and even cannot express themselves clearly. The researchers employed descriptive research design in order to gather the needed information to achieve the stated objective and answer the research question. All of eight teachers were selected for this study through convenience sampling technique. To collect valuable and relevant data, interview and classroom observation were used. The semi-structured data transcribed and transformed into textual data form. The observation checklist data were changed to frequency of the numbers. Data was analyzed through cross tabulation and its analysis focused on the thematic expression. The study divulged that majority of English language teachers' they face problem in teaching vocabulary via the task based instruction. The enlisted factors can be grouped into related themes: teacher related, student and facility related factors. Finlay, bearing in mind that divulged in the findings, the respondents listed different factors that affect teaching vocabulary through the task based instruction. Hence, the concerned bodies should fulfill he facility related factors that can affect the teaching of vocabulary via task based instruction, and the student and teacher related factors should mitigate through well-built mobilization.

Keywords: Task Based Instructions, CLT, Challenges, Vocabulary

1. Introduction

Knowing vocabulary is critical for the comprehension of texts. Building word awareness and vocabulary knowledge requires the students to make a personal construction of meaning and expressions Hour & Esfanjani, [2]. In learning and teaching foreign language, vocabulary plays significant role Ježek, [13]. It is one element that links the four major skills of language, i.e., listening, speaking, reading and writing all together. In order to communicate well in a foreign language, students and teachers should acquire and apply an adequate number of words and should know how to use them accurately in communication.

Many scholars, for example, Harmer, [11], Richards, [23], Thornbury, [27], Willkins, [30] noted that without adequate knowledge of vocabulary, we cannot express ourselves appropriately even if we master the grammar of the language. In connection to this, Harmer [11] states "if a language structure makes the skeleton of the language, then It is vocabulary that provides the vital organs and the flesh. An ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used."

It is obvious that vocabulary is learnt for effective communication "Nation, [22]". A word will die out unless it is used for and in communication. Thus, vocabulary has two dimensions: knowledge and skill of use "Carter, [5];

McCarthy, [10]; Nation, [21]; Robinson, [19].”

The command of word knowledge is a prerequisite for using it properly. After 1960, many new ideas and approaches to the study of vocabulary acquisition in a second language given an opportunity to learn how to make choices. This approach gives special attention to the needs and interests of the learners “Richards and Rodgers, [23]; Harmer, [11].”

Accordingly, new English language text books were produced for secondary and preparatory school levels on the basis of the vocabulary teaching through the communicative approach focusing on task based instruction “MOE, [18].” Teaching vocabulary through the task based instruction is better to produce skillful and knowledgeable citizens who can use the target language for various communicative purposes. However, it is not yet differed or researched whether or not vocabulary is taught through the task based instruction. Hence, this study was intended to explore challenges of teaching vocabulary through task based instruction in EFL classrooms in Ethiopian context.

2. Problem Identified

Conventionally vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. During the lesson, students use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities “Xue & Nation, [30]. In the past, foreign language learners thought to vocabulary as learning list of new words with meanings in the native language without any real context of practice. A number of learners may share the same experiences of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words “Zimmerman [33].”

According to Wallace [27], the teaching of vocabulary is problematic. The problem arises from these lection of word to be taught. For this reason, before teaching any new words a teacher should make sure what the purpose of the lesson is, whether it fits to students’ needs and accomplishes the goal of comprehension and communication. Hassen [12] stated that the commonly observed teacher related difficulties in teaching vocabulary are:

1. Lack of availability of contextual vocabulary
2. Lack of relevant word lists
3. Lack of unique/innovative vocabulary/teaching techniques
4. Lack of new ideas
5. Lack of cohesion with the rest of the items taught in the English grammar class
6. Having no sense of direction as to how aspects like spelling and pronunciation of new words can be handled
7. They are not used to adopting any strategies that might help them improve vocabulary retention skill, and even if they do, they are un aware of any such strategies

He also mentioned student related factors that could affect vocabulary teaching, some of them are:

1. Students find English vocabulary difficult even to memorize
2. They feel intimidated by the English language
3. They grow a natural antipathy or in difference towards English words
4. The lesson plan and teaching technique are not conducive to their learning.

The lesson plan of the teachers mainly focus on only the areas of grammar translation and techniques of the teaching is not given much room for vocabulary teaching in an effective and efficient communicative approach. Teachers’ strategies of teaching vocabulary are not scientifically acceptable way, which means their teaching strategy is only focused on teaching vocabulary by using bi-lingual word lists and translating English language into mother tongue, and they didn’t give much room for communicative activities while teaching vocabulary via CLT. They also negatively perceive the importance of teaching vocabulary for communication and perceive teaching vocabulary via CLT as difficult and challenging issue In their school context. In line with this, Akpınar & Bardak [3], stated in their findings of the study indicated that presenting collocations with a classification based on the key word, topic-related and grammatical aspects how gains in terms of their retention for all the three levels of the learners who had difficulties particularly in producing them.

In the modern language teaching methods, vocabulary learning includes using words automatically in context appropriate manner. According to applied linguistic point of view “vocabulary is not a goal of itself.” We learn vocabulary for effective communication “Nation, [15].” CLT was introduced as a main language teaching approach in our country (Ethiopia) two decades ago. However, the vocabulary skill of our high school students is not expected at their level. For example; sometimes students fail to use basic words for communication and even cannot express themselves clearly.

The above discussion revealed that vocabulary teaching through task based instruction was a challenging and problematic issue in the Ethiopian context. Hence, the mere introduction of CLT as a main teaching approach could not bring the anticipated outcome if it is not effectively used to teach vocabulary. In this regard, this study tried to explore challenges of teaching vocabulary using task based instructions.

3. Objectives of the Study

3.1. General Objective

The general objective of this study was to explore Challenges of teaching vocabulary using task based instruction at Bodit Secondary and Preparatory School.

3.2. Specific Objectives

Specifically, this study was intended to achieve the

following objective:

To find out the challenges that EFL teachers face while teaching vocabulary via task based instruction.

4. Research Questions

This study attempt to answer the following research question:

What are the challenges EFL teachers face while they are teaching vocabulary via task based instruction?

5. Delimitation of the Study

The study focused on the challenges of vocabulary teaching through the task based instruction. In addition, the study was limited to find out the possible constraints that teachers face in teaching vocabulary through the task based instruction. To keep the study manageable, the study is delimited only to grade eleven English language teachers of Bodit Secondary and Preparatory School. Accordingly, participants of the study were teachers and their students enrolled in 2009E. C are the setting of the study.

6. Research Design and Methodology

This chapter presents methodology of the study specifically; it consists of six sub sections. The first sub section describes there search design. In the second part research setting is briefly discussed. The third sub section deals with the participants of the study. The fourth part describes the sampling technique used to select samples of the study. The fifth sub section presented the instrument of data collection. The last section discussed how data was analyzed.

6.1. Research Design

Kothari, [14] defines a research design as “a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Besides, he defines research design as the conceptual structure within which research is conducted.

For this study, the researchers employed descriptive research design in order to gather the needed information to achieve the stated objectives and answer the research questions. The activities to be performed in this study are descriptive in their nature. For this reason, descriptive research design was used to conduct this study.

6.2. Research Setting

This study was conducted in Bodit Secondary and Preparatory School which is found in South Nations Nationality Peoples Regional State of Ethiopia Wolaita Zone particularly, in Bodit town. This school is selected due to the following reason. The first reason is for the proximity of the school to the researchers’ workplace. The second reason is that there is no any related research conducted in the selected

school.

6.3. Participants of the Study

As stated above, Bodit Secondary and Preparatory School was selected as a research setting. Thus, the participants of the study were English language teachers. There were eight English language teachers in the selected school. All eight English language teachers were selected for this study; the teachers were practically engaged in the teaching of vocabulary. Thus, it was believed that they could provide the data needed for this study. These eight participant teachers had experience in the teaching of English as a foreign language. Their experience ranged from one up to thirty years of age.

Table 1. Personal Information of the Participants.

No	Item	Character	Number of Participants
1	Sex	Male	6
		Female	2
		Total	8
		20-25	1
2	Age	26-30	2
		31-35	2
		36-40	1
		41&above	2
		1-10	2
3	Teaching Experience	11-20	2
		21-30	3
		31above	1
4	Educational Background	Degree	4
		MA	4

6.4. Sampling Techniques

The teachers were selected in the convenience sampling technique. According to Dorney [9] convenience sampling is convenient for the researcher to get information. The teachers are implicit to have ample information on practice, perception and strategies of vocabulary teaching via the task based instruction. Thus, all of them were selected for this study through convenience sampling technique. Convenience sampling is particularly purposeful, which means that besides the relative ease of accessibility, participants also have to possess certain key characteristics that are related to the purpose of the study “Dorney, [9].” Therefore, eight of them who were supposed to provide adequate and necessary data for this study were selected using convenience sampling technique to achieve objectives of the study.

6.5. Data Gathering Instrument

This research sought to understand the challenges of teaching vocabulary through the task based instruction. To collect valuable and relevant data, interview and classroom observation used to collect data. The interview and classroom observation were developed primarily to meet the objectives of the study; and the items were designed in connection with the literature review, which deals with vocabulary teaching through the task based instruction.

Before gathering data for the main study, the instruments

were pilot tested in order to ensure their validity and reliability. To apply this, the researchers carried out a pilot study on anon-selected secondary school Damot Gale Woreda particularly in Gacheno secondary school. The data collected during the pilot study were analyzed to see the clarity of the questions and effectiveness of the instruments to collect the desired data. Accordingly, some questions were reported to be unclear and two teachers said they did not understand four of the questions presented to them. Based on the result of pilot data analysis, the instruments were improved, modified and finally used for the main study.

6.5.1. Semi-Structured Interview

The researchers set semi-structured interview in English that contained both open-ended and closed-ended items to gather relevant data from teachers about the challenges of vocabulary teaching through the task based instruction.

The interview was developed primarily to meet the objectives of the study and to answer research questions. Besides, the items designed in connection with the literature review, statements of the problem and background of the study which dealt with vocabulary teaching through the task based instruction. The purpose of the interview was to substantiate the results and to obtain a greater depth of information from the participants of the study (respective respondents).

6.5.2. Classroom Observation

Among the types of observation, non-participant observation was used to collect data for this study. That was, the researchers a tin the classroom and observed what teachers were actually doing while teaching vocabulary. To gather information in an effective and efficient way, the researchers designed and administered classroom observation.

7. Methods of Data Analysis

7.1. Analysis of Semi-structured Interview Data

The semi-structured data transcribed and transformed into textual data form. Analysis was done primarily with thematic expressions of the words; using cross check between quantitative and qualitative data. Closed ended questions data were analyzed through using number and open ended question data were analyzed using words and supplement quantitative data. The researchers read the transcribed data considering the objectives of the study. The data that appeared to be relevant to achieve the purpose of this study were selected for analysis. The selected data were categorized according to related themes.

7.2. Analysis of Classroom Observation

Eight English language teachers were observed two times while teaching vocabulary via the task based instruction and the observation data was analyzed by counting the responses which was preset observation checklist. The observation checklist data were changed to frequency of the numbers.

Data was analyzed through cross tabulation and its analysis focused on the thematic expression.

8. Analysis and Discussions of the Results

The purpose of this study is to explore the challenges of teaching vocabulary through the task based instruction. To achieve this objective, the following question was designed.

What are the challenges that hamper the teaching of vocabulary through the task based instruction?

In order to answer this question and collect the necessary data, semi-structured interview, focus group discussion and classroom observation were used. Besides, eight English language teachers of Bodit secondary and Preparatory school were involved in this study. In this chapter, data collected through close ended question items were presented using number and responses obtained from open ended question items are described and discussed in its thematic relationships and units. Then, the data were presented in line with the objective of the study. The collected data was analyzed through interview and classroom observation was analyzed collectively in order to check cross validation and reliability of data. The analysis and interpretation was focusing each variable or question items independently.

It is assumed that different factors can affect the teaching of vocabulary via task based instruction. In connection to this, an attempt was made to find out the problems that hamper teachers to teach vocabulary through the task based instruction. Furthermore, in the open ended questions English Language teachers were asked to list the challenges that they face while teaching vocabulary via the task based instruction. Accordingly, the teachers mentioned various problems that they face while using task based instruction to teach vocabulary. The English language teachers were asked list out teacher related factors that affects teaching of vocabulary via the CLT approach, particularly, task based instruction. The mentioned common challenges listed by teachers were:

1. *Deficiency of vocabulary.* The teachers said that they lack adequate vocabulary to teach vocabulary itself. During classroom observation, it was noted that the teachers were teaching English using Amharic or Wolayittawo language. Thus, it can be said that shortage of vocabulary was common problem for both teachers and students.
2. *The teaching methodological problem:* The teachers reported that they do not have adequate knowledge how to teach vocabulary via task based instruction. Thus, they are forced to stick to the old language teaching methodology.
3. *Lack of awareness about task based instruction to teach vocabulary:* The teachers have misconception of communicative language teaching approach particularly task based instruction, perceiving CLT as solely applicable in speaking lesson rather than for vocabulary teaching. As a result, the teachers consider

task based instruction as a difficult method to use it for vocabulary teaching.

Moreover, English Language teachers were asked to forward student related factors that affect vocabulary teaching via the task based instruction. In response to this, the majority of the teachers pointed out that the commonly student related factors were:

1. Vocabulary itself which means deficiency of vocabulary. It was verified in classroom observation, students were unable to express themselves in target language and they express themselves in vernacular language.
2. Students level of performance and their level of language use. Majorities of students were depends up on teacher teaching instructions and they were waiting such things from the teacher which means dependency was also commonly observed.
3. Lack of attention: The students do not give attention to vocabulary. Rather they give attention to grammar.
4. *Negative attitude towards practicing vocabulary skill in communicative exchange.*
5. *The student lacks basic knowledge of vocabulary aspects like spelling, pronunciation and function of words.*
6. *Students find English vocabulary difficult even to memorize and anxiety was common problem*
7. Shortage of mental dictionaries to produce communication
8. *Fearfulness or shyness to speak English*
9. *Lack of practice to use vocabulary for communication purpose.*

Finally, the teachers were asked to mention facility related factor that affect the teaching of vocabulary via the task based instruction. In response, all teachers stated that the commonly facility related factors that affect vocabulary teaching via the task based instruction were:

1. *Textbook related factor:* The textbook is not suitable for vocabulary teaching via the CLT and there is a lack of adequate teaching textbook (teacher guide).
2. Lack of supplementary materials (reference materials)
3. *Shortage of time* which means 40`minute is not enough to teach vocabulary via task based instruction specifically to give chance for students in order to practice and using task based instructions in their communicative exchange among one another.
4. The size of the classrooms: The teachers stated that the classroom size is large and it affects the teaching of vocabulary lessons via task based instruction.

9. Summary, Conclusions and Recommendations

This study was conducted to divulge the challenges of the teaching vocabulary through the task based instruction focusing on Bodit Secondary and Preparatory School. Specifically, the study was intended to achieve the following

specific objective:

To identify the factors that hinder the teaching of vocabulary through the task based instructions.

To achieve the above stated objective, semi structured interviews, and classroom observation were used. The tools were used to collect data from English Language teachers of Bodit Secondary and Preparatory School. The semi structured interview with the English language teachers was used to assess what challenges they faced when teaching vocabulary using task based instruction. Finally, classroom observation was made to validate the response of teachers and to see practical use of task based instruction to teach vocabulary.

The data gathered through the above instruments were analyzed using both quantitative and qualitative methods. The interview data was analyzed using qualitative data to supplement the quantitative data. The classroom observation data were analyzed using frequencies and qualitative description of the responses or events.

Based on the analyses of the collected data, the following summary, conclusions, and recommendations were made. Hence, this part intended to enlist the summary of the major findings, conclusions and recommendations.

9.1. Summary of the Major Findings

Different findings were obtained from the analysis of data. The findings of the study were organized and grouped according to the objective of the study. Thus, in this sub section, the summary of the major findings is presented according to the objective of the study.

Factors that hamper the Teaching of Vocabulary via the Task based instruction concerning the factors that hamper the teaching of vocabulary via the TBI, the majority of teachers' face different challenges that affect the teaching of vocabulary via the task based instruction. In relation to this, the majority of English language teacher's forwarded different factors that they face teaching vocabulary via the task based instruction. The enlisted factors can be grouped in to related themes:

1. *Teacher related factors* that hinder the teaching of vocabulary via the task based instruction were: majority of the teachers have negative attitude towards teaching vocabulary through the task based instruction. This indicates that the majority of the respondents consider that teaching vocabulary through the TBI is not acculturated teaching approach in their teaching experience.
2. *Students' related factors* that hamper the teaching of vocabulary via the TBI were: lack of students' attention to use TBI in the vocabulary lessons, fearfulness and shyness to speak English, deficiency of vocabulary, unwillingness to learn English language sternly and shortage of mental dictionaries were listed out.
3. *Facility related factors* that impede the teaching of vocabulary via the task based instruction were: large class size, lack of adequate materials and shortage of

time allotment.

9.2. Conclusions

Owing to the analysis of data and the major findings of the study, the following conclusions were derived.

Teachers are not practicing strategies of teaching vocabulary via the task based instruction which is expected from them. Furthermore, the majority of teachers have deficiency of vocabulary. In this regard, the majority of the teachers do not use the task based instruction to teach vocabulary lessons. The teachers' teaching method dominated in a teacher centered, exam based and grammar translation way.

At the end, it is assumed that different factors can affect the teaching of vocabulary through the task based instruction. Based on the results of the findings the respondents replied different challenges hamper teaching vocabulary via the TBI. These are: teacher, student and facility related factors that can hamper their teaching of vocabulary through the task based instruction.

9.3. Recommendations

Based on the findings obtained and conclusion made, the following recommendations are forwarded:

Seeing that divulged in the findings, the respondents listed different factors that affect teaching vocabulary through the task based instruction. Hence, the concerned bodies should fulfill the facility related factors that can affect the teaching of vocabulary via the communicative language teaching approach, specifically task based instruction and the student and teacher related factors should mitigate through well-built mobilization.

Finally, since this area of study is a new phenomenon in the Ethiopian context, the researchers would like to suggest further research to be carried out in different aspects and levels of the same topic at various levels of education.

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Implementation of Rehabilitation Services in the National Narcotics Agency of South Sulawesi Province

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Abstract: In terms of quantity of drug users each year has increased significantly, the prevalence of drug abuse in South Sulawesi in 2008 amounted to 1.80% (103,849 people) and increased to 2.04% (121,773 people) in 2010, even estimated to increase to 2.08% (125,730 people) by the end of 2011. The increasing trend of prevalence of drug users in Makassar every year continues to increase. Makassar City is still the highest city of drug users or about 33 percent of the total number of users in South Sulawesi Province. Therefore, more serious and systematic efforts to prevent and control drug users are needed. And the series of efforts can only be done well if supported by the efforts of the implementation of national policies and strategies for the prevention of drugs in the field of Rehabilitation organized by various government agencies and one of them is the National Narcotics Agency of South Sulawesi Province. This study aims to reveal how the implementation of drug rehabilitation services users. This research uses qualitative research method. Data collection was done in three ways, namely interview, observation and documentation study. The results of this study indicate that the implementation of rehabilitation services in the National Narcotics Agency of South Sulawesi Province has been running well although as many as 801 clients registered following the rehabilitation process, only 766 clients (95.6%) declared successful completion of rehabilitation program (recovered), and as many as 35 clients did not complete the rehabilitation process due to leaving the rehabilitation institution.

Keywords: Policy Implementation, Rehabilitation Services, Drug Users

1. Introduction

In a joint survey of the National Narcotics Agency with the University of Indonesia's Center for Medical Research in 2008, drug abuse in Indonesia showed an upward trend and there was no sign of abating. The rise of drug circulation in Indonesia can not be separated from the foreign drug mafia who are very interested to make the network in Indonesia because of the economic potential of Indonesian society is getting better, of course the condition is very worrying because it will damage the quality of life of Indonesian people in general from various circles. Narcotics are substances or drugs derived from plants or non-plants, both synthetic and semi-synthetic. The substance causes decreased or altered consciousness, relieves the taste, reduces to relieve pain, and can cause dependence (addictive).

Final Report Results 2014 National Narcotics Agency states the social and economic impact of trade and drug abuse

is very worrying about the world, including in Indonesia. Socio-economic losses due to drug abuse tend to increase from year to year.

The prevalence rate of national drug abusers by age 10-59 years is 1.99% of the population of Indonesia (3.6 million people) and in 2015 will increase to 2.8% (5.1 million people). While the prevalence rate of drug abuse in South Sulawesi in 2008 was 1.80% (103,849 people) and increased to 2.04% (121,773 people) in 2010, even estimated to increase to 2.08% (125,730 people) by the end of the year 2011. The increasing trend of prevalence of drug users in Makassar every year continues to increase. Makassar is still the highest city of drug users or about 33 percent of the total number of users in South Sulawesi.

At the regional level, data of 2015 from the National Narcotics Agency of South Sulawesi Province indicates that there are 125 thousand drug users in South Sulawesi. However, to date, only 620 people are undergoing

rehabilitation. This fact also raises curiosity about the implementation of rehabilitation services at the National Narcotics Agency of South Sulawesi Province

2. Literature Review

National Narcotics Agency of West Java Province on its website describes about the negative effects of drug abuse both physical, psychological and social impacts (www.bnn.go.id) [7]:

1. Physically, in addition to damage to the nervous system as well as other organ functions, the spread of HIV / AIDS among injecting drug users can also occur.

2. Psychically someone who has used drugs will experience feelings of upset and depressed, feelings of insecurity, loss of confidence, often tense and anxious.

3. In addition there are also social effects of drug abuse, among others; anti-social, acting immoral, ostracized by the environment.

Ripley and Franklin explain that implementation is what happens after a law is established that gives program authority, policy, benefits, or a tangible output type. Implementation includes actions by some actors, especially bureaucrats, who are meant to make the program work [13].

Van Meter and Van Horn in Solichin [9], both of which restrict the implementation of policies as acts committed by individuals or groups of government or private aimed at achieving the objectives set out in policy decisions previous. These actions include attempts to convert decisions into operational actions over a period of time as well as in order to continue efforts to achieve the changes set by policy decisions. Dye [11] describe public policy as "Whatever governments choose to do or not to do", and according to Dunn [12], [Suwarno [10], the process of policy analysis is a series of activities in the process of political activities.

The process of public policy is a very complex activity carried out by those who sit at the level of political office. Charles O'Jones says, there are several stages that must be passed in the preparation of public policy namely definition/perception, Aggregation, organization, representation, arranging the agenda [3].

FormulationBased on the presentation of the psychological impact of drug use, Narcotics addicts and Narcotics abuse victims are required to undergo medical rehabilitation and social rehabilitation. (article 54 of Constitution No. 35/2009) on Narcotics. Rehabilitation is one of the efforts that can be done, because rehabilitation is a series of work or process of a job that aims to conduct rectification and improvement of the state of suffering more based on various disciplines that mutually support the improvement effort [4].

3. Methodology

The research approach used to answer the research question is qualitative by using case study type. The case study is a study of something 'unity of the system' in the form of programs, activities, events associated with specific

places, times and bonds (Ghony and Almanshur), [2].

The technique to be used in determining primary data source or informant is purposive sampling through key person. Researchers will select informants with certain considerations. In this case people who act as formal or informal figures [1]. Researchers look for people who have the capacity and capability in accordance with the needs of research data. Determination of key informants is determined when entering the field and during the research or known by the emergent sampling design because the sample or informant in qualitative research can not be determined before [8].

Characteristic of qualitative research can not be separated from participant observation. In qualitative research the researcher participated as the main instrument [5]. The researcher is the planner, the data collector, analyzing the data, and interpreting the data and in the end he becomes the reporter of the research he has done.

And to preserve the objectivity of the researcher as an instrument, it used the points of the interview, the observation guide, and the documentation study guide as a guide asking questions, observations and documentation studies. Data analysis techniques used in this study is an activity that aims to process the data that has been obtained through interviews, observation and documentation study. The technique used is qualitative data analysis with the steps as follows:

1. Reduce Data
 2. Presentation of Data
 3. Verification and Withdrawal Conclusion
 - a. Trianggulasi
 - b. Member check
- Result And Discussion

In the attachment of Presidential Instruction Of Indonesia no. 12 Year 2011 explained that the purpose of rehabilitation activities are as follows [6]:

Drug addicts who are old enough or their families and parents or Guardians of Narcotics addicts who are not yet old enough report themselves to the receiver institutions of compulsory reporting.

Gradually the abusers, abuse victims of drugs, and drug addicts can receive medical rehabilitation and social rehabilitation services.

Gradually the availability of medical rehabilitation and social rehabilitation institutions in areas prone to drug abuse.

The abusers, victims of narcotics abuse and drug addicts who have completed complete rehabilitation programs are continuing to follow "after care programs" to prevent relapsing.

A series of objectives of the Rehabilitation program as described above, it is clear that the series of activities are well structured for the recovery of physical and psychological conditions of drug abusers. And the national narcotics agency of south sulawesi province as one of the organizing institutions that will carry out the Presidential Instruction is obliged to ensure that the objectives of the rehabilitation program can be achieved well.

According to Mr. Jamaluddin as Head of prevention and community empowerment of the national narcotics agency of south sulawesi province, he said that the tendency of increasing the number of narcotics abusers every year due to the rapid development of technology and information so as to facilitate the occurrence of transactions, so it can be ascertained currently there are abusers in every government and non-government institutions and at every level of education.

Paying attention to the number of prevalence that increased significantly then it should take special attention from various parties both from the government, private and

community to provide support and help the success of any programs prevention and eradication of drug abusers in order to save the next generation of the nation.

Based on the results of the research from national narcotics agency of indonesia in collaboration with the Research and Development of the University of Indonesia in 2012, describes that the type of Narcotics that many abused in the worker's environment is the type of dektro (53.3%), marijuana (16%), shabu (9.3%), dexa 9.3%) then extacy (6.7%) and codein (2.7%). In detail can be seen in the following of this chart:

Table 1. Projection of drugs abuser in south sulawesi by group of household, worker and student 2014 – 2019.

Group	Year					
	2014	2015	2016	2017	2018	2019
Household	5100	5100	5000	5000	4900	4900
Worker	89400	91500	93600	95700	97800	99900
Student	31100	31400	31800	32100	32400	32600

Source: Litdatin BNN RI 2014.

Based on the projection data of drug abusers mentioned above, it can be seen that the quantity of groups of workers and students / students whose numbers have increased in each year. This is understandable because groups of workers and students have more interaction with the outside world and they are the largest social media users in the community.

Drug Abuse Rehabilitation is divided into two, namely Medical Rehabilitation and Social Rehabilitation. Medical Rehabilitation is an integrated process of therapeutic activity to free narcotic addicts from narcotics dependence. While Social Rehabilitation is a process of recovery activities in an integrated, both physical, mental and social, so that former drug addicts can re-implement social functions in public life.

Effectiveness of community empowerment in terms of encouraging the establishment of rehabilitation and post-rehabilitation of community components in the province of South Sulawesi by 2015. Rehabilitation has implemented cooperation with 4 (four) Community Component Rehabilitation Institutions.

The rehabilitation field focuses on:

1. Efforts to intensify the Reporting Obligatory Narcotics Report.
2. Efforts to provide medical rehabilitation and social rehabilitation services to abusers, victims of abuse and drug addicts.
3. Efforts to build the capacity of medical rehabilitation institutions and social rehabilitation on a priority basis based on the vulnerability of drug abuse areas.
4. Further coaching efforts to former abusers, victims of abuse and drug addicts.

In Constitution No. 35 of 2009 on Narcotics in article 54 it is stated that Narcotics addicts and victims of Narcotics abuse must undergo medical rehabilitation and social rehabilitation. It is therefore clear that if there is a Drug Abuser as soon as possible concerned (if already an adult) or a parent of the abuser (if the offender is not old enough) immediately perform the reporting duty so that the abuse

immediately undergoes medical rehabilitation and social rehabilitation. The surrounding community must initiate this compulsory reporting activity in order to reach the drug-free environment immediately.

The Narcotics Reporting Arrangement aims to fulfill the right of Narcotics addicts in obtaining treatment and or treatment through medical rehabilitation and social rehabilitation; involving parents, caregivers, families and communities in enhancing the responsibilities of Narcotics addicts under their supervision and guidance; and provide information materials for the government in establishing policies in the field of prevention and eradication of illicit abuse and illicit traffic.

Submission of Narcotics Report shall be conducted in the receiver institutions of compulsory reporting; Public health centers, hospitals and / or medical rehabilitation institutions as the Reporting Beneficiary Institution shall be established by the Minister of Health No. 1305 / MENKES / SK / VI / 2011 on the receiver institutions of compulsory reporting. In addition, the social rehabilitation institution as the receiver institutions of compulsory reporting is established by the Minister who administers government affairs in the social field.

From the implementation of data collection on the the receiver institutions of compulsory reporting which implemented by the National Narcotics Agency of South Sulawesi Province is known throughout 2015 the Service of receiver institutions of compulsory which has been given is 405 service people and the receiver institutions of compulsory reporting under the auspices of the Ministry of Health contributed 12 service at the Pare-Pare City public hospital. Against the South Sulawesi community who have received service from the receiver institutions of compulsory reporting, will be get the follow-up counseling in the form of outpatient rehabilitation was 226 people using try and rehabilitation of inpatient was conducted on 231 addicts or in other words the number of the receiver institutions of

No	Institution	Total	frequency of visits								
		Residents	1	2	3	4	5	6	7	8	
6	RSU TENRIAWARU	3	0	0	0	0	0	0	0	0	3
7	RSU NENEMALLOMO	9	0	0	0	0	0	0	0	0	9
8	RSU ANDI MAKKASAU	12	0	0	0	0	0	0	0	0	12
9	RSU BATARAGURU	11	0	0	0	0	0	0	0	0	11
10	PUSKESMAS MAKKASAU	5	0	0	0	0	0	0	0	0	5
11	PUSKESMAS ANDALAS	5	0	0	0	0	0	0	0	0	5
12	PUSKESMAS PANGKEP	1	0	0	0	0	0	0	0	0	1
	Amount	478	62	53	36	27	15	11	7		267

Report: The National Narcotics Agency of South Sulawesi Province.

Based on table 3 above, it shows that outpatient rehabilitation services only reached 55.74%, which is stated to be recovered (completing the outpatient rehabilitation process), the remaining 12.94% visited only once, 11.06% visited only 2 times, 7.52% visited only three times, 5.64% visited only four times, 3.13% visited only 5 times, 2.30 visited only 6 times, 1.46 visited only 7 times. Overall, the resident who completed the rehabilitation process both inpatient and outpatient in South Sulawesi region as many as 1033 clients (80.70%).

Re-use means the client who has completed the rehabilitation and post-rehabilitation process, but the client re-uses the drug. Based on the client's family confirmation, as many as 15 clients who returned using drugs, it means there are still as many as 98.59% that can maintain the recovery.

The effectiveness and benefits of rehabilitation and post-rehabilitation activities that have been conducted throughout 2015. The success indicators of the activities are when participants in rehabilitation and post-rehabilitation services have completed activities to realize the work plan and keep it in clean condition, for students who follow the program after completing the program can continue education at school or a former user who has recovered can do a new job that ditekuninya with dedicated.

4. Conclusion

Efforts of National Narcotics Agency of South Sulawesi Province in providing rehabilitation services to drug abusers has been done optimally. This is evident from the establishment of rehabilitation and post-rehabilitation institutions of the community in the province of South Sulawesi in 2015. The Rehabilitation field has implemented cooperation with 4 (four) Rehabilitation Institutions.

The percentage of recovery from clients following the rehabilitation process in South Sulawesi was 80.70% or exceeded the national success standard of 60%. The percentage of clients who can maintain their recovery in South Sulawesi by the end of 2015 is 98.59% or exceeds the national standard of 40%.

The obstacles faced by the National Narcotics Agency of South Sulawesi Province in carrying out Rehabilitation Services are as follows:

1. The lack of human resources in the field of rehabilitation.

2. Low quality of Human Resources for Rehabilitation.

3. The lack of budget allocation for rehabilitation in the regions.

4. Claims for rehabilitation services must be central, so it still raises the doubt of the officers in the region to be able to be creative in carrying out activities because of doubt can or can not claim the funds.

5. Understanding the community is still low, because the process of procurement billboards, banners, and leaflets for rehabilitation to rehabilitation institutions experienced delays.

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The Compositional Making and Geographic Itinerancies of the Chansons de Roland During the Early and Late Middle Ages

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Abstract: The author examines the centripetal compositional forces and the itinerant centrifugal forces that produced the *Chanson de Roland* and diffused the *Chansons de Roland* since its remote Nordico-Germanic and Gallo-Roman origins to their wide-scale geographic settlings in western mediaeval Europe. To demonstrate this dual force, the author traces the Figure of a sand-glass which visualizes the first migrating compositional flow from the wide plains of Scandinavia, through sedentarized Gaul and on to the battlefield of Roncevaux Pass, and the second propagating flow from the oldest extant *Oxford version* to the eight variants which, although scattered over different countries, are very much inter-related since they all drew inspiration from Roland's heroic death at the eventful battle of Roncevaux. The nine versions of the *Chanson de Roland* founded the mediaeval western European poetic koinê.

Keywords: Sand-glass, Centripetal Compositional Forces, Centrifugal Itinerant Forces, Poetic Koinê, Orature

1. Introduction

Centripetal and Centrifugal Forces

The Middle Ages of western Europe have been called the 'Dark Ages' by many an historian. And there is indeed some truth in this sobriquet. However, all ages have their 'dark side'; it suffices to recall to memory the one we have just left behind nineteen years ago!

Other historians, philologists and linguistics, on the contrary, have brilliantly revealed the 'bright' side of the Middle Ages of western Europe, enlightening us, for example, on the theological and philosophical works of Saint Augustin, Saint Thomas of Aquinas, William of Ockham, Duns Scotus, Moses ben Maimon and Ibn Rushd (Alverroes); on the extraordinary architectural gems of mediaeval Europe: cathedrals, castles and cloisters; on the 'imagiers' or the makers of the marvelous stained glass windows; on the lyric poetry of the trouvères of northern Europe or the troubadours of southern Europe, and that of the Mozarabic jarchas. In sum, the mediaeval artist-artisans and writers of these works of art laid the cultural foundation of what has become today Europe; namely, a cultural unity wrought from the particular

values of all her very distinct contributors. These binding values have for their fount the Middle Ages.

I have followed in the footsteps of these historians and philologists for whom the Middle Ages of western Europe not only deserve to be regarded as a period of contribution to the Humanities, but more important still, should serve as a model of how the myriad particularities of variegated cultures, over the centuries, have forged a unified religious, philosophical and literary cultural identity. It has been my research into the particularities of western European mediaeval cultures, by dint of the examination of their respective epic tales, that has convinced me of this mediaeval unity, and its unbroken cohesion to our present day.

My investigations have been primarily in the field of literary discourse, and to demonstrate the unity of mediaeval European discourse I have studied the French epic tale, the *Chanson de Roland* or the *Song of Roland*, whose oldest written composition dates from the eleventh century (1060?). For the *Chanson de Roland* is precisely that mediaeval composition whose oral and written verses travelled well beyond the confines of French speaking communities from France to England and to Spain; from France to Germany and

to Italy ! Due to this wide geographical and literary unfolding and to the broad reception of its discursive purport, I believe the *Chanson de Roland* to be the first vernacular literature of western mediaeval Europe...

Surely, the influence of the *Chansons de Roland* on western European cultures during the Late Middle Ages is one of the most remarkable aspects of mediaeval oral and written mobility. Their oral execution by bards and minstrels was recited aloud before assemblies, and their written compositions by scribes read by the educated throughout mediaeval western Europe.

There are eight mediaeval versions of the *Chanson de Roland* all of which vary in length, in technique (poetic or narrative), in linguistic variations and political motivation. The versions are housed in France (Paris, Châteauroux, Lyon, Lorraine), in Northern Italy (Venice IV and Venice VII) and in England (Oxford, Cambridge). An early German translation and adaptation (the Konrad adaptation) is also a result of the centrifugal forces as are the composition of the mediaeval Spanish epic tale *El Cid*, the 100-verse *Cantar de Roncesvalles* and the 1,410 verse poem *Rollan a Saragossa*, which drew inspiration from the historical presence of Roland and Charlemagne in mediaeval Spain, and to a certain extent from the bardic narratological technique and poetic structure of the *Chansons de Roland* that were sung and recited along the Way of St. James.

The widespread geographic itinerancy of the *Chansons de Roland* appears in their very compositional construction and narrative drama: the oldest extant manuscript is the Oxford version, an orally executed strophic poem later to be written down in Anglo-Norman, hence in mediaeval England. However, the main dramatic location of the poem is in the Spanish Pyrenees, where Roland's rear-guard was ambushed by Vascones, thoroughly routed and Roland killed in the battle along with eleven other of Charlemagne's exemplars. That the Vascons or the Vascones (Basques) were historically those who attacked Roland's rear-guard has been contested. It is outside the scope of this article to summarize the enormous erudition on this subject. In the *Songs of Roland* the attackers are named Saracens or Moors due to the events of the Crusader wars of the eleventh, twelfth and thirteenth centuries. Yet, much of the song's poetic verve and themes derive from a Nordico-Germanic fount; that is, a commingling of traditions and languages of the migrating Scandinavian, Salic (Merovingian) and Ripuarian (Carolingian) peoples with those traditions and languages of the sedentarized Gallo-Romans of mediaeval France (Francia).

The very multicultural compositional forces of all the *Chansons de Roland*, and their wide recited and written variants, stamp the poems, with all due reserve, as the first vernacular 'European' poetic work (s) of any wide-scale importance. For indeed, each version is a blend of the other, either copied from manuscripts housed in monasteries, or heard from wandering bards, all of which expressing their own regional linguistic and narrative characteristics with so many diverse interpolations, so many semantic or syntactic

substitutions, so many orthographic variations of dialect or language. For these reasons, no longer is it custom to say the *Chanson de Roland*, but the *Chansons de Roland*, and thereby situate the 'French national epic' within a European ambit. The *Chanson de Roland*, the first vernacular European epic, seems more European than, for example, *Beowulf* in spite of its hybrid Scandinavian, English and Latin forms and traditions, *Das Nibelungenlied* in spite of its compound of Latin, Scandinavian and Germanic traditions, and *El Cid* in spite of an admixture of Latin, Spanish and French narratological techniques and themes because these mediaeval epic tales, albeit hybrid, remained within their own geographic confines as can be adduced by the scarcity of their versions. There is only one version of *Beowulf*, two versions of *El Cid*, both housed in Spain, and two versions of *Das Nibelungenlied*, the oldest being of Scandinavian stamp (eighth century) and the second of German origin composed in the eighth century. Both are housed in Germany.

The melding of such diverse discourses over several centuries of community cohabitation, and whose result was the hybrid composition of all the *Chansons de Roland* resulted from the historic compound of centripetal and centrifugal forces. These forces constituted a movement that created both the composition of the song and its itinerant mediaeval adventure. I insist on the adjective 'mediaeval' for I shall not treat such works as Ariostos's *Rolando Furioso*, nor the more contemporary productions of Roland's poems.

Indeed, centripetal forces drew together and inter-woven the heterogeneous linguistic and ethnic elements that forged the *Chanson de Roland* into an assimilated unity. The centrifugal forces then rent the woven tissue into so many fragments, spreading them over a vast geographic zone where they, too, underwent further coalescent processes with the linguistic materials and political injunctions afforded them in those regions. This poetic spate outwards from the oldest versions of the *Chanson de Roland* -that is, the *Oxford version* and *Venice IV*-, and the gradual compiling of the other vernacular versions from them in western Europe represents the result of centuries of centripetal and centrifugal dynamic tension, whose dialectic movement has structured and restructured the European historical and literary landscape. My argument here is that the result of the centripetal forces during the Early Middle Ages in western Europe, fragments of songs of Roland and Charlemagne were forged into a single poem, and the result of the centrifugal forces during the Late Middle Ages many songs of Roland and Charlemagne were compiled, but whose inter-connected unity, either by theme or by form, created a western European mediaeval poetic koinè. And although the dialects and political motivations differ from version to version, Roland's, Charlemagne's, Ganelon's, Olivier's and Turpin's heroic or tragic discourses, and the gestures and acts which support those discourses, constitute the symbiotic foundation of the koinè.

The mediaeval centripetal and centrifugal forces that forged and transmitted the *Songs of Roland*, and thereby shaping the mediaeval poetic koinè, cast an interesting light

on just how extraordinary the chivalric narrative of a single battle in the heart of the Pyrenees became the first piece of vernacular literature of mediaeval Europe to travel so widely; the first narration thought out, recited then written down in an autochthonous tongue, which consequently effected a rupture of the dominant and exclusive Greek-Latin literary continuum that had begun with Homer's and Virgil's poetic works. The *Song of Roland* is neither a translation nor an adaptation of either a Greek or a Latin poem, as for example , *La Vie de Saint Léger*, *La Cantilène de Sainte Eulalie*, *la Vie de Saint Alexis*, all translations from Latin. As to the *Serments de Strasbourg*, they can hardly be reckoned as a vernacular piece of literature ; it is a work wrought from a mediaeval, vernacular language, a language suffused with the many cultural discourses that were evolving in western Europe. In this sense, autochthonous, too, are *Beowulf*, *El Cid* and *Das Nibelungenlied*, all poems thought out, recited then written down in their vernacular tongues.

It goes without saying, however, that mediaeval poetry drew inspiration from a Greek and Latin literary tradition. And this inspiration has left its traces in the *Chansons de Roland*. None the less, the *Chansons de Roland* drew much poetic and political inspiration from the vernacular founts that were welling up throughout western Europe. And it is by these welling founts that I shall begin my survey of the composition of the *Song of Roland* (Oxford version). [10]

2. Results

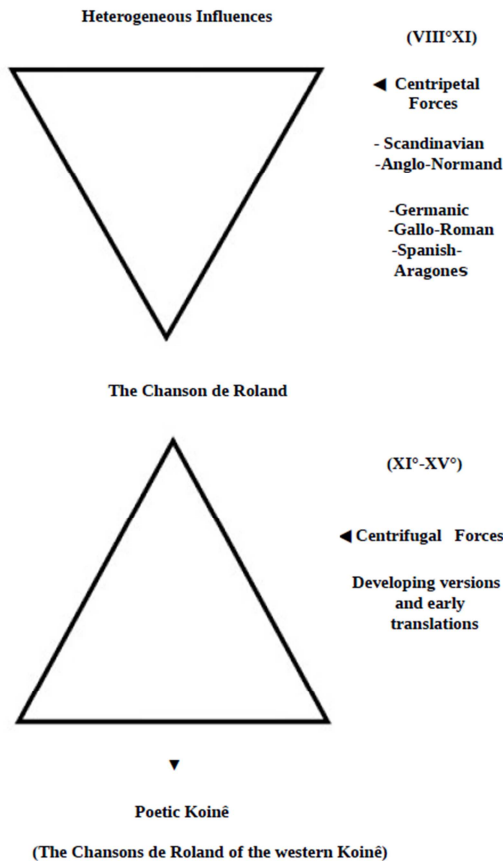


Figure 1. Roland's Sand-glass.

The results of the centripetal and the centrifugal forces can be viewed by the figure of a sand-glass. They demonstrate, iconically, the binary tension in the composing of the *Song of Roland* and of the *Songs of Roland* of the poetic koinè. As can be seen by the drawn figure, the upper triangle (or pyramid) of the sand-glass represents the wide aperture or mouth through which the heterogeneous elements of Scandinavian, Nordico-Germanic, Anglo-Norman, Gallo-Roman and Spanish-Aragonese penetrate and are assimilated as they flow geographically down to the small hole of the funnel or the tip of the triangle, that is Roncevaux. This lower tip, thus, represents the narrative landscape of the *Chanson de Roland* as it is depicted in the *Oxford version*. The upper tip of the lower triangle that touches the tip of the upper triangle shows the *Chanson de Roland* flowing towards the broad mouth of the periphery in its centrifugal movement. This periphery depicts the mediaeval western European poetic koinè.

3. Discussion

3.1. The Centripetal Compositional Forces

Briefly, centripetal forces move from the general to the particular as if they flowed through a funnel, beginning at a wide aperture then narrowing down to a centre. These forces transport disparate, heterogeneous elements that little by little, as they flow, are integrated and assimilated into a homogeneous unity when they reach the small hole of the funnel. However, contrary to certain assertions, these assimilated elements have not been emptied of their original properties during the assimilating flow; each element retains its basic property or characteristic, for if not, it would be impossible to analyse the composition of the blend, and thus impossible to reproduce its original properties. I call this assimilating process and its symbiotic fusion dialectical monism. In the Middle Ages it was called 'mixtorum alterorum unio'. [1]

Concretely, in the case of the composing of the *Chanson de Roland*, it is the Anglo-Norman, Nordico-Germanic, Gallo-Roman and Spanish-Aragonese ethnic and linguistic elements that have been introduced and assimilated in the historical process of the making of the poem. Each element had its role to play, articulated by its own cultural discourse, and which can readily be analysed by a philological study of the text since each element has preserved its original property. I shall thus begin with the Anglo-Norman influences for this is the dialect in which the oldest version was recited and written.

3.2. Anglo-Norman Centripetal Forces

The *Oxford version* of the *Chanson de Roland* was discovered at the Bodleian Library of Oxford by the French philologist Francisque Michel (1809-1887) in 1835. The text dates roughly between 1060 and 1070. It is made up of 4,002 assonanced verses, [2] and judging by the extraordinary number of repeated formulae it is of oral fount. It is little

wonder that the oldest text is located in England for most probably it represents the first hoary verses of a song that was sung by Duke William of Normandy's warriors as they crossed the 'mer salse' (salty sea) in 1066 to attack Harold, the usurper of the English throne:

'Taillefer, qui mult bien chantout
sor un cheval qui tost alout,
devant le duc alout chantant
de Karlemagne et de Rolant
et d'Oliver et des vassals
qui mourent en Rencefals...' [3]

'Taillefer, who sang so well
rode out on horseback, and soon went
before the duke singing
of Charlemagne and of Roland
and of Olivier and of the vassals
who died at Roncevals...' (verses 8035) (My translation)

These verses have been extracted from Wace's *Roman de Rou* (1160). They describe the enthusiasm of William's warriors sailing towards Pevensey in anticipation of battle. Wace also relates that in Guillaume de Malmesbury's *De Gestis regum Anglorum*, written in 1125, the chronicler mentions that a *Cantilena Roland* was sung at the Battle of Hastings during the din of combat.

That these verses were sung by William's doughty warriors, and that the future *Song of Roland* was recited by Norman and Anglo-Norman minstrels, then copied by Anglo-Norman scribes is perfectly congruous with the historical reality of mediaeval England between the eleventh and the thirteenth centuries, where Norman and French were the prevalent written languages. It should not come as a great surprise that the first vernacular text in French was written and discovered in England: was not the first French grammar composed in England in the Anglo-Norman dialect, *L'Aprise de français* by Walter de Bibbesworth in 1290?

I have no intention of listing all the Anglo-Norman spelling traits recorded in the *Oxford version* of the *Chanson de Roland* as read in Gérard Moignet's running footnotes. Furthermore, by enumerating these etyma I make no pretense to originality; they are merely linguistic matter which had been carried along the centripetal flow of the sand-glass, and thus comprise an important component of the *Chansons de Roland* of the western koinè. For indeed there are quite a few semantic features of the Anglo-Norman dialect as recorded in the *Oxford version* that serve as resonant examples of Roland's European dimensions. I shall proceed by the order of the verses. [4]

In verse 241 the Anglo-Norman form 'soüirs' (in Old French seürs) meant 'sure, assured': 'U par ostage vos en voeilt faire soüirs' (Since he wants to assure you with hostages). Its adverbial form 'soürement' is read in verse 790: 'surely, assuredly'.

In verse 489, we read the word 'remembre' which meant in Old French 'souvenir, rappel': 'Que me remembre de la dolur e de l'ire' (That I should remember his pain and his anger).

The verbal form is 'remembar'. The Modern French 'remembrance' is rarely employed.

The Anglo-Norman etymon 'remeines' in verse 600, 'remain' in English was lost in the evolution of the French language. In the *Song of Roland* it meant 'cease to exist': 'Tere Major remeindreit en repos'. (The soil of our grandfathers would remain in peace).

'Cuard' is read in verse 888: "Pur tut l'or Deu ne volt estre cuard" (For all the gold of God he does not want to be a coward). It evolved into the English 'coward' and is still employed in Modern French (couard), albeit in learned literature.

Similarly with the much used etymon 'damage', which in Modern French became 'dommage'. In verse 1102, 'Fust i li reis, n'i oüssum damage' (If the king were there, we would not succumb to such a massacre). Its mediaeval meaning was much stronger than 'damage': 'massacre, slaughter'.

In verse 1005, we read: 'Granz est la noise, si l'oïrent Franceis' (Great is the noise, the French heard it), where the Anglo-Norman 'noise' is translated as 'bruit'. In Modern French there remains one expression with 'noise': 'Il cherche des noises': 'He's looking for trouble'.

'Faiture', too, is an interesting etymon of Anglo-Norman stamp: 'Si li trenchat les oilz e la failure,' (v. 1328) (he severs his eyes and face). It meant 'figure' (face) in Old French, and evolved into 'feature' in Modern English. In Middle French it also signified 'a model of something made, produced or created'. The form no longer exists in Modern French.

Neither is there a trace in Modern French of the etymon 'culvert': 'Respunt Rollant: Vencut est le culvert.' (Roland replies: 'The wretch is defeated' (v. 1394), interpreted as 'coward, traitor, wretch'. In Middle French there existed the form 'culvert' which meant 'serf' or 'a wretched, ignoble person'. It may be the origin of the English word 'culprit'.

'Hastive' in verse 1653: 'La bataille est merveillose e hastive' (The battle is marvelous and hastens on) evolved into 'hasty'. The weakening of the phoneme [s] after a vowel during the XIII^o century in France explains the substitution of the letter 's' by the accent circumflex in Modern French: 'hâtif'. The same evolution occurred with the word 'fest>fête' (v. 37), whereas in English the 's' was retained 'feast. It is interesting to point out in this respect the evolution of Anglo-Norman words beginning with the palatal [k], which during the thirteenth century were palatalized in French: [j]. For example, kastel> château, cambre>chambre, K(C)arl(es)>Charles, whereas in English the incipit voiceless palatal was retained: castle, camera (a room), and whose derivative form is 'camrade' 'chamber mate'. [5]

Another interesting etymon to examine is 'pargetent' read in verse 2634: 'La sus amunt pargetent tel luiserne' (they (lanterns) cast afore and above such light), where it is interpreted as 'to cast, throw'. The Old French verbal form 'pargeter' meant 'to project, to scatter'. In English, according to the Reverend Walter W. Skeats' etymological dictionary, it is indeed of Anglo-Norman origin, and whose Middle English form 'parget' meant 'plaster' from the Anglo-Norman verb 'projeter' 'to replaster'. For example, 'to replaster a wall'.

Hence, the expression 'a pargetted wall'. [6]

In verse 3006, we read the etymon 'cuntenances': 'Quant Charles veit si beles cuntenances,' (When Charles sees their fine appearances) interpreted in French as 'allure'. The Middle English form is 'cuntenaunce'. In Modern French 'contenance' means 'attitude, expression'. For example, 'faire bonne contenance': 'keep cool or calm'

In verse 3805: 'Nen ad celoi niel graant e otreit' (Not one would grant or approve it), the etymon 'graant' has evolved into the Modern English 'grant'. The verbal form was 'grēanter'. It has left no trace in Modern French.

The Anglo-Norman 'guarantir' is read in verse 3836: 'Mun jugement voel sempre guarantir' (I want my judgment supported). The Old French form is 'garant', the incipit consonant cluster 'gu-' having been retained in Anglo-Norman due to the Germanic influence of English, influence which also created the doublet 'warrantie, warrant', etc.

The Anglo-Norman etymon 'pleges', read in verse 3846: "Dist li empereres: 'Bons pleges en demant.' (The emperor said: (I want a pledge of faith) is interpreted as 'garant', which remained in English 'pledge'. No derivative form is found in Modern French.

As to the etymon 'cambre' 'chamber, room' in verse 3993: 'Culcez s'est li reis en sa cambre voltice' (the king lay down in the vaulted chamber), there is uncertainty whether it be of Anglo-Norman or Provençal stamp. Similarly with 'reregarde' (v. 742): 'Kar me jugez ki ert en la reregarde' (appoint me as the one who will be at the rear-guard), which may or may not be of Anglo-Norman origin: The Old French morpheme 'rere' meant 'to raze, to shear', which here, though, is bereft of meaning. The adjectival form, too, 'rere' meant 'rare'. However, there did exist an adverbial form 'riere', which signified 'behind', and might have served to form compound words.

I shall now sum up several mediaeval Spanish centripetal forces prominent in the drama of the *Song of Roland*, followed by a short exposition of the centrifugal forces which not only evince the popularity of the poem in mediaeval Spain, but more importantly, out of whose poetic form gave rise to *El Cid*, and whose dramatic plot to the *Cantar de Roncesvalles* and *Rollan a Saragossa*.

3.3. Mediaeval Spanish Centripetal and Centrifugal Forces

Mediaeval Spain was the background of the historical battle which took place at Roncevaux Pass in the Pyrenees on August 15th, 778. The precise topographic location of the famous battle has been the subject of discussion. [7] Who 'really' ambushed Charlemagne's rear-guard commanded by the governor of the Breton March, Roland, as his warriors retreated from their defeat at Pamplona by the Arabs is a subject that remains open to debate, a subject that goes well beyond my competence, and much too vast to be treated in the scope of this essay. [8] The rout of Charlemagne's rear-guard and death of Roland must have had a large impact on the Spanish mediaeval mind for at the monastery of San Millán de la Cogalla near to Burgos, one of the many monasteries that dot the Camino de Santiago (Way of St.

James), a document written in Latin dating from the eleventh century (1070-1075) -*Nota Emilianense 39*- attests in some detail Roland's death at Roncevaux: 'In Rozaballes a gentibus Sarrazenorum fuit Rodlane occiso', and the document names several heroes who fought alongside Roland: Bertrand Ogier-à-l'épée-court, Guillaume-au-courbe-nez, Olivier and the Bishop Turpin. It also mentions Charlemagne's entrance into Zaragoza (Cesaragusta), and praises his courageous warrior (belligerator fortis) of the rear-guard (posterum), Roland: '...ut rodlane belligerator fortis cum suis posterum ueniret..' [9].

This remarkable document bears witness not only to Roland's ubiquitous presence in mediaeval Spain but to the widespread popularity of the historical battle that slowly but steadily weaved the many legends that spiralled out of the battle, deploying the event in polyphonic hues and tinges throughout western Europe. The centripetal movement from the Roncevaux Pass in the eighth century, through Normandy and to the battlefields of England in the eleventh and twelfth centuries is truly emblematic of mediaeval mobility and trans-national intercourse !

Joseph Bédier stressed that the Way of St. James had been the principal vector of oral and written transmission of the *Chanson de Roland*, recited by pilgrims as they advanced towards Compostella. [10] As vehicles of communication, pilgrimage roads in the Middle Ages favoured the reciting of stories, especially those of heroic combat. Stories that would become veritable legends after generations of bardic reporting, of layered discursive elaboration, of interpolated scribal eagerness. There is no doubt that Roland's death benefited from this major pilgrimage way between Northern Spain and France, the Roncevaux Pass acting as both catalyst and channel. It is, of course, no coincidence that the *Nota Emilianense 39* was written in a monastery on the Way of St. James. Furthermore, because of the fate of Roland, and of Charlemagne's military forays into Asturias and Navarra, Roncevaux became a focal point on the pilgrims' way. The Augustinian priory of Roncevaux, founded in the thirteenth century, had been (and still is) a high place of commemoration for Roland, Olivier and the other ten predominant knights that had fallen during the battle. The nearby Capilla funeraria del Sancti Spiritus, built, too, in the thirteenth century, according to legend, had been erected in memory of the twelve warriors, for it was there that Charlemagne had them buried. It was on the grounds of the chapel that Roland, in a fit of anger, splintered his sword, Durandal. In fact, the chapel was renamed Capella Carlomagni. Be they yarn-telling or historical documents, the heritage and memory of the battle were preserved in Spain: in Roncevaux a commemorative stone stands to honour this mediaeval event.

The *Chanson de Roland* was not only born and circulated in Spain, it also influenced the Spanish juglares (minstrels) and clergymen who sang, composed and copied *El Cid*, el *Cantar de Roncesvalles* and *Rollan a Saragossa*. We shall not repeat what Ramon Menéndez Pidal has so thoroughly researched in this fascinating transcultural field. There are,

none the less, several points that I would like to expose at a narratological level between the *Song of Roland* and *El Cid*.

R. Menéndez Pidal stated that there are two sorts of borrowing: 'imitación inmediata' (immediate imitation) and '... resultas analógicas generales de la fraternidad de las dos lenguas y literaturas' (... general analogical results due to the fraternity of the two languages and literatures). The Spanish erudite:... 'reconociéndose en el Cantar un fondo de tradición poética indígena y una forma algo renovada por la influencia francesa' [11] (... acknowledged in the *Cid* a fundamental indigenous tradition and a form somewhat remodeled by French influences). Indeed, the formulaic style of the *Cid* is beholden to the 'septentrional' jongleur style of oral execution as well as the 'chivalric' vocabulary that constructs the iterate formulae, yet its themes and the form of its themes are truly of mediaeval Spanish stamp.

There is a salient feature of the two epic narratives that not only demonstrates their analogical narrative techniques but perhaps more important still, the gesture (*geste*) that triggers the dramatic tragedy of both tales: laughter.

In the *Chanson de Roland* it is Roland's humiliating laughter in Ganelon's face as they both stood before Charlemagne that provoked Ganelon's anger and weaved the plot to betray Roland to the Saracens:

'Guenes respunt: Pur mei n'iras tu mie ! AOI

Tu n'ies mes hom ne jo ne sui tis sire.

Carles commandet que face sun servise,

En Sarraguce en irai a Marsilie.'

(laisse XXI, verses 295-299)

'Quant l'ot Rollant, si cumençat a rire. AOI

Quant ço veit Guenes que ore s'en rit Rollant,

Dunc ad tel doel pur poi d'ire ne fent;

A ben petit que il ne pert le sens.'

(Laisse XXI and XXII, verses 302-305)

'Ganelon answers: You will not go instead of me ! AOI

You are not my vassal and I am not your lord.

Charles commands that I do his service.

I will go to Zaragoza to Marsile.

When Roland hears him he begins to laugh. AOI

When Ganelon sees that Roland laughs

He feels such pain that he is ready to burst with anger.

Little is needed before he almost loses his mind.'

It is not Ganelon's anger (anger is not a gesture) but Roland's laughter that provokes Ganelon and sparks the drama to come: the disastrous battle, Roland's death and Charlemagne's execution of Ganelon. Now we read a similar gesture in *El Cid*, Cantar III, strophe 112:

'Ferran gonçalez no vio dónde retirarse, ni habitación abierta ni torre;

se metió bajo el escaño, tal fue su temor;' [12].

(verses 2286-88)

'Fernando González not seeing any where to hide himself, neither in hall nor in tower; took refuge under a bench, fraught with fear.' (My translation).

The *Cid* subdues a lion that had escaped from its cage. In its flight it had terrified the putative manly Fernando Carrión, one of the *Cid*'s future sons-in-law, he hiding in fear under a

bench lest the lion feed on his flesh. Because of his cowardly gesture, and the *Cid*'s heroic one, he became the laughing stock of the Court: 'Non habéis visto tales burlas como corrían el salón' [13] (You couldn't imagine the mockery that sped over the court.) It is this mockery (*burla*) that triggers the Carrión brothers' vengeance against the *Cid*'s daughters and the *Cid*'s wrath against them, although, unlike Charlemagne's execution of Ganelon, he does not have the brothers put to death.

It goes without saying that the *Chanson de Roland* owes much of its European prestige to Spain in the same way that the Spanish *El Cid* owes much of its prestige to the *Chanson de Roland*. A dual narratological reciprocity that truly puts into relief mediaeval transculturation and intertextuality, forged like linked mailcoats due to their shared History, and to the oral and written compositional values that interlocked regions to one another. It is these overarching compositional values that little by little laid the transnational foundation of the poetic *koinê*.

This being said, Roland's and Charlemagne's reputation in mediaeval Spain has not been entirely drawn from the battle at Roncevaux as depicted in the *Chanson de Roland*. This is clearly shown in the twelfth century (1118-1185) poem *Rollan a Saragossa*, a 1,410 verse poem which narrates Charlemagne's siege laid before Zaragoza, Braslimonda's love for Roland, and Roland's and Olivier's profound fellowship and combat prowess in defending each other during the heat of sundry battles. Carlos Alvar pointed out that: 'Roldán quizás no estuvo nunca en Roncesvalles, ni se acercó en toda su vida a Zaragoza, pero sus vínculos con Carlomagno y la aureola que rodeaba su origen eran suficientes para que se considerara el más importante de los nobles caídos en la emboscada pirenaica;..' [14] (Perhaps Roland was never in Roncevaux, nor had he ever come close to the city of Zaragoza in his whole life, but his relationship to Charlemagne and the aura that surrounded his origins were sufficient enough to consider him as the most important noble to have fallen at the ambush in the Pyrenees) (My translation). Carlos Alvar concludes that: '... parece clara la existencia de una épica provenzal, independiente de la francesa en muchos aspectos, con temas propios que rara vez llegan al norte' (page 92) (... it appears clear that there existed a Provençal epic, independent of the French epic in many aspects, with its own themes which rarely come from the North) (My translation). This conclusion coincides with R. Menéndez Pidal's own observations apropos *El Cid*.

Similarly with the *Cantar de Roncevalles*. A few words will suffice. Written in the Navarro-Aragonese dialect, a hundred verses have been preserved of the initial 5,500, according to R. Menéndez Pidal. [15] In eight strophes of unequal assonanced verses ranging from five to sixty-four, Turpin and Charlemagne lament the lose of Roland, of Reinaldos de Montalbán and of Olivier as they lay dead on the battlefield at Roncevalles. Certain stock formulae such as Charlemagne 'tugging at his beard' when displaying great sadness: 'por las barbas tirare' (strophe III, verse VII) or 'por las barbas floridas bermeja sayllia la sangre;' (strophe III,

verse VIII) 'from his blooming beard (barbe chenue?) red blood sallies forth', appear to draw literary inspiration from the French poem. Nevertheless, if the narrative does indeed evoke the protagonists of the French poem: Roland, Charlemagne, and Olivier, the substance of it draws from both a Spanish tradition of story-telling and the written documents housed in various monasteries. In light of this evidence, the *Rollan a Saragossa* and *El Cantar de Roncevalles* fit nicely into the mediaeval western koinê for two reasons: first, they are perfect examples of poetic and dramatic intertextuality; texts that echo the initial voice of the minstrel and the rigorous hand of the interpolating clerk. Second, they had originally sprung from the lands upon which Roland and Charlemagne had tread, hence of whose memory the people of those lands sang and lamented. The Spanish and Navarro-Aragonese versions also point out an important aspect of the mediaeval western European koinê: it is not because the Oxford manuscript is the oldest variant that all the variants must have necessarily grown out of that version. *The Songs of Roland* (and Charlemagne) were sung throughout the western koinê in their diverse vernaculars, where gradually their first written compositions appeared, then recomposed and re-adapted. Compositional borrowing there evidently was, but there exists no sound evidence that the Oxford manuscript served as a prototype. The mediaeval western European koinê is a constellation of variants whose departure point are the Battle of Roncevaux, Roland and Charlemagne, but whose poetic and dramatic expression of that point varies from version to version...

3.4. Nordico-Germanic Centripetal Forces

'Ex hac igitur Scanzia insula quasi officina gentium, aut certe velut vagina nationum.' Jordanes [16] (It is this island Scanza, that one could call the factory of nations or the reservoir of peoples). (My translation).

The Nordico-Germanic influences in the *Chanson de Roland* are read at multiple levels: linguistic, juridical, ethnic, historical and narratological. The Frankish peoples migrating from Scandinavia (Gotland) had assimilated many other peoples of that region either through alliances or wars prior to their arrival in northern France, where Childeric I, Clovis' father, established a firm foothold at Tournai. Clovis defeated the Roman legions of Syagrius in 486, the Alemanni at Tolbiac in 496, and the Wisigoths in southwest France at Vouillé in 506. Thus commenced the long reign of the Frankish Merovingian and Carolingian kings whose mother tongues were Salic and Ripuarian until the enthronement of Hughes Capet in 987, whose mother tongue was French. Salic is part of the Low German language family which includes Saxon, Frisian, Dutch, Flemish and English. Ripuarian is of the High German language family which includes Bavarian and Alemannic.

The principal protagonists of the *Chanson de Roland* are of Nordico-Germanic descent: Hrodlant (Roland), which signifies 'the glorious one', Karlemagne (Charles the Great), who unified Germany by assembling the großstämme 'tribes' and who spoke Theodisca, first recorded in the *Serments of*

Strasbourg (842), and Ganelon whose name I shall shortly comment on. If we look at a map of Charlemagne's palaces, we observe that all but one were located in today's Germany: Aix-la-Chapelle (Aachen), Ingelheim, Cologne, Worms, Frankfurt and Wurtzburg; the lone palace in France was built in Metz (Lorraine). The other important summer palace is located in the Netherlands. [17] Charlemagne is not buried at Saint Denis with the other 'kings of France', but at Aix-la-Chapelle, where he was beatified in 1165. In 1966 an exhibition in Germany proclaimed Karl der Grosse as builder of Germany.

This being said, a statue of the Emperor on horseback in the forecourt or parvis of Notre-Dame Cathedral in Paris also points to a French or European Christian heritage and identity. It would be best to conclude that the historical and poetic figure of Charlemagne belongs to a Franco-Germanic geographic legacy because of the many conquests which built his empire at the end of the eighth and at the beginning of the ninth centuries. As to Roland, his 'French' statuary heritage has hardly fared better than the Emperor's. Like Charlemagne, Roland's effigy is barely visible in France. Conversely, his presence is found in abundance in guise of giant statues in Germany: Halberstadt, erected in 1381, Griefswald (1398), Brandenburg (1402), Bremen (1405-1410) [43] Perleberg (1498) [44], Leitmeritz (1539), [45] Stendal (1525) [46], Göttingen (date unknown). There are also two statues of Roland in Prague. The lone statue of Roland in France is found at Dole... [18].

Besides the giant statues, there are depictions of Roland's exploits on twelve stained glass windows at the Cathedral of Chartres. However, there are no statues or statuary jambs in church portals of Roland in France. There exist, though, statuary jambs of him at the Cathedral of Santa Maria Matricolare in Verona (Olivier is also depicted) and at the abbey of San Zeno, also in Verona, Italy, and at the Cathedral Vieja de Salamanca.

For the Germans, Roland has always symbolized justice, urban mercantile rights and free trade. His heroism is not gauged on his battle-lore against Saracens, but on his perspicacious mercantile role in favour of the expanding bourgeoisie of the urban centres of Germany, a similar role played by Etienne Marcel, the Prévôt (Provost) of Paris in the fourteenth century. It goes without saying that the 'French' Roland never enacted such a role in his feudal society.

It is perhaps due to this predominant presence of Roland and Charlemagne on German soil that so many studies of their poems have been produced by German scholars, and that the first translation of the *Chanson de Roland* was effected as early as 1132 by a Bavarian clergyman, the so called Konrad version, but generally referred to as *Rulandesliet* in Germany. I shall speak of this version in the second section. For now, I shall turn to the third major protagonist of the *Song of Roland*, the traitorous 'félon' Ganelon, for his name is also linked to Germanic lineage.

Philologically speaking, the name Ganelon has quite a notorious history: we first read of Guenes in the Vie de Saint Léger, where he has the inglorious role of being the saint's

gaoler. Gérard Moignet believes that Ganelon might have been a sort of literary reincarnation of Bishop Wenilo, who in 859 was denounced by Charles the Bald for having betrayed him to Charles the Germanic. Whoever be the 'historical' Ganelon or Wenelon, his deeds have always been motivated by treachery and ill-will. It were as if Ganelon played the same villainous role from poem to poem as certain actors today play from film to film!

The incipit consonant cluster gu- [g] evolved from the Germanic semi-vowel [w], whence his Germanic name Wanilo or Wanilon. This infamous role has followed Ganelon straight to the recited verses and the pages of the *Chansons de Roland*. And whatever be the version of the poem, bards and monks inured themselves to maintain Ganelon in this immutably treasonous part.

Indeed, the Nordico-Germanic themes, and the vocabulary that couch them, construct the very drama of the poem. For example, knighthood by which the vassal-knight or the liegeman pledges fealty to his liege lord or overlord is epitomized by Roland and Ganelon who owe their allegiance to Charlemagne. Although not quite institutionalized in the *Song of Roland*, knighthood was a late mediaeval institution whose origins slowly emerged in the forms of rites and ceremonies in northern Europe: Scandinavia, Saxony, Normandy, Anglo-Norman England, and which evolved into the later religious ceremonial forms of dubbing or of adoubement during the twelfth and thirteenth centuries.

Knighthood was initially and fundamentally based on a moral contract between the vassal and his lord, be he an aristocratic knight or bishop to his king or queen, a tradesman or peasant serf to his count, duke, baron or marquis. The feudal society having gradually superseded the slave societies of Antiquity, its law-makers initiated a series of rights which evolved into an ever-widening sphere of social protection and individual rights as read in the *Lex Salica* (sixth century). [19] Vassalage provided the Frankish society with juridical laws that condemned overt slavery and its disrespect for the common human being; condemned, too, vendetta (faide) by the establishing of tribunes (mal) as read in the *Lex Salica* and in the *Chanson de Roland*. For example in the *Lex Salica* : '...in mallobero...' (article LVII) (or the mallobergio), and in the *Chanson de Roland* : 'Ben sunt malez, par jugement des altres,...' (v. 3855). (They (Thierry and Ganelon) challenged one another, according to the judgment of the others,...). Here the 'challenge' (malez) designates the place of legitimate combat within the limits of military and juridical feudal law.

The feudal social contract demanded both the serf or vassal and his liege lord the duty of honour and loyalty towards one another, conferring thus to each one social and individual dignity. As a vassal to his lord or king, a knight's honour was put into jeopardy if he failed to honour his duty, or if his honour had been besmirched. Roland's humiliating laugh before Charlemagne wounded Ganelon's honour, which consequently granted him the right to respond juridically, for that was his right as a knight bound to Charlemagne. Lawfully, Ganelon could have challenged Roland to a duel,

and this would have been more appropriate in that particular situation rather than seeking revenge with the help of outside forces that not only killed a peer but a whole rear-guard. For this reason, albeit saddened by the execution of Ganelon, it was Charlemagne's lawful right to have him executed. But since Ganelon had always 'played the felonious role' there was no narrative reason to have him 'follow the law'. Moreover, if he had followed the law there would have been no story to tell...

Vassalage and the ceremonial rites incumbent upon knighthood also contributed to the Catholic Church's discourse on obedience to one's superior within the ecclesiastical hierarchy, which in turn reflected all men's obedience to God. The sacramental rites of knighthood in mediaeval society were auxiliary to the vertical cosmic and social chain that began with every man's absolute submission to God's will, the aristocratic seigniory to the king's will, the serf, be he craftsman, tradesman or peasant to his overlord's will. Along this immutable vertical chain every human being and living creature was accounted for. For the protection of animals, even bees, see the *Lex Salica*, articles II (theft of pigs), III (of animals in general), IV (sheep), V (goats), VI (dogs), VIII (bees), XXXVIII (horses) and in article VIII the theft of trees. It is upon this cosmic and social loom of which vassalage and knighthood were the weft and warp that weaved the decor and drama of the *Chansons de Roland*: Roland's laughter, the gesture of the thrown glove to the ground, Ganelon's treasonous act, the military jactance and physical stratagems, the warriors' battle-meeds and weapons, the final duels and Ganelon's execution.

In the *Song of Roland*, knighthood is illustrated by a vocabulary that describes its essential ethnic characteristics and poetics. In the Oxford manuscript, it is the Nordico-Germanic vocabulary which describes knighthood in all its social facets, the foremost being the ceremony of adoubement or dubbing. From the etymon Dubban of Anglo-Saxon origin, we read in verse 713: "Escuz as cols e lances adubees" (The shields on their necks and their lances readied). Here 'adubees' means 'readied'. 'Adubez' in Old French signified 'prepare' or 'arm a knight'. Its use in the *Song of Roland* always has the meaning of 'to ready for combat'. Again for example in verse 2470: "Li adubez en sunt li plus pesant" (The armed warriors are the heaviest). As Jean Flori has pointed out, the act of dubbing was not as yet either a technical gesture or an institutionalized ceremony in the *Song of Roland*. [20] Be that as it may, if the ceremony of dubbing had not as yet been institutionalized in the *Song of Roland* the two virtues for the 'preparation for combat' are clearly represented by gestures through the knights 'prouesse' (courage) and 'sagesse' (prudence): Olivier symbolizes both, whereas Roland only the first. For if Roland had displayed prudence he would have sounded his oliphant when Olivier pleaded for him to do so...

In spite of Clovis' baptism (496?) and energetic evangelizing of the Frankish population by the enthusiastic missionaries and monks of the nascent Catholic Church of Francia, much of the population had preserved their Nordico-

Germanic practices: the belief in a personal God remained an abstract value for them. In the *Chanson de Roland* does not Roland die for his king, as knighthood honour and duty demanded of the vassal knight? In verse 2376, we read “Envers Espagne en ad turnet sun vis”. (Towards Spain he (Roland) turns his face); that is, towards the scene where Charlemagne will carry out his double vengeance: against the Arabs and Ganelon. On the verge of death, Roland's face is not turned towards the Holy Land or Jerusalem. In fact, there is no indication that Roland dies for God at all: it is incumbent upon a vassal to die in honour of his king, alone. We read in verse 2380:

'De Carlemagne, sun seignor, kil nurrit'

'It was Charlemagne, his lord, who brought him up'

His is a vassal's death, one to be sung as an example (exemplum) or a model to be followed:

'Que Charles diet e trestute sa gent,

Li gentilz quens, qu'il fut mort conquerant'

'That Charles and all his gentry say

That he died as a conqueror, the noble count'

(verses 2363/2364)

Roland dies first for his earthly lord, Charlemagne, then for his celestial Christian Lord. And by not sounding the oliphant, as Olivier so indefatigably implored him, he dies so that vengeance can be meted out, and his song be an epitaph to all that is grand and noble! Jean Flori has expressed the loyalty of knighthood quite nicely: ‘... concierne más bien a la fidelidad de los vasallos al rey, de los caballeros a su señor, y a los limites de esta fidelidad’ [21] (...concerns more the loyalty of vassals to their king, of knights to their lords, and the limits of this loyalty.) (My translation) Indeed, the limits of this feudal loyalty are engraved in Roland's death, for the song to be sung about his death must neither tarnish his memory nor that of his companions. It is a song destined for Charlemagne... for story-tellers and their audiences... for posterity.

To comment on the hundred or so Nordico-Germanic etyma of the *Chanson de Roland* has already been done. [22] Nevertheless, certain linguistic details are interesting to expose because they disclose the vacillation between the Nordico-Germanic and the Gallo-Roman elements of the poem, thus truly reflecting the interwoven relationship between the two preponderant cultural realities of the mediaeval Frankish society. For indeed, these elements do not vie in any struggle for dominance, but blend rather nicely in that mediaeval *mixtorum alteratorum unio*.

The orthographic fluctuation between the incipit Germanic 'k' as opposed to the Latinized 'c' or 'q' in words like Karlemagne/ C(h)arlemagne and the coordinating conjunction 'ki/qui' indicate scribal hesitation because both bards and scribes belonged or identified themselves to both Nordico-Germanic and Gallo-Roman cultures. However, kar (for) is never written in a Latinized form, 'car' as it was and is written in Middle and Modern French. There are two cases in the *Chanson de Roland* of possible palatalization of the incipit consonant cluster in the name Charlemagne. In verses 1242 and 1843, where it is written 'Charles', in which case

the ch- cluster could be pronounced [ʃ]. If this were the case, however, the scribal interpolations would have had to be effected during the thirteenth century, a belated interpolation for the *Oxford version*.

As to the Germanic semi-consonant or vowel [w], which evolved into the voiced [g] in words like WERE > guerre (war), WAIDANJAN > gagner (win, earn), WARDON > garde (guard), etc., we find very few remnants of this phoneme in the *Chanson de Roland* besides Willalme (v. 3938) instead of 'Guillaume', perhaps due out of onomastic respect for William the Conqueror. We also find another orthographic fluctuation between wiges (vs. 2075 and 2156) and guivres (v. 2544), both of which have been interpreted as 'arrows, darts'. They are not distinct weapons. On the other hand, there exist several words in which the phoneme [w] has been conserved in an intervocalic position: ewe [wo] (water), for example in verse 2758, pronunciation which evolved into today's eau [o]; (in other poems 'ewe' meant 'river' as in Marie de France's lay *Lanval et Yonec*), liwes [ljw] (place) > lieu [ljø] (v. 2161) and siwant [sɔiwā] (following) > suivant [sɔivā] (v. 2649). These mediaeval French spellings are constant throughout the poem. The grapheme [w] existed in Latin words, pronounced as [v]. Yet, it was the Nordico-Germanic nations: Franks, Burgundians, Wisigoths and Ostrogoths that introduced the incipit 'w' into the evolving vernaculars.

As to the aspirated [h], reintroduced by the Nordico-Germanic migrants into the Latin speaking populations of southern France, after its expiration had declined in the later periods of Latin, we hear the aspirated sound in words like halte (v. 3641). The 'h' of haut (high) is still heard: haut in the definite article/noun combination is written 'la haute (montagne)' and not 'l'haute*'; phonetically the [h] is heard, [lahotə] and not [lotə]*. All French words of Nordico-Germanic origin still preserve the sound of the incipit aspirated 'h'; for example, heaume (helmet) 'le heaume', [lə'om] and not [lom]*, haie (hedge), 'la haie', [la'ɛ] and not [ɛ]*, hache (hatchet/axe) 'la hache', [la'a] and not [la]*, honte (shame) 'la honte', [la'ɔ̃t] and not [lɔ̃t]*, etc. The incipit 'h' in words of Latin origin such as homme (man) or hôte (host) are mute, thus necessitating liaison: 'l'homme' [lɔm] and not 'le homme'* [ləhɔm]*, 'l'hôte' [lot] and not 'le hôte'* [ləot]*. Many of the Nordico-Germanic etyma of the *Chanson de Roland* beginning with the phoneme [h] no longer exist in Modern French; for example, hanstes (spear) (v. 3080) and haitet (haste) (v. 1693). Others such as hostage (v. 679) gradually lost the aspirated [h] during the Middle French period. Today it is written 'otage'.

During the end of the nineteenth century and well nigh into the twentieth, French and German philologists and historians had waged terrible battles to win the *Chanson de Roland* over to their side: battles that, indeed, can be philologically stimulating. However, when these battles assume a cavalier treatment, analyses can be clothed in a warped and biased partiality that irritates more than stimulates, intellectually. Perhaps the poet Ludwig Uhland had best resumed the Nordico-Germanic and Gallo-Roman symbiotic alchemical

process of the Song of Roland:

'un esprit germanique sous une forme romane' [23]

'a Germanic spirit in romance form.'

As I see it though, this formula remains dualistic in substance, whereas the mediaeval formula, *mixtorum alterorum unio* is monistic in substance, and thus characterizes much more precisely the essential nature of the Chanson de Roland. In other words, the spirit may be Germanic or Nordico-Germanic, however, there is also a Gallo-Roman spirit to the text. Similarly, the form may indeed be Roman, but also, to a certain extent, Nordico-Germanic. And for this very 'hybrid' reason, I believe, as do Margaret Jewett Burland [24] and Sharon Kinoshita, [25] that the *Song of Roland* is surely European in nature and function, unfettered to any nationalistic appropriation or patriotic expropriation, be it linguistic or ethnic. The *Chanson de Roland* is not a mere reservoir of Germanic legends, rising from the mists of mediaeval pagan Teutonic Germany, recited from minnesinger to minnesinger until its written version. [26] Nor is it a chef-d'oeuvre of some scholarly author, exercising his literary talents for an aristocratic audience as Joseph Bédier, amongst others, had declaimed.

Out of the cauldron of songs, stories and legends of the migrating Nordico-Germanic peoples as they settled amongst the scattered communities of Gallo-Romans emerged the Chanson of Roland. How could a mediaeval epic narrative be of a single cultural fount when the fount itself had been a coalesced compound of several different origins? The frontiers of western Europe owe their remote contours by this Encounter between the nomad and the sedentary, an oral culture and a written one, a pagan tradition for the most part and a somewhat superficially Christianized one. Their Encounter commenced the slow but steady integrating and assimilating process out of which the *Chanson de Roland* had been spawned.

3.5. The Western European Poetic Koinè of the Chansons de Roland: The Centrifugal Itinerant Forces

The assimilated elements of the Nordico-Germanic and Gallo-Roman cultural Encounter produced the many versions of the poem that were either recited or written amongst communities which were gradually tracing their own linguistic and ethnic territories: territories such as Northumbria, East Anglia, Wessex and Mercia in England, Geatland, Cwenland, Gotland and Vinland in Scandinavia, Navarra, Aragon and Catalan in Spain, Burgundy, Gascogne, Brittany, Normandy and the Aquitaine in France, Frisia, Austria, Saxony, Thuringia and Bavaria in Germany and the March of Verona and Lombardy in Italy. These linguistic and ethnic territories comprise the mediaeval poetic koinè of western mediaeval Europe, now because of the poetic presence of the *Chansons de Roland* amongst the populations, now because of the prolonged martial and/or diplomatic contact with Charlemagne's Frankish armies. It would be without exaggeration to say that the Chansons de Roland provided a literary model to laud and promote that high period of empire-building by Charlemagne. It is no

happy accident that the *Chansons de Roland* were eagerly recited and read during the Crusades; neither is it fortuitousness that Charlemagne's figure looms larger and larger in the poems, becomes more ecclesiastically elaborated under scribal extension, as if the Emperor's skirmishes and forays against the Saracens in Aragon and Navarra of the eighth century had metamorphosed into the Crusaders' chivalrous exploits of the eleventh, twelfth and thirteenth centuries in the Holy lands. If Roland's death gave birth to the composition of the song, it was Charlemagne's military expeditions in western Europe and his charismatic figure that enlarged the spectrum of diffusion for the many versions throughout those war-worn lands. It may be said then, but with all due reserve, that Roland's laughter, heroic combat and death, and Ganelon's treason provided the *trouvères*, the bards and the minnesingers with the dramatic material for the centripetal forces, whilst it was Charlemagne's warring against the Saracens and his vengeance against Ganelon, the first being the historical enemy, the second the literary one, that furnished the itinerant material for the centrifugal forces.

Since I have already commented on the oldest text of the *Chanson de Roland*, the *Oxford manuscript*, I shall briefly enumerate the other versions in the order of their approximate dates of composition. [27]

The second version of the *Chanson de Roland* is called *Venice IV*; fundamentally it is a product of Orature, or in the words of Paul Zumthor: 'le lieu de résonance d'une voix' (The place of resonance of a voice) (my translation). It was housed in Saint Mark's library and is a melding of Anglo-Norman and Venetian linguistic features, the first undoubtedly memorized or copied, the second a translation (in the etymological sense of this word) or bardic improvisation. The verses are assonanced and rimed. Between the minstrels and the scribes' interpolations, a total of 6,011 verses were composed: 571 describe Ganelon's traitorous act, 660 Charlemagne's siege at Narbonna, and the prayers -several verses in the Oxford version- are lengthened to a monotonous litany. The Venice IV version, albeit of oral fount, concentrates more on Charlemagne's exploits and Ganelon's betrayal than Roland's deeds, which can be explained by the impact of Charlemagne's conquests and personality in the northern territories of mediaeval Italy and by the Church's crusade against disloyalty and sedition to one's L (I) ord.

The third version version, called *Châteauroux* (also called the *Versailles manuscript*), is a completely written composition, as are all the others that follow. It dates from the thirteenth century and contains 8,330 verses: 800 to depict Aude's torment and tears when learning of her lover's death. (In the *Oxford version* the bards grant her a mere 28 !) The order of the *laissez* (strophes) does not correspond at all with the first two versions, as if they had been purposely severed from the principal thread of the poem in order to create a warren of secondary narrative scenes, many of them inflated to a dull prosody, making comparison from one version to another a convoluted effort. This last remark holds true for the final five versions. There is no doubt that the variability, both in length and style of all these written

versions bears not only the linguistic discrepancies and ethnic traits of the scribes but also their political (which implicitly implies religious) motivations at the time of composition. Charlemagne's role becomes more and more predominant, and several figures who were 'extras' in the Oxford version, for example, Aude, in other versions are accorded larger parts, oftentimes falling into a more prosaic vein.

Similarly with the fourth version, *Venice VII*, also a purely written composition of the thirteenth century. It contains 8880 riming verses, though without assonance. On the other hand, contrary to *Venice IV*, the text has not been 'Italianized'. Many new episodes have been added which transform the parataxic rhythm and the formulaic expression of the original poem into a more narrative one. It reads more like a novel than a poem. Undoubtedly, *Venice VII* drew inspiration from the written form of *Venice IV*, however, without taking into account any dimension of its oral properties. Indeed, a myriad details bury the kernel of the drama of the text: Roland's death. Significant, none the less, is that Ganelon becomes a feeble coward. No longer is he the noble knight of the *Oxford version*, highly esteemed by Charlemagne; esteem which casts in relief his execution at the end of the original poem, for Charlemagne's tears are genuine, and his regret, great: the Emperor has lost two fine warriors. As one can observe, from version to version the Poetics of Orature gradually decline to scriptural verbosity.

The *Paris version* was also written in the thirteenth century (1265-1290) in a northern French dialect. It is puffed up with long lines of prayers and Charlemagne's pilgrimage to Roncevaux. The whole narrative comprises 6,830 verses. The reader of the *Paris version* must wait until verse 332 before recognizing the first verses of the Oxford version. This version was edited by Francisque Michel in 1869.

The sixth version is called the *Lyon manuscript*, which contains only 2,933 verses, mostly prayers in Latin and a long interpolation of the life of Saint Maguerita. Burgundian linguistic traits mark the Lyon manuscript since the text was written in the territories populated by the Burgundian peoples who had migrated to that area of France during the fifth century. This version has left very little space for the original message of the *Song of Roland*, which has been substituted for prayer and hagiographic material, indicating quite clearly the transmutation of a tale of chivalry into an ecclesiastical scripture of hortation and appeal. The scribe, however, did copy thirty verses of Olivier's pleadings to Roland to sound his olifant.

The last 'full' version of the *Chanson de Roland* is the *Cambridge manuscript*. It contains 5,705 verses of which only 766 have been extracted from the Oxford text. It was composed in the sixteenth century. Unlike the other written texts, the scribes here attempted to recreate a mediaeval ambiance by the use of archaic spellings, for example, *espee* (sword) and *exploite* (exploit), the letter 's' of the incipit consonant cluster 'es-' having disappeared during the thirteenth century. It were as if the scribe or scribes in their belated effort sought to erode the distance between the 'original' text and their recomposed one.

There exists a fragment of the *Chanson de Roland* called the *Lorraine manuscript*, which only contains 337 verses. These verses concord with *Venice IV* (laisse 166), with *Châteauroux* (laisse 216), with *Venice VII* (laisse 204), with *Paris* (verse 118) and with *Lyon* (verse 75). The fragment was edited by Francisque Michel and published by F. Guénin in 1850. It is quite a feat of intertextuality, which demonstrates the itinerant force of all the versions, and the zeal and pleasure of poets and scribes to elaborate, inflate, conflate, transform and propagate the deeds and misdeeds of Roland, Charlemagne, Ganelon and all the other *dramatis personae* of the Chansons de Roland.

Finally, [28] I must finish this survey with a brief word on the *Konrad manuscript* (the *Rulandslied: Lay of Roland*), translated or adapted by a Bavarian monk or priest in 1132. The Bavarian must have had access to the Oxford manuscript and *Venice IV* for his translation collates to both versions quite nicely. This being said, he also added sections, for his adaptation contains 6,092 verses, and although it does follow the original plot, the Bavarian eliminated much of the lyrical variants, excluding, too, the repetitions and stock formulae. If the *laisse* form and assonance sound pattern were preserved, much of the original parataxic syntax structure was substituted for a more hypotaxic one, and thus became a more narrative reading. The adapted poem reads more like a novel or an account of the battle of Roncevaux. The translator divided the battle into three parts as if the adaptation were an academic demonstration. As if his translation explicated an historical text to read by an educated audience. On the other hand, albeit it be a mere detail, if the adapter had indeed eliminated much of Charlemagne's tearful scenes and 'grey beard' (*barbe chenue*) tuggings, in one particular scene he had the Emperor cry bloody tears, a poetic formula or kenning that can be read in *Das Nibelungenlied*. [29] The *Konrad manuscript* or *Rulandesliet*, attests to the translator's efforts to diffuse the battle of Roncevaux not as some piece of poetic prowess to be read aloud, but as an historical document which linked the battle and the warring exemplars to a culture that the Germanic communities of the twelfth century would not only appreciate but to which they would identify themselves. In this sense, it appears to me that it also bears the stamp of Roland's and Charlemagne's European character.

To recapitulate: the Battle at Roncevaux occurred in 778. The distant beginnings of Roland's death and Charlemagne's revenge circulated throughout western Europe between the seventh and eleventh centuries in the form of cantilènes, word to ear reportings, legends, bardic recitations, etc. The first composed versions were written in the twelfth century: *Oxford* (1130), *Rollan a Saragossa* (1118-1185), *Rulandes Liet* (1132) and the *Cantar de Roncesvalles* (twelfth century); the second oral fount was compiled in the fourteenth at Venice, and the six other versions, all purely written compositions, were composed during the thirteenth, fourteenth and fifteenth centuries. This is quite a cultural exploit, and reveals the wide range of Roland's and Charlemagne's charismatic personalities and heroic feats.

Reveals the steady flow of the centrifugal forces that diffused the oldest versions far and wide over such vast and distinct territories. It were as if Roland's bold struggle and defeat and Charlemagne's revenge and forays inspired both bards and scribes to create a sort of poetic continuum, to bear a poetic and political message throughout territories that indeed claimed distinct linguistic, ethnic and cultural traits, but at the same time shared very deep underlying and overarching values. Values that Sharon Kinoshita has termed as the 'collective identity' of the Frank. It goes without saying that the original message became less and less poetic as the versions multiplied, more and more inflated with ecclesiastical convention and legendary inaccuracy. I shall insist once again that I am not insinuating that the *Oxford manuscript* be the 'genesis' or the 'prototype' of all the itinerant versions. As Sharon Kinoshita has clearly shown the *Oxford manuscript* did not generate the 'narrative tradition' of the Roncevaux versions. A detailed intertextual relationship of these versions is much too complex to be taken up here. The *Oxford version*, however, being the oldest of the vernacular versions, fragments of it reached the distant regions where both Frankish and Norman military and diplomatic activity were the most intense.

Less and less hybrid or polyphonic because the oldest fragments had been drawn from the initial Encounter between the vying ethnic forces of the nomadic Nordico-Germanic migrants and the sedentarized Gallo-Romans. In the written versions we hear less the throaty cries and wails of high-minded individuals, the clashing of consonants and armour, see less their colourful gestures, the dragons painted on the Saracens' shields, the green grass ruddy with dusky blood. These doughty figures lose their poetic, exemplary aura in the written versions. Their dauntless vigour pines, henceforth to open hortatory solicitations because of the growing anagogical needs of ecclesiastical enlargement in the wake of Charlemagne's ever-broadening empire...

Whatever the poetic value of these versions may be, if they did not actually trace the contours of a mediaeval western European poetic koinê they certainly circumscribed and confirmed those contours that had been tentatively traced since the *Oaths of Strasbourg* in 842.

4. Conclusion

Mixtorum Alterorum Unio

As I see it, the *Chansons de Roland* left their indelible traces in mediaeval western Europe because the poetic form and the political message that they bore, albeit in varying discursive forms, were the founding values of a developing mediaeval western European civilization. I am certainly not saying that the *Chansons de Roland* founded this civilization, but they did reveal an undisputed motivation or movement towards unification.

This conflated energy of narratological continuum can be visualized by the centripetal and centrifugal forces that composed and transmitted the poems in the figure of a sand-glass through which very diverse elements flow, integrate

and assimilate into a whole, only then to be dispersed and newly reunited in various other poetic forms. This dual force, over the centuries, gave birth to the *Chanson de Roland*, and again, over the centuries, to the mediaeval western European poetic koinê, a territorial and discursive delimitation, traced by the multiple versions and translation-adaptations of the *Chansons de Roland*.

The *Chanson de Roland* is a hybrid composition of heterogeneous elements as is the koinê from which all its versions drew inspiration. For a koinê is not a common language but a common discourse. The *Chanson de Roland* like Old French is comprised of a myriad discourses because comprised of the myriad distinct voices that penetrated and settled the territories of mediaeval France. Each voice distinct yet harmonized by the process of assimilation. Roland's, Charlemagne's, Ganelon's, Turpin's, Olivier's and many other voices are distinctly heard in the *Oxford version*. However, their voices, as the versions become more literary, more scriptural are transformed into quite another discourse, for the most part ecclesiastical and hagiographic. And it is these transformed discourses that circumscribed the frontiers of the koinê, ones that lauded and sang Charlemagne's expanding empire, his devotion and generosity to the Church, his efforts to educate the clergymen.

As I stated above, many philologists and historians of the late nineteenth and early twentieth centuries ignored the cross-cultural mosaic figurations of the *Chanson de Roland*, even casting opprobrium on the ethics of the text. A few telling examples will illuminate my point. Ferdinand Brunetière wrote:

'Je ne vois que des hardis aventuriers, violents et sanguinaires, qui ne croient qu'à deux choses au monde: la trempe d'un glaive enchanté, la vertu d'une bonne armure. Et rien d'humain ne bat sous cette épaisse armure, rien que l'intraitable et risible orgueil du barbare et son arrogante confiance dans la vigueur de son bras' [30]

(I only see hardy adventurers, violent and bloody, who believe only in two things in the world: the steeliness of an enchanted sword, the virtue of good armour. And nothing human beats under this thick armour, nothing, only the uncompromising and laughable pride of a barbarian and his arrogant confidence in the vigour of his arm). (My translation)

Note the word 'barbare'; in other words, 'Teutonic'. It is evident that Brunetière did not disguise his loathing for anything Germanic. His anti-German stance is understandable since he wrote his dissertations six years after the defeat of Napoleon the Third's French armies at Sedan. The erudite's animosity towards the Teutons drives deep into the very core of their language:

'La langue est dure, dure à l'oreille, dure à la gorge, et jusqu'aux plus belles pensées du monde, elle les marque de son caractère de barbarie [...] où les consonnes se heurtent et s'entrechoquent avec un bruit de mauvais allemand'.

(The language is hard, hard for the ear, hard for the throat, and even the most beautiful thoughts of the world have been branded by its barbaric character [...] where the consonants

collide and clash with the noise of bad German).

It were as if the German language epitomized all that is 'clangorous' in the *Chanson de Roland*. Indeed, the soundscape of the *Chanson de Roland* reflects the steel-like, barbaric character of the Germanic spirit when meditating upon the world, whilst the clashing of German consonants resounds of the clashing of German ordnance. Brunetière essentializes the German language because he confuses language and discourse; because he likens a people to its language, and thus to the poem itself.

Brunetière questions his ancestral identity: Were we of Germanic extraction?

'On peut regretter, mais on ne saurait nier que nos ancêtres aient parlé, du X^e au XVI^e siècles "la langue la plus barbare; rude comme leurs mœurs et grossière comme leurs appétits'

(One can regret, but should not deny that our ancestors, between the X^e and XVI^e centuries, spoke "the most barbaric of languages; harsh like their customs, vulgar like their appetits).

Regrettable that it be, Brunetière was obliged to admit that his ancestry did have tinges of Teutonism, and conceded because of this that the language of the *Chanson de Roland* was only in its embryonic stages:

'Évidemment ce jargon, demi-latin, demi-germanique encore, est toujours en travail d'enfantement d'une langue digne de ce nom.'

(Indeed this jargon, half-Latin, half-Germanic is still a language in the pangs of birth, worthy of this name).

The French language overcame the pangs of birth and exceeded mediaeval jargon to become a gem of Classical purity. Notwithstanding Brunetière's acrid convictions, the *Chanson* or the *Chansons de Roland* does (do) not belong to this myth of race/language purity but to the historical reality of integrated and assimilated discourses and forms.

Joseph Bédier, with less bitterness and more poetic prowess, showered much praise upon the *Chanson de Roland*, and went so far as to state that it: 'signale un redressement de l'esprit français, œuvre d'intérêt national, œuvre de résurrection' (marks a recovery of the French spirit, a work of national interest, a work of resurrection). (My translation).

Bédier ignored the *Chanson de Roland's* 'birth pang' vitiations and concentrated his politically motivated ardour on the historic dilemma which followed the defeat at Sedan. He was convinced that at Roland's and Charlemagne's behest France would overcome her disgraceful defeat, and would patriotically rise again out of the fumes of shame and humiliation. The studying of the *Chanson de Roland* in secondary schools and its singing in classes would 'resurrect' the memory of Roland and Charlemagne, would 'resurrect' the hope that they would come to France's succour. For according to Bédier, the *Chanson de Roland* was 'notre génie national' (our national genius), 'nos épopées nationales' (our national epic tales). Bédier, unlike Brunetière, treated Roland as if he possessed some sort of patriotic trait of character, and believed the *Chanson de Roland* to be a veritable monument

to French culture; an exclusive monument not to be shared or pillaged, nor to be stolen from the French by the Germans.

Be it a corrupt, awkward piece of work, written in some adulterated dialect, thereby associating it to the Germanic feudal system, or a piece of heroic patriotism, the *Chanson de Roland* had always been confined to the limits of French or German geo-political borders, whereas the very matter and form of the poems, and the fact that they had been recited and written well beyond those two circumscribed borders, point to a very different compositional and geographic reality. The problem lies basically in the analysis of the poem, judged always through the prism of language and not through discourse. The *Song of Roland* is a myriad of discourses; that is, of voices, melded homogeneously, yet each discourse or voice is independently heard or read, be they the diverse discourses of the itinerant minstrel or the scribe's interpolations. There can be no convergence of elements without divergence, nor can there be divergence without convergence. As to racial or literary purity, this is a nationalist myth, ideologically motivated.

The Art of Discourse is both oral and written, and the *Song of Roland* possesses both, admirably. It is neither a monolithic voice nor one of sole authorship. It is composed of many discursive voices that were assimilated through a long process of coalescence, and whose inexorable flow spread in wider ripples the poetic and political message of the original over the once war-torn lands by Charlemagne, there converging with other voices and discourses until each version reached its own fine literary blend, bearing with it the plot, the *dramatis personae* and themes of the original, albeit in varying forms in accordance to the poetic capacities and political imperatives of its own region. In sum, the *Chansons de Roland* are works of Orature. To avoid any ambiguity, I am aware that Charlemagne never stepped foot in England much less conquered it. As I mentioned above, the two versions of the *Chanson de Roland* housed in England owe their geographic presence to the invading Norman armies. This being said, Charlemagne's relations with England were considerable: In 809 he helped restore to the throne king Eardwulf of Northumberland who had been chased away by his subjects and had taken refuge at his court, and Charlemagne had summoned the erudite Alcuin of York to his court to be chief counselor on pedagogical matters.

Because of its large-scale geographic width and breadth, the mediaeval western European koinè reflects the poetic and political stature of the *Chansons de Roland*.

To conclude, I would say that the *Chansons de Roland* founded a poetic discourse [31] to which the mediaeval populations of western Europe identified themselves: the betrayal and heroic death of a grand knight, the vengeance carried out to remove the shame of that betrayal, the victory over the Saracens by an Emperor who had carved out an empire of which Germanic royalty and knighthood and the Catholic Church became now the pillars of its foundation now the military and spiritual impetus to its European expansion. [32] This mediaeval discourse composed and diffused the *Chansons de Roland* [33].

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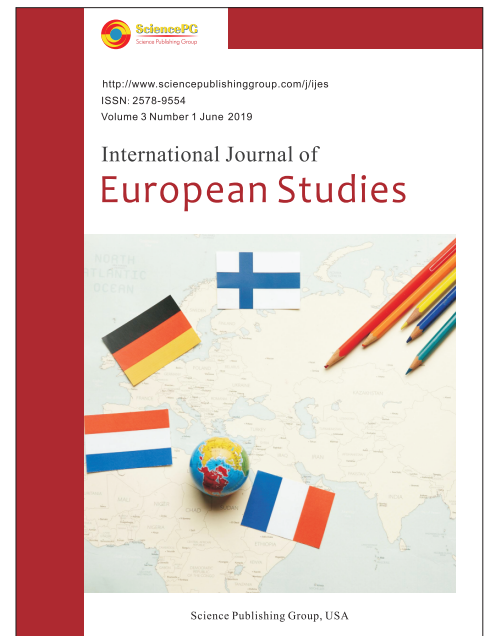
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