

COUNTRY RIGHTS: FOUNDATION OF INTERNATIONAL EQUALITY

PingPing Zhu

*Nagoya University of Commerce and Business, Japan
E-Mail: plincoln@nucba.ac.jp*

ABSTRACT

Human rights is the key principle of democracy and domestic peace to reduce the factors of inequality that cause disparities and fights among members in domestic societies whereas country rights is the foundation of interstate peace to reduce the factors of inequality that cause conflicts and wars among members in international society. In order to maintain interstate peace, international society needs to reach a consensus on country rights and international equality. This article discusses the main principles of country rights, the different perspectives between country rights and other theories including realism, nationalism, and alignments, and the meaning of country rights to international equality. Country rights are to ensure all nations an equal share in participating and decision making in international affairs, an equal opportunity of economic development and fair trade, and enough resources and facilities to support their people's life while preserving the autonomy of individual countries and their traditional cultures. If every country advocates or respects others' country rights as well as its own ones, there would be a common ground to solve interstate problems and disputes other than extreme nationalism and military alliances. This article considers country rights an important concept in international relations, the foundation of international equality, and thus the solution to world peace.

Keywords: Country-oriented Country Rights International Equality

Except natural disasters, human has caused all its sufferings due to the negative elements of human character such as subjectivity, selfishness, and untruthfulness. These negative elements or weakness in human psychology and mentality have led to the formation of military alliances, economic isolations, extreme nationalism, and terrorism that separate and alienate members in international society. There are disparities in principles and practices of people with different religious and cultural backgrounds and among countries having been through different paths of history and development. "Country Rights" as a term, a principle, or an implementation, should be the premise of, or one of the fundamentals in international relations and global governance. Human societies have strived for human rights in both its broadness and depth, and have made it one of the important standards for being civilized nation with justice. Yet in our international society, country rights have not been a well recognized or a basic principle for international affairs although many regional organizations and various organs in the UN have been conducting courses towards that direction. It took many centuries for men to understand the importance of human rights and to spread the ideas and practices domestically and internationally. It might take even longer for all countries to acknowledge the principle of country rights and realize its importance due to the stereotyped theories on power and interests, nationalism, and ideological disparities. Nevertheless, as human rights are the premise of any democratic nations, country rights are the premise of international equality and the basis of world peace.

LOGICAL STARTING POINT OF COUNTRY RIGHTS

Human rights are the lifeline to the existence of individuals of a nation and the motive of individuals to develop their motherlands. Country rights are the lifeline to the existence of countries and their motive to participate in the global development. A state or a nation consists of individual human beings, men and women with different features. A wise and civilized nation has to treat its people equally to bring out the positive energy of every one. Many thinkers and philosophers have advocated and theorized on the equality of all people according to the

basic human rights, natural or legal ones under laws. The globe or the international society consists of individual countries, located in various continents with different systems out of different paths in historical evolution. The keywords that theorists and ethicists used in interpreting the principles of international relations and global governance are among those of “power,” “national interests,” “rationality,” “international law,” etc. International relations are among all the countries in the world, and world peace is their common wish. As the essence of the existence of all nations, “Country Rights” is the premise of international relations and global governance. International relations can bring reciprocal mutual benefits when country rights are respected and international equality is adhered, thus the world peace maintains.

1. Human Rights

The course of pursuing human rights has had a long history of philosophical and ideological advocacy along with civil and political movements. As a philosophical and ideological advocacy, it went through the stages of natural law and social contract, constitution and justice, and universal and diversified implications worldwide. The civil and political movements on human rights started from Ancient Greece and Rome, developed in Modern European and North American countries, and then spread to other countries. Human rights became one of the most important principles that ensures domestic equality and unifies almost all nations into the UN, although its interpretations vary among countries.

The universality and equality of human rights are that they apply to everyone regardless of race, color, sex, religion, national origin, and disability. Human rights involve many aspects of human life in a nation. Civil rights are “rights that constitute free and equal citizenship,” and “the rights to own property, make and enforce contracts, receive due process of law, and worship one's religion.” While freedom of speech and the press is considered part of civil rights, the rights to hold public office, to vote, or to testify in court are listed as items of political rights (SEP, 2012) that are more directly involved in politics. In terms of economic, social, and cultural rights (ESCR), there have been diverse efforts to explicate the content and the meanings of ESCR. Milovanovich (2014) listed some key rights in ESCR as follows:

- The right to education;
- The right to health;
- The right to housing;
- The right to food; and
- The right to work.

It took more efforts in most countries for women and people from certain races, for instance, African-American in the US, to be granted civil rights than men from the dominant ethnic group. Nevertheless, the trend is that more people have been pursuing more rights in addition to civil rights. By the end of 2000 no major common law jurisdiction was without some form of constitutional protection of fundamental rights or human rights with the exception of Australia (Ewing, 2005).

Human rights relate to many aspects of human privileges that are equally important with different priorities. As Milovanovich (2014) pointed that “the interdependence of all human rights is an inescapable reality in the world today.” The processes and procedures of human rights are not identical in countries western or eastern, developed or developing. To those who cannot afford food and education, the rights to vote and to free speech have little value. Only when all human rights are respected will people truly enjoy human rights, and their governments become essentially democratic.

Strictly speaking, it is difficult for a single nation to protect the human rights of its citizens. The decision-making about people's basic welfare is often in the hands of transnational corporations, financial institutions, and a small number of countries. They are not always fair and wise in making comments and taking actions on human rights related issues in different countries. The application of one aspect of human rights is inseparable from applying other human rights. Countries have to have the right to make the decisions on implementing human rights for their own people.

The principles and the protection of human rights are important because they are for the wellbeing of men who comprise individual nations, and the wellbeing of men is the fundamental motive for national development. A country to the global community is as a citizen to a state. When applying the same logic, it is to say that country rights to international equality and global governance is as important as human rights to domestic equality in individual nations and in all nations.

2. From Human Rights to Country Rights

Human rights are "a constitutive principle of contemporary international society" (Deng, 2008, p.69). However, human rights are for the equality not among countries but among individuals, and not for international relations but for human relations. Respecting human rights is the most important principle of human relations, thus the guideline of all governments despite their democratic, republic, monarchic, or aristocratic formalities. Respecting country rights is the most important principle of international relations, and the guideline of countries dealing with each other. International relations are fundamentally between countries through the leaders and officials as well as peoples. The legal status of human rights varies in different countries. As Ewing (2005) commented that the US associates human rights with international law whereas Australia and Canada consider human rights part of the currency of domestic law, and discrimination or equality law in the United Kingdom. But country rights are basic rights to any states, and equal and universal rights to all nations. Country rights belong not to the government or its leaders but to the country itself including its land and the people living in the land. According to the principle of country rights, all nations are equal.

About two hundred years ago, the German philosopher Immanuel Kant (1795) presented a philosophical sketch for a perpetual peace. In his essay, Kant raised a preliminary concept of country rights that "A state is not, like the ground which it occupies, a piece of property. It is a society of men whom no one else has any right to command or to dispose except the state itself." So country rights only belong to individual countries that owned, not by their governments or any individuals, but by all men of a nation as a unit. Both human rights and country rights aim for equalizing the basic rights, the former among individuals, and the latter among countries. While human rights protect people's individual interests country rights protect people's collective interests and nations' common interests. To respect a country's rights means to respect its people as a whole whereas to respect human rights means to respect every individual in the same country.

Human rights are considered as a precondition of a democratic country and domestic equality, so as country rights a precondition for a democratic world and international equality. But can human rights to liberty, privacy, freedom of expression, and freedom of association be applied to country rights? How could nations comply with the principle of country rights? What are the main articles of country rights?

3. Country Rights

The triumphant democracies promoted human rights as a foundational principle of the post-cold war world order (Deng, 2008). However, human rights cannot be applied to judge all the problems in international relations, of which countries not humans are the basic units. Country Rights concerns rights of all countries in the world, big or small, rich or poor, strong or weak, rising or declining, etc. In his *Making Globalization Work*, Stiglitz

(2007) pointed out, "The current process of globalization is generating unbalanced outcomes, both between and within countries. Wealth is being created, but too many countries and people are not sharing in its benefits. They also have little or no voice in shaping the process... these global imbalances are morally unacceptable and politically unsustainable." Stiglitz named this phenomenon as "democratic deficit." While the key to a domestic democratic deficit is human rights, the solution to an international democratic deficit is country rights. However, there are some democratic countries that advocate human rights domestically and while violating other countries' rights globally. Some international organizations do not focus on issues that are important to ordinary or poor countries. The UN does not have the authority to protect the interests of those countries whose needs are less heard and whose interests less represented. To change these phenomena, there is a need for a common ground and universal principles.

Nations should sign an International Social Contract such as the Chart of United Nations when they join the global society or the UN in order to have their country rights protected. It includes articles on responsibilities and obligations that individual countries must follow. The most important article of this contract should be Country Rights. In signing the contract, individual countries give up their rights including the right of manipulating or violating others countries' rights. Within this contract, countries, strong or weak, rich or poor, are all equal in terms of what they give up and what they gain. Kant (1795) pointed out, "For states in their relation to each other, there cannot be any reasonable way out of the lawless condition which entails only war except that they, like individual men, should give up their savage (lawless) freedom, adjust themselves to the constraints of public law, and thus establish a continuously growing state consisting of various nations, which will ultimately include all the nations of the world." According to Kant, the Law of Nations shall be founded on a Federation of Free States (the constitution conforming to the law of nations in their relation to one another); and The Law of World Citizenship shall be limited to conditions of universal hospitality (the constitution conforming to the law of world citizenship including men and states as citizens of a universal state and in their external mutual relationships). Kant presented the logic of constitutional development on human relations, national relations, and relations among all men and all nations, and his saying of that "there is no relations between them of master and servant," and his concepts of "world citizenship," and "universal hospitality" showed us the ideal of country rights.

3.1. Connotation of Country Rights

The connotation of country rights contains the basic elements of human rights since to protect the human rights of its people is the obligation as well as the right of any countries. Description of country rights has no acknowledged versions, however, based on the understanding of human rights, and rules of human society and international relations, a common ground can be set. Civil and political rights to a country mean its independence, its sovereignty on territory and people, its status as an equal member in international organizations especially in the UN, and the freedom of choosing its religion, ideology, and polity. Countries' civil rights are equal that must be respected not only among countries in the same organization but also among countries belong to different organizations. Stiglitz (2007) pointed out that the management of globalization is not democratic. "The developing countries do not have the representation that they should." A democratic global society ensures country rights by maintaining and protecting relations among nations in which no single nation can show disrespect to another nation's country rights without at the same time its own country rights being disrespected.

A country's economic, social, and cultural rights (ESCR) include the ownership of its land and resources, the position to fair trade with other states, the right to maintain an adequate standard of living for its people, the adequacy to provide the needed education for everyone in the country, the right to have an equal excess to any information, and the opportunity to present and share its cultural traits, etc. However, many countries, especially the developing countries, cannot enjoy their ESCR. Stiglitz (2007) suggested the following important rules or

reforms: increased transparency; improvements in conflict-of-interest rules; more openness; providing developing countries with assistance in assessing the impact on them of proposed changes; improved accountability; better judicial procedures; and better enforcement of the international rule of law.

One of the social rights is the right for nations, especially for developing countries, to form organizations. Maintaining an adequate standard of living and education for all countries needs international corporations and a deep understanding of country rights. To developed countries, helping poor nations to reduce and eliminate poverty, and providing them assistance and debt relief are important practices of country rights. Such practices, as Stiglitz suggested (2007), include agreements by the developed countries “to compensate developing countries for their environmental services,” “to provide financial assistance to the poorer countries of 0.7 percent of GDP,” debt forgiveness “to more countries,” etc. Every country should be able to ensure its people the access to basic knowledge and needed education. It is part of country rights for nations with a high educational standard to share their educational resources with other countries.

The core of cultural rights is the equality and uniqueness of individual cultures. Systems and ideologies are closely related to the cultures in which they were born. Various polities are the forms of domestic management. In terms of country rights or international fairness and justice, it is difficult to vote for capitalism or communism. While capitalism advocates equality and freedom, the ideal of communism, according to Marx’s original ideas, is to help the poor until when everyone is equal. The access to and the involvement in international public opinion are part of cultural rights. According to Liu’s view (2010), the main bodies of international public opinion are the public and the organizations with cultural identity and regional characteristics, and are subject to a certain country or an area. Countries’ equal access to, and fair share in media will lead to a balanced and unbiased international public opinion that is more tolerant, inclusive, and closer to the truth. In conclusion, the key to harmonious international relations is not countries’ systems or ideologies but country rights. The definition of country rights implies the equality among countries or international equality.

3.2. Denotation of Country Rights

Country rights are the foundation of global justice and democracy, therefore the premise of international relations. In respecting country rights, nations deal with others in the way to be dealt with, work for the common interests of, and keep peaceable relations among, all nations. There are three aspects closely related to country rights that are considered as the denotation: people, land, and system of the country, realization of country rights, and the impact of country rights. Country rights are rights of nations along with their people and land, and are protected by an international social contract that no country should wage a war on another country as it directly brings the damage to its land and people, so as to its country rights. Thus, in protecting its people and land, a self-defense war is considered a necessary action for complying with the principles of both human rights and country rights. While adhering to human rights, a country can make progress in self-improvement within its own system without interference from other nations, and thus protect its own country rights.

The realization of country rights is a long process. The courses towards country rights are not synchronous among individual nations, neither the degrees of their country rights’ realization. Accepting the variance while aiming at the same goal is both the appropriate attitude to, and action of, country rights. Country rights can bring nations closer as human rights bring people together. Human rights ensure people’s citizenship, so do country rights to world citizenship, which Kant (1795) considered “a supplement to the unwritten code of the civil and international law, indispensable for the maintenance of the public human rights and hence also of perpetual peace.” We can assume that Kant’s “public human rights” include both concepts of human rights and country rights.

The impact of country rights is overwhelming for it concerns the rights of all nations, and the equal relations among those nations. Country rights would never agree to the nobility of a country or its privilege in international organizations. The validity of these inborn country rights is inalienable and belongs inevitably to all countries. Nations with the same rights do not lose their freedom of choice in the ways and priorities in realizing country rights. They can group themselves into different international organizations for the time being according to their similar goals and mutual benefits that do not conflict with other nations' rights. There are mainly two types of international alliances or organizations. One is aiming at confronting or weakening certain nations. All the military alliances belong to this type that are against the principle of country rights and world peace. Another type is aiming at, for instance, economic cooperation, regional integration, or cultural exchange. This type of international organizations is consistent with country rights in principle and purpose, and brings positive energy to world peace.

In conclusion, the logical starting point of human rights is that man is born equal with liberty. "Human rights" is a collective concept implying its diversity and universality. Every right including civil, political, economic, social and cultural ones is an integral part of human rights, and human rights as a whole applies to men as a whole. To protect human rights of their people is the most important task and obligation of all national governments. As an international standard and globally acknowledged principle, human rights are also implemented by various international organizations and the UN. A country as a synonym for a territory and the people living there is found equal to other nations if it is established in a natural way. Ensuring its people's human rights is as important as protecting its territory. However, every country has the right to choose the way of implementing human rights and the priorities and procedures of the course as long as it does not violate the other parts of human rights of its citizens. To make decisions on human rights on their own is part of country rights. In pursuing country rights, it creates a healthy and positive environment for the realization of human rights in individual countries.

Country rights are to ensure nations to be independent and away from invasion and interference, to have an equal share in participating and decision making in international affairs, to have an equal opportunity of economic development and fair trade, to have enough resources and facilities to support their people's life including education, and to preserve their traditional cultures as well as absorbing elements from other cultures. If all members of the UN acknowledge country rights, respect others' country rights as well as their own, the UN would have the binding legal duties to provide protections to all countries as long as they abide by human rights law, regardless of their sizes and strengths, beliefs and ideologies, systems and politics. Country rights can provide a legal, political, and moral framework for international justice and fairness. It should be one of the important principles as well as the starting point of international relations, yet it was never emphasized or even thoroughly discussed. If every country advocates or respects country rights, countries would be together with harmony. Kant (1795) believed that the federation of republics under laws would lead to a perpetual peace, the author of this article views country rights as the key to the world peace. Almost all countries in the world other than republics as Kant suggested joined the UN, yet it has not been able to stop wars. In certain areas, peace is not lasting longer than before the UN was found. The units of both the League of Nations and the United Nations are nations, which implies the unification and conflicts of interests among nations. But the interest-free global governance, or we can name it as the Council of Countries, is based on country rights, which could be the solution to world peace.

THEORIES WITH OR WITHOUT COUNTRY RIGHTS

There are various theories in international relations, yet none of them has a universal power of interpreting international equality. It is difficult for most scholars including those from the field of international relations to avoid Bacon's so-called "Four Idols" which includes the subjectivity, limitation and one-sidedness, incoordination of languages and concepts, and a blind faith in authority and traditional theories. Concepts and

theories are proposed on the basis of traditional ways of thinking and theoretical accumulation of that tradition. It is difficult for scholars to transcend the traditions and establish a theory that is compatible to different systems of thinking and concepts. Realism, nationalism, and liberalism are the main theoretical systems that have had impact on countries dealing with other countries in the forms of alliances or non-alliances. However, none of them abides by the principle of country rights and respects international equality.

1. Realism, Nationalism, and Alliances

Realism is the major school of western theory in international relations. The first western realist in international relations, the author of *the History of Peloponnesian War*, Thucydides (431 B.C.E.) believes that there always exists a state of war among countries. Therefore, survival and security are the primary considerations of countries. It is power not justice that controls a country's behavior; the weaker has no choice but accepts the reality. War, security, and power are important concepts in international relations put forward by Thucydides. Macchiavelli's theory (1514~1519) has a tone of modern times. He politically defends the expansion and power struggles among modern monarchs. Extending state of nature from human being to international relations, Hobbes (1651) believes that sovereign states were under the condition of anarchical war like natural state of men. Going after advantages and avoiding disadvantages are human basic instinct; and fighting for power is the mainstream in international relations. Among realist theorists of international relations, Hans Morgenthau (2006) is the most influential. Power is the core of his theory as the basis of national interests and international political activities. He summarizes six principles of realism as follows: 1) Politics is governed by objective laws that have their roots in human nature; 2) The concept of interest defined in terms of power is the main signpost; 3) The concept of interest defined as power is an objective category that is universally valid, yet the kind of interest determining political action in a particular period of history depends upon the political and cultural context; 4) Universal moral principles must be filtered through the concrete circumstances of time and place; 5) It distinguishes between truth and idolatry, and refuses to identify the moral aspirations of a particular nation with the moral laws that govern the universe; 6) The difference between political realism and other schools of thought is real and profound, and political realism defines interest as power. Representative neorealist Kenneth N. Waltz (1979) considers international institutions and organizations a basic and lasting factor in international relations. However, the premise of his theory is international conflicts based on an anarchic order where units act for their own sakes and not for the sake of preserving an organization.

The core concepts of realism are no more than anarchic order, power struggles and international conflicts, arms and wars, diplomatic and allied relations, national interests, international balance, and power politics. Wars and fights soil realism; and realist theory is often used as the footnote of war and hegemony. Realism theorizes, actualizes, and rationalizes the selfishness of human nature and its performance in national interests and international relations, but neglects human reason and its practices in principles of freedom, democracy, and equality in international relations. Realism also overlooks the necessity of safeguarding and strengthening the U.N. as an international authority. International relations mainly consist of relationships among sovereign countries. There are no distinctions among those countries on the layer of sovereignty. It has the same importance to defend one's own country as to respect other countries' sovereignty. Ensuring own national interests should not be preconditioned or resulted in harming other countries' interests. Monarchs or government officials should be responsible for their citizens. But their respect to humankind including peoples of other countries is of the same importance. They should be responsible to all people on the layers of life and liberty. In practice, their main task is to protect life and liberty of their own people. But at the same time, they have to respect or not to hurt life and liberty of other peoples. Hurting the interests of other peoples on ground of protecting own people is an action of injustice. Realism is a theory with "power" as its core concept, and it defends "power" and justifies the fights among powers. Realism considers power a lever in dealing with unavoidable conflicts and fights among nations, and power struggles the basics of national interests and

international political activities. Powers plays important role in balancing and stabilizing the world order. Such a theory inevitably bears irrationalities in logic and hypocrisies in morality. Since the even balance among powers is the result of power struggles, its stability will not last because fights for power never stop. Realism is radically against the principles of democracy, equality, and country rights. If powers have more power than other countries in international affairs, there is neither democracy nor equality in such an international society where some countries have more rights than others.

As mentioned above, Morgenthau (2006) considers power the basis of national interests and international political activities. Bordin's theory (1579) of national sovereignty holds the view of absoluteness, eternity, and paramountcy on sovereignty of countries that cannot be meddled by any external forces. Sovereign states are the mainstay of international relations. National interests are considered as the starting point of a country's foreign and domestic policies to ensure national survival and strength with a domestic policy of making the country rich and its army powerful and a foreign policy of even balance and alliance.

Nationalism can be traced back to around the end of the 18th century and the beginning of the 19th century (Zhao, 2012). As the Chantal of the interests of Pope and Dynasty nationalism claims the independence and rights of the oppressed peoples in the age of colonialism. It contains the ideas of independence, unification, freedom, and development; and it pursues the external independence and internal cohesion of a nation (Ma, 1995).

Nationalism has many formalities and definitions. The formalities of nationalism include civic, ethnic, religious, territory, and economic ones and various definitions focus on perspectives of national royalty and feelings, principles and ideas, and slogan and symbolic respectively (Wang, 1995). Seton-Watson has simplified the definition of nationalism into two basic meanings: "One of these meanings is a doctrine about the character, interests, rights and duties of nations. The second meaning is an organized political movement, designed to further the alleged aims and interests of nations" (1977).

On the one hand, "independence" and "national unity" as "the two most generally sought aims" of nationalism have played important roles for nations to gain their sovereignty and for a process towards international equality. On the other hand, the avocations of nationalism on the interests of individual countries have also caused disparities among nations and brought damages to international equality. Tagore (1861-1941) saw the bloody side of this double-edged sword and commented, "When this organization of politics and commerce, whose other name is the Nation, becomes all powerful at the cost of the harmony of the higher social life, then it is an evil day for humanity" (2008).

According to realism, power and national interests are the two main causes to war. Conflicts between powers are fateful that wars are almost unavoidable. International relations are closely connected to, or deeply affected by, national interests. Due to various individual and concrete factors of time and space, scholars including masters in the field cannot overcome their national interests, nationalism or extreme nationalism, and make objective comments on international affairs. They have hardly broken free from objective standpoint, demarcation of time and space, linguistic framework, and academic tradition. However, a new type of relations among powers should not be a hostile one or that of military alliances since the international power structure has changed. Xia (2008) pointed out that the strategic relationship among major powers has had significant changes including the interactive modes between cooperation and competition, and between coordination and prevention. A stable and secure relationship among powers is possible if they follow the principles of mutual trust, mutual benefit, equality, and coordination. The new type of relationship among major powers will experience unstable and developing stages, and become mature eventually. The new type of relationship among major powers sets up a role model for international relations, and lays a solid foundation for security and world peace. While the new type of relationship among major powers contributes to the democratization of

international relations through changing the environment of power rivalry, country rights have hegemony lost its foundation and rationality.

2. Liberalism and Alliances

Liberal-idealism is another major school of western theory in international relations. Liberalism considers individuals' reason and their self-realization the state of nature. Based on human reason, relationships among countries can enter a state of legality, and gradually realize the eternal peace (Kant, 1795). Idealism attaches importance to educating people, and believes that mankind can radically put an end to the causes of wars through promoting contacts among all people and establishing a world community. Woodrow Wilson's advocacies on giving up secret diplomacy, removing all economic barriers, supporting national autonomy, reducing national armaments, and establishing international organizations aiming at defending world peace and security, and his emphasis on international law and principles of international morality and justice are all completely antagonistic to realist views.

Facing new issues in the process of globalization and the integration of the world economy, neo-liberalism puts forward concepts of interdependence, systems theory, and democratic peace, thus adds connotations to liberal-idealism according to the new situation. Interdependence theory provides a brand new elaboration on behavioral actors in international relations and the range of international relations. In addition to sovereign countries, transnational and multinational organizations and companies are also behavioral actors of international relations; in an increasingly integrated world, there are more activities of economic, environmental, and ecological interdependence than those with military and political purposes in international relations. Systems theory accepts realist concepts of considering sovereign countries the only important behavioral actors in international politics, and acknowledges the state of anarchy in international society, but emphasizes the function of systems in standardizing individuals' behaviors. Self-interests are the highest pursuit of behavioral individuals. However, since people are full of reason, it is possible for them to work together to maximize the interests for all, even in a state of anarchy. This kind of cooperation is not necessarily based on idealism, altruism, joint objective, or common faith, but it could be a situation in which success comes naturally. Based on Kant's viewpoints (1795) on democracy and peace, the concept of democratic peace of neo-liberalism states that democratic governments conduct domestic political competition based on rules. They are unlikely to start wars with other countries rashly. Different from undemocratic governments, democratic countries generally do not resort to force to resolve the conflicts among themselves. In other words, democracy of sovereign countries is the basis to ensure world peace.

The core concepts of liberal-idealism include reason, democracy, system, cooperation, dependence, peace, etc. Reason and democracy are the soil of liberal-idealism that considers reason the precondition of peace among countries, and regards globalization and economic integration as inevitability of cooperation among countries. Thus, liberal-idealism is often used as the footnote of peace and cooperation. It extends the concept of reason to international relations, and uses international law, principles of international moral justice, international cooperative organizations and systems as vehicles to deal with international affairs rationally. When common interests among countries exist, the role of reason is to look for cooperative points for the maximum benefits; when interest conflicts occur, reason seeks common ground while retaining independence. Under the guidance of reason, cooperation, dependence, and peace became the mainstream of international relations. However, it is not easy for countries to think beyond their own interests, rationally respect other countries' interests, and focus on common interests of mankind when taking actions. In addition, the core concepts of liberal-idealism, such as reason, democracy, and system mentioned above are frequently used as theoretical basis for interference in internal affairs of other countries.

As Kissinger (2014) states in his new book that the pursuit of world order has been always interpreted in western concepts. However, the western image of world order is facing challenges from the Islamic society and Russia and China as well. In the contemporary international relations, developing countries have become more involved; a large number of medium and small countries more actively participate in world affairs. Therefore, international relations theories are no longer limited to traditional categories, specifications, and systems. New concepts, theories, and perspectives have been included in the process of theoretical development in the field. That opinions on international relations are no longer led or judged by western standards, or without western biases is a new and necessary element of international equity and fairness. For instance, China has put forward many concepts that are different from western ones including three worlds, nonalignment, democratization of international relations, diversity of developmental models, peaceful rising, harmonious world, five principles of peaceful coexistence, and new relations among powers.

There are no distinctions between the East and the West in theories of science. A theory of science verified becomes a universal truth. Is it possible to establish an inter-East-West theory in social sciences that contains a universal power of interpretation? After a rough examination on the current situation of research in international relations theory in China, Singapore, and Japan, Inoguchi (2010) has raised the question of why are there no non-Western theories of international relations? Based on global and national situations, we can refine and abstract our concepts, formulations, and practices to establish a theory widely accepted in both Eastern and Western circles with a universal power of interpretation to international relations. This theory can be coexistent and compatible with other international relations theories, as well as being a complement and development to them. This theory can be based on non-Western terminology or concepts, and written in an eastern routine and standards, but has to be logical and justifiable with concrete evidence. In conclusion, the universal explanatory power of a new theory can be heightened through increasing its internal logic and extensive examination on its applicability.

Both realism and liberalism support the interests-bearing alliances among nations. The former leads to national interests oriented alliances of a few nations such as military ones; the later leads to common interest oriented alliances of more nations such as the League of Nations and the United Nations. In the situation of being without a public power or legal and moral rules, unethical power struggles flood in international relations, and even balance and alliance are the only stabilizing factors (Hobbes, 1651). Military alliances are based on certain interest disputes especially military confrontations, and share no fundamental common interests with their imaginary enemies; and military confrontations damage the global common interests while hurting the national interests of the adversary party. The common interests of members in an alliance should not hurt the interests of countries in the region, and the common interests of a region are not to hurt the interests of other regions. The interests of any groups should be consistent with the common interests in international relations. The common interests are the important elements in the development of international relations from the interests-bearing stage to the inevitable stage. And the final realization of the inevitable international relations arrives when the regional common interests expand to the whole world. If the element of interests in international relationship is excluded, the contacts between countries in the same region are the most elementary and natural international relations. When regions take global common interests as the norm of international relations instead of their regional interests, a regional organization is no longer an interest group but a district in global governance, or a family in global society. International relationship moves to a higher level, namely the inevitable international relations based on the maximum magnitude of interests. Thus it completes the negation of interests-bearing international relationship and the double negation of natural international relationship.

International relations occur among nations. Nations try to find common interests or mutual benefits in dealing with others. However, conflicts of national interests among countries always exist, not to mention that the so-called common interests or mutual benefits are only between certain countries under certain conditions. The common interests of certain nations are different from the common interest of all nations. The League of Nations

represented the common interests of winning countries. The representation of the United Nations is highly inclusive, but it is still an interest-bearing organization that cannot actually protect the interests of every member and realize the international equality. The logical starting point of conception and theory of international equality has to start from a new term other than state or nation, or change the set of concepts from nation-national interests-nationalism to Country Rights. The concepts of state and nation have accumulated many means in fighting and competing for their existence from history and tradition. The new meaning of “country” in this article only indicates a piece of territory and its people that implies the equality among all countries. While the alliances have been formed on the collection and balance of national interests, the Council of Countries is based on country rights equally shared and owned by all countries. It is a huge project to establish a theoretical system based on generalizations of all reachable data and cases in international relations. It is a task that most people are not able to complete on their own. What the author wants to present here are some new concepts and perspectives of interpreting various relations among countries in a simple and understandable way, and hopefully acceptable by the majority of readers.

3. Country Rights, Non-Alignment, and the Council of Countries

There are two fundamental differences among the conceptions of country rights, nationalism, and alignment in their representations. First, the coverage of Country Rights includes all countries with their equal rights while nationalism focuses on individual countries' rights, and alignment the rights of a group of countries. Second, “country rights” is an interest-free concept or for the common interests of all countries while nationalism focuses on the interests of individual countries and alignment the common interests of a group of countries.

The goals of international relations research are to explore the regular patterns of international relations, and to lay down rules to avoid wars, to maintain peaceful coexistence, and to bring the joint developments that are agreed and observed by all countries. The rules for countries to follow are mainly those of protecting the equal rights of countries and those of implementing the duties of all countries in international relations. However, there are great disagreement in formulating, interpreting, and carrying out those rules due to the diversity in international relations theories and beliefs followed by different countries. Some countries stress on national interests and politics of power, and others call for common interests and politics of rights. The cooperation between these countries only occurs in the area combining both their national interests and common interests. As the premise of international relations, country rights present not only an equal stand for every entity in international relations, but also the meeting point between national interests and common interests of all nations, thus the key point of international relations theory. In terms of academic discussion, scholars from various countries have to locate the common starting point for their research in international relations theory.

As an exploration to international relations theory, the starting point of this article is a state of neither war or anarchy nor rational harmony, but a situation of anarchy-reason-coexistence in which countries were isolated from each other. By “anarchy” it means that there were no international organizations above individual and independent countries, not to mention any authoritative international institutes ever existed. By “reason” it means that without external pressure, these independent countries peacefully lived their lives, and kept natural contacts with their neighbors. This “reason” has the characteristics of non-interests and trans-interests. However, when international relations were at the state of nature, human society started breaking off the state of nature. Among the people who broke off the state of nature, some of them gradually let selfish and power-driven desires erode their reason. When these people controlled the governments, their desires for power destroyed the natural state of international relations as well as the rational and peaceful life of other peoples when they intruded their neighbors or other countries. Thus, the state of anarchy transferred to the state of war. Their desires for power could never be satisfied until other countries were defeated. There was not an international authority to restrain their desires for power. Their actions discarded reason, deteriorated the initial state of anarchy; inequality among countries thus occurred. When they were mobilizing the war, they told their people that it was for their

national interests. But first, what they were doing was not for national interests but for their own interests. Second, to hurt another country's interests for own interests is an irrational conduct in dealing with international affairs. The establishment of the League of Nations and the United Nations, to certain extent, were to restrict the irrational behaviors of some countries. But they were unable to stop powers or hegemonies to infringe other countries' interests for own benefits under the pretext of reason.

The norms of international relations result from human reason thinking over irrational behaviors and making choices based on past experiences. However, these reflections and selections preserve the differences in the precondition of seeking common grounds. Discrepancies or behaviors of doing things at one's pleasure are often unavoidable in the process of understanding and executing. The underlying causes of such a phenomenon are: 1) There are areas and periods that countries are in a mutually beneficial and win-win situation, but the factors of interest conflicts among countries are omnipresent. The role of international relations rules is to inhibit those factors. 2) It is not abstract countries, but specific individuals and leader teams consisted of these individuals, who are dealing with international relations. Their psychological behaviors affect international relations ubiquitously; and their irrational actions are ever-present challenges to the norms of international relations.

The writing of the article is a process of exploring a brand-new theory. The author tries to overcome a researcher's perceptual and rational subjectivity, limitation, and one-sidedness, break free from the influence and restraints, and rethink the terminologies and concepts of the subject. The goals are to eliminate various "idols" in the research of international relations theory, and to probe norms and theories for new types of international relations, which represent neither any schools of thoughts nor any countries or cultures, but a human-oriented and country-oriented theory with country rights as its core. Categories involved in international relations theory are all-inclusive. The discussion range is limited to evolution, entities, and models of international relationship, psychological guidance to international relations, and hypothesis on the new patterns of international relations.

Categories involved in international relations theories are all-inclusive. Perspectives of international relations, therefore, are multidimensional and multi-laminar. When examining and analyzing the cases in international relations from multidimensional and multi-laminar perspectives, we can have a comprehensive understanding and an objective interpretation. These perspectives horizontally cover the areas of international relations including geographic location, political strategy, military security, economic interdependence, and cultural communication, and vertically present the three stages of evolution: natural, interests-bearing, and inevitable international relationships. Natural international relationship means nonpolitical and nonmilitary contacts among countries in natural environments, including occasional conflicts and fights between neighbors. At the stage of natural international relations, countries are equal with basic natural rights to its land and people, and their relations are mainly based on needs. Interests-bearing relationship refers to contacts among countries based on national economic, political, or military interests. Conflicts and wars on national interests occur according to the structure of interests-bearing relations among countries at a deeper level for a longer term substantially than those conflicts at the natural stage. Inevitable relationship indicates rational relations among countries based on their equal rights and global common interests. It is a natural relationship at a higher level among countries with rationality in an international society with justice. The connotation of countries as the basic entity goes back to its natural elements: a piece of land and its inhabitants. Different from the preliminary countries or communities at the stage of natural "international" relations, the connotation of countries at the stage of inevitable international relations has rich meanings including equal rights accumulated from historical evolution and acknowledged not between neighbors or among a few countries but by all nations.

There should have no religious and ideological conflicts but cultural diversities among different human civilizations in essence. The differences between cultures do not prevent their contacts and communications.

Ideological conflicts and attacks on other countries' religions and systems are not original but authoritative characteristics of culture that are for political interests. Culture starts at human interpretation, imitation, and improvement to environment for survival and various needs. The shared characteristic among different cultures is a reaction to basic challenges in human life; the difference occurs because cultures produce different ways of interpretation, imitation, and improvement to their respective environments. With the expanding and strengthening of cultural communication, mutual influence and permeation continuously happen between cultures. Meanwhile, the material basis of survival, reflection, and reappearance of different cultures increasingly becomes closer. Especially in the age of information, electronic technology including computers and Internet becomes the common media of cultures, and the common vehicle for cultural mergence. Cultural integration is a developmental inevitability of cultural interests-bearing relationship among countries, and is the negation of the negation of natural contacts between cultures in the initial stage of mankind.

According to Zhang & Zhang (2000), the main characteristics of the relationships among ancient countries are accidental, simple, loose, and local. The main contents of the international relations are of military such as territorial annexation, plundering wealth, and conquest. However, this phenomenon did not happen at the stage of natural relations or at least not at the beginning of this stage but at the stage of interests-bearing international relations. It can be seen that international relations go through a process based on natural reason to non-natural interest competition and balance, and then to interdependent, integrated, and harmonious inevitable relations. Philosophization of this process is like what Hegel's triadic structure of positive, negative, and synthesis of them. Interests-bearing relationship gradually emerges in the process of negating natural relationship. Inevitable international relationship finally appears during its negation of interests-bearing international relationship and its twice negations of natural international relationship. The triadic structure of twice negations generalizes the evolutionary process of international relations in various areas: 1) non-interests-bearing contacts between neighbors, contacts for national and regional interests, regional integration and development towards world integration; 2) transitions with characteristics of natural economics, political economics, mutual benefits and win-win mechanism, and the deepening process of economic interdependence; 3) conflicts and fights between neighbors or wars within small ranges, military alliances out of security concerns and aiming at adversary parties or imaginary enemies, and common actions of all countries facing natural challenge and improvement of global governance; and 4) natural contacts between cultures, coexistence of cultural communication and ideological attacks, and integration of various cultures in the world. This is the whole process of the evolution from natural to inevitable international relations with both horizontal and vertical perspectives. For this process mankind has paid, and is still paying a huge price. Natural and rational relationship here means rational international relations in natural environment that are based on free will of individual countries, and not for hurting other countries' interests. Countries have gains and losses in fighting for, and balance of interests. In history, there are people who can see these irrational selfish behaviors cool-headedly and stay objective through examining and reflecting human activities from time to time. Inevitable reason is wisdom with abilities of reflection, decision-making and operation towards countries' common interests. This wisdom is to examine closely the interdependent and integrative trend of international society in politics, economy, and culture; to see clearly various disadvantageous, selfish, irrational, unfair words and actions against active development of international relations; to overcome the interests and perspectives of single country; and to ascend to yearn and chase for the harmony of trans-natural international society.

In addition to realism and liberalism, there are other western international relations theories. After the Cold War, new theories appeared to challenge the old ones and to interpret the trend of world politics afterwards. Zhao and Ni (2007) briefly introduced the "theory family" of Reflexive theories that includes critical theory, post-modernism, feminism, constructivism, and historical sociology. The main characteristics of these new theories are as follows: the role of concepts and discourse, the mutual construction between structure and behavior, the immaterialism of power, and relativity of truth. These theories have raised new issues and

variables of international relations in the age of information and globalization, but are still at the stage of discussion and trial period. Nevertheless, they are more or less within the system of western international relations theory. Aforementioned various theories with related concepts and interpretations are only the most well-known and dominant ones in international relations received and adopted to certain extent by some western scholars. There are other western scholars who do not necessarily share the western theories and concepts mentioned above. There are even more eastern scholars disagree with those dominant western theories and ideas. Due to the difference in academic tradition, conceptual system, and thinking logic, eastern scholars have their own theories in international relations with starting points and core concepts that are very different from those of western ones.

COUNTRY RIGHTS, INTERNATIONAL EQUALITY, AND THE WORLD ORDER

One of the subtitles Deng (2008) uses in his book is *Human Rights and the World Order*. This article, however, considers country rights the premise of international equality and the basis of the world order. As mentioned above, international relations in natural state are relatively simple. Contacts among different groups of people are much fewer except intermarriages, country fairs, religious and productive activities conducted through common practices among neighbors. The simple interaction and association in peaceful and harmonious atmosphere at the early stage of international relations were soon replaced by those with characteristics of interests bearing, and thus adding many variables to international relations. Rulers or leaders of countries cheat with, or scheme against, each other for one piece of land, a place with mineral deposits, or even a woman due to their irrationality or selfish desires. Wars and peace treaties continuously start and end; allies and enemies are regrouping or mixed up. Simple international relations become complicated, and reputations among countries are deteriorated. However, the general trend of international relations is controlled neither by one or two countries, nor by one or two rulers of a country. In general, human beings and their leaders do not lose reason completely or forever, especially when the interests of the rulers and their countries suffer from a huge loss or face threats, the strength of reason forces them to accept reasonable suggestions, and to abide by the provisions and peace treaties they have committed.

Some scholars in the field of international relations have applied the concepts of the state of anarchy and power-driven as the starting and key points to interpret international relations. They consider even balance and alliance the important means in dealing with international affairs, and then establish a theoretical system based on these ideas. Even balance and power play were, and still are strategies for some countries to protect self-interests and compete with other countries in world politics. However, nowadays international relations are no longer in a state of anarchy; and the situation of powers' determination on weak countries is improving. In other words, there are public opinions, rules, and international organizations as "deterrent force" above individual countries. Meanwhile, a trend towards international democracy has been an opposition to powers. Although the state of anarchy was the initial condition of international relations, it is not a comprehensive elaboration of original international relationships. In addition to the trait of "anarchy", the initial international relations had many other important characteristics that later on became prime factors of the development of international relations. The majority of countries are not pursuing power except very few powers with the mentality of hegemony. International relations include relations in various fields at different levels among all countries in the world. Contacts among many countries in the same fields at the same levels are not aiming at power, or even without the slightest connection to power. As a theory, it must possess certain farsightedness, namely hypothetic quality of scientific theory. This farsightedness serves the theories and practices of international relations as an introduction or a guideline. It can be verified by the developmental facts of international relations in the future. There are no authorities but valid attempts and potential reassurance. The theoretical proposal here consists of

three parts concerning country rights: as the principle of national autonomy; the premise of international relations, and the foundation of global governance and international equality.

1. Country Rights: The Principle of National Autonomy

1.1 Country-oriented

Along with the geographical and historical evolution, the world is divided into territories with different sizes and natural environments that gave birth to various cultures and systems. These countries exist as natural grants, and as a return to the nature, they are to treat the land and people living on the land well. The only standards to judge the rationality of a country's existence are its protection to people's lives and its effort to improve people's living, namely putting people first, or "people-based" and "people-oriented." "Ben Wei" in Chinese means the basis of monetary system or calculation norm for the value of currency. The Chinese equivalence of "people-based" or "people-oriented" is "Min Ben Wei," meaning that the criterion of rationality and the success of a society or a country depend on the index of people's security and happiness. Development of the society aims at people's needs; and government's job is to protect people's lives and property, and to improve the quality of people's existence including both spiritual and material existence. From the same logic and the same reasoning, "country-oriented" means that the criterion of rationality and the success of the international society depend on the index of countries' security and welfare. Moreover, the term of "country-oriented" contains the universality and objectivity of every country while the term of "nation-oriented" connotes the individuality and subjectivity. "Country-oriented" focuses on common interests of all countries whereas "nation-oriented" emphasizes special interests of certain countries. According to Stalin's classic definition (1913), a nation is a historically constituted, stable community of people, formed on the basis of a common language, territory, economic life, and psychological make-up manifested in a common culture. Stalin empowers "nation" five elements: a community of people, a common language, territory, economic life, and psychological make-up. In the theory of country rights, there are only two natural elements for countries: a piece of land or territory, and people on this land.

Up to now the democratic government is an enlightened and humanized administration representing the greatest majority of people in a country. The connotation of democracy implies that every citizen enjoys equality and freedom of the same quantity and quality, which include material equality and economic freedom as well as political equity. Material equality does not mean equalitarianism but the satisfaction of normal material needs for every person. The present world does not have the material basis to equalize the whole world according to rich countries' standard; and it is not appropriate and applicable to equalize the whole world according to poor countries' standard. Even in the future when materials are extremely abundant, there is no need for a material equalitarianism. This is because that the material needs vary with each individual based on the characteristics of individuals, their different desires for materials, and the standards of their satisfaction. There are two meanings of material equality. First, every citizen gets essentials for living through own income, family's support, or government's help; and ensuring citizens' material equality is the primary task of a democratic government. Second, every citizen enjoys the same right for buying all goods relying on his/her own ability; creating sufficient materials and eliminating privileges are the two aspects of government in satisfying citizens' material needs. Citizens' economic freedom is mainly the freedom of investing and doing business. Citizens play the most qualified roles in country's economic development according to their economic situation, interest, and specialties. Economic freedom also implies that every citizen has the opportunity to be rich as other citizens or become richer than others. Political equity means equal citizenship, of which every citizen has an equal access

to political activities as human rights imply. The principles of material equality, economic freedom and political equity can be extended to international society for international equality.

Country puts its people first while international society puts all countries first. They are very similar in concepts and logic. The unification of people-oriented and country-oriented is the amalgamation of every country's democracy and democracy of international society. Democratic, equal and free international relations embody the principle of country-oriented. Democratic international society treats every country as an equal member; each member country enjoys the freedom of engaging in activities of various kinds for satisfying its citizens' needs; and organizations in international society should represent interests of the vast majority of countries. As mentioned above, countries are entities in international relations. Protecting each country's core interests including its tradition, belief, and system endorsed by most of its people is the premise of international relations; and attaching importance to each country's basic needs including territorial integrity and people's security, is the norm of international relations. In a country, if some people have more power, wealth, and right to express opinion than the majority of people, the democracy, equality, and freedom of this country should be called into question. This principle can be extended to international society and international relations. Western scholars extremely stress human rights when discussing issues concerning individuals, family, and society. Similarly, the equal right of countries is the theoretical starting point of international relations. Providing every citizen enough living space is the basic responsibility of the government. No countries have the reasons to attack another country's soft power, or to seize the "living space" from another country. Otherwise, it is to violate the "country rights" of other nations. "Country rights" is the counterpart of human rights in international relations. When under the pressure of overpopulation, a country can rationally resolve the problem of living space with certain systems and policies such as "family planning" and immigration, but definitely not through invasion and expansion. Invasion of a country is the same as invasion of that country's equal right no matter what the purpose of this invasion is, which damages the democracy of international society.

Countries should have unanimous understanding and interpretation on the concept of freedom. Not hurting other countries' freedom is the premise of any countries' freedom. In international relations, countries can contact other nations out of their own free will, and determine the content of their connection by themselves. Undermining other countries' economy and political freedom by economic means or political games, putting pressure on other countries when they are making choices, and forcing other countries to give up some of their freedom are all non-free behaviors that departed from the idea of "country-oriented". Even if this renouncement is a transaction with a repayment, it does not change its essence of non-freedom. Freedom is an important connotation of the concept of "country-oriented," and giving up freedom equals to renouncing the principle of "country-oriented" in international relations. It shares the same characteristic as despotic state's depriving individuals' freedom or exerting political pressure on them. Relations between countries should be rational; and rationality embodies in respecting other countries. The mutual respect between countries is out of the need for mutual benefits as well as behavioral rationality. In order to balance the interests among countries, the interests of the weak countries should be fully considered and supported, whereas the interests of the strong countries must be restrained and directed to a certain extent. Playing power on weak countries shows disrespect to weak countries, which obstructs the realization of their mutual benefits and an equal relationship.

In conclusion, the principle of "people-oriented" in democratic countries is to protect every citizen's rights of democracy, equality, and freedom. Similarly, the principle of "country-oriented" in a democratic international society is to protect every country's rights of democracy, equality, and freedom. Countries' these rights in international relations embody in respecting the same rights of other countries. This article advocates the practices and popularization of the concepts of democracy, equality, and freedom in international society and international relations. Attaining to this goal is the necessary and primary condition for international relations to reach the inevitable stage.

1.2. Country Rights and National Autonomy

Autonomy is the premise of survival and development for any countries, thus the essence of country rights. Without an autonomic right, countries cannot maintain their security, freedom, order, justice, and welfare. However, without country rights, autonomy of a country is easily damaged or destroyed. Equal international relations exist among autonomic countries. The autonomy of any countries must be protected. When all countries have their autonomic rights, security will not be a problem in international relations. It is better to have all countries abide by the principle of country rights than to have an international authority to guide the process to international equality. International authority does not depend on power but on its protecting equal rights of all countries; and it is an undividable entity not manipulated by any powers but working for all nations.

Territory is one of the important connotations of sovereignty, the platform of all activities for a country, and also the premise and material basis of national autonomy, which belongs to all citizens of this country. Territory is an inseparable part of sovereignty that belongs to people and that nation as an entity. Sovereignty should not be infringed; neither should the people and their countries be punished; and no territory should be cut apart by other countries. Sovereignty and the rights of defeated countries should be respected. But since long time ago, nobody upholds sovereignty of defeated countries and their people, and victorious nations can infringe on interests of another country and its people with an absolute consideration for their own interests. No government has the right to sell or transfer its territory to other countries, or to occupy and seize other countries' territory. Occupying other countries' territory through wars or occupying the territory of defeated country according to the peace treaty drafted by victorious nations are violations to the principle of country rights.

Do treaties drawn by powers as a balance between their gaining interests and the sacrifice of other countries' interests equal to fair verdicts by international authority? Should we reevaluate these so-called peace treaties? Many territory issues in nowadays-international relations are left from wars including East-West Germany (solved), South-North Koreas, Northern Four Islands between Japan and Russia, Diaoyu/Senkaku Islands between China and Japan, and the Taiwan Strait issues. Deals on these territories are usually not the results of discussion between countries involved, but the judgment and compromises made by victorious countries based on their own interests. These so-called peace treaties are often a way of interest distribution between victorious countries, without reasonable consideration on the long-term interests of defeated countries and their people, and the consequences of territory division made through these peace treaties. World War II has finished for two thirds of century, but the territory issues it left behind are still hidden troubles of conflicts and wars, cause suffering to countries and their people in regions, and often become hot lands where powers compete. In a certain sense, some peace treaties have planted seeds of conflicts and imbalance while discussing for dispute resolution and interest balance. International laws and international authority should forbid using territory as an item of punishment, because it is fundamentally an action of violating the sovereignty of a country and its country rights as well. To a certain extent, this is to deprive of living right of people in the countries involved. An international authority in real meaning has its duty to correct these wrong practices while respecting the national autonomy of all countries.

Territory issue is very complicated, yet no countries are willing to give up their territory for it is the most important part of their rights. Territory, especially that with rich resources and at a special strategic location, is most countries' long-cherished dream. At present, when most countries have not reached the highest level of rationality, we can search for an objective and universal relevant standard to resolve territory disputes as far as possible. This objective standard should be natural and historical. From the angle of nature, territory boundaries are usually divided according to important geographic marks such as mountains, rivers, and seas. Territory dividing among islands is more complicated. It should be divided according to the middle line in livable islands between neighbors, but excluding unlivable rocks (Lincoln, 2014). The natural and objective dividing of

territories should be detached from any other artificial and interests-bearing standards. It can save the time for searching the respective supports countries used for their own interests, and avoid those endless, ineffectual, and subjective arguments. From the aspect of history, territory belongs to people who exploited it and the country they have established on it. But in the real world, it is far from so simple. There have been many cases in history, due to the lack of rationality and international authority, in which strong countries or powers took advantage of small or weak countries in territory, and many of these cases have become accomplished facts. There are some territory disputes that were temporarily resolved through negotiation or signing documents between countries, but are nondeterministic and doubtful in final dividing of territory because of too many artificial and interests-bearing factors involved. In theory, if the boundaries between countries are accepted and satisfied by the countries involved, then maintaining the current situation is the best choice for every one. In terms of existing territory issues due to certain historic reasons, countries involved should try to solve them based on historic roots and documents, give up the attitude of self-interests oriented, and look for rational solutions accepted by all sides.

The importance of territory lies in the definition of "country" for it is one of the two natural connotations of country. Without the completion of territory, a country cannot protect the right to life of its people, not to mention the other rights. Based on respect for human rights, countries have the right to make decisions on systems, the process towards democracy, religious and cultural policies, etc., which is part of their autonomy with a goal of protecting their own country rights. Any military or political factors should not, and will not affect the ontological position of any countries, thus the autonomy of that country. On the one hand, any countries should not ignore international authority. The core of national autonomy is country rights. Only when a nation enjoys its country rights, will it be autonomous. The support from all autonomous nations with country rights ensures the existence and success of international equality.

2. Country Rights: the Premise of International Relations in Globalization

There are historic imprints in reality. Various models in the evolution of international relations have their present forms in contemporary international relations. In other words, concepts and forms of international relations appearing in contemporary world affairs can find their original formality in old times. Every country is a member of globalization, and plays a certain role contributing to international relations. A country can also play different roles in a few bilateral or multilateral international relations at the same time. Different combinations of international relations are based on geographical locations, governmental systems, and countries' ideologies, complementation in economic development, dependence in strategy, and mutual supports in international affairs.

2.1. Models of International Relations

International relations established according to different intentions can be divided into mature model, developing model, unstable model, and antagonistic model. Only international relations based on country rights could last.

Partners in international relations with a mature model respect each other's country rights to the largest extent. In a region where there are no fundamental interest conflicts or the conflicts can be properly and institutively handled, it is possible to establish a mature model of international relations that combines mutual non-interference in politics and reciprocal division of labor in economy. If all countries in the region respects each other's country rights including sovereignty, territory integrity, political system and ideology, keeps mutual exchange of needed products, and deals with all transactions fairly, they can adopt the mature model of international relations even though they bear many differences. This mature model may have more perspicacity and universality since more regions are moving towards this direction. The inevitable relations among countries

lie in a condition in which countries with different cultures and institutions at different levels of economic development can participate in international division of labor equally. This international division of labor without interests involved reflects an inevitable relationship among countries. Provincialism is the final plate of international relations. In the future, economic and political relations among countries are interlocked. Regional interests replace the interests of individual countries; and international division of labor gradually replaces the interests of individual regions. Every region exchanges its resources and products with other regions in the world, and enjoys resources and products from other regions at the same time. However, military alliances based on political strategies and considering the third party as an imaginary enemy do not belong to this mature model of international relations even if it is regional and shares common interests among the allies.

Non-antagonism in political system, ideology, and strategy is the necessary condition of developing model of international relationship, and the complementation in economic development is the sufficient condition of this model. The economic complementation brings positive energy to international relations, particularly to the developing model in the age of globalization and informationization, and increasingly becomes the conditions both necessary and sufficient for this model to be continued. If two countries share positive energy in political system, ideology, strategy, and economic development, their supporting each other in international affairs is very likely. The bilateral or multilateral relationships established against this backdrop can be in a developing model, and geographical location provides this model a convenient condition. But in the contemporary international relations of interests-bearing, geographical location plays less important role than it had in the natural state. Yet geographical location often becomes both a natural factor to the conflicts between neighbors and an obstacle in a developing model between distant partners. Developing model of international relations can also be adopted between countries that are not strongly complemented in economy but harmonious in other aspects, and often support each other in international affairs. For instance, they are similar in systems and ideologies, and having cultural connections; or they never had serious conflicts or wars in history, and having affable feelings between their peoples. The two sides keep a traditional friendship, move towards the same direction, and continuously add new contents and development to this traditional friendship. In conclusion, in cases of international relations with a developing model, the relationship does not necessarily keep a perfect harmony all along without any interest conflicts, but the common interests exceed the conflicts between the two parties in a direction of moving forward in general. More importantly, partners have to respect each other's country rights. Without this basis, the relations will stop developing.

An unstable model refers to those of international relations in which conflicts between the two sides often occur, developmental trend is not always moving forward, and even serious crises and backward phenomenon happen periodically. This model can be divided into two types based on its characteristics: the macro-unstable model and the micro-unstable model. A macro-unstable model indicates those of international relations with a long duration and a wide range of instability, and possibility of drastically retrogression. This situation is often caused by strategic conflicts, fierce political disputes and intense economic competition between the two sides. A micro-unstable model refers to those of international relations with the instability of a short duration or within a small range that does not affect the overall situation between the two sides. It is mostly caused by the policies of the two parties. The policy factors include countermeasures to the new situations in international political economy, involvement of a third party, changes of their governments and policies, and disputes on territory. Unstable international relations can occur between neighbors, or two countries that are seriously antagonistic at any one of the areas above mentioned, for instance, hostility and exclusion in political system and ideology including religion, the fierce fights for resources including territory with newly discovered resource, and market for investment and products, the severe opposition in strategy, and the long-term confrontation in world affairs. In conclusion, the interest factor decides the characteristics and conditions of the unstable model. Geographical location can contribute to an unstable model in international relations. It provides the environmental conditions for fights between neighbors with economic, strategic, and military conflicts, as well as the convenient circumstances for economic contacts and cultural communications. When the two neighbors are in a

harmonious, friendly, and allied situation in four areas above-mentioned, a close geographical location brings great convenience and profound force to the political and economic development of this bilateral relationship. But if there are differences and confrontations in core interests between the two neighbors, a close geographical location adds the chances and causes of intensified conflicts between them.

An antagonistic relationship is an extreme manifestation of interest conflicts among countries, and the origin of a world disturbed. The key elements in the formation of antagonistic international relations are prejudices in areas of political system, ideology, and religion, competition for resources and markets, and confrontation in strategy. Geographical location has little impact on antagonistic model of international relations. But when the coefficients of other aspects of international relations are all negative, geographical location can provide both sides the excuses for intensifying their contradiction, and make the relationship much worse. In general, one side of a hostile relationship is more aggressive, or has a clear aim: to bring the adversary to its knees and do things according to its standards and desires, or to achieve its aim through compulsory means. The two sides of a hostile relationship usually do not want to make public at the early stage but to wait for a due time. Meanwhile, they will respectively strive for more supporters, or prepare for public opinions, or conceal the real intention. One of the two sides or both sides may show the real pictures just before declaring war. The formation of hostile international relations goes through a process, and there are differences in the range and extent of hostility. The antagonistic relations among countries are not everlasting. In history of international relations, the cases of former enemies becoming today's partners are not unusual. The Middle and Modern ages of Europe witnessed many relations of a hostile model, including fights for overseas markets, territory and resources, authority in Europe and hegemony in the world. In order to scramble for power and profits, main countries in Europe went through many wars in history, between Britain and France, Germany and France, and Britain and Germany. During the two world wars, interest conflicts and hostile relations among main European countries developed into confrontations between groups that could only take the form of war. In addition, the antagonistic model of international relations can change; the key action is to consider more on the common interests among countries and in regions and the public interests of the whole world.

2.2. Family Value

Advocating and practicing principles of democracy, equality, and freedom are not to uniform patterns of international relations, but to ensure the inevitability of international relations. Diversity of international relations is the form itself. To avoid the transition from diversity to adversary, and to promote the transition from interest-bearing international relations to inevitable international relations, the term of "family value" in introduced to analyze the international relations in addition to the concepts of country-oriented and country rights. "Family Value" as a term of international relations theory has two meanings: 1) variety of non-interests-bearing international relations at the stage of inevitable international relationship; 2) harmony of international relations at the stage of inevitable international relationship. They are the two major characteristics of inevitable international relationship and the two distinctions between the inevitable and interests-bearing international relationships.

Different types of international relationship are like various relations between people, including those of lovers, husband and wife, parents and children, siblings, relatives, friends, colleagues, and neighbors. The formation of these relations has various causes and characteristics, but they all can participate in international affairs in a similar active posture, affect each other in the big family of international community, and play different roles in connections. However, these forms of international relations at the stage of interests-bearing international relationship are different from those at the stage of inevitable international relationship. At the stage of interests-bearing international relationship, there are relations like those between lovers, friends, neighbors, or enemies in addition to those related to family. Even in those close relationships within the international family, interests based disputes often occur because pursuing self-interests is an important factor or cause to maintain these

relations. For instance, marriages break because one side of the couple has a financial problem, or family disputes because parents unevenly distribute money among children. At the stage of inevitable international relationship, these relations within the international family are all harmonious. Countries show their harmonious relations in different forms, and the core is for interests of the big family of international society. In other words, no matter what kinds of relations between individual countries, the ultimate goal is to defend the common interests and the harmonious coexisting of the great international family.

Thus, how can we add the principle of “family value” to all bilateral and multilateral relations to make sure that none of the international relations are established at a price of sacrificing the interests of other family members and that of the whole family? How can we make every country realize that hurting other countries is hurting other family members, and thus its own family, which will eventually hurt that country itself? In concerning the premise of “family value” as the core principle, first, every family member or country realizes that the interests of all family members are connected. When having this consciousness, countries will voluntarily share interests among themselves, gradually water down the idea of interests until entering the stage of inevitable international relations without the factor of interests. Even in an interests-bearing society, the possibility of sharing interests among family members is higher than that among other members. Second, every family member or country must realize that the interests of all countries are connected; and protecting the interests of other side should be one of the goals for international contacts. At the stage of inevitable international relationship, protecting partner's interests and protecting own interests are unanimous, and contacts among countries have nothing to do with interests. Third, countries should establish a family-like affection among them; the contacts among countries should be like mutual visits between family members; and they provide what the other family members lack and exchange feelings with them. Thus, international relations are back to a natural situation at a higher level. It is an inevitable natural situation that transcends any interests completely. And it is based on a global economy, convenient transportation, cross-cultural communication, regulation, persistence, and a high-level civilization.

However, orderly and persistent contacts and communication among countries worldwide need a systematic guarantee. This guarantee in system is pure administrative, and different from the mechanism of nowadays international politics. The basis of the establishment and final formation of this pure administrative body is at the unification of international authority and national autonomy. In this unification, every country voluntarily accepts any international organizations' arrangement and management that are entirely out of their indispensability and rationality without any prejudice, discrimination, and interests-bearing factors.

3. Country Rights: the Foundation of Global Governance and International Equality

Country rights should be an important law of international relations, and have the power of uniting all countries. Country rights can bring the positive energy out of all countries so that every country plays an appropriate role in global governance. “Global governance is a process of managing international affairs without a world government” (Lincoln, 2014). Government has had different forms such as autocracy and democracy, and has its governance with more or less control on people governed. However, global governance has only democratic form functioning not as a world government but as a world system of many institutions in which all countries participate. With country rights, nations actively participate in various global institutes and work together towards more democratic global governance. With country rights, the management of international affairs is no longer under the manipulation of a few powers, and develop into a new system that is run by all countries.

3.1. Elements of Global Governance

Global Governance means a collective management of common problems at the international level. The three elements of global governance are collective management, common problems, and international level. Each of

these three elements has a necessary relationship with country rights. In other words, country rights are the fundamental basis of the three elements of global governance.

Collective management in global governance has historically related to colonialism, imperialism, polarity, and globalization from manipulating by a few powers towards more countries participating and from control towards management (Lincoln, 2014). The basic characteristic of colonialism, imperialism, and polarity is the unequal relationships among countries. While multi-polarity starts the redistribution of power globalization aims at collective management. According to general definitions from a few resources including Wikipedia, Dictionary.com, Merriam-Webster, New World Encyclopedia, Stanford Encyclopedia, and Oxford Dictionaries, colonialism is the establishment of a colony in one territory by a political power from another territory, and the subsequent maintenance, expansion, and exploitation of that colony; and imperialism is a policy of extending a country's power and influence through colonization, use of military force, or other means. Polarity means the various ways such as unipolarity, bipolarity, and multipolarity, in which power is distributed within the international system. Unipolarity in international politics is a distribution of power in which one state exercises most of the cultural, economic, and military influence, for instance, the American Primacy. Bipolarity is a system in which two states have the majority of economic, military, and cultural influence internationally or regionally, and they aim at expanding their spheres of influence. For example, in the Cold War, most Western and capitalist states fell under the influence of the USA, while most Communist states fell under the influence of the USSR. Multipolarity is a distribution of power in which more than four nation-states have nearly equal amounts of military, cultural, and economic influence. The current world is at the age when multipolarity and globalization coexist. The difference between the two is that the former is exclusive and the later inclusive to all countries in global governance. Collective management implies involvement and coordination. All countries share the responsibilities in global governance through equal participation and managerial cooperation. In joining the collective management in global governance, nations have realized and implemented their civil and political rights. The process of more countries participating in collective management and the realization of country rights are synchronized.

Common problems are the problems that human society faces together, or that are of the same importance to all countries. Comparing with regional or local problems, the common problems are either haunting most of the countries now or affecting the whole world in the future. Countries face common problems related to natural, economic, and social situations in different times at different extents. The current common problems the world faces are shortages in food, resources, and energy, epidemics and infectious diseases, terrorist threats to human lives and property, and environment related issues such as global warming and pollution. All countries have to consider these problems their own problems even if they are not yet haunted by some of these problems for the time being, because the impact and tendency of these problems will be global. In respecting countries economic and social rights, all countries have to work together on these common problems. In doing so, countries are protecting others' rights as well as their own.

International level can simply mean any transactions beyond domestic range or between more than two countries. The implication of international level varies from that between neighbors within a region or among a few countries, to interregional and world organizations participated by more of or most of countries towards world integration. There is a tendency of international level enhancement towards globalization. If collective management focuses on the quantity part of equal participation in global governance, international level focuses on the quality part of equal participation in global governance. International level also indicates the degree of collective management, common problems, and the combination of collective management and common problems. In other words, the more countries join the collective management, and the more common problems dealt by more countries, the higher degree the international level. So the highest international level equals maturity of global governance as well as completion of world integration with a full participation of all countries. At this level, country rights become the core and goal of any international affairs. Meanwhile, the concept of country is replaced by a concept of entity that includes all parts in the world.

3.2. Elements of International Equality

International equality is based on domestic equality of all countries. Democracy, equality, and freedom or human rights of every country in international relations embodied in concept of “country-oriented” or country rights, harmonious affection among countries bore with interests like that between family members and without conflicts in fundamental interests, and individual autonomous countries with equal country rights play different roles in global governance are three elements of international equality. When these three principles are realized in international society and international relations, relationship between countries will reach its highest stage, namely the stage of inevitable international relationship. With double negation to its original state, international relationship passes the initial natural condition and the interests-driven supernatural condition, and finally returns to a trans-interests rational condition based on inevitable relations among countries at global level.

While a democratic country is people-based or people-oriented, or “of the people, by the people, for the people,” a democratic international society should be country-based or country-oriented, or of the country, by the country, and for the country. As the concept of “people” includes the most majority of people in one country, the concept of “country” should include the most majority of countries in the world with autonomy and equal participation in decision-making. The fully involvement of international affairs by all countries in the world will take a long process and many steps from an equal right to express opinions in decision making to caring each other between rich and poor countries, and to all countries with absolute autonomy. Let us first, acknowledge and agree on the principle of country rights, and then advocate and accomplish this ideal in practices of dealing with other countries. Country rights should be the most important principle of international relations, global governance, and international equality.

CONCLUSION

The logic from human rights to country rights can be understood from two perspectives: individual human beings as the basic unit of any societies and individual countries as the basic unit of international society; “country” connotes the sameness of countries and denotes all countries as “human” connotes no difference among domestic members and denotes all members of a society. Realism, nationalism, and alignment are all interest-bearing theories although there are differences in terms of the entities of interests concerning powers, individual nations, or a group of nations. Nationalism has fulfilled its historic mission for oppressed nations to fight for sovereignty and autonomy. In the age of globalization, the basic unit of the global society is no longer states or nations with ethnical, religious, economic, or political implications but countries with only natural implications of land and people. Country rights are a theory based on the natural definition of country and the same rights of all countries. Thus, country rights are both necessary and sufficient for a globe with international equality. It has been a long process for countries to provide their people all aspects of human rights. The realization of country rights will not come until its principles are admitted and agreed, devoted and developed, implemented and institutionized by all countries in the world.

REFERENCES

- Bodin, Jean. (1579). (Translated by Tooley, Michael, 1955) *Six Books of the Commonwealth*, Basil Blackwell: Oxford.
- Deng, Y. (2008). China’s struggle for status: the realignment of international relations. Pp. 69-73. Cambridge University Press.
- Ewing, Keith. Tushnet, Mark & Cane, Peter (eds.) (2005). *Human Rights: The Oxford Handbook of Legal Studies*. Oxford University Press.

Hobbes, Thomas. (1651). *Leviathan: Or the Matter, Forme, and Power of a Common-Wealth Ecclesiasticall and Civill*, ed. by Ian Shapiro, Yale University Press; 2010.

Inoguchi, Takashi. (2010). Why Are There No Non-Western Theories of International Relations? ---- The Case of Japan, in Acharya, Amitav, & Buzan, Barry (ed.), *Non-Western International Relations Theory: Perspectives on and beyond Asia*, 2010, Pp. 51-68.

Kant, Immanuel. (1795). Humphrey, Ted (Trans.) (2003). *To Perpetual Peace: A Philosophical Sketch*, Hackett Publishing.

Kissinger, Henry (2014). *World Order*, Penguin Press HC.

Lincoln, PingPing Zhu. (2014). "Islands" between Japan and China, *NUCB Journal of Commerce and Business*, Vol. 58, No. 2.

Liu, Xiao. (2010). *Reason and Prejudice: International Public Opinion of Contemporary West Concerning China*. Beijing: Social Sciences Press of China.

Ma, R. (1995). Nationalism: Concept and reality, *Journal Shanxi Normal University*, No.4, p.140.

Machiavelli, Niccolò (1514~1519) (Translated by Hui, Quan, 1987), *The Prince*, Changsha: Hunan People's Press.

Milovanovich, Zoran. (2014). Human Rights Issues in Criminal Justice, available at www.lincoln.edu/criminaljustice/hr/ESCR.htm.

Morgenthau, Hans J. (2006). *Politics among Nations: The Struggle for Power and Peace*, McGraw Hill: Higher Education.

Seton-Watson, H. (1977). *Nations and states: An enquiry into the origins of nations and the politics of nationalism*, Methuen, Pp. 1-13.

Stalin, J. (1913). Marxism and the national question, *Prosveshcheniye*, Nos. 3-5, March-May, 1913. Retrieved from <https://www.marxists.org/reference/archive/stalin/works/1913/03.htm>.

Stiglitz, Joseph E. (2007). *Making Globalization Work*. New York: W. W. Norton & Company.

Tagore, R. (2008). Nationalism. *BiblioBazaar*. P. 23.

Thucydides (431 B.C. E.) (Translated by Crawley, Richard). *The History of the Peloponnesian War*.

Waltz, Kenneth N. (1979). *Theory of International Politics*, McGraw Hill: Humanities/ Social Sciences/Languages.

Wang, Y. (1995). *Theories of contemporary international politics*, Shanghai: Shanghai People's Press. Pp. 96-97.

Xia, Liping. (2008). *Contemporary International System and Strategic Relationship among Major Powers*. Beijing: Current Affairs Press. P. 72

Zhang, Lidong, & Zhang, Qianming. (ed.) (2000). *An Introduction to Contemporary International Relations*. Shanghai: Shanghai People's Press. Pp. 22, 54-59.

Zhao, Kejin, & Ni, Shixiong. (2007). *On International Relations Theories of China*, Shanghai: Fudan University Press.

Zhao, L. (2012). Contemporary nationalism in East Asia and the inter-state relations: Conflict and integration of nationalism in China, R.O.K. and Japan since 1990s. Beijing, Social Sciences Academic Press. p. 25.

ISSUES ON INTERNATIONALIZATION OF JAPANESE UNIVERSITIES: WHAT WE LEARN FROM JOB OPENINGS FOR FOREIGN LANGUAGE TEACHERS

Masanori Kimura

Kindai University, Japan

Email: m-kimura@nara.kindai.ac.jp

ABSTRACT

This paper focuses on language teaching positions offered by national, public, and private Japanese universities by examining job openings for foreign language teachers posted on the JRECIN Portal (Japan REsearch Career Information Network) between April 2012 and October 2015. The author collected 3,719 job openings for foreign language teachers during the survey period, and examined the language of the teaching positions by types of universities, and by types of employment. The statistics suggest that Japanese universities heavily focus on English language education as seen in other countries. In general there seems to be a gradual decrease in positions for other European language teachers and an increase in positions for Chinese language teachers. Close examination of the data suggests that by type, national universities showed a different tendency in their job openings. Only 57 percent of their ads were for EFL teachers. On the other hand, public universities, that is, prefectural and city universities, and private universities focused more on job openings for EFL teachers (74 percent and 71 percent respectively).

The study has also found that national and public universities posted job openings for tenure positions at a higher rate (36.6 percent and 40.5 respectively). On the other hand, only 27.6 percent of the ads by private universities were for tenure positions. The author will briefly discuss the implications of the results at the poster session.

REFLECTION JOURNALS AND THEIR IMPACT ON LANGUAGE LEARNING

Joseph Wood

Nanzan University – Japan

dearjoewood@hotmail.com

ABSTRACT

Reflection journals can be of great use to both students and teachers alike in a language-learning classroom. They can raise students' awareness as well as keep ongoing dialogues with their teachers throughout the term or school year. Brown (2007) writes, "Because journal writing is a dialogue between student and teacher, journals offer a unique opportunity for a teacher to offer various kinds of feedback to learners" (p. 476). Reflection journals can also give students a much-needed chance to reflect on how lessons went as well as reflect on their own performance in class, therefore potentially helping them to realize their strengths and weaknesses as language learners. By way of surveys and interviews with first year university students studying English as a foreign language at a Japanese university, this study examines not only student perceptions of the impact journals had on their learning over a full school year, but will also give practical ideas for using journals in class for language learning purposes.

Brown, H. D. (2007). *Principles of language learning and teaching*. White Plains, New York: Pearson Education.

ASSESSMENT OF THE EFFECT OF MAINTENANCE PRACTICES ON TOURIST'S PATRONAGE IN YANKARI RESORT AND SAFARI NIGERIA

Eldah Ephraim Buba

*Federal Polytechnic Bauchi, Nigeria
talk2elbubs@yahoo.com*

ABSTRACT

The study is aimed at assessing the effect of maintenance practices on tourist patronage. Yankari resort and Safari had a patronage of 20,302 international and national tourists in 2010, 14,962 in 2011, 10,601 in 2012. The number of tourists keeps falling as the resort has been witnessing low patronage. Personal observation has shown that the state of facilities in the resort is bad. This study aims to appraise maintenance practices in the resort and how it affects tourist patronage. Standard checklist was used for the appraisal of facilities, while questionnaires were administered to tourists to examine whether maintenance practices in the resort do affect their patronage. Findings show that Operational maintenance was poorly carried out while repairs maintenance was fairly done. The study also discovered that there is significant relationship between maintenance practices and tourist patronage. It is recommended that adequate repairs and operational maintenance practices should be carried out in the resort to encourage tourist patronage.

Keywords: Maintenance, Practices, Tourist, Patronage

IMPACT OF ISLAMIC ARTS UPON ARCHITECTURE IN ITALY

Dr. Mona Hussien Ali Al-Sahlan Al-Qahtani

*Islamic History Associate Professor
Faculty of Arts, Princess Nourah Bint Abdulrahman University
Riyadh, Kingdom of Saudi Arabia
m.h.q.123@hotmail.com mhalqahtani@pnu.edu.sa*

ABSTRACT

Islamic civilization had an effective role in communication between peoples across ages, but this role was greater and deeper in the middle age due to such progress and advancement achieved by Islamic civilization. Islamic art had a significant impact and role in connection with finding out communication and combination among civilizations. This communication leads to a civilizational association and harmony among peoples. We find that Islamic art established its own standing standards with such unique character, which had apparent impacts. Islamic art borrowed from the impacts of precedent arts; it was influenced by the Byzantine art, Sasanian art and Coptic art, but Muslims developed what they borrow and add the Islamic character thereto.

Further, whoever observe the Italian architectural art carefully cannot disregard the extent of influence by the Islamic art thereon; that Islam reached three regions governed by Italy now, which are: Sicily (212 AH/ 827 AD), Sardinia (194 AH/ 809 AD) and Italian Peninsula including Brindisi (221 AH/ 836 AD), Napoli and Capua. The most celebrated antiquities characterized by the Islamic feature include Saint Mark's Basilica in Venice, Dome of Monte Sant'Angelo in Raffaello, Dome of Spoleto in Pisa, Bills Towers in Southern Italy, the Palace of Duke built in the ninth century AD and other antiquities clearly influenced by the Islamic art.

EXAMINING THE ACCEPTABILITY OF DESTINATION LOCAL FOOD BY DOMESTIC TOURIST VISITING NORTHERN NIGERIA

Eldah Ephraim Buba

Federal Polytechnic Bauchi
Talk2elbubs@yahoo.com

Jamila Mohammed Waziri

Federal Polytechnic Bauchi
+2348163437300

ABSTRACT

There are challenges faced by tourist in respect of choosing food while in tourism destination. Food is very important in the choice of holiday of tourist. Many tourists choose a destination not only because of physical attraction but they choose destination where they will not encounter challenges in respect to food. The study is aimed at examining the acceptability of northern delicacies by tourists from other parts of Nigeria. Six delicacies were produced and presented to 50 tourists who are randomly picked from the south-east, south-west, south-south and the middle belt of Nigeria. The study found out that Danwake, Masa, and Kwadon zogale were generally accepted by majority of the respondents. Although, the respondents were not comfortable with the appearance of danwake, other aspect of the checklist was accepted. Tuwon shinkafa miyan taushe was accepted in terms of appearance but rejected in terms of taste and texture. 'Yar Tsame and dindikolo were generally rejected. The study recommended that caterers, attraction owners and hoteliers should include such meals in their menu so that tourist will enjoy the gastronomy of the northern part of Nigeria.

DEVELOPMENT OF STUDENTS' ACCEPTANCE OF TABLET USE SCALE: VALIDITY AND RELIABILITY STUDY

Bariş Sezer

*Hacettepe University, Faculty of Medicine,
Department of Medical Education and Informatics, 06100, Ankara, Turkey.*

ABSTRACT

Literature reports that technological investments alone fall short during the process of integrating technology into education, and that individuals' acceptance of technology is important. In this context, several models (Technology Acceptance Model, Technology Acceptance Model 2, Theory of the Diffusion of Innovations, etc.) have been developed to analyze the intentions that have an influence on individuals' behavior. These models, in principle, have consensus on that perceived benefit and ease of use has an impact on the intention towards behavior. The aim of this study is to develop a scale that assesses students' acceptance level of tablet use. Draft items were created in accordance with four basic components of the Acceptance and Use Model for Unified Technology. The study group included 468 grade-9 students in Istanbul, Ankara, Izmit and Bursa. The process of scale development involved reviewing literature; creating a pool of items; obtaining experts' opinions; pretesting; and analysis of validity and reliability. Nineteen items were included in the scale following analyses. Analyses showed that the scale had a 4-factor structure. These factors were termed "Performance expectancy" (8 items), "Effort expectancy" (5 items), "Social influence" (3 items) and "Facilitating conditions" (3 items) respectively as in the literature. Also, the analyses revealed the validity and reliability of the scale.

Keywords: Technology acceptance, Acceptance models, Tablet computer, Acceptance scale.

USING SOCIAL NETWORKING SITE “EDMODO” TO MANAGE LEARNING AND TEACHING IN A CLASSROOM SITUATION

Choosri Banditvilai*

**Choosri Banditvilai, Department of English, Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen Campus, Nakhon Pathom in Thailand.
cbanditvtlai@yahoo.com*

ABSTRACT

Abstract—This article examines a case study in using social networking websites “Edmodu” to evaluate students’ learning achievements in an English class. Edmodu is a social networking website used for teachers and students to stay connected in an educational setting. This site provides methods for teachers to present online lesson content and to communicate with students. The subjects were 30 undergraduate students who enrolled in the course of English for Athletes and Referees at Kasetsart University in Thailand. The research instruments used were: the social networking website “Edmodu”; lesson plans; exercises, achievement tests and semi-structured interviews. The statistical method used in data analysis were frequency, mean values and standard deviation. The findings showed that the mean values scores were high and social networking via the Edmodo website was a beneficial way to support both learning and teaching in terms of providing class activities, submitting homework and giving feedback, notes and alerts. The students had favourable attitudes towards using the social networking website “Edmodo”. They liked and enjoyed working in an online class via Edmodo and the site was user-friendly.

Keywords—Social networking website, Edmodo, undergraduate students, achievement tests

PURPOSE OF THE STUDY

In a traditional classroom setting, most Thai students are passive and they are willing to accept what the teacher says without questioning. In addition, some students are not very enthusiastic when learning and expressing ideas. Moreover, they do not get good grades in learning. Therefore, the researcher has become interested in doing classroom based research by using the social networking website “Edmodu” to arrange activities, give information and answer student’s questions through networking website.

LITERATURE REVIEW

At present, technology is developing rapidly. Anyone can access the internet easily and freely. Web 2.0 has changed the way users consume contents and the advantages of using Web 2.0 in education are creating new interaction styles between instructors and students (Mathupayas 2013). The teacher needs to realize the transformation of content from static content to dynamic content. Social Media has become an important tool in creating a social network website online. There is no cost of purchasing copyrights. The idea of using social media as a means for teaching and learning is in line with the Thai Education Act of 2542 (Amendment No. 2 of 2545 and No. 3 of 2553, Section 67 states “The State will promote research development and develop education technology. The Thai government encourages, follows and evaluates the use of technology to develop Thai education so that it is suitable for the learning processes

of Thai people "(National Education Act. 2557: online). Edmodo is a free and secure educational learning network designed by Jeff O' k Borg in 2009. It is available at www.edmodo.com (Kongchan, 2013). It provides free access to students and teachers across the country. According to Witherspoon 2011, Edmodo can be seen as a learning Management System (LMS). It provides a platform for teachers to set up and manage their online classroom community as well as enabling students to share content with their classmates, submit homework. It notifies students of the assignments' deadlines, presents teacher's feedback and provides polls for students' feedback (Jarc, J 2010). It can also accommodate a large number of applications simultaneously and efficiently. Edmodo is a social network website developed for education to assist the teacher, students, and school. It is easy to access. The operating functions of Edmodo are Register, Create Group, Note, Web-board, and Assignment. In 2011, Muilenburg studied students' perceptions in a literature discussion, using Edmodo discussion boards. In 2012, Sanders examined the effects of Edmodo on student engagement and responsibility towards learning. The results showed that Edmodo encouraged both students' engagement and responsibility towards learning. In 2013, Thongmak explored both the use of Edmodo as a classroom collaboration tool and the university views on its use. Edmodo was shown to be able to support both distance teaching and to fulfil physical classroom learning. Dogoriti, E & Pange, J. (2014) conducted a study on instructional design for a "Social" classroom: Edmodo and Twitter in the foreign language classroom". It was the first step of an ongoing study.

RESEARCH QUESTIONS

1. What are the students' achievement of using social networking site to arrange teaching and learning for English for Athletes and Referees at Kasetsart University?
2. What are the students' attitudes towards using social networking sites?

SUBJECTS

The subjects in this study were 30 undergraduate students at the Faculty of Liberal Arts and Science, Kasetsart University, Kamphaeng Saen Campus in Thailand who registered to study English for Athletes and Referees the first academic year 2015-2016. Twenty six students were males and four students were females.

RESEARCH INSTRUMENTS

The instrument used in this research was an online social networking site called Edmodo which was used as a learning tool. Lesson plan for the course of English for Athletes and Referees, course material, exercises, achievement test and a questionnaire.

RESEARCH PROCEDURE

In this research the teacher

1. studied the literature on the social media website Edmodo which utilizes learning instruments.
2. studied the curriculum, analyzed the description of the course and set behavioral objectives.
3. improved the quality of teaching and learning by adopting the social networking website Edmodo as an instrument to produce a better standard of teaching and learning for the course English for Athletes and Referees through the following steps:
 - 1) Set an evaluation scheme for the course of English for Athletes and Referees
 - 10%: from the affective domain of learning
 - 20%: from the assignments and exercises

30%: from the midterm examination

35%: from the final examination

5%: class attendance

- 2) Points from the affective domain are calculated from students' motivation, enthusiasm, appreciation and attitudes expressed in the classroom and through the participation on the Edmodo website. Late arrivals up to 5 minutes are not penalized, but 3 later arrivals (5- 15 minutes) count as one absence.
- 3) Points earned from exercises and assignments come from work assigned through Edmodo and have to be submitted on time. Work submitted late will not be accepted.
- 4) Interaction among learners is evaluated through 2 types of work: mind maps and dialogues where students exchange their ideas and rate their peers' work through the website Edmodo.
4. Built essay-type achievement tests (midterm and final examinations) based on the behavioral objectives drawn at the beginning of the course.
5. Conducted the learning activities according to the set plan where the teacher
 - 1) introduced the Edmodo website to students.
 - 2) directed students to become members of the course English for Athletes and Referees.
 - 3) demonstrated how to use the features of Edmodo and had students try to use those features themselves.
 - 4) informed students about key steps of learning and how to do activities on the website.
 - 5) used the website Edmodo in the process of learning and teaching and to arrange activities such as "Note" to inform and remind the classroom of coming datelines, "ALERT" to assign and submit work, to download files, to contact and communicate/interact with classmates and teacher in their English for Athletes and Referees.
 - 6) compiled the information from the learning and teaching activities conducted throughout the course by using the Edmodo website such as notices and answers to questions from students, students' attendance, work assignments and submission dates and attached files used in the course.
 - 7) interviewed students to obtain students' opinions
 - 8) analyzed the data and summarized the findings.

DATA FROM THE TEST

The findings of using the social networking site Edmodo to manage learning and teaching. Students' attendance in the classroom

Table 1
Students' scores after using "Edmodu" to manage learning and teaching

Number of students	30 Students
Lowest score	65 points
Highest score	93 points
Average mean	79 points
Standard Deviation	8.96 points

Table 1 revealed that there were thirty students that attended this study. The highest score was 93 points out of 100 points and the lowest score was 65 points. The average score of the achievement test of the students who studied English for Athletes and Referees through the social media used (Edmodo) was 79 out of 100 and the standard deviation was 8.96.

Table 2
The percentage of students' performances enhanced by the social media's website

Student's Performance		No. of Students	Percentage of students
65%-69%	Fairly good	2	6.67
70%-74%	Good	3	10.00
75%-79%	Very good	5	16.67
80%-100%	Outstanding	20	66.67
Total		30	100.00

In the course syllabus, the researcher set the rules about students attending class through the social networking site Edmodo. By the end of the course, there were twenty students (66.67%) who never absence from class. From this amount, there are 5 students (16.67%) were always punctual and three (9.99%) came to class late only once. There were only two students (6.67%) who were absent from class twice.

DATA FROM THE QUESTIONNAIRE

The data from the interview indicated that students had positive attitude towards using social networking site "Edmodo" to manage learning and teaching in a classroom.

The following are summaries of the students' attitudes:

"Edmodo helps me to submit homework and notifies the assignments' deadline."

"I like this platform for submitting assignment because I can get assignment from the teacher very fast."

"It is easy and convenient to submit assignments and communicate with the teacher."

"If I can access Edmodo, I will use it."

CONCLUSION AND RECOMMENDATION

By engaging in the use of social media the teacher can provide the students with more interesting learning activities. The social media website Edmodo is an option which opens up a brand new realm of opportunities for communication and engagement. Students can access Edmodo through the internet on their PCs, notebooks, tablets or smartphones to conveniently interact with their friends and teacher, to follow the current affairs and to check their assignments at any time. Further benefits of Edmodo is that it is fast, free and convenient. The teacher only acts as a facilitator who monitors the activities and give advice and feedback when needed during the learning process.

RECOMMENDATIONS

1. Recommendations on implementing social website Edmodo
 - 1.1 Interaction with students through social media, the teacher should try to promote correct

and polite use of the language to set a good example to students.

1.2. The teacher should take into account students' readiness to join the activities online.

Some students may not have full access to the internet. The teacher should be prepared to solve this problem before launching the program. A computer lab with one way to solve this problem so every student will be able to join.

2. Recommendations for future research

2.1 This study only focused on students participation and interaction but not on the quality of their feedback and discussion on each other's work. Because the students were free to voice their opinions, some used impolite and ungrammatical language. The teacher should establish an awareness to always be polite at the very beginning of the course in order to keep the opinions and discussions on the subject.

2.2 This social media website should be adopted to stimulate students' motivation and create interesting activities in other courses.

2.3 A comparative study of other websites of this nature should be investigated in order to find other websites that will suit the student's personalities and tastes.

REFERENCES

- Balasubramanian, K. Jaykumar, V. & Fukey, L. (2014) A Study on "Student Preference towards the Use of Edmodo as a Learning Platform to Create Responsible Learning Environment" *Procedia-Social and Behaviour Sciences*, Vol.144 August 20, 2014, pp. 416-422.
- Dogoriti, E., & Pange, J. (2014) Consideration for online English Learning. In Mallia, G. (Ed) *The Social Classroom: Integrating Social network use in Education* pp.1-568. Hershey, PA:IGI Global. Doi 10.4018/978-1-4666-4904-0.
- Jarc, J. (2010) Edmodu-a free,web 2.0 classroom management tool.<http://trendingeducation.com/?p=190>, August 24, 2010.
- Thongmak, M. (2013) "Social network system in classroom: Antecedents of Edmodu Adoption," *Journal of E-Learning and Higher Education*, Vol. 2013, article ID 657749, DOI:10.5171/2013.657749.
- Kongchan, C. (2013) How a Non-Digital -Native Teacher Makes Use of Edmodu. Paper presented at ICT Language Learning" 5Th Edition, PIXEL.
- Sanders, K.S.S. (2013) An examination of the academic networking site Edmodu on Student Engagement and Responsibility Learning (unpublished doctoral dissertation). University of South Carolina, USA.
- Witherspoon, A. (2011) Edmodu...A Learning Management System.
<http://www.pluginotechnology.com/2011/01/edmodu-learning-teaching-management.html>. January 05, 2011

EDUCATION AND SOCIETY: THE ISSUE OF RELEVANCE IN NIGERIAN EDUCATION

Olu Akeusola (Professor)

Provost, Michael Otedola College Of Primary Education Affiliate Of Ekiti State University.

Pmb 1028, Noforija-Epe, Lagos State, Nigeria

Kayode Asoga- Allen

(Principal Lecturer)

School of Education Michael Otedola College of Primary Education Affiliate of Ekiti State University.

Pmb 1028 Noforija-Epe, Lagos State, Nigeria.

Email: asogaallen@yahoo.com, asogaallen@gmail.com

Tel: (+234) 8051206190, 8166069385

ABSTRACT

The aspiration of everyone acquiring any form of education be it traditional or western is to be enlightened, responsible, reliable and above all, be able to earn a good living at the completion of the course that is, after graduation. The African traditional education was so effective in making the individuals who have acquired it fully employed at graduation; this is due to its functionality and relevance to the needs, aspirations and yearning of the society. The young ones were exposed to various vocations and inculcated with the rudimental skills needed to master the vocations. The advent of western and formal education introduced new set of professionals like Administrative officers , engineers, lawyers, doctors, historians, philosophers to mention a few. However, not everyone have the mental and intellectual ability to attain the above professional levels, some are good in practical work but lack ability for theoretical work, but due to misplacement of priority, they are allowed to go to secondary school instead of technical and vocational schools. The absence of some technical and vocational subjects and perhaps, lack of commitment and competence on the part of teachers who teach the few available ones makes the students incapable and jobless at graduation. This paper therefore, examines the concept of education, people's expectation of education, unemployment and the causes, the effects of unemployment on the society, how to make education relevant to the needs, aspirations and yearning of the society; and recommendations towards making education relevant to people's needs were made

Keywords: Education, society, relevance

INTRODUCTION

Education is a crucial factor in making every individual whatever he or she purposes to be in life. It is a process of intellectual re-engineering and development that aims at liberating the receiver from the bondage of ignorance, dogmatism, parochialism and make him live a fruitful, purposeful and acceptable life (Asoga-Allen, 2000).

Education illuminates individuals mind and make them rational thinkers, technologically inclined and methodical in the pursuit of the issue of life. An illiterate or illiteracy generally is a kind of barrier, impediment, and obstacle in the way of the people who had no opportunity of being educated or acquired literacy.

The objectives of African traditional education include;

1. To make a child useful to himself and to the society at large.
2. To expose the child to vocational skills that would make him self-employed when he becomes adult.
3. To make every child physically and mentally fit.
4. To make every child well behaved and morally sound.
5. To develop in every child the spirit of cooperation and understanding thereby making each child loyal and patriotic to the society.
6. To make every child obedient to the rules and regulations guiding the society and to inculcate in the young ones the spirit of love and affection for the community, and being ready to render voluntary services which include willingness to defend the Society.
7. To develop in the child the attitude of respect for the parents and older ones in the society (Ijadunola, 1998).

One basic thing about African traditional education is that individual child learns to do by doing which is similar to John Dewey's philosophy of learning and teaching (Asoga-Allen, 2002). The teachers of traditional education are parents, old sibling and the elderly ones in the society and the children when exposed to various vocations like farming, weaving, hunting, fishing to mention a few. The child picks the one he knows better and practices it when he becomes adult. That is the reason why unemployment was very rare in the African traditional setting.

Every system has its functionality or disfunctionality, when a system is working in a foreign country and other foreign countries want to replicate it. It must ensure that the system vis-à-vis what makes it functioning where it is being practiced are properly studied and replicated. If you just embrace the system without what makes it functional, the system may end up in failure. That is the situation with the western education in Nigeria which has brought unemployment to the graduates due to the way it has been handled by those at the helms of affairs in Nigeria.

The focus of the paper therefore is on the concept of education, people's expectation of education, unemployment and the causes in Nigeria, the effects of unemployment in the society, how to make education relevant to the needs, aspirations and yearning of the society, and makes recommendations towards employment-oriented education

THE CONCEPT OF EDUCATION

Education means different things to different people and nations. That is, there are many definitions of education as there are many educational philosophers and scholars, the multisided nature or heterogeneity of education definition arises from a misunderstanding between what it should be, its forms and what should be its content (Akanbi and Olokun, 1994). Some scholars focus their definitions on what the end or goal of education should be while others defined it from the perspective of what the content should be. First and foremost, let us examine the concept of education from the dictionary view. The Longman dictionary of contemporary English (1995), defines education as the process by which one's mind develops through learning at a school, college or university; or the knowledge and skills that you gain from being taught, or a general area of work or study connected with teaching.

Certain facts that can be adduced from the Dictionary's concept of education are;

1. That education develops human mind.
2. That education takes place in school, college or university and
3. That education brings about acquisition of knowledge and skills as a result of being taught.

However, it must be stressed that not only in school, college or university that education takes place. Education takes place at home, in the field, even at an informal level. It is an erroneous idea to feel that those who were not opportuned to pass through the four walls of educational institutions are uneducated. Rather it would be appropriate to say that such people are illiterates than calling them uneducated. Literacy is acquired in school, college and university.

Scholars philosophers who have expressed their opinions on what should be the concept of education includes Spencer(1929) who sees education as having for its objectives the formation of character, Mayer(1966) regards education as a process leading to the enlightenment of mankind in intellectual growth, emotional maturity and ethical awareness. Asokoya(1985) while trying to define education, sees it as the leading inborn powers and potentialities of the individual in the society and the acquisition of skills, aptitudes and competences necessary for self-realization and for coping with life's problems.

Fafunwa(1974) believes that education is the sum total of abilities, attitudes and other forms of behaviour which are of positive value to the society.

People's Expectations of Education

The peoples' expectations of education are comparable to the aims of education in Asoga-Allen (2002) which include:

1. Promoting unity and international understanding
2. Removing sound inequalities, poverty, hunger, diseases, illiteracy, ignorance, superstitions and fear.
3. Providing individual happiness and pleasure, self realization, moral and aesthetic development.
4. Training for good citizenship, health improvement, vocational competence, industrial and commercial developments and adult literacy.
5. The promotion of manpower for economic development.
6. Creating a society with high moral standard (a virile society)
7. Eradicating the problem of the country's economic and technological dependence on advanced countries of the world.
8. Promoting public enlightenment and civilized behaviour.
9. Striking a balance between national, local and foreign ones.
10. Promoting and developing harmoniously balanced and contented individuals and producing self-reliant individuals who are loyal, patriotic and proud of their cultural heritage and nation.

It must be stressed that the above aims look far wide and national, at the point of individuals, the major expectations of individuals of education is that after acquiring education, they must be able to earn a good living, becoming what they intend to or aspire to be in life. It may be impossible for the government to employ every graduate from the school system however, the enabling environment must be created for the school graduates to realize their ambition of getting a good job or create one.

In advanced countries, the statistics of enrolment of students in schools as to when they enter and when to graduate are kept by the Government. The purpose of this is to know the number of students that would graduate each year and to create job opportunities for them. In the developing country like Nigeria, the story is different; it doesn't seem that government cares about students after graduation. That is one of the reasons why millions of Nigerian graduates are unemployed and they roam the streets.

Another pertinent issue is the type of education being given to the students. In a developing country, the vocational and technical education should run pari-passu with theoretical education. A lot of students are not good in theoretical education but good in technical area. There was a time when Nigeria adopted a policy of education popularly called 6-3-3-4 educational policy. This means six years of primary education, three years of junior secondary school, three years of senior secondary school and Four years of University education. In this policy, emphasis was on vocational and technical education. Only exceptionally brilliant students would be allowed to go to senior secondary school after three years of junior secondary school, those who are not so brilliant or good in practical work would go to technical schools.

The aim of the policy is to ensure that students after graduation would have a chosen vocation already learnt in school that they could engage themselves in to earn their living. As good as this policy was, it failed due to poor implementation. Today both brilliant and dull students are allowed to graduate to senior secondary schools from junior secondary school, this account for mass failure in West African School Certificate Examination (WASC) and National Examination Council (NECO).

Even those who passed the WASC and NECO have no vocation that they could engage themselves in, that is jobless. Likewise University, Polytechnics and Colleges of education graduates.

Most Nigerians are hopeless in terms of acquiring western education especially as they see a lot of graduates without job; they are worried about what becomes their future after acquiring the education. More so, as the government play lip service to the creation of jobs. In the light of this, people no longer see the Nigerian education as being relevant. In fact, the relevance in any educational system is its ability and capability of making the receiver of the education what they aspire to be. Even though there is misplacement of priority by not implementing a proposed system of education that would make everyone self employed at graduation, the government at all levels seem not to show concern about creating jobs for the jobless.

Meaning of Unemployment

Unemployment occurs when people are without work and actively seeking work (Wikipedia, 1914).

It is a situation or a kind of economic deprivation where one has the ability and the needed

qualifications to earn a living but the means are completely absent. The unemployed person suffers a lot of deprivations and lack of recognition in the society. Some of the deprivations include;

- Lack of purchasing power due to lack of income.
- Suspect when something is missing at home or outside.
- Lack of respect by the general public
- Inferiority complex in a gathering of the employed.
- Psychological trauma.
- Inability to plan ahead.
- Dependence on parents, friends and relations for economic survival.
- Inability to contribute to the national product and
- Economic liability

Unemployment rate is a measure of the prevalence of unemployment and it is calculated as a percentage by dividing the number of unemployed individuals by all individuals currently in the labour force.

Causes of Unemployment in Nigeria

The following are the causes of unemployment as far as Nigeria is concerned:

1. Corruption by Politicians

It is no longer news that politics in Nigeria is a game of corruption. And the nation has not been fortunate to have a leader who subject self interest to national interest. The mentality and idiosyncrasy of Nigerian politicians is to amass wealth through crooked means, no sooner you hold political power than you become a multi-millionaire. The money that would have been utilized to create jobs is pocketed by individual politicians. The corruptions of the politicians explain why election is a do or die in Nigeria. Emphasis is on self, not the National growth and development

2. Wrong Educational Policy

This is another cause of unemployment in Nigeria. The idea of impacting only theoretical knowledge in school would not make the students self-employed after graduation. In fact, the idea of promoting secondary school education at the expense of technical and vocational education would result in producing graduates with empty hands. The 6-3-3-4 earlier mentioned would have been the

best thing that has ever happened to Nigerians and Nigerian education. But this policy was handled with disdain and poorly implemented and hence, it failed. While in secondary school, students would have been taught house wiring, motor mechanic, electrical installations, wood work, metal work, bricklaying, architectural designs e.t.c which they would have engaged in one, and earn a living at graduation. Also the idea of allowing students who demonstrate innate ability for technical work to graduate to senior secondary instead of technical school is a serious error.

3. Scientific and Technological Backwardness

Nigeria is still very backward in terms of science and technological development. It takes science and technology to develop a nation, the place of science and technology for every sphere of human development cannot be over emphasised. No adequate measures has been made by the Nigerian government to encourage the scientists, inventions by scientists are not being given desirable attention by the government, thus, the nation depends on technologies invented in other parts of the World. The deception that Nigeria is transferring technology from the advanced countries is a ruse, because what is being called technology transfer is merely a product of technology, if it is technology itself, it would be capable of developing the nation's technology. No nation is ready to give the secret of its technology to another nation. What Nigeria ought to do is to develop its local technology.

4. Unemployable Graduates

This is another problem causing unemployment in Nigeria. Some of the graduates of Nigerian higher institutions are not competent to be employed. The reason for this ranges from poor facilities in some of the higher institutions, poor background of some of the students before entering higher institutions and incessant strikes by Lecturers due to poor welfare packages.

5. Lack of adequate attention to Agriculture

Nigeria is blessed with fertile land that is suitable for arable farming according to Ekemode, Arabami and Sanbe (2000). The country occupies a land mass of 98 million hectares, of which 70% represents five ecological zones suitable for agriculture including Arable farming, forestry, livestock and fisheries. If agriculture have been mechanized and developed, the jobless Nigerians are not enough to work in the agricultural sector but this is not done. The focus of the government has been on the crude oil alone, and the proceeds from the crude oil have been mismanaged and diverted by

few individuals who are less than 5% of the population and thrown the rest citizens into poverty and penury.

6. Lack of Electricity

This is another cause of unemployment in Nigeria. Electricity is very crucial in the creation of jobs, with regular supply of electricity, a lot of companies would emerge, those already in operation would enlarge their coast thereby employing more workers. But it is a pity that trillions of Naira are spent on electricity generation by every regime in Nigeria without anything to show for it. As at 2014 ending, Nigeria is still in a complete darkness without any headway in power generation and distribution.

7. High rate of Bank interest

The interest charged on loans in Nigeria is still on a high side, it does not favour entrepreneurs who would have borrowed money for business purposes. This also affect the graduates who would have love to start a business of their own.

8. Interest in Office job alone

This is another serious cause of unemployment in Nigeria, most of the unemployed graduates are not ready to do any menial job except government office job. Job is job once It fetches money, money realised from a dirty job would not smell. If you are yet to get what you want, you take what you get. But most unemployed in Nigeria prefer to roam the street looking for unavailable office jobs than to accept a menial job for the mean time.

The Effects of Unemployment on Nigerian Society

An adage says that “an idle hand is the devil’s workshop”, lack of employment for the teaming youth graduates have the following effects:

- High crime rate in the society
- Poor purchasing power by those who are working because of heavy dependence by unemployed relations.
- Low gross domestic product (GDP)
- Lack of interest in going to school by the young ones.
- Parent’s unwillingness to send their children to school.

- Economic stagnation when the number of the unemployed is more than or almost equal to those who are employed
- Waste of youthful energy that would have been utilized for economic purposes.
- It can cause Youth protest/ Crisis.
- Late marriages by the Youth.
- Psychological withdrawal of loyalty to the nation.

In conclusion, any purposeful government must take the employment of its teaming youth very serious and give it all it takes to b successful. Unemployment is a serious economic and mental deprivation; it is like a cloud, when it gets to the saturation level it would rain, if it continues unchecked, it is capable of causing chaos and anarchy in the society.

Recommendations towards making Education relevance to the needs, aspirations and yearnings of the people

- Nigerian education needs immediate restructuring, more technical and vocational schools must be put in place for students who are good in technical aspect.
- The Guidance counsellor at the secondary school levels should be allowed and encouraged to monitor academic records of the students so as to direct at the completion of Junior secondary were each student should proceed to.
- Technical and vocational subjects should be given a priority in our secondary schools and the facilities needed to handle these subjects should be made available.
- The Nigerian government and the Politicians should borrow leaf from the governments of advanced countries, shun corruption and put the national interest above self interest.
- Teachers should be trained in vocational areas so as to train the students and give them adequate knowledge to practise what they learnt after graduation.
- More resources should be diverted towards agricultural mechanization to create jobs for the jobless.
- Salaries of politicians should be reduced, a situation where law makers in Nigeria earn higher than presidents of some advanced countries impoverishes the nation and very unfortunate.

- Government should have the statistics of yearly enrolments into tertiary institutions so as to know the year of graduation and provisions needed in terms of job creation.
- As a matter of urgency, government should do all within its power to employ millions of jobless graduates that roam the streets.
- Registration of jobless graduates should be carried out in every local government of the country to know the total number.
- Private sectors should be encouraged to employ more unemployed graduates.
- None of the government that ruled the nation would be credited to have done anything if the trillions of naira spent on electricity only bring more darkness than lightness. Thus, those who embezzled the money made for generating and distributing electricity should be tried and the money collected from them.

REFERENCE

- Asoga-Allen, K (2001) Citizenship education in Tertiary Institution, Ijebu-Ode: Fembol integra Limited.
- Asoga-Allen, K (2002) The Teaching Profession, A Pragmatic approach. Ijebu-Ode: Fembol Integra Limited.
- Ijadunola, K.O (1998) Education in Nigeria in Historical perspective. Ijebu-Ode: Lucky Odoni Nigeria Enterprises.
- Akanbi, G.O and Olokun, O. (1994) Philosophy of Education for Nigerian Certificate in Education: Ibadan: Agbo Area Publisher.
- Longman Dictionary of Contemporary English (1995)(Third Edition) Great Britain: Clays Limited.
- Spencer, H.(1929) Philosophy of Education for Nigerian Certificate in Education. Ibadan: Agbo Area.
- Mayer, F. (1966) A History of Education thought. Columbus: Charles, E. Merit.
- Osokoya, I.O(1985) *In* Osokoya, I.O. (1988) Introduction to teaching and general methodology. A Book of proceeding of the Department of Teacher Education. Ibadan: University of Ibadan.
- Fafunwa, A.B. (1974) History of Education in Nigeria. London: George Allen and Unwin
- Wikipedia Free Encyclopedia (2014) Downloaded from <http://en.wikipedia.org/wiki/unemployment>
- Ekemode, K.O., Arabami O.A. and Sanbe, M.T. (2000) Agriculture and the Nigerian Economy *in* Ekemode K.O (2001) (ed) Introduction to Agriculture for sustainable development. Lagos:

CHANGING CONSUMERS' ATTITUDES TOWARDS GREEN PRODUCTS IN EMERGING COUNTRIES

BOUCHAREB Nasser

Faculty of Economics and Management, Setif-1 University,

Setif, ALGERIA E-Mail: nacir007@yahoo.fr

ABSTRACT

Many studies have clearly showed that the awareness levels of people living in emerging countries towards environmental activities are very low; they are less responsible when it comes to protecting the environment. Furthermore, our study also found that the people of these countries are not actively trying to reduce their effects on the environment, where the goal of every business is generating more revenue and maximizing shareholder value by generating as much profit as possible. Consumers do not seek environmentally prestige in products, that is why companies do not bother to integrate sustainable approaches in their activities, where their motto is "the business of business is business, not sustainability". To take corrective measures and change their attitudes towards environmental products, the companies could use marketing communication techniques as binding communication or greenwashing. Therefore, the researchers adopted a free business model without direct government intervention. Green strategies and practices follow different paths and that the greenwashing is sometimes a first necessary step in emerging countries before initiating actions that are more concrete. Although the greenwashing has a bad impact on the development of green marketing and sustainable business, but they can use it to inform and make people more aware about the environmental problems and incite their sense of individual duty towards the environmental quality, and by time transforming this greenwashing to a real green marketing.

The guidelines for the implementation and application of this planned obsolescence directive will create an attitude toward green products. In the next step, the government should make more proactive public policies to improve the development of this sustainable business and prevent the return of any irresponsible environmental issues.

Keywords- Attitudes, Consumer Behavior, Greenwashing, Green marketing, Green Products.

THE MATTER OF ACADEMIC INTEGRITY AT AN ENGLISH MEDIUM SETTING

Solar Şekerci, Ayşegül

*Ayşegül Solar Şekerci, Dilek Bozu
Hacettepe University, Turkey*

ABSTRACT

Showing an academic attitude is difficult for many, but somehow expected for undergraduate students. When this expectation is raised in an English Medium setting in which the language related difficulties overwhelm students, the case has got to be harder. In addition to language requirements, the students had to take the responsibilities related to academic integrity, the ethical standards and policies that govern how people work and interact in the academic enterprise at a college or university, yet they are uncommon to many "newcomers" (Lave & Wenger, 1990, pg. 108-109). Moreover, these standards of academic integrity means more than the list of what is unethical but they also provide a foundation for the mutual reliance and individual responsibility necessary in a vigorous academic community. Academic dishonesty among college students is so common that some viewers label it as "epidemic" (Haines, Diekhoff, LaBeff, & Clark, 1982, p. 775). In 1979, a Carnegie Council Report warned of "ethical deterioration" in academic life, and more recently the U.S. Department of Education issued a report describing cheating among college students as a "chronic problem" (as cited in Jansen et.al, 2001 [Maramark&Maline, 1993, p. 4]). Though faculty members clearly define their expectations in terms of academic integrity, it is somehow not possible to eliminate the problems related to academic dishonesty. Especially, with the common use of Internet sources to prepare projects or homework, it is quite inevitable for one instructor to search the written work of a student, that is, "to google" it to find the original source. The reasons leading to academic dishonesty may vary, but it is quite obvious that increasing competition for the most desired positions in the job market and for the few desired places available at the leading business, law, and medical schools, today's undergraduates experience considerable pressure to do well (Macabe et al., 2006). Faculty reactions to dishonesty, social learning, school's policy, perceived beliefs related to academic dishonesty and penalties towards it and the degree to which students perceive that their peers engage in cheating behavior and honor codes were stated to be commonly observed reasons of academic dishonesty tendencies (e.g., Canning, 1956; Jendrek, 1989; Michaels & Miethe, 1989; Tittle & Rowe, 1973). In addition to these stated reasons, it is quite obvious that students at English-medium setting saw it as barrier for departmental achievement (Sert, 2000, Zok, 2010, Dalkız, 2002) since the students ask fewer questions, have difficulty with writing and note-taking (Zok, 2010), and general difficulties in comprehending and responding to questions in English (Dalkız, 2002) despite all these efforts to teach and learn English. Thus, this present study aims to find out students' tendency towards academic dishonesty addressing the types of common academic dishonesty patterns and its predictors at an English Medium Instruction setting.

METHODOLOGY

Methods, Research Instruments or Sources Used

The study was conducted with 293 participants (173 male and 120 female) from Faculty of Administration and Finance (n=124), nursery (n=111) and Engineering (n=58). The data collection instruments were the adapted version of Internet-triggered Academic Dishonesty Scale by Akbulut et al. (2008) and Reasons of Academic Dishonesty Questionnaire developed by the researchers based on literature. The adapted version of Academic Dishonesty Scale was a 21 item 7 point Likert scale ranging from "Certainly I cannot" to "Certainly I can". The original scale was a 5 point Likert scale with 26 items. Due to these adaptation and

development procedures the scales were piloted prior to this main study. The sub-scales of the scale were found to be a 4- factor scale explaining 64% of the variance in tendency towards academic dishonesty namely in terms of fabrication, delinquency, plagiarism and facilitation of academic dishonesty. The items were reworded as general tendency towards academic dishonesty rather than Internet-triggered ones for this research. The reliability of the scale was .93. As for the reasons, the researchers wrote the items based on literature on academic dishonesty and put them together in a questionnaire. The questionnaire included 31 items on a 5 point Likert scale ranging from "Certainly effective (5)" to "Certainly not effective (1)". Reasons behind academic dishonesty were classified under four factors as ethic and institutional policy, academic incompetency, group dynamics and task quality explaining 60.1 % of the variance. The reliability of the scale was .92. As a follow up to this piloting phase, data collected for the main study were analyzed through hierarchical regression analysis in which "predictors are selected based on past work and the researcher decides in which order to enter predictors into the model" (Field, 2009, p.212). The subscales of academic dishonesty were selected to be as outcome variables. The predictors were entered in two steps: gender, English proficiency, GPA, the amount of net use were entered in the first step. The second set of predictors included the five dimensions of reasons scale as ethics and institutional policy, academic incompetency, group dynamics, language incompetency and task quality. Analyses were performed by using IBMSPSS 22. 15 participants did not respond to some parts of the questionnaire and they were eliminated for the regression analysis.

CONCLUSION

Expected Outcomes or Findings

Multiple regression analysis indicated that model 1 significantly predicted students' tendency of fabrication, $F(4, 274) = 8.45, p < .05; R^2 = .097$. After controlling for gender, English proficiency, GPA, the amount of net use, the subscales of the reasons scale (ethics and institutional policy, academic incompetency, language incompetency, group dynamics and task quality related reasons) significantly predicted students' tendency of fabrication $F(9, 269) = 9.64, p < .05, R^2 = .22$. In terms of delinquency, model 1 significantly predicted students' tendency, $F(4, 274) = 6.15, p < .05; R^2 = .069$. After controlling for gender, English proficiency, GPA, the amount of net use, the subscales of the reasons scale related reasons significantly predicted students' tendency of delinquency $F(9, 269) = 5.56, p < .05, R^2 = .14$. Similarly, model 1 significantly predicted students' tendency of plagiarism, $F(4, 274) = 6.55, p < .05; R^2 = .087$. After controlling for gender, English proficiency, GPA, the amount of net use, the subscales of the reasons scale significantly predicted students' tendency of plagiarism $F(9, 269) = 11.15, p < .05, R^2 = .27$. Lastly, for unauthorized help, model 1 significantly predicted students' tendency, $F(4, 274) = 4.22, p < .05; R^2 = .042$. After controlling for gender, English proficiency, GPA, the amount of net use, the subscales of the reasons scale, significantly predicted students' tendency of unauthorized help $F(9, 269) = 4.57, p < .05, R^2 = .10$.

REFERENCES

- American Psychological Association (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- Field, A. P. (2009). *Discovering statistics using SPSS*. London, England : SAGE.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). Englewood Cliffs: Prentice Hall.

- Haines, V. J., Diekhoff, G. M., LaBeff, E. E., & Clark, R. E. (1986). College cheating: Immaturity, lack of commitment, and the neutralizing attitude. *Research in Higher Education*, 25, 342–354.
- Jendrek, M. P. (1989). Faculty reactions to academic dishonesty. *Journal of College Student Development*, 30, 401–406.
- Jensen, L. A., Arnett, J. J., Feldman, S. S., & Cauffman, E. (2002). It's wrong, but everybody does it: Academic dishonesty among high school and college students. *Contemporary Educational Psychology*, 27, 209–229.
- Lave, J., & Wenger, E. (1990). *Situated Learning: Legitimate Peripheral Participation*. Cambridge, UK: Cambridge University Press.
- McCabe, D. L. (1993). Faculty responses to academic dishonesty: The influence of student honor codes. *Research in Higher Education*, 34, 647–658.
- McCabe, D. L., & Pavela, G. R. (1997). Ten principles of academic integrity. *The Journal of College and University Law*, 24, 117–118.
- McCabe, D. L., Butterfield, K. D., & Trevino, L. K. (2006). Academic dishonesty in graduate business programs: Prevalence, causes, and proposed action. *Academy of Management Learning & Education*, 5(3), 294–305.
- Nuss, E. M. (1984). Academic integrity: Comparing faculty and student attitudes. *Improving College and University Teaching*, 32, 140–144.
- Singhal, A. C. (1982). Factors in students' dishonesty. *Psychological Reports*, 51, 775–780.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using Multivariate Statistics* (6th ed.). Pearson

THE IMPACT OF SECONDARY SCHOOL SELECTION PROCESS ON THE PERFORMANCE OF STUDENTS

Wey Amaewhule

*Department of Business Education, Rivers State University of Science and Technology,
Port Harcourt, Nigeria*

Ola Adelusi

University of Warwick, United Kingdom

ABSTRACT

The study examined the impact of school selection process on the academic performance of minority ethnic students and finds that career aspiration and classification of children on bases of their ethnicity significantly affect performance. The study confirms the view that children from background with history of academic attainment also aspire to achieve similar success. The type of school; grammar or public school and the selection policy are not found to be of any significant impact. However, there is a significant correlation between the type of school and career aspiration of the students.

Key words: ethnic minority, performance, selection, children

INTRODUCTION

The low participation of certain group of students in higher education programmes have been recognised over the years by both the government and educationists as an issue of concern. Incidentally, in most identified cases of low participation, cultural; financial and social factors play vital roles in the obstruction of certain social groups to higher education and progression in acquiring higher education (Hayton & Paczuska, 2002).

The system of banding used in England was to ensure a balanced intake in the secondary schools which arguably failed to achieve its aims. Banding was introduced to ensure that comprehensive schools led an academically balanced intake, ILEA transferred arrangements was made to replace selection of testing for grammar selective schools. However, Inner London Education Authority (ILEA) children are assessed by head teachers in their primary school using verbal reasoning test and placed into a band group.

West (2004) mentioned three band groups: Above, Average, Average and Below Average, the children performance is not, however, affected by the secondary school allocation under ILEA, it was noted that there is a higher percentage of children placed in their first choice of school. The initial reason test was abolished and replaced with a London Reading Test (LRT) to identify the number of children who would need additional help in secondary school. It was noted that head teachers could not place children with EAL in correct bands of their ability due to language barrier. In addition, children from ethnic minorities

are placed to lower verbal reasoning groups. More so, Voluntary aided schools have a right to their entry choice.

The gradual changes to comprehensive schools made it possible to compare the effect of comprehensive and selective system; there was little difference in performance. Jesson (2000) observed that pupils in comprehensive schools performed better compared to Grammar schools. The same research, found out that average pupil in comprehensive schools performed better at GCSE compared to those in selective. His work has been criticised for focusing on only GCSE outcomes while ignoring achievements in schools. However, he noted that selective schools had generally higher attainment which suggests the selective system is most effective in the first three years of secondary school education.

Schagen & Schagen (2003) also studied the impact of selective systems on young Key stage 3 children and confirmed that the minority ethnic background children were most adversely affected by the selection. The small number of grammar schools has made the selection even more discriminatory. Gillborn and Mirza (2000) suggested that the term 'underachievement' has become loaded in stereotype and has somehow slipped into the pervasive 'discourse of despair' among and about some ethnic minority groups. They contended that some groups, say Africa Caribbean's may be ranked low in the national measure of achievement, yet the said group may well be achieving highly in some schools and some LEAs.

RESEARCH QUESTIONS

The following research questions were outlined to guide the study:

1. How does criteria used in selecting students into grammar and state schools as it affects minority ethnic groups?
2. What is the level of difference in the academic performance and behaviour of children attending grammar schools with those in state schools?
3. To what extent does school admission and selection policy impact on the performance and progression of ethnic minority children in schools?

REVIEW OF RELATED LITERATURE

The literature focuses on two keys strands: the school selection process and academic performance. The admission and selection policy has been a key player in the placement of children in schools. The performance of the students, particularly those from the minority ethnic group has often raised concerns due to underperformance, thus warranting scrutiny of the selection policy.

The Education Act 1944 which introduced the tripartite structure of modern, technical and grammar schools was intended at injecting equality and eliminating all prejudice and hindrance in the choice of schools. Coldron et al (2009) opined that the main principle behind the policy was for secondary education to be accessible for all children. This implies equality and absence of any discrimination on

bases of ethnicity and ability. The choice of school had earlier been tainted with several accusations of bias, often at the detriment of the poor and minority groups. Atkinson & Gregg, (2004) noted that grammar schools are populated by children from wealthy families with higher levels of education while comprehensive are populated by children from the less wealthy families with parents who have fewer education qualifications. They argued that the use of the aptitude test in selection of pupils is inadequate as it leans towards predicting future attainment of pupils.

The selection policy often identifies students by their ability. West (2004) mentioned three band groups: those above average, average and below average. The local education authority tested pupils in their final year of primary school and allocating them to band groups. However, by 1990, there were noticeable changes to secondary school admissions policy. Most schools in inner London stopped using banding system. Banding was just seen as an unfair system of children intake into secondary (comprehensive) schools since children are placed into schools based on their ability. London Reading Test (LRT) was also introduced to identify the number of children who would need additional help in secondary school. It was noted that head teachers could not place children within correct bands of their ability due to language barrier. In addition, children from ethnic minorities are placed to lower verbal reasoning groups. Most parents were not getting their first preference with the band system.

The more competitive the system, the greater the number of children who are rejected since only few are selected. Coldron et al., (2009) stated that the test measures children's intelligence and how they are able to learn. On the other hand, specialist schools selection is likely less stigmatising for those that failed to be selected. The process of admission to selective schools is discriminatory. There are three methods in highly selective areas: the universal opt out, invited to opt in and primary school recommendation systems. They argued that the selective aptitude enhances the choice of available places only to those who have the capacity to excel in a particular subject but could not, and only contributes to social selection by default.

In a study by Iannelli, (2008), the Scottish comprehensive school has a higher overall participation rates and more inclusive and free at compulsory level. The academic performance of children is often influenced by a number of factors. Family background, ethnicity and the career aspiration of the student have often been a contributory factor to the excellence or failure of the children. Mocetti (2010) observed that schools failed to fill up the gaps of those children coming from less- advantaged and ethnic minority families. Such inequalities are increasingly strengthened with the compelling risk of mistaking privilege with merit in the school environment. The fact that the social selection starts at such early age deserves greater attention in the policy debate.

Several studies have opined that children from ethnic minorities have not had similar measure of success within the British education system as other indigenous groups have had, even though surveys shown that families from ethnic minorities tend to be more positive about the values and needs for education than their white counter parts (DfEE, 2001). Indeed, recent statistics show that black boys were more likely to be excluded (83% of the permanent exclusions in 1995-6) six times higher than their white

counterparts. Poor academic outcomes of children from ethnic minorities particularly black boys, have well been documented (DfES, 2004), (Osbourne, 2000), (Majors, 2000) and it is suggested that the differences in attainment levels, particularly in GCSEs between black children and their white counterparts may represent a long process of decline in relative attainment of ethnic minority pupils in the compulsory education system.

RESEARCH METHODOLOGY

The main research tool used in the data collection is questionnaire, supplemented by interview. The questionnaire contains three sections of five open – ended questions each. The respondents include parents, teachers and students in secondary school. The teachers are those directly involved in the teaching of students from the ethnic minority students. Parents and their children of same group are also the respondents. An equal number of 5 students were selected from both grammar and public schools. The total sample in the study is 15. The questionnaire was supplement by few interview questions in which the respondents (teachers, parents and students) are asked to respond to questions on the selection policy of admission (see the appendix for the questionnaire and interview questions).

The data obtained from the questionnaire were keyed into SPSS programme and analysed. Three statistical tools are used in the data analyses: descriptive statistics (mean and standard deviation), correlation and the standard deviation. While the mean and standard deviation measure the centrality of the variable responses, the correlation coefficient measures the relationship among the variables. The standard regression examines the effect of the independent variable on the academic performance of the ethnic minority students. The regression equation can be represented by the following simple equation:

$$\text{Performance} = \beta + \text{selection} + \text{behaviour} + \text{ethnicity} + \text{career} + \text{satisfaction} + \text{school} + \xi$$

Where:

Performance - the academic achievement of minority ethnic students

Selection - the selection policy of admission into grammar/public schools

Behaviour - the attitude, outwards disposition of students of ethnic minority

Ethnic - this includes students from non- white background

Career - the career plan, aspiration after secondary school such as university education
vocation training, jobs, dropping out after school.

Satisfaction – the enjoyment and satisfaction of in the present school (grammar/public)

School- whether present school is grammar or public school

ξ – Error term

β - Constant term

FINDINGS AND ANALYSIS

The results from the data obtained from the questionnaire and interview are presented and analysed in this section. Table 1 shows the descriptive statistics of all the variables used in the research and shows the mean and standard deviation.

Table 1: Descriptive statistics

Variables	Mean	Standard deviation
school	1.50	0.53
Satisfaction	2.00	0.82
Career	2.30	1.34
Performance	1.60	0.84
Ethnicity	2.00	0.05
Behaviour	1.50	0.71
Selection	2.07	0.58

The value of the standard deviations are minimal and less than 1.00 except for *career*. This shows the centrality of the mean responses of the respondents. The highest mean being *career*, with a mean of 2.30 and a standard deviation of 1.34. The variables; *school* and *behaviour* have mean response of 1.50 each and a standard deviation of 0.53 and 0.71 respectively.

To establish any possible relationship among the variables, the Pearson correlation is used to test the correlations of the variables. This is necessary as to verify the extent significant relationship existing among the variables. The correlation result is reported in Table 2 and shows the significant interrelationship among the variables.

Table 2: Correlation of study variables

Variables	School	Satisfaction	Career	Performance	Ethnicity	Behaviour	Selection
School	1						
Satisfaction	0.775**	1					
Career	0.867**	0.916**	1				
Performance	0.365	0.354	0.360	1			
Ethnicity	0.800**	0.904**	0.946**	0.091	1		
Behaviour	0.745**	0.770**	0.881**	0.002	0.984**	1	
Selection	0.816**	0.791**	0.837**	0.373	0.816**	0.609*	1

**correlation is significant at 0.01 levels (2-tailed) *correlation is significant at 0.05 levels (2-tailed)

The table shows that most of the variables are significant correlated. For instance, *school* is significant correlated with *satisfaction* at 0.775, *career* at 0.867, and *ethnicity* at 0.800, *behaviour* 0.745 and *selection* at 0.816 respectively. This implies that there is a strong interrelationship that exists among the variables; each could be affected by another's reaction.

However, not all the variables show significant or strong correlation. *Performance* does not show any relationship with *ethnicity*, *behaviour* and *selection*. The relationship between *performance* with *school*, *satisfaction* and *career* are also non-significant.

The importance of establishing any relationship among the variables is to help understand the influence and impact of each variable among the others. However, to specifically, assess the impact the independent variables have on the dependent variable (*performance*), the standard regression is applied.

The regression measure the individual impact of all the other variables (*selection*, *behaviour*, *ethnicity*, *career* and *satisfaction*) on the dependent variable - *performance*.

Table 3: Standard Regression

Dependent variable = performance		
Variables	Model 1	Model 2
Constant	1.833 (1.655)	2.500 (2.692)
Selection	0.075 (0.202)	-0.236 (-0.316)
Behaviour	-0.714 (-1.454)	-9.919 (-2.000)
Ethnicity	-2.130 (-3.306) *	-1.826 (-3.114) *
Career	2.510 (3.650) *	2.896 (4.880) **
Satisfaction	-	0.639 (1.225)
School	-	0.471 (1.069)
Adj. R sq.	0.781	0.775
Mean sq	2.167	2.625
Observation	10	10

*significant at 0.01 level; **significant at 0.05 level. Figures in parentheses are the t-statistics while others are the variables coefficients

The regression result is presented in Table 3. The results are in two models and shows the coefficient and t-statistics (shown in parentheses) of each of the independent variables.

The regression result shows that career has the most positive significant effect on the performance of the ethnic minority students. The variable has a coefficient of 2.510 and t-statistics of 3.650 in model 1, which is significant at 0.01. The significance of *career* remains even stronger on the model 2 with a coefficient of 2.896 and t-statistic of 4.880. This implies that *career* is a dominate factor in the overall academic performance of students from the minority ethnic group. The variable *ethnicity* shows a significant negative significance with *performance* of the students from the ethnic minority group. The variable has a coefficient of -2.130 and -1.826 and t-statistics of -3.306 and -3.114 respectively. This implies that ethnic background of the students from minority group has a negative impact on their performance. This result can be explained by the sometimes, negative stigma attributed to minority ethnic students.

The results obtained are not entirely surprising. Majors (2000) assert that the prospect of good career has a propelling effect on students. This is particularly important for students from minority ethnic group whose academic career prospects are hardly encouraging; either because of poor family orientation or lack of vision. Gillborn and Mirza (2000) found that black minority students often aspire lower than

their white counterparts into positions of leadership and public service. Those with such aspirations are not surprisingly good at their academic performance.

CRITIQUE OF RESEARCH METHODOLOGY

The research is a quantitative study, using primary data. A major shortcoming of the research technique is the analytical tools and the small sample size. Regression results are more reliable with a large sample. Hartas (2010) posits that large quantity of data yields more reliable and generalised results. The study was also confirmed to schools and minority ethnic groups within the Kent councils. A wider sample selection would ensure that the result reflects the minority students irrespective of area of settlement.

The questionnaire was closed ended which ensured that respondents tick options of their choice. The questions were drawn to primarily reflect only the research interest. This did not give room for parents to add as much information as possible. These shortcomings may have a significant impact on the results

CONCLUSION

The study was set out to investigate the difference in academic achievement between students attending grammar and public schools. It also examines their academic performance and behaviour as it affects the minority group. The school admission policy and its impact on performance and progression on minority ethnic students were also investigated.

The study shows that career aspiration is the most significant factor affecting academic performance of children from minority ethnic background. Students from an established academic background are likely to perform better than other. The study also found that identifying and classifying students on basis of their colour and ethnicity, significant affect their performance. This is becomes noticeable in environments where minority groups are stigmatised with name callings as a result of their ethnic background. However, such stigma can be reduced with proper supervision by the teachers, ensuring that the feeling equality is entrenched among all the students.

Contrary to some studies, the choice of school (whether grammar or public) and the school selection policy do not play any significant role in the academic performance of ethnic minority children.

REFERENCES

- Atkinson, A. and Gregg, P. (2004) Selective Education who benefits from Grammar Schools? *Market and Public Organisation 11, Autumn*.
- Coldron, J., Willis, B. & Wolstenholme, C. (2009) Selection by attainment and attainment English Secondary Schools. *British Journal of Educational Studies*, 249 -251.
- DfEE (2001) The Department for Education and Employment; Youth Cohort Study: The Activities and experiences of 16 year olds, England and Wales 2000, London, DfEE.
- DfES (2004) National Curriculum Assessment and GCSE/GNVQ Attainment by Pupil Characteristics in England: Department For Education and Skills; National Statistics.

- Gillborn, D & Mirza, H.S (2000) Educational Inequality; Mapping Race, Class & Gender, London, OFSTED.
- Hartas, D. (2010) Educational Research and Inquiry: Qualitative and Quantitative approaches. London: Continuum Publishing.
- Hayton, A. & Paczuska, A. (eds.) (2002) Access, Participation and Higher Education: Policy and Practice. London, Kogan Page.
- Iannelli, C. (2008) Expansion and social selection in Education in England and Scotland. *Oxford Review of Education*, 180 - 184.
- Majors, R (2001) Educating our Black Children, New Directions and radical approaches, London and New York, Routeledge/Falmer
- Mocetti, S. (2010) Educational choices and the selection process: Before and after Compulsory Schooling. *Education Economics*, 2- 13.
- Osbourne, J (2001) Academic Dis-identification: Unravelling underachievement among black boys, in Majors, R (ed) Educating Our Black Children, New directions and Radical Approaches; London and New York, Routeledge/Falmer.
- Schagen, I. and Schagen, S. (2003) Analysis of National Value-added Datasets to assess the impact of selection on pupil performance. *British Educational Research Journal*, 561 -563.
- West, A. (2004) Banding and Secondary School Admission: 1972 -2004. *British journal of Educational Studies*, 20 -24.

TECHNOLOGICAL CHANGE AS AN EDUCATIONAL TOOL: A VIRTUAL COURSE AND A FRONTAL COURSE FOR NOVICE TEACHERS

Eti Gilad

*Achva Academic College, POB Shikmim 79800, Israel
052-3969418; Email: giladeti@012.net.il*

Shosh Millet

*Achva Education College, POB Shikmim 79800, Israel
Email: millet@macam.ac.il*

Aviva Alkalay

*Achva Education College, Israel POB Shikmim 79800, Israel
Email: aviva.alkalay@gmail.com*

ABSTRACT

The research objectives are: characterisation of the learning-teaching processes in the course entitled "Novice Teachers' Professional Development" studied in two different frameworks; and examination of the difference between a physical learning environment culture and a virtual learning culture. The study comprised a follow-up of six learner groups with 108 participation for a period of one year. The courses were taught by three lecturers at an academic college of education and were compulsory for novice teachers during their first year of practice. Each lecturer taught two groups in both frameworks. The study was conducted in a qualitative method as a case study. The research tools consisted of open-ended questionnaires and reflection processes. Central themes in the data were content analysed and a triangulation between the researchers was performed. The prominent findings are differences between the two course types regarding the change characteristics of the learning environment culture: teaching methods, illustration aids, lecturers' profile and novice teachers' profile. The research recommendations are developing virtual learner communities which will allocate room for individual expression in the forum on the one hand and integrating virtual teaching modules in a frontal course on the other.

Keywords: technological change in education, novice teachers, virtual course, frontal course, case study

INTRODUCTION

Due to the technological development and its integration in education, a virtual course was designed in parallel to the frontal course for the support of novice teachers. This paper encompasses a view of novice teachers' difficulties and of a technological culture of a virtual course which constitutes a technological change as an educational tool. The paper consists of four sections: (a) theoretical background which discusses the world of novice teachers and the virtual culture characteristics; (b) methodology; (c) findings; (d) discussion and conclusions about teaching and learning in the two frameworks of the course.

LITERATURE REVIEW

2.1 Novice teachers

Many studies (Ingresoll & Strong, 2011) indicate that the first years of teaching constitute a crucial period for teachers' professional development. Findings show that the first year shapes teachers' image and professional perception. It is essential for their long practice in the education system as well as for their continued professional development at school and in teaching. The literature points out a considerable percentage (46%) dropout of novice teachers during their first five years of teaching (Arbiv-Elyashiv & Zimmerman, 2013; **Cochran-Smith, McQuillan, Mitchell, Terrell, Barnatt, D'Souza, Jong, Shakman, Lam&Gleeson, 2012**).

The key teaching difficulties identified among novice teachers are class management, coping with problems of discipline, setting expectations for the pupils, coping with pressure at work and vis-à-vis the parents and settling conflicts. Moreover, they have to diversify their teaching methods and address learners' different capabilities (Gilad & Alkalay, 2015; Moore & Swan, 2008).

During their first year of practice, teachers are engaged more in trying to solve problems of discipline and class management. In this situations they frequently have a difficulty in finding the appropriate way of teaching, namely integrating disciplinary knowledge and didactic-pedagogical knowledge as well as planning a lesson compatible with the curriculum and adapted to the learners, ensuring an optimal learning which leads to attainments (Eisenhamer et al., 2010; Gilad & Alkalay, 2014).

2.2 Virtual teaching

Studies conducted around the world indicate an increased development of frontal courses through the Internet. Moreover they point out a rapid pace of virtual course introduction into education systems and higher education institutions (Rotem, 2011; Wiess, 2000). Braziller and Hegeman (2000), Moore, Dickson-Deane and Galyen (2011) and Parkes, Stein and Reading (2014) argue that factors such as increasing the learner population in higher education institutions, saving of infrastructures and teaching method innovations motivate the development of virtual courses. This fact is validated in academic colleges of education which are in charge of in-service teacher education and their preparation for induction into the education system. Hence, building a virtual "Novice Teachers' Professional Development" course is part of an academic college of education's vision of introducing fundamental technological changes in teaching methods and changing the structure of academic curricula not only regarding new and advanced contents but also in the way the various courses are taught (Beller, 2000; Rotem, 2011; Sjerry, 1995).

Learning in a virtual environment culture with all its hues and levels in academic colleges of education are grounded in pedagogical and organisational foundations, emphasizing unique needs of teachers' education and professional development. According to Rotem (2011) as well as Rotem and Peled (2008), virtual learning encompasses five key features: 1. Physical distance – there is a physical distance between learners and teachers, 2. Gap in time – learners and teachers conduct the dialogue in different times, 3. Independent learning – learning transpires when learners build knowledge based on various information sources, 4. Accessibility – it is easy to access varied written and computerised information sources, 5. Interactive communication – a text-picture-voice integration between learners and teachers and between learners and learner communities for the purpose of mutual feedback.

Thus, virtual learning is first and foremost a pedagogical concept and then a methodology of implementation/performance.

Virtual courses built as part of the academic curriculum should faithfully represent the learnt contents and subjects, facilitate students' mastery and comprehension of the learnt material rather than turn them into 'computer games' or a virtual gimmick (Solomon, 2000). Technology is designed to provide the experience of learning and acquiring the course contents without the basic options of lecturers and students being in one space whereby one can ask, deliberate and clarify studied issues and discuss 'on the spot' any point which requires elaboration. The built 'Novice Teachers' Professional Development' course attempted to cope with the challenges set by the technological system, namely including all the materials, presenting them in a way which is intriguing, clear, stimulating, interesting and insight-attaining. The virtual course had to find a way of bypassing the limitation of lecturers not being present during students' learning and of being unable to see what happens to the learnt material delivered to students.

The course in the two teaching-learning cultures had to rise up to the challenge of being learnt in an academic college of education within the framework of professional development of novice teachers studying towards their professional development. That is, be relevant to teachers' professional life during the studies as well as be applicable later on (Beller, 2000; Rotem, 2011).

METHODOLOGY

The present study was conducted according to the qualitative-interpretive approach of the case study type used in studies of teaching and learning (Donmoyer, 1997; Lincoln & Guba, 1985). The qualitative-interpretive approach applied in this study enables understanding, description and interpretation of what transpires in the field, including covert aspects from the viewpoint of the participants themselves (Smolicz & Secombe, 1990). The fundamental assumption was that procedural occurrences associated with culture and society can be fully comprehended only when they are studied from the participants' viewpoint and as they are perceived by those who are actively involved in them.

3.1 Research participants

The research participants comprised 108 novice teachers in six learning groups. Three groups of 54 novice teachers in frontal courses and three groups of 54 novice teachers in virtual courses. The groups included 88 females and 20 males; 92 Jews of which one quarter were religious and observant and 16 Arabs. The novice teachers learnt together for a year and were able to relate to their perception of themselves as learners in the "Novice Teachers' Professional Development" course as a concept shaped out of a personal experience.

3.2 Research tools

The questionnaire was open-ended, based on a questionnaire from a study conducted by Millet & Gilad (2008). This questionnaire was validated by a group of peer-specialists and was administered at the end of the academic year.

Furthermore, the students were requested to write their reflections (Millet, Patkin & Ezer, 2002) and briefly describe a meaningful picture which they took with them from the "Novice Teachers' Professional Development" course.

3.3 Data analysis

The open-ended items and reflections were content analysed at two levels. Normative content analysis for identifying prominent trends and a qualitative-interpretive content analysis in order to uncover essential meanings, perceptions and to learn various insights. The analysis was triangulated by the two researchers (Shkedi, 2012).

FINDINGS

1.1 Characteristics of the courses

The frontal course consisted of several single learning sessions in a virtual environment but was mostly taught as a 'regular' course. The syllabus and the varied learning materials were flexibly planned and developed with regard to changing emphases in contents and subjects. This was done according to the learning group composition and the pace of progress. The objective was to extensively adopt a deep approach to learning which was relevant to the participants. At the same time, a course web site was built which included the learning materials and a rich bibliography list.

The virtual course necessitated planning, meeting with computer experts, development of unique learning materials which had to comply with the double challenges of changing attitudes towards virtual learning, thorough acquaintance with the contents, personal experiences, collecting sources on the Internet, a very accurate division of contents into learning modules throughout the academic year, building learning modules including bibliography and focused assignments in every learning modules, building a course website which offers links to the learning materials and enrichment of contents through multimedia. Uploading the course to the virtual space was done prior to the beginning of the academic year. The teaching-learning modules were made accessible according to a schedule throughout the year. Every module had to contain vast material for self-reading in accordance with guidelines, independent learning by directed questions, exploring comprehension as well as elaboration and distinction between terms and processes. The novice teachers who enrolled in the course received a personal opening letter with one frontal session with the lecturer and a computer professional. The purpose was orientation in the innermost parts of the course, including passwords, procedures and reciprocal lecturer-novice teachers working methods. The syllabus and all the detailed guidelines, the specified schedule for virtual submission of assignments and submission of written assignments during the studies, communication channels of the group, the lecturer and IT communication were displayed on the course website.

1.2 Characteristics of teaching and learning in the courses

The frontal course

The learning environment and teaching methods – meetings were organised in the learning classroom which were turned into direct encounters, the learning materials were traditional and consisted of worksheets, presentations, discussion, workshop learning of individuals, groups and the whole class, while integrating inquiry learning and independent learning.

The lecturer – the lecturer in a frontal course is characterised as a charismatic figure which brings her personal experiences as living examples of the studied topics.

Illustration aids – the aids included simulations in which the novice teachers participated. The simulations engaged in the issues of teacher-pupil dialogue, lesson management and teacher-parent dialogue. One of the examples which the findings prominently indicated as meaningful to novice teachers was group work in class and analysis of educational dilemmas which emerged after watching a movie. Additional issues mentioned as

essential to learning transpired at the workshop stage of the learning. At this stage, the participants analysed events from their life and discussed pictures and illustrations presented in class.

Novice teachers – in a frontal course, novice teachers feel involved in and partner to the learning. They enjoy the fact they are able to ask questions and receive an immediate feedback. Novice teachers benefit from the personal contact in the course. The findings attested to "associative interactions" and "humour" which made the learning more "interesting, diversified and experiential".

Assessment methods – assessment in the course was given according to guidelines pre-defined and specified in the course syllabus: active participation in class, exercises and assignments.

Advantages – advantages were manifested by the answers to the novice teachers' questionnaires: personal contact and immediate feedback between the lecturer and the novice teachers, direct and constant interaction through clarification on the spot, reading of theoretical materials combined with lectures in class, focusing the learning processes on topics studied in class and amendment and improvement options, involvement and personal acquaintance of the group learners as a result of experiences requiring openness, conducting discussions rich with different and multicultural opinions.

The virtual course

The learning environment and teaching methods – a non-definite physical place for the course, the learning materials are virtual and can be found on the course website, the teaching transpires by means of teaching modules of the learning subjects. Every module includes reading materials and assignments by a pre-determined schedule for sending to the lecturer. The learners should manifest in the assignments that they have understood the material and implemented what has been studied. Learning is an independent inquiry process. Sometimes there are discussions in the forum and collaborative learning. The forum is a stage for presenting personal events in an organised manner so that everyone can express themselves and respond to events raised by others. Hence, every such event entails diversified opinions which enrich the discussion in the forum.

The lecturer – in the virtual course is characterised as leading towards independent learning. The novice teachers pointed out that although they neither saw the lecturer nor heard her, she managed to maintain a good contact with them.

Illustration aids – the learning modules were structured in the course website. The reading materials were accompanied by questions and the learning materials came with assignments. The novice teachers' voice expresses surprise by the materials added to the course, such as: movie clips, pictures, presentations, illustrations, quizzes, caricatures and authentic texts as well as creative assignments. The texts encompassed in each module constituted an illustration of the studied topic. The illustration aids in the virtual learning modules attempted to involve the novice teachers in the process of understanding and operating a school system.

Novice teachers – should engage in independent learning, have a high self-discipline of meeting a deadline which does not appear in any lesson schedule. They have to allocate the learning time for themselves. They cope with the operation of an educational system and consolidate an attitude and approach towards the teachers' role.

Two novice teachers expressed two personal points about the place of novice teachers in the course. These expressions were not anticipated. One claimed that: "In the virtual course dealing with novice teachers'

professional development I felt that all the novice teachers were **equal** in the eyes of the lecturer. All of us had to bring examples from our world, we all had the same assignments and the same articles. The lecturer did not look at or related to certain novice teachers with aspecial attitude. For her everyone was equal. She was behind the screen". The second expression was: "I am a timid young woman, I have never asked questions in class. I felt **confident** to address questions to the virtual lecturer when I did not understand some term, or what I should do in the assignment". In the virtual course too the novice teachers demonstrated the importance they attribute to the relation between the lecturer and the novice teachers, a value-oriented and emotional relation. Moreover, they mentioned the extent to which they benefited from the availability of the lecturer in the virtual course through a formal interaction.

Assessment methods – the assessment in the virtual course is based on submitting assignments of the learning modules according to schedule, active participation in the forum both by presenting the events and by responding to them.

Advantages – the learning is individual regardless of time and place. Novice teachers have control over the course of studies and pace of learning. Learners enjoy flexibility and accessibly at every place and every time. The learning modules are designed to develop critical reflection and openness to criticism. Multimedia are implemented, many information sources are accessible and available, learners acquire skills of technological tools, updates and up-to-date information are available, the learning directed and taught the novice teachers to learn independently, cope personally with theoretical materials and practically apply virtual learning competences.

DISCUSSION CONCLUSIONS

The research findings revealed teaching and learning characteristics of a "Novice Teachers' Professional Development" course, studied in two different teaching frameworks: a 'regular' learning framework and a virtual learning framework. The courses were studied as part of the compulsory studies of novice teachers.

According to the findings, the "Novice Teachers' Professional Development" course constituted a basis for open thinking and for coping with change processes on the level of the lecturer and of the novice teachers.

The findings obtained from each course underscore both the learning characteristics in the different frameworks and the course contents manifested in different and similar ways. The course objectives were accomplished in both learning frameworks. A change was generated in the novice teachers' attitude which was demonstrated by a deep understanding that an educational change is part of the unique learning culture in the two frameworks. Sharan and Ishay (1996). Rotem and Peled (2008) and Salant (2011) explain the difficulties in adopting the changes, claiming that a process which integrates the cognitive approach and the behaviouristic approach might lead to a change in the novice teachers' positions.

The communication processes in the two courses stemmed from the learning characteristics and the change characteristics in each course. The findings illustrate that various interactions transpired in the courses, highlighting communication patterns on different levels: high level interactions between the novice teachers and the lecturer in both courses, high level interaction among the novice teachers themselves in the frontal course and a high level interaction between novice teachers and the learning materials in the two courses. These types of interaction are in line with the study of Goldstein (2001) and Naveh (2008) who define them interactions as interactions in the lecturer-learner-knowledge triangle. According to them, the dialogical space which embodies this triangle in a balanced way, promotes optimal teaching-learning processes. Salant (2011)

underscores that there are different models of qualitative interactive learning which facilitate a fascinating combination of technologies and communication.

The findings obtained from the virtual course indicated a prominent advantage, namely novice teachers' control over the learning course and learning pace. They also manifested feelings of equality and confidence to ask questions personally from the lecturer through the screen. The novice teachers expressed themselves: "A culture of independent learning was created in the course, inducing a constant improvement of technological tools", "I have learnt to study in a structured, systematic and creative manner". These findings support the findings of Goldstein (2001), Salant (2011) and Hasegal (2001). These researchers describe the perception that all individuals should be allowed to handle their knowledge on the internet and build it according to their needs. The current stage in the field of virtual learning is characterised as "a postmodern stage whereby the emphasis shifts from the learner's technology to the learner. Teaching methods in virtual environments focus on learners, highlighting the learning process of the individual as part of a learner community" (Rotem & Peled, 2008, p. 24). Solomon (2002) emphasises the informed integration of technology designed to empower the personal experience which enriches the learning methods. Mazor, Nachmias and Mintz (2005) and Rotem and Peled (2011) clarify and underscore that wide aspects of the virtual environment and culture can be learnt only through direct in-service teachers' experience with the virtual environment. This experience entails focused learning which enhances the knowledge and its ways of acquisition.

Based on the findings and the insights that every learning framework has its advantages, the present paper recommends integrating virtual modules in the frontal course and at the same time integrating workshop sessions in the virtual course. The findings emphasise the great importance of a learning environment. This environment necessitates a coping process which embraces innovative learning competences characterised by a dynamic perception and a perception of dealing with complex situations. That is, choosing the appropriate 'part' of knowledge and implementing it in the solution of problems in situations which are different in time and place (Pasig, 1996, 2008).

REFERENCES

- Arbiv-Elyashiv, R., & Zimmerman, V. (2013). *Dropout from teaching in Israel: Who is the dropout teacher and how does the education system cope with this phenomenon? A summary report*. Tel Aviv: MOFET Institute. Retrieved from: <http://www.mofet.macam.ac.il/rashut/Pages/default.aspx>, 8.9.2015. [Hebrew]
- Beller, M. (2000). Virtual learning in an existing reality. *Academia: Magazine of the Universities Heads Committee*, 9, 13-19. [Hebrew]
- Braziller, A. & Hegman, D. (2000). Hybrid Instruction as a learning Solution TCC Virtual Conference. Retrieved from: <http://leahi.kcc.hawaii.edu/org/tcon2k/paper/Brazillera.html>. 12.9.2015
- Cochran-Smith, M., McQuillan, P.J., Mitchell, K., Terrell, D., Barnatt, J., D'Souza, L., Jong, C., Shakman, K., Lam, K., & Gleeson, A.M., (2012). A longitudinal study of teaching practice and early career decisions: A cautionary tale. *American Educational Research Journal*, 49(5), 844-880.
- Donmoyer, R. (1997). *The qualitative/quantitative distinction: Is it still a matter of different epistemologies?* Paper presented at the Annual Meeting of the American Education Research Association, Chicago, Illinois.
- Eisenhamer, M., Mevarech, Z., El-Yagur, O., Ziv, A., & Rachamim, T. (2010). *Effectiveness of simulation-based learning and effectiveness of the 'Respectful Authority' program for developing the professional competence*

of pre-service teachers, in conflictual interactions. Tel Aviv: MOFET Institute. Retrieved from: <http://www.mofet.macam.ac.il/rashut/Pages/default.aspx>, 16.12.2014. [Hebrew]

Gilad, E., & Alkalay, A. (2014). The gap between role expectations of newly qualified teachers and school reality. *International Journal of Education and Research*, 2(12), 473-486.

Gilad, E., & Alkalay, A. (2015). Novice teachers' domains of interest in the first year following their internship. *Journal of Educational Policy and Entrepreneurial Research*, 2(5), 91-100.

Goldstein, A. (2001). *Issues in IT teaching: Investigation of computerised courses*. The virtual conference 'Opening Gates in Teacher Education', Israel. <http://vcisrael.macam.ac.il/site/heb/file.asp?period=H5A039>. [Hebrew]

Hasegal, A. (2011). Network technologies in education systems – From assimilation to adjustment. In D. Chen & G. Koretz (Eds.), *Computerised technology in learning and teaching* (pp. 279-296). Or Yehuda: Centre for Academic Studies. [Hebrew]

Ingersoll, R., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. *Review of Education Research*, 81(2), 201-233.

Kassan, L., & Kromer-Nevo, M. (Eds.). *Data analysis in qualitative research* (pp. 383-413). Beer-Sheva: Ben-Gurion University of the Negev Publications. [Hebrew]

Lincoln, Y., & Guba, E. G. (1985). *Naturalistic Inquiry*, ch. 11: Establishing trustworthiness (pp. 289-409). Newbury Park, California: Sage.

Mazor, S., Nachmias R., & Mintz, R. (2005). Empowering collaborative learning processes in Internet-based learning environments. *Eureka*, 20. [Hebrew]

Moore, L., & Swan, B. G. (2008) Developing best practices of teacher induction. *Journal of Agricultural Education*, 49(4), 60-71.

Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). E-Learning, virtual learning, and distance learning environments: Are they the same? *The Internet and Higher Education* 14 (2), 129-135.

Naveh, A. (2008). Empowering dialogues in the test of implementation. In N. Aloni (Ed.), *Empowering dialogues in humanistic education* (pp. 398-421), Tel Aviv: Hakibbutz Hameuchad Publishing. [Hebrew]

Parkes, M., Sarah Stein, S. & Reading, C. (2014). Student preparedness for university e-learning environments. *The Internet and Higher Education* 25, 1-10.

Pasig, D. (1996). *Taxonomy of future cognitive competences and skills*. Ramat Gan: Bar-Ilan University, School of Education. [Hebrew]

Pasig, D. (2008). *Code of the future*, Tel Aviv: Sifrei Hemed, Yediot Acharonot Publications. [Hebrew]

Rotem, A. (2011). *The third model as an opening for information community. Collaborative learning, education, teaching and learning in a computerised environment*. Available virtual: <http://avrumrotem.com>. [Hebrew]

- Salant, A. (2011). Communication Technologies on the Internet and consolidation of class identity. *Bitaon*, 46, 23-29. [Hebrew]
- Sharan, S., & Ishay, D. (1990). A planned change in education. In Y. Danilov (Ed.), *Planning the education policy* (pp. 169-241). Jerusalem: Ministry of Education. [Hebrew]
- Shkedi, A. (2012). *The meaning behind the words*, chapters 4-5. Tel Aviv: Ramot Publishing. [Hebrew]
- Sjerry, L. (1995). Issues in Distance Learning *Int. J. of D.L.* (1), 337-365.
- Solomon, G. (2000). Technology and Education in the Information Age, Tel Aviv: Zmora Bitan Publishing and University of Haifa. [Hebrew]
- Wiess, S, (2000) Virtual Education 101: More and more colleges and universities are offering classes on the Internet' but are these Cyber classrooms up to snuff? WA/PO W31.