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Biopsychosocial Needs of Patients with Myocardial Infarction

• Arzak Mohamed Khalifa Ewees

Abstract:

Myocardial infarction (MI) is a major health problem in the world, it is considered a life threatening and Patients with acute myocardial infarction face serious problems. Accurate assessment of myocardial infarction patients is very important to meet their learning, Physical, psychological and social needs. **This study was aiming to** assess the physical, psychological and social needs of patients with myocardial infarction. To conduct this study, a convenience sample of one hundred adult patients was selected from Coronary Care Unit at Ain Shams University Hospital. **The results** of this study showed that, the most (83%) of the study group had unsatisfactory level of knowledge regarding their learning needs. Less than half (44%) of the study group had moderate physical needs, while about two third (63%) of the study group had moderate psychological needs and (58%) of them had moderate social needs. **This study concluded** that, physical needs were severe in about one quarter of the study group and near half of them had moderate physical needs. About two third of the study group had moderate psychological needs and more than half of them had moderate social needs. **This study recommended that**, rehabilitation and counseling program for patients with myocardial infarction should be done to meet their biopsychosocial needs.

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Key words: Myocardial infarction, Biopsychosocial needs, assessment.

Introduction

Acute Myocardial infarction (AMI) is the rapid development of myocardial necrosis caused by a critical imbalance between oxygen supply and demand of the myocardium. Myocardial infarction caused by complete coronary artery occlusion begins to develop after 15–30min of severe ischemia. The vessels that supply blood to the heart muscle may become occluded by atherosclerotic plaque or a blood clot, shutting off the blood supply to a portion of the myocardium. When the blood supply to part of the myocardium is interrupted, there are profound changes in the myocardium that leads to irreversible changes and death of muscle cells (**American Heart Association, 2006**). Acute myocardial infarction is one of coronary artery diseases (CAD), cardiovascular diseases account for 12 million deaths annually worldwide. One third of patients who experience STEMI die within 24 hours of the onset of ischemia. More than one-half of deaths occur in the pre-hospital setting. In-hospital fatalities account for 10% of all deaths. An additional 10% of deaths occur in the first year post infarction (**Hoeman, 2008**).

According to **American Association of cardiovascular and pulmonary Rehabilitation (2004)** myocardial Infarction is the major cause of death in Egypt the mortality rate reach to 4,218 deaths, and about 1300000 Americans suffer an MI annually. Although males victims out number females almost 2-1. Females die more frequently after an MI. According to **American Heart Association (2008)**, heart disease is the leading cause of death all over the world. Rapid diagnosis and early assessment of patients presenting with acute myocardial infarction is important for patients and early interventions can improve outcomes. On the other hand, when the diagnosis of acute myocardial infarction has been ruled out, attention can be focused on the detection of other cardiac or non-cardiac causes of the presenting symptoms (**Smeltzer, Bare, Hinkle, and Cheever, 2008**). The assessment of needs for myocardial infarction patients is a critical step in providing high quality care and achiev-

ing patients' and families' satisfaction. The nurse should do routine screening and should offer patients with generic stress management and relaxation, in addition to health education in order to bring back the patient's health physically and psychologically and socially. A healthy recovery after a cardiac event has become a priority in nursing care (**Watson, Wraa, and Osborn, 2010**). Rapid and proper assessment of needs is an important nursing role leads to proper management and prognosis to meet biopsychosocial patients' needs. Myocardial infarction patients should be given information according to their needs. The planned health education given at the hospital increased their rate, losing weight, staying on their diet, physical activities and routine follow-up. Patient and family needs to receive guidance and coaching to cope with the potential biopsychosocial problems that commonly occur. (**Hoeman, 2008**).

Significance of the study:

Myocardial infarction constitutes a major health problem in the world and it is considered a life threatening, annually, approximately, 700000 people of United State experience their first myocardial infarction, another 500000 suffer from myocardial infarction subsequent to the initial one. Nearly 192,895 people died from myocardial infarction (**American Association of cardiovascular and pulmonary Rehabilitation 2004**). As regard to the incidence in Egypt according to statistical department at Ain Shams University Hospitals report approximately 1000 patients were admitted with myocardial infarction in year (2008). Myocardial infarction (MI) is a major health problem in the world, and Patients with acute myocardial infarction face serious problems. Accurate assessment of myocardial infarction patients is very important to meet their learning, Physical, psychological and social needs and leads to decrease mortality and morbidity, decrease cost of treatment, decrease cost of time and effort of care providers in addition to the frustration for both patients and care providers (**Daniels, Nosek, and Nicoll, 2007**).

Aim of the Study

The study aims to: Assess the physical, psychological and social needs of patients with myocardial infarction.

Subjects & methods

Research design: Descriptive exploratory design was utilized to meet the aim of the study.

Research setting: The study will be conducted in coronary care unit at Ain shams university hospitals

Subjects: A convenience sample of 100 adult patients will be selected in the study.

Tools of data collection

The data were collected through using the following tools:

I. Interviewing questionnaires:

It was constructed by the researcher. The tool was divided into two parts:

- **The first part:** It was concerned with characteristics of the study group involved in the study for providing data regarding age, sex, qualification, marital status, residence, level of education and nature of occupation.
- **The second part:** It was concerned with assessing the following parts:
Patient's present medical diagnosis, Patient's medical, surgical and family history, patient chief complain on admission, Physical assessment for body systems.

II– Needs assessment questionnaires:

It was used to assess physical, psychological and social needs of myocardial infarction patients, these tools included the following:

A- Assessment of Physical needs, it was done through:

- 1-Somatic health complaints questionnaires. It was used to assess the com-

plaint of cardiac specific health problems of patients with myocardial infarction.

2-Cardiac patients' learning needs inventory; patient questionnaires. It was used to assess the importance degree of learning needs

3-Learning needs assessment questionnaires. It was used to assessment of patient's knowledge regarding myocardial infarction.

B- Hamilton anxiety scale to assess psychological needs.

C- Social dysfunction scale to assess social needs.

Results:

Table (1) shows the distribution of the study group according to their characteristics. Regarding age, the results revealed that near half (47%) of the study group ages were from 50 to 65 years and the mean age of the study group was about 55 years. As regards their gender, the most (78.0%) of the study group was males. Regarding educational level, the results found that near one third (37.0%& 32.0%) of the study group were illiterate and only read & write respectively, while the minority (11.0%) of them was highly educated. As regards type of work, it was revealed that, half of the study group had muscular type of work, while 24.0% of them had intellectual type of work. In relation to marital status, it was found that, the most (77.0%) of the study group were married. Concerning residence, it was revealed that about two third (64%) of the study group reside in rural areas.

Figure (1) shows that, only (17%) of the study group had satisfactory level of knowledge regarding their learning needs, while the most (83%) of them had unsatisfactory level of knowledge regarding their learning needs.

Figure (2) shows that, 44% of the study group had moderate physical needs while, 21% of them had severe physical needs and only 3% had no physical needs.

Figure (3) shows that, about two third (63%) of the study group had moderate psychological needs and 13% of them had severe psychological needs, while less than quarter (24%) of them had mild psychological needs .

Figure (4) shows that, more than half (58%) of the study group had moderate social needs and more than quarter (26%) of them had severe social needs, while only (16%) of them had mild social needs.

Table (2) shows that, the high mean needs were regarding the social needs followed by psychological needs, physical needs then knowledge, while, the highest mean was regarding educational importance among the study group.

Discussion

Regarding the study group characteristics, the results of the present study revealed that, the mean age of the study group was about fifty-five years and more than half of the study group ages were above 51 years. The finding consistent with what was reported by **Timmis and Kaliszer (2003)**. This might be due to secondary arteriosclerotic changes which occur with aging.

Related to sex, the present results showed that the percent of males was more than three quadrants of the study group. This finding consistent with what was reported by **Brink, Cliffordon, Herlitz, and Karlson (2007)** who found that, most of the study group was males. The percentage was higher in males than females might be due to the serious elevated number of smokers among males.

Regarding educational level, the present study results illustrated that, the majority of the study group was illiterate and read & write, while the highly education was the minority of them. This finding is consistent with what was reported by **Abd-ElRahman (2004)** who found that, more than two third of the study group was illiterate and read & write. The illiteracy might because of lack of awareness and knowledge about health and illness.

Concerning marital status, the present study showed that the majority of the study group was married. This finding goes in the same line with **Marzouk (2009)**, and **Arnetz, Hoglund, Arnetz, and Winbland (2008)** who found that married patients represent higher percent than single, widow and divorced one. This could be related to presence of physical, psychological and social stressors among married group than others. Regarding residence, the current study showed that about two third of the study group reside in rural areas. This result found that the geographic location affects the incidence of cardiovascular disease as the rural area had the highest risk. This is consistent with **Hussein (2005)** and **Mohamed (2003)** who found that about two third of their subjects were residing in rural area. This might be due to lack of education and health services in rural areas. Concerning study group's knowledge, the present study showed that, the most of the study group had unsatisfactory level of total knowledge regarding learning needs. This result is consistent with **Hussien (2005)**, who found that, the most of the study group had unsatisfactory level of knowledge regarding the needs of myocardial infarction patients. These findings could be due to elevated number of illiterate group, residence of about two third of them in rural areas and lack of educational programs in the hospital. Regarding physical needs assessment, the result of the present study revealed that, about one third and near half of the study group had severe and moderate total physical needs after myocardial infarction respectively. This result consistent with **Mohamed (2010)** who found that, about half of the study group had physical needs.

In relation to the psychological needs among study group, the results of the current study shows that, about two third of the study group had moderate psychological needs after myocardial infarction. This result was supported with **Child, Sanders, Sigel, and Hunter (2010)** and **El-Sayed (2006)** who found the elevation of psychological needs among these patients. This might be due to anxiety from disease as a serious condition and the hospitalization. Regarding social needs, the present study revealed that, more than half of the

study group had moderate social needs and more than quarter of them had severe social needs. This result is consistent with **Mohamed (2010)** and **El-Sayed (2002)** who found the elevated psychosocial stressors followed cardiac events. The current study represented that, the highest mean regarding needs among study group was related to social needs followed by psychological needs, then physical needs. These results go on the same line with **Mohamed (2010)** and **Asadi-Lari, Packham, and Gray (2003)**. Who found that, the social need was the highest needs followed by physical needs.

Conclusion

The majority of the study group had unsatisfactory level of knowledge regarding their learning needs, in spite of the majority of them considered it important as educational needs. Physical needs were severe in about one quarter of the study group and near half of them had moderate physical needs. Psychological needs were moderate in near two third of the study group, while the minority of them had severe psychological needs. Social needs were moderate in more than half of the study group, while about one quarter of them had severe social needs. The highest mean of the needs were regarding social needs followed by psychological needs and physical needs.

Recommendations

The result of this study projected the following recommendations:

- Patients' educational program should be designed to improve patients' knowledge regarding their needs after myocardial infarction.
- Rehabilitation program should be started as soon as the patients with myocardial infarction admitted to hospital to meet their needs.
- Counseling program for patients with myocardial infarction should be done to meet their biopsychosocial needs.
- A simplified and comprehensive booklet including therapeutic regimen should be introduced to the patients after myocardial infarction.

Table (1): Number and percentage distribution of the study group characteristics:

Characteristics of the Study group	No. (N=100)	%
1-Age groups		
• 22-35	6	6.0
• -35-50	31	31.0
• -50-65	47	47.0
• ≥65	16	16.0
Mean ± SD	(54.7 ± 11.1)	
Range	(22-76)	
2-Gender		
• Males	78	78.0
• Females	22	22.0
3-Education		
• Illiterate	37	37.0
• Read write	32	32.0
• Secondary	20	20.0
• High education	11	11.0
4-Marital status		
• Single	5	5.0
• Married	77	77.0
• Widow	16	16.0
• Divorced	2	2.0
5-Residence		
• Rural	64	64.0
• Urban	36	36.0

Figure (1): Percentage distribution of total knowledge regarding learning needs among the study group.

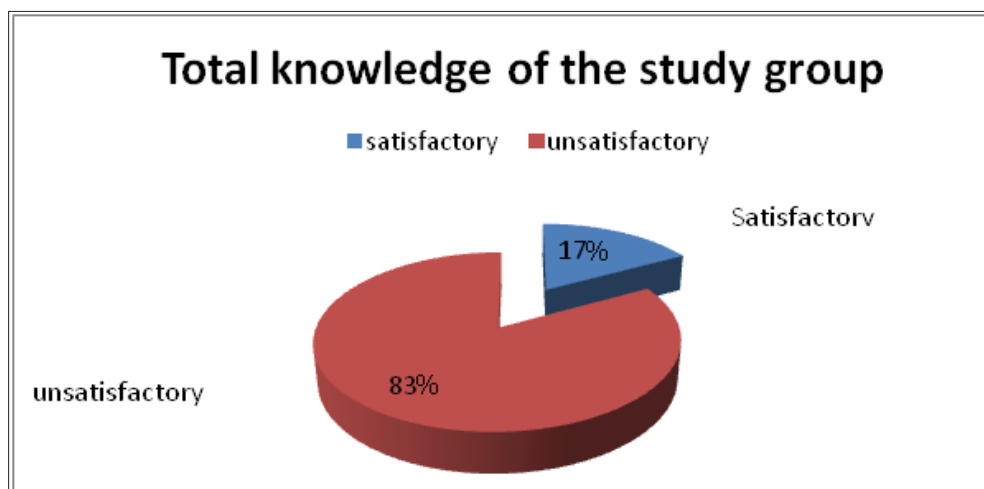


Figure (2): Distribution of the severity of physical needs among the study group:

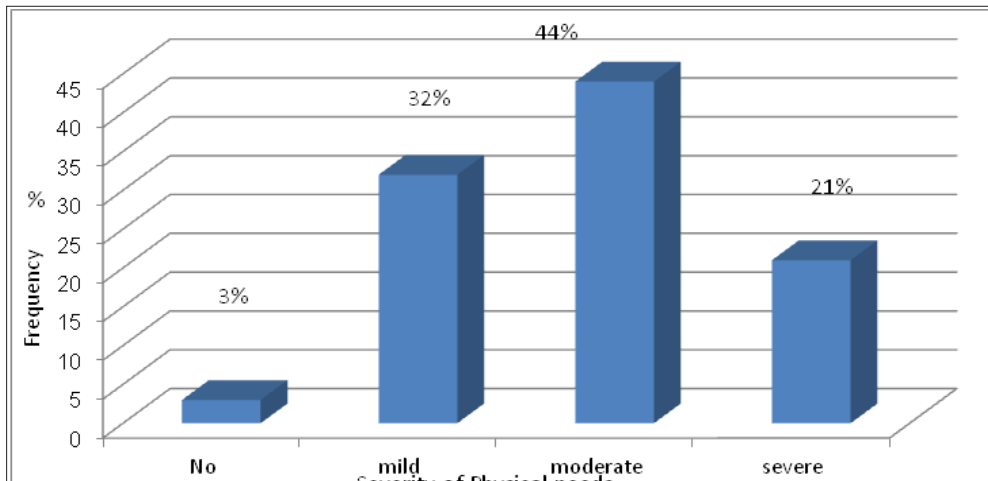


Figure (3) Distribution of the severity of psychological needs among the study group.

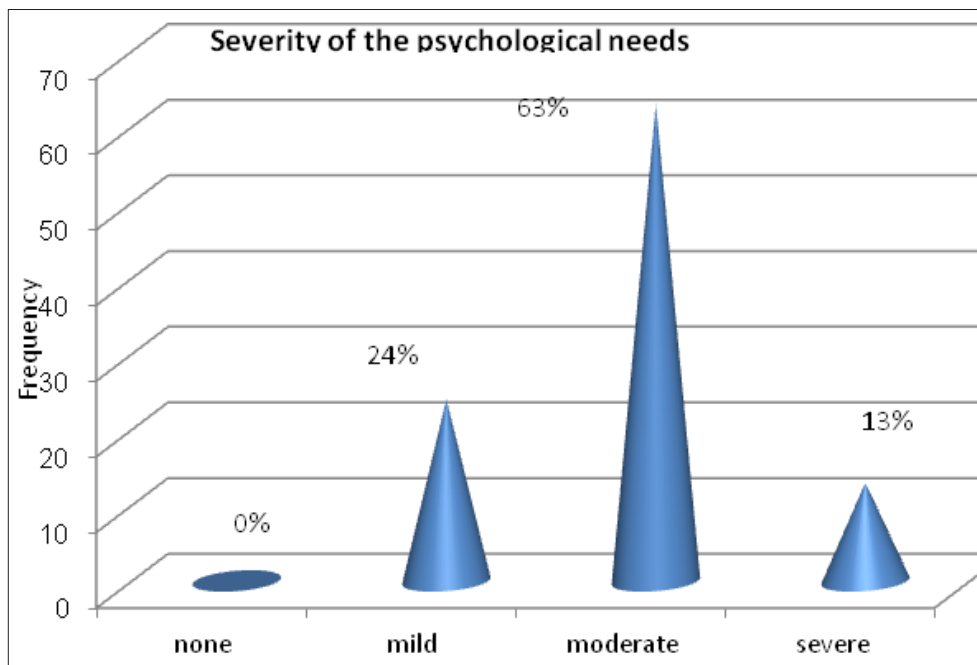


Figure (4) Distribution of the severity of social needs among the study group.

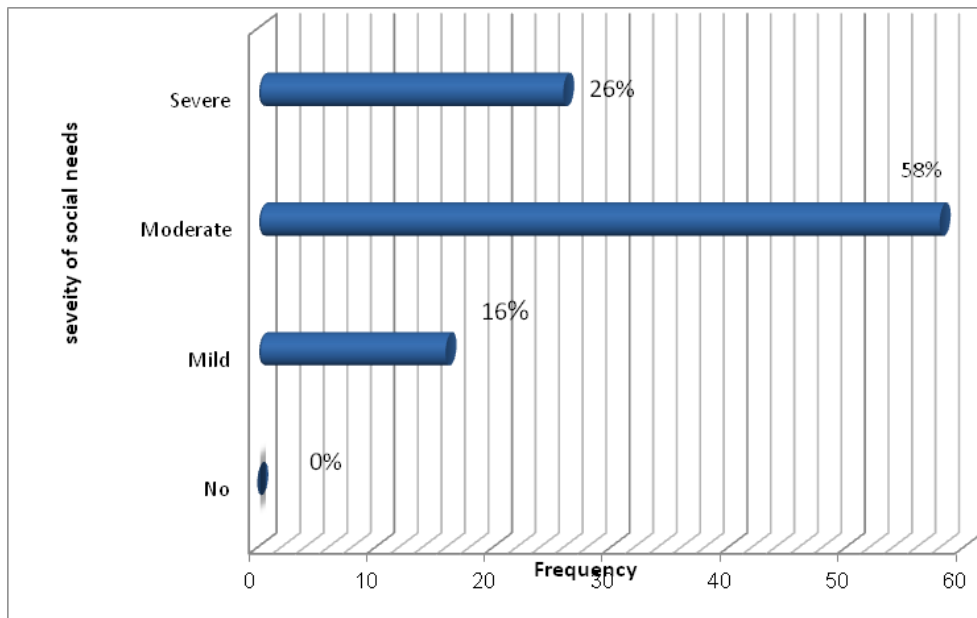


Table (3): Descriptive statistics of the mean of social, psychological, physical, and educational needs among the study group

Items	(Mean± SD)	Range
Social needs	66.4 ± 14.0	36.8-93.4
Psychological needs	60.8 ± 12.4	37.5-89.2
Physical needs	59.4± 16.8	22.9-89.5
Knowledge	42.2 ± 18.8	0-85.7
Educational importance	87.9 ± 6.4	65.7-100.0

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Impact Of Health Education For Adult Female Outpatients Undergoing Magnetic Resonance Imaging On Anxiety Levels And Claustrophobia In Al-Jouf City

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Abstract:

Magnetic resonance imaging (MRI) has been described as the most important medical innovation in the last 25 years. Over 80 million Magnetic resonance imaging procedures are now performed each year worldwide. Between 1% and 15% of all patients scheduled for Magnetic resonance imaging suffer from claustrophobia and cannot be imaged as patients may be unwilling to undergo the procedure, or they require sedation to complete the scan. claustrophobic anxiety and its reduction is closely related to beliefs about suffocation and restriction, indicating that cognitions play an important role in claustrophobia. This study aimed to investigate impact of health education for adult female outpatients undergoing Magnetic Resonance Imaging on anxiety levels and claustrophobia in Al-Jouf City. A quasi-experimental research design used in this study, A sample consisted of 60 patients recruited from the MRI unit appointment book at Prince Abd- El – Rahman AL-Sudery center Hospital, The patients randomly assigned to two equal groups, four tools used to collect data for the study: 1. an interviewing questionnaire sheet. 2. assessment of claustrophobia. 3.State–Trait Anxiety Inventory 4.And a booklet developed by the researchers. The study findings

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revealed that, about half of study group subjects, and more than two thirds of control groups subjects were between 50- 60 years and were housewives . The two hypotheses of the present study were supported because, there were no statistically significant difference was found between both groups pre-MRI examination in relation to anxiety scores and before the designed instructions were given, However, a highly significant difference was found between the two groups when the total anxiety scores were compared after the procedure of MRI examination and after the designed instructions were given(hypothesis1). Concerning the severity of anxiety level , a highly significant difference was found immediately after the procedure. All the patients of the study group experienced mild to moderate state anxiety levels. In contrast, the majority of the control group subjects experienced a severe level of anxiety. The second hypothesis also supported as, no statistically significant difference was found between both groups pre-MRI examination and before the designed instructions were given in relation to Total horizontal visual analogue scale Scores of claustrophobia. However, a highly significant difference was found between the two groups after the procedure of MRI examination and after the designed instructions were given. In relation to completion of Magnetic Resonance Imaging , all study group subjects compared to the majority of control groups subjects completed the procedure successfully. Also, the majority of both groups were reading Quran as a strategy to cope with anxiety and Claustrophobia before and during MR imaging. The study recommended an educational programs for patients who undergoing magnetic resonance imaging examination for the first time.

Introduction:

Magnetic resonance (MR) imaging has been described as the most important medical innovation in the last 25 years. There has been an enormous increase in the use of this modality in the clinical setting. Over 80 million Magnetic resonance procedures are now performed each year worldwide (**Fuchs, 2001 & Hailey, 2006**). Magnetic resonance imaging uses a powerful magnetic field, radio frequency pulses and a computer to produce detailed pictures of organs, soft tissues, bone and virtually all other internal

• **Keywords:** Health Education, Outpatients, Magnetic Resonance Imaging, Anxiety Levels And Claustrophobia.

body structures. Detailed Magnetic Resonance Imaging allows physicians to better evaluate various parts of the body and determine the presence of certain diseases that may not be assessed adequately with other imaging methods such as x-ray, ultrasound or computed tomography. **(Hailey, 2006 and Törnquist, et al., 2006).**

The patient should lie on a moveable examination table that slides into the center of the magnet in a small space, (a long, narrow tube to optimize image resolution and he or she should remain there for a considerable length of time. Straps may be used to help him/her stays still and maintain the correct position during imaging **(Harris, Robinson and Menzies, 2001 and Tiel-van Buul, et al., 1996).** Literature review cited that, although MRI has many advantages of over invasive diagnostic procedures, it can produce an extremely high level of anxiety and claustrophobia in patients undergoing it. Anxiety is defined as a palpable but transitory emotional state or condition characterized by feelings of tension, apprehension and heightened autonomic nervous system activity. There are several anxiety-related reactions associated with magnetic resonance imaging (MRI). **(MacKenzie, Sims, Owens, and Dixon, 1995).**

Claustrophobia is the fear of having no escape and being closed in small spaces or rooms. It is typically classified as an anxiety disorder and often results in panic attack, and can be the result of many situations or stimuli, including elevators crowded to capacity, windowless rooms, and even tight-necked clothing **(Choy, Yujuan, Abby, Fyer, and Josh , 2007).** Moreover, research studies reported 15% of patients who are undergoing MRI procedure describe severe claustrophobic reactions while in the bore of the machine. Apart from the distress caused by this, such reactions can result in the degrading of images obtained or in premature termination of the procedure. These experiences may also influence patients' perceptions of the quality of their care **(McIsaac, et., al , 1998 and Harris, and Menzies, 2004).** The experience of claustrophobic anxiety and its reduction is closely related to beliefs about suffocation and restriction, indicating that cognitions play an important role in claustrophobia (Thorpe , Salkovskis & Dittner, 2008). Therefore, teaching and sedation can be arranged for those patients who anticipate anxiety (Bluemke, & Breiter, 2000).

Nurses have an important role before, during and after any diagnostic procedure. They must know how to prepare the patient, the appropriate requirements to complete and nursing measures to perform, how to interpret each test in order to notify the physician how the patient copes with the procedure, and how to document the test(Selim, 2001).

Significance of the study:

It was noticed that a large number of patients examined annually in Al-Jouf at MRI unit at Prince Abd- El –Rahman AL-Sudery center Hospital, (Total number of patients examined in 1432 H was 1137 patients), and some patients especially female patients who are undergoing magnetic resonance imaging examination cannot terminate the procedure successfully due to producing anxiety and claustrophobia, also it is documented in the unit of magnetic resonance imaging examination that for each 30 patients examined weekly, about 2 to 3 patients(from 7% to 10%) cannot terminate the procedure due to producing anxiety and claustrophobia, so, we are interested in this research to investigate the impact of health education for adult female outpatients undergoing Magnetic Resonance Imaging on anxiety levels and claustrophobia in Al-Jouf City.

Purpose:

This study aimed to investigate the impact of health education for adult female outpatients undergoing Magnetic Resonance Imaging on anxiety levels and claustrophobia in Al-Jouf City.

Research Hypotheses:

1- Post MRI procedure, there will be significant statistical differences among study group subjects and control group subjects in relation to state of anxiety scores.

2- Post MRI procedure, there will be significant statistical differences among study group subjects and control group subjects in relation to intensity of claustrophobia scores.

Material and Methods:

Research Design:

A quasi- experimental research design used in this study.

Sample:

A sample consisted of 60 female patients who met the inclusion criteria were randomly recruited from the MRI unit appointment book at Prince Abd-El –Rahman AL-Sudery center Hospital. The patients assigned to two equal groups. The study group (30 patients) received the designed instructions in the booklet by the researcher before MRI examination, while the control group (30 patients) did not receive any instructions prior to MRI examination other than the routine hospital instructions. The sample included adult conscious female patients between the ages of 18 and 82. The sample had no previous history of MRI examination; no concomitant invasive procedure performed on the patients.

Setting:

The current study conducted in MRI unit at Prince Abd- El –Rahman AL-Sudery center Hospital.

Tools

Four tools used to collect data for the study:

1. An interviewing questionnaire sheet: This tool was designed by the researchers to assess the demographic characteristics and patient knowledge. It is composed of two parts:

Part 1- Demographic Data: such as age, marital status, occupation, and level of education, etc. **Part 2- Assessment of patient knowledge related to procedure, preparation for the procedure .**

2. Assessment of claustrophobia includes:

1-Horizontal visual analogue scale of 10 cm (0-100) (**Wewers & Lowe 1990**).

2- And patient subjective symptoms of claustrophobia during the procedure.

3. State–Trait Anxiety Inventory (STAI), (Spielberger , Gorsuch, and Lushene, 1983).

4. And a booklet developed by the researchers.

The booklet were designed by the researchers after reviewing related literature (**Smeltzer, Bare 1998 & Treseler 1995**) to provide patients with information about the nature and sequence of the examination and about the MR imaging machine (its structure, features and principle of operation). In addition, the instructions included a description of strategies that might be useful to the patient in managing anxiety and claustrophobia during the examination.

These tools have been tested and reviewed by a panel of experts for its content validity, Also, a pilot study was done on a group of 6 patients undergoing MRI to check the clarity of the statements, corrections and modifications were done accordingly.

Procedure

Administrative approvals for collecting data were obtained from the coordinator of the faculty of applied medical sciences, director and the head of rays department of the Prince Abd- El –Rahman AL-Sudery center Hospital. Method of data collection was explained and oral consent were taken from patients to participate in the study for each patient. Each patient individually completed the questionnaire before they began the intervention as well as before beginning the procedure of MRI examination.

Control group subjects were assessed for the state anxiety scale and the routine hospital instructions were given to them only, while the state anxiety scale, the routine hospital instructions, and the instructions designed by the researcher were all given to the study group subjects. The anxiety level and claustrophobia intensity were assessed immediately after the procedure of MRI examination and subjective symptoms of claustrophobia which patient experienced during the procedure were recorded for both groups.

Statistical analysis

The percentage distribution, mean and standard deviation, chi-squared test and t-test used to ascertain any significant differences between the study and control groups. The level of significance taken as $P < 0.05$.

Results:

Table (1) Differences of Knowledge among Study and Control Group subjects in Percentage Distribution before Magnetic Resonance Imaging

item	Study		Control	
	No.	%	No.	%
machine:				
satisfactory:	6	20	5	7.16
unsatisfactory:	24	80	25	83.3
Procedure preparation:				
satisfactory:	7	23.3	8	26.7
unsatisfactory:	23	76.7	22	73.3
Contraindication:				
satisfactory:	4	13.3	7	23.3
unsatisfactory:	26	86.7	23	76.7
Time needed for the procedure:				
satisfactory:	8	26.7	10	33.3
unsatisfactory:	22	73.3	20	66.7
Total	30	100	100	30
P value : n.s				

n.s = not significant

Table (2) Differences Between Study And Control Groups In Relation To Total Table (2) Differences Between Study And Control Groups In Relation To Total Anxiety Scores And Total Horizontal Visual Analogue Scale Scores Of Claustrophobia Before And After MRI Examination.

	Before		After	
	Study	Control	Study	Control
	Mean $\pm$ SD	Mean $\pm$ SD	Mean $\pm$ SD	Mean $\pm$ SD
Total Anxiety Scores	42.1$\pm$6.7	40.4$\pm$6.1	40.3$\pm$6.2	60.1$\pm$7.6
	t P-value=0.9 N S		t P-value=8.2* 0.001	
Total Horizontal Visual Analogue Scale Scores Claustrophobia	56.4 $\pm$11.3	53.4 $\pm$10.2	49.4 $\pm$8.2	56.7 $\pm$11.3
	t P-value=0.71 N S		t P-value=9.6*	

Table (3)Comparison of anxiety levels among the study and control group Subjects after MRI examination

Anxiety level	Study		Control	
	No.	%	No.	%
No (0–19)	0	0	0	0
Mild (20–39)	23	76.7	0	0
Moderate (40–59)	7	23.3	11	36.7
Severe (60–80)	0	0	19	63.3
Total	30	100	30	100
X-2 = 34.11, P = 0.0001.				

MRI = Magnetic Resonance Imaging

Table (4) Subjective Symptoms Of Claustrophobia For Study And Control Group Subjects During MRI Examination In Percentage Distribution.

items	Study		Control	
	No.	%	No.	%
Fear of coming to harm at machine	11	36.7	13	43.3
Yes:	19	63.3	17	56.7
No:				
Fear of the diagnostic findings	13	43.3	16	53.3
Yes:	17	56.7	14	46.7
No:				
Fear of closed spaces	2	6.6	2	6.6
Yes:	28	93.4	28	93.4
No:				
Want someone with me at examination room	4	13.3	3	10
Yes:	267	86.7	27	90
No:				
I feel suffocate	0	0	2	6.6
Yes:	30	100	28	93.4
No:				
I feel isolate	2	6.6	2	6.6
Yes:	28	93.4	28	93.4
No:				
I feel fainting	0	0	1	3.3
Yes:	30	100	29	96.7
No:				
I am going to pass out	0	0	4	13.5
Yes:	30	100	26	86.7
No:				

Table (5) Strategies To Cope With Anxiety And Claustrophobia Before And During MR Imaging In Percentage Distribution

strategies	Study		Control	
	No.	%	No.	%
Accompanying someone with me at examination room	4	13.3	3	10
Reading Quran	24	80	26	86.7
Close my eyes	0	0	1	3.3
No	2	6.7	0	0
Total	30	100	30	100

Table(6) Successful Completion Of Magnetic Resonance Imaging For Study And Control Groups In Percentage Distribution.

Successful Completion	Study		Control	
	No.	%	No	%
No	0	0	4	13.3
yes	30	100	26	86.7
Total	30	100	30	100

Discussion:

Clinical experience with the new technology of magnetic resonance imaging (MRI) has indicated that the procedure may produce anxiety in a number of patients, to the extent that occasionally a patient may be unwilling to undergo the procedure. Therefore, this study aimed to investigate the impact of health education for adult female outpatients about Magnetic Resonance Imaging Examination on anxiety levels and claustrophobia. The study findings revealed that the majority of both groups were having unsatisfactory knowledge (Table 1) related to machine, procedure preparation, contraindication , and time needed for the procedure. This may be due to low level of education as less than one third of both groups were illiterates, however, about one third of study group subjects and less than half of control groups subjects had Secondary degrees only. First hypothesis of the present study was supported because, there were no statistically significant difference was found between both groups pre-MRI examination in relation to anxiety scores and before the designed instructions were given, However, a highly

significant difference was found between the two groups when the total anxiety scores were compared after the procedure of MRI examination and after the designed instructions were given (**Table 2**) (Hypothesis 1). These results were in agreement with (**Selim, 2001**) , who reported in her study that, post MRI procedure, the mean scores of subjects in the study group indicated a greater decrease in the score of anxiety than in the control group ones.

Concerning the severity of anxiety level (**Table 3**), a highly significant difference was found immediately after the procedure. All the patients of the study group experienced mild to moderate state anxiety levels. In contrast, the majority of the control group subjects experienced a severe level of anxiety. Also, (**Selim, 2001**) indicated that the study group experienced mild to moderate anxiety levels, while, around two-thirds of the control group exhibited moderate to severe anxiety after examination. Amount of anxiety experienced by the patients during the scan may be related to various factors as reported by (**Thorpe , Salkovskis , & Dittner , 2008**) who stated in their study that “amount of anxiety experienced during the scan was related to the perceived amount of time spent having physical symptoms of panic (45- 60 min.).

Also, they reported in their study that, the number of strategies that patients used to cope in the machine was also a related factor, position in the scanner, head coil use, and previous experience of being in the scanner also was related to levels of anxiety”. The second hypothesis of the present study was also supported because, no statistically significant difference was found between both groups pre-MRI examination and before the designed instructions were given in relation to total horizontal visual analogue scale scores of claustrophobia. However, a highly significant difference was found between the two groups when the total horizontal visual analogue scale Scores of claustrophobia were compared after the procedure of MRI examination and after the designed instructions were given (**Table 2**). Furthermore, study group subjects had a lower total horizontal visual analogue scale Scores of claustrophobia than control group subjects after the procedure. This may be explained by the effect of teaching patients that has on anxiety and claustrophobia lowering as indicated by, **Chan & Cheung, (2003)** who concluded that, State anxiety of all subjects reached the highest score and level

at the time just before cardiac catheterization and before education intervention and the lowest score and level recorded at the time following the procedure. Moreover, a lower level of anxiety was experienced by the experimental subjects who received the education intervention when compared with the control subjects who did not receive the education intervention before cardiac catheterization.

Moreover, study findings showed that the majority of both groups were having some of negative thoughts (**Table 4**) (Fear of the diagnostic findings, Fear of coming to harm at machine, I will suffocate in here, during MR imaging. In agreement with these findings, (**Enders et al., , 2011**) gave the apparent importance of the number of negative thoughts to the experience of anxiety, and the most negative cognition were: fear of being trapped (I am going to get trapped in here, I am going to get stuck), fear of suffocation (I will not be able to breathe, I will suffocate in here), fear of losing control (I will lose control), fear of coming to harm (I am going to have a stroke in here, I will die in here, I will have a heart attack), fear of the machine causing harm (Something will go wrong with the machine when I'm in it, the machine is harming me).

So, the experience of claustrophobic anxiety and its reduction is closely related to beliefs about suffocation and restriction, indicating that cognitions and teaching play an important role in claustrophobia (**Thorpe , Salkovskis & Dittner, 2008 and Bluemke , & Breiter, 2000**).

Study findings showed that, the majority of both groups were reading Quran as a strategy to cope with anxiety and claustrophobia before and during MR imaging (**Table 5**). This may be explained that we are Muslims and all of us think that the cure is in Quran as our God (subhanah wa taala) said.

These results were in agreement with (**Selim, 2001**) , who reported in her study that as within Egyptian culture many people believe that they can become sick if God decides to test their faith. This is also illustrated from what was said during data collection, when most patients gave thanks to God and continued thanking God because acceptance of illness may be rewarded by its relief. Thus, a person's faith, religion and spiritual beliefs can help calm emotions and reactions to stressors, and can be a vital support in times of medical crises.

Other study reported that One-session treatment of cognitive therapy for

specific phobias has been found to be highly effective, and those patients with preexisting claustrophobia may benefit from one-session treatment. This intervention was based on the factors found to be most associated with anxiety in the scanner and the strategies commonly used to combat it (Street, Gorgon and Haidet, 2007).

In relation to completion of magnetic resonance imaging (Table 6), it is obvious that, all of study group subjects completed the procedure successfully however, less than one third of control groups subjects cannot complete the procedure successfully. This may be explained by the effect of knowledge which introduced for study group subjects that has on anxiety and claustrophobia lowering, however, control group subjects did not receive this knowledge, also, this is the first experience for all patients to be in the MRI machine which itself can be a main source of claustrophobia and anxiety. In agreement with the study findings, Harris, and Menzies, (2004) and Dewey, Schink, and Dewey, (2007) reported that Between 1% and 15% of all patients scheduled for MR imaging suffer from claustrophobia and cannot be imaged, or they require sedation to complete the scan.

Conclusion:

Some female patients who are undergoing magnetic resonance imaging examination cannot terminate the procedure due to producing anxiety and claustrophobia, so health education for those is very necessary, which has an effect on lowering producing anxiety and claustrophobia related to magnetic resonance imaging examination.

Recommendations:

1-The researchers suggested conduction of a designed program for patients who cannot terminate the procedure successfully and reappointed for another examination.

2- The researchers suggested distribution of the booklet which they prepared to provide needed patients with the required information to relieve producing anxiety and claustrophobia related to the Magnetic Resonance Imaging.

3-The study recommended an educational programs for patients who undergoing magnetic resonance imaging examination for the first time.

4- Using audiovisual aids in health education programs.

5-Further studies must be conducted in this field on larger sample size for both genders to identify the other factors related to producing anxiety and claustrophobia.

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Engaging Students In “In-Class” Extensive Reading Using The Internet Technology

(A Small Scale Case Study)

• **Miss BENETTAYEB Assia**

Abstract

People in different educational settings all agree on the great benefits extensive reading may offer students if practiced effectively both inside and outside the classroom. Nowadays and with requirements of multicultural education worldwide, new opportunities are presented to the digital generation of students to use technologies in ways that facilitate the learning of foreign languages; especially the English foreign language (EFL). In such changing circumstances extensive reading programs and their status in the curriculum are increasingly becoming among the indispensable qualifications of most successful EFL classrooms across the world. Such qualifications are indeed challenging both EFL teachers and students to strive hard to achieve goals of universal education using Information and Communication Technologies (ICT).

Unfortunately, it is a reality that extensive reading is the activity less practiced by most EFL students at different levels. This is due mainly to the well known excuses that interesting materials (texts, books...) are not always at the students' disposition, that extensive reading is more enjoyable if done outside the classroom or because of previous unsatisfactory experiences with reading in other languages including the native language.

The present work emphasizes the importance of extensive reading when done inside the classroom and attempts to explore students' attitudes and reactions

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to in-class extensive reading through the internet technology; what we name in this paper “Internet-based Extensive Reading Program” (IbERP) as apposed to the ordinary “Extensive Reading Program”, hence forth (ERP). It also tries to assess the extent to which students’ involvement in extensive reading will sustain their interest and increase their curiosity to use the internet technology in ways that help ignite their reading skills and language proficiency in the EFL.

We will thus seek to answer some of the following questions: *How can we engage students in extensive reading using the internet? Is this an easy task? How can EFL students benefit from the internet technology in the extensive reading classroom? What differ the IbERP from an ordinary ERP? How to deal with the extensive reading lesson through the internet? What are the essential characteristics of an effective extensive reading program using the internet? What kind of help is the EFL teacher asked to provide? What type of problems can both students and teachers face? Is extensive reading using the internet really an effective classroom activity?*

1. Introduction

The work is an illustration on how the Internet-based Extensive Reading Program (IbERP) can be an important stimulus for EFL students’ language and reading development in the English foreign language classroom. We will try through the present case study to spot light on the difference between the ordinary Extensive Reading Program (ERP) where students are generally required to read materials of their choice and the Internet based-Extensive Reading Program (IbERP) where the internet represents the unique source of various reading materials.

2. Extensive Reading Program (ERP)

It is today common in most EFL classrooms that “... Despite universal acceptance of the view that one becomes a good reader through reading, reading lessons where most time is actually spent on reading (as apposed to discussion, answering questions, etc...) are relatively rare” (Moran &

Key Words: Internet based Extensive Reading Program (EbERP) – Extensive Reading Program (ERP), English Foreign Language Classroom (EFL).

Williams, 1993: 66). Such a situation is in fact an alarming one and needs reconsideration of the place reading- let say extensive reinforced reading- has in the curriculum.

A wealth of research; Hafiz & Tudor (1989), Tudor and Hafiz (1989), Day and Bamford (1998), Grabe 1986, Nuttall (1996), Cho & Krashen (1994) argue the benefits and power of extensive reading when introduced in the second or foreign language curriculum. Grabe (1986) for example states that *“One major way to round out a reading program is to introduce extensive reading material into the curriculum”* (Grabe, 1986: 43), this is true because we have to help our students *“develop the habit of reading massive amounts”* (Mikulecky, 1990: 13). There are indeed different possibilities to inculcate extensive reading in the classroom. As put by Day and Bamford (1998:41) this can be done as a separate course, or as part of an existing reading course, as or as an additional activity. It is of course important to decide on the way to introduce extensive reading in the classroom but it is more important to urge our students in different settings to spend more time reading, because *“The amount of time spent in actual reading may be the most important factor in reading growth”* (Schell, 1991: 115). Day and Bamford (1998) further emphasize that *“there is no particular form that an extensive reading program must take, neither is there a particular way to go about setting up a program”* (Day and Bamford, 1998: 42). The teacher as an agent of change in the classroom can inculcate extensive reading in his classes in the way he/she judges appropriate to the students who are the first to benefit from this kind of reading, especially at the university level where students *“need high-level reading skills in order to cope with the vast amount of reading often required of both undergraduates and graduates”* (Ibid: 44).

3. The Study

The present study is conducted in the department of English at Hassiba Ben-Bouali university of Chlef-Algeria. The core participants in the study are first year EFL students and teachers, exactly 20 students and 10 teachers. Participants in the study are chosen randomly: 20 students of different reading competence take part in the Internet-based Extensive Reading Program

(IbERP). Those students are among the 40 students who contributed in the Extensive Reading Program (ERP). The 20 students are assessed to have an intermediate level in the EFL. On the other side the 10 teachers contributed only in the Internet-based Extensive Reading pre-program phase of varying teaching experience ranging from 12 to 5 years old of teaching the EFL

4. Steps and Procedures

Before the researcher launched the IbERP, a group of 40 students were instructed in three months Extensive Reading Program (ERP) in the EFL classroom. From the 40 students only 20 took part in the IbERP. First year EFL students at Hassiba Ben-Bouali University study reading twice a week for a general time allotment of three hours. The researcher introduced the ERP as a separate course, i.e, the first session of the EFL reading classroom was intended for intensive reading as part of the curriculum whereas the second session was reserved to in-class extensive reading where the teacher himself read different materials.

The various steps the researcher followed in the ERP were as follows:

- Students were supposed to read materials on their choice.
- In-class reading was reinforced by out of class extensive reading done by the students.
- Each session students' oral presentation of their book reports and summaries was necessary.
- Each week students exchange books they read.
- No assignment was given during the full four months except the book reports.

After the students got sufficient training in extensive reading during the in-class ERP, the IbERP was introduced as at complementary phase. The different steps the researcher followed in the IbERP were approximately the same as in the ERP. The only difference was in the size of the class because the number of students was restricted to 20 students and the second difference was in the use of the internet as a primarily source of materials. In sum the program was conducted in the following way:

- It was launched immediately after the ERP (exactly one week after).
- Students read extensively materials of their choice via the computer screen.
- Out-of class extensive reading was recommended to reinforce the reading done in the laboratory.
- Each time students were asked about the readings they did.
- Oral book reports and general discussions were also a final step in every meeting.

5. The Internet-based Extensive Reading Program (IbERP)

As it has already been mentioned, the main aims of the researcher in setting the program were to help students read maximum of materials extensively at their own rate, enjoy in-class extensive reading and build familiarity with the internet technology as a source of materials and an aid for reading. To achieve these aims the researcher focused on three essential points:

- Students' motivation and engagement in extensive reading.
- Students' autonomy for material selection via the internet.
- Students' benefits from the internet technology in reading in general.

The program lasted one semester, approximately four months. During this period the twenty students read maximum of materials through the internet and on their choice. At the beginning of the program the teacher's supervision was necessary especially with students who were not familiar with the internet.

The IbERP took place at the laboratory where students met twice a week for a time allotment of one hour and a half for each session. As a way to enhance students' enthusiasm for extensive reading, reduce their anxiety and help them benefit from the program the one hour and a half was divided as follows:

- Fifty minutes of sustained continuous reading.
- Twenty minutes for general discussions.
- Twenty minutes for reflection on the reading material.

Each time the students enter the laboratory they immediately get

connected with the internet and choose a material to be read for fifty minutes. At the early beginning of the program the teacher's help for material selection was indispensable. The general discussions aimed to help the teacher spot students' problems in the IbERP and also to aid them cope with their difficulties. Discussions were most of the time followed by twenty minutes of students self reflection on the materials they read. This was done orally with a limited number of students (volunteers), we listened to two to three students each session.

6. Conclusion

One may assert from the present case study that the internet technology proves to be an essential support for "in-class" extensive reading and a stimulus for students' engagement in the practice of this fruitful skill. What is thus required from both teachers and students in light of the introduction of Information and Communication Technologies (ICT) in education is simply to start extensive reading through the internet then let as expressed by Day and Bamford "*the proof of the pudding be in the eating*" (Day & Bamford, 1998: 48).

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The Great Genius behind the Idiot

Abstract

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This paper is a stylistic analysis of Mind Style as used by Faulkner in his most difficult and illustrious opening section to what is arguably his masterpiece and one of the greatest novels of the twentieth century: *The Sound and the Fury*. Our first objective is to discuss ellipsis as one of the stylistic features of Benjy's language, a mentally retarded narrator, whose narrative point of view is the unique source of information to the bewildered reader. Our second objective is to highlight Faulkner's genius in tailoring a style that suits the requirements of an idiot's Mind Style. In so doing, we hope to open up doors for teachers in ESL/TEFL situation to consider ways of putting Stylistics at the service of pedagogy.

1. Introduction

When considering style, one should not only consider idiosyncrasy but be able to answer the three crucial questions: "What and How often?" (Locating and Computing); "What and What for?" (Identifying the feature and its function) "Why?" (Identifyg reasons and Interpreting). These questions, according to us make the fundamental difference between a stylistic feature and a stylistic technique. A feature is determined by the frequency of its occurrence. Then, any given content can be expressed in different/identical linguistic realisations a given number of times but as soon as one can de-

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termine a function and purpose to this frequency, the feature becomes a technique, hence the writer's conscious application and modelling of language. In the first section of this paper, we will endeavour to answer the two first questions and in the second section we will investigate the reason behind the techniques.

2. Mind Style

Benjy whose point of view is privileged in the first and most difficult part of The Sound and the Fury (henceforth TSAF), is commonly regarded as one of the most incomprehensible and challenging narrators in all of literature⁽¹⁾. Benjy is a cognitive disabled thirty-three-year-old man whose mental age is actually only five. That is why Benjy's narrative reflects a certain perception of the world relative to his linguistic and communicative competence. As his language projects his characteristic world view, we are led to borrow Fowler's term "*Mind Style*" (Fowler 1977: 76) to describe this phenomenon.

Mind Style is generally defined as the construction and expression in language of the conceptualisation of reality in a particular mind (Bockting 1994). This definition assumes that reality or roughly speaking the world around us is perceived and conceptualised in mind. This suggests the cognitive process through which our experiences are mentally transcribed. By means of language, they are afterwards produced in forms of expressions and constructions "*the textual evocation, especially by typical diction, rhetoric, and syntax of a narrator's or a character's mindset and typical patterns of thinking*" (Fowler 1977: 76). Mind style is thus concerned with a particular way of perceiving and making sense of the world around us and language is just a reflection of this perception (Leech and Short 1981: Ch. 6).

In fact from the very beginning of TSAF, the reader must contend with the peculiar mind style of Benjy, the childlike man. His language convincingly produces the impression of a mind that works oddly, that tends to perceive things in an unusual way: the impression, in other words, of a distinct and identifiable idiosyncratic view whose exhibition is noticeable in many areas

of the text. In what follows, we will endeavour to investigate the particular linguistic patterns that characterise this language and identify their function.

2.1. Ellipsis

Ellipsis is one of the most conspicuous stylistic features of Benjy's narrative as it constitutes one of the most insuperable obstacles to meaning-building:

Firstly, Benjy's ellipsis is rarely textually resolved. In a very few cases, the endophoric references (cataphora and anaphora) are interpreted on the basis of the grammatical surface structure level as their presuppositions are rarely provided but inferred from some textual cues. In "*They were hitting*" for instance, the ellipsis of the object required for this transitive verb is structurally speaking never provided neither cataphorically nor anaphorically. What helps to recover it is the engaged reader's ability to infer from the text's conceptual structure. "*Here caddie*" (ibid. 11); "*you want to get your head knocked with one of tem balls.*" (ibid. 19) and "*they came down the hill. 'Did a ball come down here.'*" (ibid.22) presuppose that *they* refers to golfers and the ellipped object for *hitting* is a ball.

Secondly, Benjy's narrative can also be said to be highly elliptical and incomplete as many grammatical devices are omitted therein. Consider for instance the almost total absence of adverbs and adjectives. As readers used to highly rely on the descriptiveness provided by these grammatical tools to build up a mental text's world, we feel here afflicted to read a rather colourless, shapeless and simply denuded narrative that never tells how and why and when things happen but only what happens. We therefore use much of our imagination and inference to make up for Benjy's ellipses.

Thirdly, Benjy's entire section is made up of anachronisms (flashbacks and flash forwards) some of which are even partial. Throughout his browsing between the different periods of his memories, Benjy never completes a story and generally ends up in a sudden and abrupt ellipsis of the event, to start tell-

ing another one. When he for instance, passes the carriage house in 1928, he recalls an identical event that occurred many years ago (1913) when he and his mother get in the carriage to go to the cemetery. Benjy starts reporting this flashback and the end of the initial story is forgotten, thus textually ellipted. It is sometimes only partially ellipted as he may carry it out during another flashback but very often it is wholly ellipted as he never goes back to it. Consider this crucial and tricky passage:

We went to the library (TSAF: 60) [...] (6 anachronies are narrated) Jason came in (ibid: 64) *Quentin said Gaddam you. We could hear her running on the stair. We went to the library. Caddy gave me the cushion, and I could look at the cushion and the mirror and the fire* (ibid: 69) [...] *she smelled like trees. In the corner it was dark...*(ibid: 70)

A very important ellipsis occurs in this passage that at once, transforms it into a knotty one: We firstly learn that Luster and Benjy go to the library wherein Luster builds a fire to Benjy applying Dilsey's order. Getting to this level, the rest of the story is partially ellipted as Benjy goes on telling other memories provoked by a series of triggers (as a whole, he tells 6 anachronies that lay over 4 pages (60-64) and 220 sentences) before coming back to the initial one (note the distance between the two parts, and consider the effort the reader's memory has to do). He carries on telling the same story with other partial ellipses and intervening anachronies (24 anachronies: Pages 65-69) till the sentence where he reiterates *We went to the library*. Here the reader stops in astonishment 'but we are already in the library and there is a fire and we are having supper!' His confusion is much more aggravated as the narrator says later "*In the corner it was dark, but I could see the window. I squatted there, holding the slipper [...] Here you is, Luster said [...] hiding off in this empty room...*" (ibid: 70). But which corner? The reader struggles to know, in vain! No textual evidence shows the trap. In fact Benjy has moved from the library to his room while Quentin and Jason were fighting. And he never tells about this move: an ellipsis of a whole scene predominant in much of the events reconstruction and its unveiling is very demanding.

While Benjy's omissions go as far as his ability to keep up the track and finish up his stories, we wonder at another kind of ellipsis. In fact as we approach the end of Benjy's narrative, we can read: *"I got undressed and I looked at myself, and I began to cry. Hush, Luster said. Looking for them ain't going to do no good. They're gone..."* (ibid. 71) and if we were to consider the greatest struggle we endure to interpret this passage, we must seek to ask "why does Faulkner omit the narration of Benjy's gelding?" or rather "why does Benjy skip the narration of his castration?" All the interpretation we may use to answer these questions would be impressionistic as no textual evidence supports it. But what we can advance is that such ellipses, stylistically very performing, account for Faulkner's anti-narration and may be, for Benjy's skipping-narration, may we say, as he, over the course of the narrative, seems to dwell on some events while furtively avoiding others. Is it his way of protecting himself from too harsh and painful memories?

3. Conclusion

Faulkner's greatest achievement in Benjy's section is his skilful use of the stylistic devices to produce an almost impenetrable worldview as well as his ability to penetrate abnormality and portray a mute and cognitively disabled character. It is a very thorough-going example of an author miming the thought of his character⁽²⁾. Our investigation has shown how linguistic consistent patterns can be employed to project a characteristic and deviant mind style. We have shown how ellipsis becomes a characteristic of Benjy's language and reflects his linguistic and mental limitations. They result in the readers' perception that the narrator has a distinct and idiosyncratic way of understanding and describing his universe. We have endeavoured to highlight the way in which these linguistic patterns when used skilfully can yield a tool in the creation of mind style. Our discussion of course has barely scratched the surface and we are aware that a more thorough analysis needs a larger space. The objective of this paper, however, is not only to gain an insight into Faulkner's stylistic techniques in Benjy's section, but mainly to highlight a tiny facet of Faulkner's Genius displayed in an Idiot's speech and demon-

strate how a writer can juggle with the language to tailor a specific style. A closer consideration of this language manipulation might open up doors for teachers and language curricular designers in ESL/TEFL situations who might look into ways of using stylistics as a pedagogical tool in our teaching of the English language.

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(Endnotes)

- 1) Even Faulkner admits that Benjy's section is not easy to read: '*...I said that the sheer technical outrageousness and freshness of the Benjy section made it hard to follow. He (Faulkner) said he knew that it was demanding.*' (Ben Wasson in Minter. D (1994: 222).
- 2) "*As a technician, Faulkner, except for his peers, Melville and James, is the most profound experimenter in the novel that America has produced.*" (Warren. R. P in Minter. D 1994: 245).

Istanbul In The 19Th Century

• Çiçek Coşkun

1. INTRODUCTION

19th century Islamic world was shaped throughout the declining Ottoman Empire and European states. Istanbul, as one of the biggest cities of the 19th century, was living lots problems and was an attraction center for lots of people. We can say that it gained a cosmopolitan city identity during the search of solutions to those problems. In this paper Istanbul's transformation from an Islamic city to a cosmopolitan city in the 19th century will be examined. That transformation will be examined throughout the five categories. These categories can be stated as, reforms in the transportation system, reforms in the local government, reforms in the city planning, changes in the population and general change of the scope of the city.

2. ISTANBUL IN THE 19TH CENTURY

It is impossible to say that 19th century Istanbul was a city free of problems. But we can say that it gained a cosmopolitan city identity during the search of solutions to those problems. Actually, according Keyder and Öncü (1993), Istanbul has always been a global city. But in the 19th century, this global structure is changed and widened through the contact, cooperation as much as competition, policies and domination of the European states. This process in the 19th century turned Istanbul to a cosmopolitan city that we discuss in this paper.

We can date the start of this rapid change to 1839, the date of the declaration of the *Tanzimat Fermanı*, the modernizing and reform statement of the Sultan⁽¹⁾. While the empire's modernization reforms were continuing, European merchants, trade regulations of the European powers, flow of European imports increased dramatically.

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(1) We will not mention the articles of the *Tanzimat Fermanı* here. But we should state that the empire turned to an open market for the European actors with the affect of this document.

Under this framework, Istanbul had a specific place and role in the Ottoman Empire. “From its ancient role as the center of political control and hegemony, Istanbul gradually turned into a node in the orbit of European capitalism mediating the integration of its periphery into the new world center,” (Geniş, 2004: 35). Actually, the 19th century was the ‘century of decline’ for the Ottoman Empire on the one hand and ‘century of reforms’ on the other. This bilateral structure led Istanbul to a cosmopolitan city

In the 19th century Istanbul, transport was a serious problem and executives were seeing the modernization of transportation system as one of the most important indicators of westernization. Since there was a population increase and also moving within the city, transport turned to a serious problem in the 19th century Istanbul. Since Istanbul’s traditional transportation model was doing by sea, the first modern means of transport became Bosphorus ferries. “Land transport started in 1871 with the tramway, after the first post fire restructurings in the northern part of the Golden Horn, when rails could be laid on widened streets,” (Yerasimos, 1996: 52).

When it comes to reforms in the local government, it is seen that one of the most important reforms in the 19th century modernizing Istanbul was the establishment of municipalities. Actually, municipalities were one of the most important parts of the development of the cities in the Europe. Besides, Europeans settled in Istanbul demanded municipality services for a more welfare city life. The Ottoman government finally established a ‘model municipality’ in Galata and Pera in 1857. Besides these, it is seen that bureaucracy have been modernized and a number of administrative organs became institutionalized. For instance, different ministries were established besides the grand viziership (prime ministry) institution.

With these changes in the local governments and bureaucracy, it will not be wrong to say that a first step through the civil society services and centralization was taken.

When it comes to reforms in city planning,

The text which we could call the first town planning manifesto of Ottoman history was a letter sent to Sultan Mahmut II in October 1836 by the founder of Tanzimat, Reshid Pasha, from London, where he was appointed as ambassador...Reshid Pasha says in the letter that from now on houses should be solid built and roads drawn according to geometric rules. For this, European architects and engineers should first be brought over, and then young people sent to the West to study architecture there, (Yerasimos, 1996:50)

In the 19th century the most important problem that the city has been facing with was fires. After Reshid Pasha's letter and after the *Tanzimat Fermani*, fire oriented urbanization began in Istanbul. "The basis of this would be laid with the 1848 and 1863 buildings regulations," (Yerasimos, 1996: 51)

With this aim, lots of European architects and engineers were charged for the modernization and reconstruction of Istanbul according to Western style. One of them was Joseph Antoine Bouvard, Inspector General of the Architectural Department of the City of Paris (Çelik, 1984: 341). Others were, Helmuth von Moltke, Luigi Storiari and Arnodin (Storiari and Arnodin were engineers). After the start of the renovation and modernization projects in the city, lots of other European architects had brought the current Western architectural fashions to Istanbul. The European-inspired buildings were constructed in Galata after the 1840s. Besides, commercial treaties were signed with European countries and these developments turned the city into a charming center. As a consequence, the European population of the suburb (Galata) increased dramatically (Çelik, 1984: 343).

When it comes to changes in the population, there was a significant increase in the population of Istanbul in the 19th century. However, this increase was parallel with the other European cities' population increase. Istanbul's population was almost 391.000 in 1844. This number increased to 430.000 in 1856 and to 547.437 in 1878 and to 851.527 in 1886, (Çelik, 1986: 32). There were various reasons of this population increase. One of them was the Muslim people's refuge into the Ottoman Empire from southeastern Europe and Russia, (Çelik, 1986: 33). Another reason was the increase of the number of foreigners. There were almost 100.000 non-Muslim

immigrants between 1840 and 1900 in Istanbul (Çelik, 1986: 33). Besides these, there was a cosmopolitan structure of the city. “When it is looked into the statistics of 1885 Istanbul census, it is seen that %44,06 of the population were Muslim, %17,48 were Orthodox Greek, %17,12 were Armenian, %0,50 were Bulgarian, %0,12 were Latin and %0,09 were Protestant. % 14, 74 of the population was composed of foreigners” (Especially European foreigners who came to the city after the emergence of economic opportunities for the Europeans in the city) (Shaw, 1977: 266-267 in Çelik, 1986: 34).

The important thing is the location of these groups in the city. In the second half of the 19th century, foreigners were living in the Galata-Pera region. On the other hand, Muslim people were living in the Asian part of the city. In this period, a Muslim population moved into the northern part of the Golden Horn. It will not be wrong to say that these groups were westernized Muslim families (Çelik, 1986: 34). When it comes to non-Muslim families (Greek, Armenian and Jewish families), it is seen that those families also moved into the northern part of the Golden Horn and left their intra-mural traditional homes (Yerasimos, 1996). Thus, we can say that there were two main polar in the city. Foreigners and westernized- educated Muslim and non-Muslim classes were living in the Galata-Pera and northern Golden Horn region; traditional Muslim classes were living in the Asian part of the city. At that point, one can say that, “two cities, one as ‘indigenous’, the other as ‘westernized’ took shape and a growth appeared as an extension of the western town” (Yerasimos, 1996: 52) in Istanbul. This polarized structure is not much different from the polarization in the world cities of today.

Moreover, “the divisions between the ‘old’ and the ‘new’ ruling elite and among local groups came to be expressed through a normative and simplistic dichotomy of westernist/modernists and traditionalists/reactionaries that did not do justice to the complexity of positions and attempts to achieve an invigorating synthesis,” (Geniş, 2004: 37).

When it is looked to the general change of the scope of the city, we can mention some general points. As a polarization occurred in the settlement of the population within the city, a trade centered metropol structure emerged

in the business districts. “With the increasing moves of European merchants, Galata became the center of international trade and finance. Referred to in Europe as “the new California”, the district hosted all kinds of services and institutions aiding the penetration of European capitalism into the Ottoman hearthland,” (Geniş, 2004: 38). Moreover, Karaköy quarter was especially a lively central business district. “Intensification of its relations with the residential district in Beyoğlu necessitated the building of one of the first subways of Europe here. On June 10th of 1869 operation was started of the funicular railway, or *Tünel*,” (Ortaylı, 1996: 56).

Pera quarter, on the other hand, was Western culture’s companion. As we mentioned above, “the quarter became the residential and entertainment center for much of the European community and the Westernizing Muslim and non-Muslim Ottoman classes wanting to share the amenities and lifestyles available to Europeans,” (Geniş, 2004: 38). Lots of European style clubs, cafes, shops, restaurants, hotels etc were opened and introduced the European life style to the Ottoman Empire.

With all these developments, the city had a dual centered structure, as we mentioned also above. One of these centers was Galata-Pera (also northern Golden Horn). The region was both a trade and business center and also was the district of life for the European and westernized Muslims and non-Muslims. The other center was the traditional Muslim class’ district of life. This district was on the Asian part of the region.

Finally, we can say that, 19th century Istanbul was a multinational, attractive and cosmopolitan city.

3. CONCLUSION

19th century was a period of change for the entire Islamic world. Istanbul, as one of the biggest cities of the period, lived that transformation effectively. This transformation required some reforms in the city. Throughout those reforms, city’s urban structure was shaped according to new requirements of increasing multinational population. All those new reforms brought a cosmopolitan structure to the city. Analysis of this transformation to a cosmopolitan structure of Istanbul can be an example for further studies and can help us to understand the transformation of other Middle East cities in the 19th century.

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The Future of Political Development in Modern Iraq

• Hamdan Ramadhan Mohammed

Abstract

Research in political development has received considerable attention from sociologists especially in the current century. The attention stemmed from the nature of rapid change and transformation that emerged in the social structures of human societies. The development requirements needed by the Iraqi society impose their considerations as a definitive launching point for a dimensionally integrated modern political development process. The indices of political development embodied in policies of change and democracy lead us to conclude that political development still deviates in one degree or another from the essence of the political developmental process. The importance of the research emerges from its attempt to consider a subject that hasn't received throughout consideration in the current Iraqi situation, a subject engulfed by ambiguity because of the relative modernity of the concept of political development from the point of view of the Iraqi political ideology. This is because the concept of political development hasn't started to be used till recently in this country, imposing a requirement to analyze the concept academically and embody it and deduce it practically. Besides, it has become necessary to expound the actual benefit from using the concept of political development in analyzing the political, social and civil transformation in our society and accelerating these transformations.

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Introduction

The development requirements needed by the Iraqi society impose their considerations as a definitive launching point for a dimensionally integrated modern political development process. The indices of political development embodied in policies of change and democracy lead us to conclude that political development still deviates in one degree or another from the essence of the political developmental process.

Relying on the above stated explanation, the basic issue sought by the researcher is to understand more thoroughly, the society and its movement in a research that combines both a fractioning and comprehensive study. This is in order to define the cohesive and decompose causing factors acting in the society in order to propose a formula that synchronizes the movement of the society on the one hand and the action of the government on the other hand thus creating a homogenized social setting guided towards the basic goals of both the society and the government, free from negative impacts that may affect the individual. Such formula can only be achieved by devising mechanisms that are capable of adjusting the movement of the society and the rhythm of the course of change, transformation and modernization enabling the systems in the society to comprehend these changes.

The problem of the research can be defined by answering the following questions:

- What do we mean by political development?
- What are the structural basis, foundations and indices that support the political development process?
- What are the courses of political development in building the modern Iraqi society and its systems?
- What are the barriers confronting the society, preventing its reform, modernization, and development.
- What are the most prominent solutions to remove the barriers hindering political development in the society?

The importance of the research also stems from the necessities that commit researchers to consider in response to the stream of demands adopted by the Iraqi political, public, and labor forces through their activities. All these forces are calling to rebuild the Iraqi state using long-term scientific methodologies based on deep understanding towards conditions of the political and social environments and their reality in a way that aids in stimulating the individuals and assisting their growth, activating and developing their capabilities in political participation in the contemporary Iraqi society in order to achieve stability and the amalgamation of the components of the Iraqi people.

The research aims at achieving a number of objectives including: determining the future of political development in Iraq and its new horizons. Secondly, proposing a number of recommendations to stimulate political reform and development programs in the country.

The research is divided into five sections. First section contain introduction, problem formulation, importance of the research, research objectives. Second section explain the definition of political development. Section three includes tools of political development. While the fourth section is a futuristic vision towards the anticipated political development in the modern Iraqi society. The research is concluded by stating the most important results and a number of recommendations concerning the subject of the research.

Definition of The Political Development

Political development as a comprehensive scientific concept means a total cultural change that affects various material and moral structures in the society. It is a conscious planned process for economic and social change and transformation in both form and essence as it transforms the society from the state of retardation to a state of advancement. Thus, development according to the above is a comprehensive process for the reason that the economic aspect of development occupies a leading pivotal role and because development means rising the political, economical, social, and cultural standards of life among others[1].

In other words, development targets human being and changes him from a state of retardation to a state from which he can participate in total society building processes making him the main target of development and at the same time the mean to archive it[2].

The political aspect of development is no less important than the economic one especially in third world countries because political development in these countries is unable to achieve its goals under a retarded society unaware of the phase in which it lives and the nature of the internal or external risks, threats, and challenges facing it. This makes political development an urgent issue for those who take responsibility in third world countries because political development can not be achieved without a centralized orientation guided by the government or the political system aware of the nature of political development and its future aspect[3].

There is no agreement among political scientists and socialists concerning a modern definition of political development although they have agreed on the implications of the concept. Some look at political development as developing the individuals' mindset proportional to the degree of institutional development and the new values it represents.

This mindset is promoted by the revolutionary regime through creating opportunities to archive greatest cognitive development and to enhance its ability to comprehend the values of struggle and ensure the future development of institutions. This would direct it towards achieving the common goals that the regime shares with the members of the society and transforming the coercive element of the state into an internal incentive among the individuals. This leads the individuals to respect the ruling authority or the regime governing them because it becomes in their opinion, an expression of values they hold and any violation of the values of struggle generates among them a feeling of guilt and remorse[4].

Hennery Moor indicates that political development is the ability to pinpoint the critical problems encountered by one system and finding solutions to these problems by changing the nature and structure of demands in that

system keeping in mind that there is no society capable of solving its problem completely and permanently[5].

Leonardo Binder sees political development as a process that assimilates all groups and interests including the renewed ones and the stemming needs through a complete participation of the citizens while in the same time it does not affect the efficiency of the political system in choosing and seeking its political goals [6].

Alfred Diamant indicates that political development is the process that can enable the political system to achieve increased capability to support new patterns of objectives and requirements and participate in the process successfully and continuously. Besides, political development is embodied in creating new types of social and political systems [7].

Eisenstadt, S. N. on the other hand refers to political development as the capability of dealing with ever-changing political demands. This type of development is the one that provides real support [8].

Mategred Halern agrees with Eisenstadt in that political development is creating, supporting and assimilating continuous changes [9].

The procedural definition of political development in the researcher's opinion means the ability of the political system to create a group of changes and developments in the structure and functions of political bodies and the reactions and political patterns related to them in order to deal with the sensitive issues in the society leading to the enhancement of the image of the political system internally and externally.

Tools of Political Development

Political development is a requirement that cannot be achieved usually unless a special determination is involved. This determination is absent in social groups lacking authority. Thus, a tool or instrument must exist to hold together the strings of authority and carry out political development .The political development tools and means can be stated as follows:

1-The Educated Individuals

Educated individuals and groups were always important components in the social fabric both in the past and the present though they passed unnoticed, because they are in fact exemplified in the society by the huge treasure of literature in libraries and the large number of intellectuals whose accounts of kings and emperors' courts are stated.

The temples and sacred religious shrines during various times and cultures have witnessed individuals and groups that participated in either calling for faith or sanctification of their idols and kings in order to justify the predominant conditions in their time and convince the people to be loyal and obedient to rulers[10].

However, the educated individuals were to gain new characteristics accompanying the emergence of the modern state especially in the third world. Those characteristics were unfamiliar to people before that time, they distinguished the educated individuals when ignited the spark of revolutions to gain freedom in countries that were overburdened by colonialism and foreign occupation for many long centuries. Revolution started as an educational monopoly concept exclusively linked to educated people but the roles of the revolution spread the concept of (the nation) which hadn't until that time carried a meaning of significance among the individuals of the societies that started to join the ranks of the modern states until then.

Such individuals contributed to the political life of the developing countries as they were sometimes proponents and other times opponents, sometimes rulers and other times representatives of the demands of the individuals and groups in the political life. Maybe such individuals were forced to enter the political arena because of the coercive forces or the vacancy left by others who withdrew from the political arena and the tasks required by politics. Many facts indicate that much local leadership in countries that were later called the third world countries have been suffering from progressive decay and that made an opportunity for European invaders to seize. However, some survived the invasions and initiated a number of uprisings against the foreign occupiers struggling against the colonialism domination [11].

However, the struggle and the revolutions headed by the educated in-

dividuals were not strong enough to gain momentum in order to realize independence and freedom for a number reasons that may include the limited goals of the educated individuals to merely maintaining their privileges and interests. This weakness created a barrier between the educated individuals and their goal of organizing a political movement that preventing them from formalizing principles and goals capable of rising the awareness of people and mobilizing the efforts and resources towards the necessity of insurgencies and revolutions and made them incapable of maintaining the flare of revolution amidst the people and translating it into actions.

The role of educated individuals is emphasized in transmuting national awareness to individuals and groups that are lower in the social hierarchy, those who suffer from poverty, physical misery and intellectual retardation. This kind of awareness seeks to achieve certain idealisms that go beyond reformation, a task which only the educated individuals can be creative in performing. This fact can be showed in the number of political movements and the goals they call for. These goals, although were beyond reach in reality, received great approval among large sectors of the society. These movements become capable later to impose the targeted change and because of the general trend towards change.

The educated people through history led to the creation of special conditions that refuse the status quo during their time, in other words, revolution and resorting to the measures of force directed especially against anything standing between the group and the aspired change [12].

2-The Political Elite (Charismatic Leadership)

Some believe that the successful social elite are those who seek in some developing countries to develop a number of mottos and methods that do not neglect the traditions and are capable of integrating with the new symbolic framework, in that they conform to the new flexible trends. In many third world countries, sometimes a leader may emerge from the elite group, this leader may possess the charisma and inspiration that allow him to play a characteristic role in the national unification process and political building .Such leader may be considered a symbol of the new political framework [13].

The important role of charismatic leadership lies in the ability to create legitimacy and regimes that depend in their existence on such leaderships. The legitimacy at one point may extend the agreement upon one person and his policies, contribute to the emergence of a new symbolic person as a proof of national unity and may receive approval and agreement in the principles and aims called upon and sought by the new leadership. This condition is an alternative to the institutions when there is not enough preparation for building such institutions that are considered the final objective of the political development process [14].

3-The Military

The army by overthrowing the political authority can gain access to the government and also to the political development process but formalizes it according to its fundamentals.

The military is considered the only national organization that can stand with the individuals and the classes in their conflict in some of the third world countries, especially the ones relatively new to independence. The military has better organization compared to the society and as the officers in the military rank are qualified, they are more able to meet the demands of the society[15].

Many groups and political forces in third world countries suffer from fragmentation and lack of influence. For a number of other reasons, the military forces, aided by their organization and readiness, were able to determine the trends in many of these countries and implement a large number of their policies.

The influence of some military leadership includes examples that changed the destiny of nations doomed to eventual demise. Besides, the military leaderships in some cases were able to create intellectual currents and impose political experiences that have become determinants in the political field. A large number of reformation and revolutionary currents exist today carrying the name of the military leaders after their death; such as the case

with the Kamalists in Turkey and Nasserism in Egypt besides a number of other currents. Putting aside these experiences and looking at the results, we find a number of indicators that the military as an institution was capable of doing undeniable actions especially achieving national unity, sustaining the political entity and forming a foundation on which processes of development and modernization are built [16].

However, military coup d'état is criticized by being the target of opposite coups that eventually lead to political instability undermining the political development process and stopping it.

4-Colonialism

The negative repercussions left by the European colonialism on third world countries have become widely known. It is a redundancy to consider it more. However, new developments in this aspect have been presented in a bizarre opinion by western writers claiming that the European colonization left no negative impact but on the contrary had positive contributions to those colonized countries!

They claim that the positive impacts of colonialism are summarized in:

- Removing the old traditional foundations in the society and replacing them with foundations of modern economic and social society through building new cities.
- Shattering the old family system, creating new social classes including the commercial middle class and classes representing the agriculture sector and labor forces.
- Introducing new administrative organizations.
- Opening new roads and railroads and building shipping ports.
- Introducing new advanced agricultural methods [17].

This facet of the colonialism phenomenon has attracted the attention of most 19th century's intellectuals including Carl Marx and Fredric Angles.

Marx wrote that British colonialism has realized a double task in India as follows:

- First Britain had destroyed the ancient pillars of the Asian society and at the same time instilled the materialistic foundations for a new society.
- Second, the modernization revolution led by the bourgeoisies in Europe was transmuted to Asia giving a credit for the British colonialism.

A word of refute for such claims must be said here. If colonialism had really accomplished some of the points stated above, it hadn't been done with a desire to achieve development and welfare in third world countries but rather to serve the sole colonial interest and pave the roads for the longest possible time for the colonialists to remain in these misfortunate countries and plunder their wealth [18].

5-The Party

The role of a political party in the political development process and modernization especially in third world countries stems from a unique regard which lies in the role of the party assuming governmental responsibilities. In other words, the first moments the party starts its governmental life [19].

Many authors consider the political parties in the third world countries as parties representing a single party country and the first stages of building the nation [20]. In fact some consider those parties the most prominent symbols of modernization. The reason behind this opinion is the role of such parties in modernizing the European societies, their revolutionary reform, and the national forms laid the ground for modernization tools in many places in the world.

Thus the political party is considered a critical force of modernization in all contemporary societies that followed the modernization course led by the party itself.

The political literature attributes to parties in general roles related to political fostering, recruiting, formalizing, and combining interests. The literature that specifically deals with political development emphasize on the

role of parties in political support, assuming that this role is most prominent among third world country parties, as it implies resolving the crises in participation, integration and legitimacy [21].

Thus political parties are committed to various roles and functions that are considered more important than the traditional functions of the political parties. The parties from this aspect ensure independent variables like institutional forces that affect modernization and the work of political development not the opposite. Moreover, the ability of the society to accommodate the burdens accompanying modernization and the crisis accompanying political development are affected significantly by the number of the established parties and their activities. Thus it was not a surprise to find that parties have received the attention of the majority of literature concerning modernization and development as their role in modernization and development is one of the most prominent tools mediating modernization and development [22].

Based on the discussion above, it is safe to say that parties, in transforming traditional societies, play various roles as they determine the emerging and modernized state, guide the national economy, organize political supremacy, and participate in the transformation of social structures. The contribution of the party towards transformation is effective especially during the post-independence years after the support of the single party system or the single national movement.

The political party is the first tool of modernization. Its origin is related to the organizing elite that allow the party to have stronger links with the society and the administration. Because of the party's tasks and objectives as an entrepreneur of development, these aspects are prominent in the parties and movements calling for unification stemming from the desire to change the society and the structure of social relationships which establishes a new kind of awareness and ethics [23].

Thus, we find that many countries care for the party or partisan organizations before launching modernization and development programs as we see

for example the attention paid to the role of the party in some of the third world countries i.e. the Congress Party in India, the Communist Party in china, Kenya African National Union (KANU) Party in Kenya ...etc.

Parties rely on a number of tools and methods pertinent to modernization in achieving their goals in political development including media, persuasion, administrative systems, schools, work centers, and other methods .Some parties may even go as far as adapting their language and symbols with the traditional environment it intends to influence. They may even reincarnate old but effective symbols and organize the rituals of everyday life to emphasize these symbols [24].

We discuss the role of parties in revolution, change, and development in their countries although we withstand the risk of this opinion because the roles of the leaderships, educated people, military, and elite are also considered the most prominent roles in general especially concerning awareness which is an indispensable element in any change process. Without awareness, all the activities of the people, including the potential sacrifices that may indeed be large in all measures and regards, will become nothing more than miserable temporary acts. Failure will become an eventuality when there is no leadership capable of maintaining and determining the next steps and tactics that lead to the final goals.

The Future of Political Development in Modern Iraq

The future of political development in modern Iraq is connected with the capability of the elite working amidst the people of Iraq to form a national spirit that overcomes the dogmatic and ideological frameworks, making the agreement heading towards political work. Similarly, it requires programs that play a pivot role of understanding instead of concentrating on abstract philosophies, theories, self-interest, and narrow partisan point of views.

The Iraqi society requires the establishment of peace and security. This should be followed by creating appropriate developmental conditions by providing all efforts including cultural, material and moral accumulation in order

to reach an agreement towards a healthy foundation to solve the contemporary political, social, and economical problems.

The mere claim of a political development process in the Iraqi society will not add anything and is considered no more than an unethical political tactic. Adding new institutions to the already marginal existing institutions to suggest an activity in the political institution means nothing more than an absence of democracy and development making them as if they were a commercial advertisement [25].

In terms of political, social, and economical continuous changes witnessed by our Iraqi society nowadays, the hopes are rising towards determining solid foundations for the society and democratic values and principles besides protecting the rights and freedoms of the Iraqi citizens.

To reach this aspired condition requires the following:

- Participation of all Iraqi groups, parties, and individuals in bearing the responsibility of establishing peace and security in the Iraqi society
- Develop the achievements and contain the fracturing factors that lead to separation and division by replacing them with values of dialogue and understanding instead of the sound of bullets and violence.
- Continuous efforts in achieving the democratic principles in the political practice and building the political institutions [26].

The positive factors that Iraq currently witnesses include:

- A multiple party context.
- Openness to ideologies.
- Emergence of respect for freedoms and rights.
- Establishment of institutional structures.
- Steps towards building and activating political institutions.

However, an integrated democratic approach has not been reached. Thus, the Iraqi people still call their political practice, a democratic experience.

However, what is said above does not contradict the positive indications for an environment suitable for the development of the Iraqi intellect and its comprehension of the democratic transformation process. The Iraqi political statements emphasize on all the political, social and cultural aspects of the legal democratic institution.

This means that there is an understanding towards the political forces, the Iraqi sectors, the necessary growth of the political institutions, and activating the role of political institutions in supporting true political participation through active political behavior in the society [27].

It can be intuitively said that the bright future is always for societies based on the following:-

- Dynamic individuals in their political structures.
- Civilized dialogue and peaceful change of power.
- Ensuring the rights and freedoms.
- Civil structures based on the support of the individual's values and personal freedom.
- Actual independence.

The political development phenomenon and its development is still debatable in the Iraqi ideology since the advent of change in the Iraqi ruling system on April 9th, 2003 and the establishment of the institutions that have witnessed a qualitative change towards accepting democracy in their practice for the first time in the Iraqi society [28].

Thus the study of the Iraqi attitudes towards political development and its future stemming from the Iraqi Ideology launches from a point of view characterized by deep insight in the active elements in the social structures that support the ruling systems and political participation which in other words mean launching from the comprehensive understanding of the social forces and abstractly scrutinizing its components and elements.

What is important to the study is that political development is an eventual necessity to express the civil identity of the Iraqi people as it requires opening horizons of citizens awareness towards the necessary participation of democracy and developing the civil service strategy and balance between power and freedom.

It is important for the Iraqi people to build a democratic civil society capable of comprehending multiple opinions and the political legitimacy and right of coexistence in order to express themselves in the political participation process. This can be achieved through legitimate institutionalized channels based on equality between authority and freedom in order to express and stimulate the political participation among all the classes and society groups in making the political decision and develop the Iraqi society [29].

Thus, the agreement among the government and the people should be achieved through a permanent constitution that all representatives from the Iraqi fractions can participate in its formulae. All social factors and political currents in the country should contribute in asserting and implementing the constitution through a plebiscite by the Iraqi people that includes in its items the inspiration and hopes of the people including all legal, cultural and political assurances.

Such participations are indispensable for building the Iraqi state based on citizenship and democracy in a way that ensures the rights and

freedoms of the people, achieves equality, and solves the national problems in Iraq without marginalization and alienation of any of its groups [30].

This comprehension of rebuilding the Iraqi state should be based on the fundamentals of citizenship and democracy and making it the most important point for change to take place. A serious approach is required to deal with the problem of integrating the Iraqi society fractions with a recognition that the process is not a simple one but it requires time and efforts because it requires the change of deep-rooted inherited political, social, economical, cultural and traditional practices inherited from decades of violence and dictatorship that

left the Iraqi citizen without an official opinion.

The future of political development in Iraq requires a strategy of accumulative construction of the citizenship principle in order to restore the free independent will of the Iraqi individual and his balanced personality. Such personality would motivate him to hold onto his rights and basic freedoms and the legal and legitimate rights of all the society's groups [31]

Thus the expanding of awareness is a compulsory step to establish political and social structures based on humanitarian law and cultural awareness .This means the expansion of the participation of the individual in the development of social circles and the ability to assimilate all the contradictions through the transparent dialogues with confidence in the forces of freedom as a social necessity .This can lead to capabilities that enhance the level of social, political, and cultural performance. Establishing independent entities separate from totalitarian control basically means the emphasis on the social concept of development and advancement [32].

Iraq in the transient period is overwhelmed with randomness, chaos, disruptive political, social, and security conditions, difficulties, and negligence. These conditions entangle the internal and external variables including the political, social, economical, and intellectual leadership and culture variables.

Thus, the challenge that encounters the aware people in the Iraqi society requires in addition to this awareness, alertness and careful and continuous observation of the reality. It also requires flexibility to determine and nullify the sources of pressure in order for Iraq to succeed in the political development field at the current time and to be an example followed by other countries in the future. Despite of the reform attempts witnessed by the Iraqi society that push it towards democratic transformation in some degree or another, these attempts are incapable of achieving their goals in the social institutions if these institutions do not practice their real role in developing political participation. Such political participation can only be achieved through the following: -

- Preparing appropriate climate to activate political participation by generalizing the culture of peaceful dialogue based on multiplicity and peaceful circulation of power.
- Ensuring the practice of all rights and freedoms through a true balance between power and freedom leading to the increase at the institutional level and increasing the forms of participation
- Engaging all institutions in political activity in order to determine the role of the institutions in the society and their role in building a sound and healthy democratic structure required by the society in any field to develop and modernize the society [33].

Conclusions and Recommendations

Conclusions

Interpreting the contemporary situation in Iraq in a new logical way, keeping in mind optimistic thoughts and casting the pessimism type of thoughts concerning the future because the traditional ideological speech has become obsolete and has become no more than provoking slogans and intensity that waste strength. It's not in Iraqi peoples' interest to engage in an eternal struggle among themselves but they must follow the guidance of the divine teachings.

New measures of political practice have emerged on the ground and they differ from what Iraq was familiar with in the past decades. These measures are characterized by the involvement of the people in the political process representing all the fractions including the minorities far from alienation and marginalization and no self interest on the cost of others. The new emerging language of political governing is a language of ballots and fair and honest competition that replaced the language of bullets. Therefore, this can be a practical example for building a modern Iraq based on new principles gathering its strength from the moderate achievements that surpassed those for the past regimes and the contributions to the building of civil state based on citizenship and democracy.

Recommendations

In order to integrate the activities of the governmental institutions and activate their role in the field of political development, the researcher recommends the following:

- 1-A serious review of the constitution putting emphasize on putting the interest of the homeland and people first of all.
- 2-Reconsider the methods practiced in politics in order to create suitable approaches towards politics through creating an appropriate political culture that gives new spirit to democracy and enables it to continue.
- 3-The concept of political participation should be extended in order to include all the political ends and their activities.
- 4-Politicians must commit themselves to the rational and logical statements in the political process.
- 5-Interpreting the contemporary situation in Iraq in a new logical way, keeping in mind optimistic thoughts and casting the pessimism type of thoughts concerning the future.
- 6-It is necessary to maintain the role of the civil society institutions in supporting and enhancing the democratic development in the society.

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‘Why Do We Need To Change?’ Teachers’ Attitude Towards School-Based Assessment System

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Baharim Yaakub
Afian Akhbar Mustam**

ABSTRACT

Implementing a new system of assessment can lead to a paradigm change in education. Attitudes research might have something to offer in providing possible explanation for the various reactions of teachers adapting to the new assessment system in Malaysia. This study aims to determine the level of teachers’ attitudes towards school-based assessment and the differences based on gender, school locations, school type, education level and assessment’s experience. A total of 180 teachers from four schools responded to questionnaires on attitudes towards school-based assessment implementation. The questionnaire consists of 30 items measuring teachers’ belief, feeling and readiness. The findings indicated that teachers’ attitude towards this new system of assessment is at moderate level. There is a significant difference in attitude towards school-based assessment implementation based on school location and assessment experiences. These findings have an implication that this new system of assessment should be delivered to the teachers in

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that relating it more to the understandings of Prophet Muhammad's system of education.

Introduction

Education in Malaysia is going through a transformation process as in most parts of the world. This paper takes as its starting point the document of five-year plan in the Tenth Malaysian Plan (2011-2015), and examines in which the new assessment system, the National Education Assessment System (SPPK) might make a great contribution to the future Malaysian society. It argues that the SPPK, align with the new curriculum, the Primary School Standards Curriculum (KSSR) could help in education system reform to improve students' performance as stated in the core strategies of the plan.

In 1983, Malaysia started to implement New Primary School Curriculum (KBSR) until 2012, then, it transfers into a new curriculum, the Primary School Standards Curriculum (KSSR) (KPM, 2010). Align with this, is the introduction of National Education Assessment System (SPPK). The main objectives of SPPK are to reduce the focus on public examination, to improve students' learning, to create a holistic and everlasting assessment, to develop a better human capital and to strengthen school-based assessment (Lembaga Peperiksaan Malaysia, 2009).

In Malaysian context, school-based assessment is a planned assessment conducted by the subject teachers during teaching and learning process following procedures from the Examination Board (Lembaga Peperiksaan Malaysia, 2011). It consists of four components, which are the academic part, the school assessment and centre assessment and the non-academic part, the physical activity, sports and co-curriculum assessment and psychometric assessment. It contributes to certain percent of the whole assessment depending on the level of schooling. Since it is new and has just been introduced to the

Keywords: School-based assessment, teachers' Attitude, teachers' belief, teachers' feeling, teachers' readiness .

Year 1 students in 2011 and Year 7 students in 2012, it is expected that by the year 2016, Year 6 students will be having school-based assessment contributing 40 percent and public examination for the rest. The same goes to the Year 9 students, they will be having SBA, which contributes 100 percent of total examination by 2014 (Lembaga Peperiksaan Malaysia, 2009).

However great the plan is, it will be of no use if those who run the system do not understand the system itself. Teachers role are very important in this new assessment as long as they are given empowerment to assess their students (Md Noor & Sahip, 2010). Not only teachers, it also involves head teachers, parents, officers from the ministry and the stakeholders to uphold this reform. As stated by the former Education Director General, Tan Sri Dr Murad Mohammad Nor, that teachers are the most important feature in any educational plan (Faizah, 2011). In order for the teachers to implement the system successfully, their positive attitudes towards SBA should be nurtured. By possessing positive attitude, it is argued that teachers will have strong tendency to embark themselves in this new assessment system, hence upgrading the education quality.

The Problem Statement

Positive attitude towards SBA is very important in ensuring the smoothness of the system implementation. Nevertheless, it does not happen as it suppose to be when some of the English teachers are found not following the guidelines produced by the Malaysian Examinations Board and some are not sure of the assessment criteria. Some schools are just implementing the system only to satisfy the administrative task (Hamzah & Paramasivan, 2009). Some of the teachers do not have a clear understanding on Course work Assessment Document, for example, they are unsure of the six grading process to evaluate achievement level, thinking that grades are confidential and not to expose it to the students or unsure about the due date of students' mark submission (Mukhari & Md Amin, 2010).

Hence, attitude research is very important since through attitude, we could re-

late it to the other actions being taken. For example, a teacher with a positive attitude towards SBA will have minimal problem in implementing SBA such as attending courses or meetings on SBA, managing all the administration work and also to implement it during teaching and learning process.

About a century ago, people have been discussing about attitude and various schools of thought emerge concerning this area. In the early nineties, attitude is defined as *a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related* (Thomas & Znaniecki, 1918). Later, it is seen as comprises of three distinct components, the affective or feeling, behavioral or readiness and cognitive or belief components (Krech, Crutchfield & Ballackey, 1962; Zimbardo & Leippe, 1991).

The first component is the belief, which is a perception that something would produce something good (Lawless & Smith, 1997). As in my questionnaire, 'SBA implementation in class can help students to become more independent learners' assesses teachers' level of agreement that SBA helps in produces benefits such as learning development. The second component is feeling, an emotional, affective or internal response toward or away from something based on general thoughts rather than definite issues (Fishbein & Ajzen, 1975; Zimbardo & Leipe, 1991). For example, 'implementing SBA in class is gratifying me' assesses teacher's level of agreement on their internal feelings towards SBA. Last is the behavioural or readiness, as an intent behaviour or predisposition to act toward something (Fishbein & Ajzen, 1975) like for example, 'I share my assessment experience with my colleagues'. All the three components provide an overall measure of teachers' attitude towards SBA implementation.

This study aims to identify the level of teachers' attitude towards school-based assessment and also to look at the significant difference of teachers' attitude towards school-based assessment with respect to gender, school location, school type and experiences in assessment.

Methodology

One hundred and eighty secondary school teachers participated in the study. A stratified sampling technique (Newman, 1999) was used, where the researcher divided the schools into strata, which are urban, rural, secondary or primary school type. Then, randomly drew schools from each stratum. The instrument to measure attitudes towards school-based assessment comprises of 30 items, measuring teachers' belief, feeling and readiness. It was developed based on previous literature on the three hypothesized constructs (Zimbardo & Leippe, 1991). The instrument used in this study has been justified in terms of its validity as well as reliability.

Results

Mainly, it was found that teachers' attitude towards school-based assessment is at average level. There exist a significant difference in terms of teachers' attitudes towards school-based assessments with respect to school locations and assessment experience. Details analysis reveals that in overall, teachers possess an average level for belief and readiness towards SBA implementation. However, their feeling towards SBA implementation shows a very low level. To conclude, the attitudinal profile provides viable information about the status of teachers' attitude towards SBA implementation, a small part of an input evaluation component if we were to evaluate the SBA implementation as a whole. This is due to the fact that the attitudinal profile generated, reflects not only the effectiveness of the professional development in resulting attitudinal changes in the teachers, but also to the other resources as well if we were to gain a better result in terms of resources and support from the ministry.

Practical implications

The main practical implication is that teachers have to be acknowledged on the role of education itself. The proper education in Islam is an education that is able to develop the students mind, lust, physical and spiritual in an integrated way (Ashaari, 2006). If this is to be upheld by the teachers, then they will not be having problem in upholding any educational system that is aligned with the Islamic teachings.

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Qur'anic Sciences In The Subcontinent In 19th And 20th Centuries (A.D)

A Go Through Study Of Different Approaches

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Preface:

Keeping in view the fact that the Holy Qur'an occupies an extremely momentous place in the individual and collective life of Muslims, the devout scholars of Islam spread the marvels of this magnificent book all over the worlds through their writings. The determination and zeal of Muslim scholars of the Subcontinent in this regard is particularly remarkable. Their various generations kept instilling the reverential message of Qur'an in a number of dispositions hence rendering a priceless service to the book of Allah. Qur'anic scholarship in the Subcontinent not only conformed to the classical heritage of Qur'anic studies but also added a substantial amount of new avenues and unaccustomed trends to various Qur'anic discourses and subject. This research is a go through study of many valuable contributions rendered by the scholars of Subcontinent to the service of the Qur'an in 19th and 20th centuries (A.D.)

Various trends and dispositions of Qur'an sciences in 19th and 20th centuries (A.D.):

There exists a colossal treasure of Qur'anic studies particularly emerging since the later centuries of 19th and 20th A.D. The impact of Shah Waliullah's scholarly movement⁽¹⁾ remained evident throughout this era which not only

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refreshed the scope of Qur'anic understanding but also revealed many new horizons. The arrival of new modes of knowledge compelled Islamic scholarship to adopt a by and large defensive approach. The propaganda campaigns of Christian missionaries widely expanded under British rule. The Holy Qur'an and the Prophet of Islam (PBUH) had been criticized and targeted through writings and debates. The Oriental scholarship began spitting venom against Islam under the cloak of intellectual research. In such circumstances the Muslim scholars together made up their minds to combat the situation.

The Qur'anic literature prepared at that time featured:

1: Extensive literature was prepared in Urdu to facilitate public/general understanding of the Qur'an. The famous books of Maulana Ashraf Ali Thanwi "*Wujuh al Mathani ma'a Taujeeh al Kalimaat wa al Ma'ani*" debating, seven reading of the Holy Qur'an, their various interpretations focusing various grammatical and morphological details and "*Jamaal Al Qur'an*" on the beautification of Qur'anic recitation were written at that time. He also explained the coherence of Qur'anic verses in his book titled "*Sabq al Ghayath fe Nasq al Aayaat*" in a very skilful and lucid way.

Maulana Anwar Shah Kashmiri (d.1352 A.H) penned an eloquent piece of research on ambiguous verses of the Holy Qur'an.

The disclosures and investigations of Modern Sciences considerably help us in understanding of various historical events of the Qur'an and their authenticity, hence unveiling the ignorance of faultfinders. Some scholars of the Subcontinent presented valuable pieces of research on the land, people and geography of Qur'an, offering very accurate and precise information. For instance Syed Suleman Nadawi's two volumed "*Arz e Qur'an*" and Maulana Hifz ur Rehman Suharwi's four volumed "*Qasas al Qur'an*" are rated highly esteemed on this topic.

Maulana Abdul Majid Darya Abadi's "*Arz e Qur'an*" or "Geography of Qur'an" briefly deals in various Qur'anic countries, cities and other sites

in an alphabetical order. “*A’alaam al Qur’an*” or “Qur’anic personalities” is another book written by the same author. Maulana Saeed Ahmad Akbar Abadi’s “*Faham al Qur’an*” describes various tools needed for understanding the Qur’an. He also wrote a book “*Wahi e Elahi*” in which different debates like, the need and significance of revelation, its various modes, Qur’an and revelation, revelation and the European scholars etc. have been addressed.

2. In this era, certain metaphysical issues like revelation and miracles have been portrayed in a rational and scientific make up to prove the authenticity of the Qur’an. Moreover the Qur’anic interpretation of those verses has been emphasized which are related to contemporary sciences and modern discoveries, hence adding an all new discussion to Qur’anic Studies dealing with the compatibility of modern day Scientific theories with Qur’anic facts.

Innumerable books have been written in Urdu language on this topic. Instead of mention their names here we would like to mention the areas touched upon during the research. For instance, Revelation and Qur’an, Miracles of Qur’an, Qur’an and Psychology, Qur’an and Cosmology, Qur’an and Astronomy, Qur’an and Plant Sciences (Botanic) and Qur’an and Animal Sciences (Zoology) etc. The nature of such writings certainly does not hold any absolute or conclusive results but despite the differences of opinions, they must be considered as an eminent effort to approach the understanding of the divine text. Such efforts have played a vital role of utility in countering the mental meekness of modern educated class by proving the Qur’an as an absolute source of knowledge. But this is only possible if such efforts would be made under the domain of traditional principles of Tafsir writing very carefully keeping in view the difference of explanation and distortion.

3. In this era, the groundless oriental propagandas against Islam and the prophet of Islam (SAWW) have been countered intellectually in the light of strong arguments. Such debates are frequently found in the books of Ulum al Qur’an written in Subcontinent.⁽²⁾

4. Almost all features and aspects of Qur’anic studies were complied

together under the title of “*Uloom al Qur’an*”. The most prominent books include Maulana Abdul Haq Haqqani’s “*Al bayaan fe Uloom al Qur’an*”, Maulana Shamsul Haq Afghani’s “*Uloom al Qur’an*”, Maulana Mailk Kandhalwi’s “*Manazil al irfaan fe Uloom al Qur’an*”, Qadhi Mazharuddin Bilgrami’s “*Uyyun al Irfaan fe Uloom al Qur’an*”, Maulana Muhammad Taqi Uthmani’s “*Uloom al Qur’an*”, Maulana Hanif Nadawi’s “*Muta’alia e Qur’an*” and Dr. Hassanuddin Ahmad’s “*Ahsan al Bayaan fe Uloom al Qur’an*”.

5. An extensive research and proper analysis of traditional intellectual heritage was carried out in Urdu language. Following the footsteps of orientalists, a self styled progressive group of Muslim intellectuals also started misinterpreting the Qur’anic text for the propagation of their deviated thoughts. One such example is of Sir Syed Ahmad Khan who, on one the hand strongly condemned and criticized famous Scottish orientalist William Muir for his biased predispositions on the Qur’an but on the other hand, he himself came forward with some unique and objectionable modes of Tafsir writing in clear opposition with the traditional cult. Sir Syed opinions about revelation, angels, miracles and other metaphysical facts present a highly deplorable and unaccommodating standpoint. Though, he earnestly tried to bring religion and Science in harmony but his contributions remained distasteful to main stream Muslim scholars³.

Following the same pattern people like Abdullah Chakralwi and Allama Aslam Jerajpuri paved the way for the adversity of denial of authenticity of Hadith. Later the same propensity was further fashioned by Ghulam Ahmad Pervez (d.1985) who explicitly renounced the validation of Sunnah as a part of Islamic Jurisdiction. Pervez tried to present a peerless approach to the study of Qur’an focusing merely on Qur’an and its linguistics. He penned down various book to promote his cult self acclaimed as “*Ahl e Qur’an*”. His notable works include:

1. *Lughaat al Qur’an*
2. *Tabweeb al Qur’an*
3. *Mafhoom al Qur’an*
4. *Ma’arif al Qur’an*

These books particularly “*Lughaat al Qur’an*” and “*Maafhoom al Qur’an*” mainly deal with the description of the meanings of different Qur’anic words and phrases in a broader sense and a wider paradigm. According to him, the main task of compilation of Arabic linguistic tradition was carried out in the reign of Abbasids and by that time manifold non Arabic factors were actively influencing the original Arabic meanings and usage of its expression which consequently played an essential role in formation and reformation of original meanings of various Qur’anic expressions. He emphasized the need of understanding Qur’anic meanings in the light of their usage and convention according to the primeval Arabic language. Moreover he believes that a proper understanding of Qur’anic expressions can only be achieved after a profound comprehension of its utilization in the entire Qur’an, in different contexts and denotations. For instance he believes that the words “*Salah*” is essentially derived from the root “Saad, Laam, Yaa” which literally means “to follow”, this meaning can be well observed in the ritualistic prayers where it is obligatory to follow the divine commandments. He further adds by saying that after a deeper contemplation on Qur’anic usage of this particular, it can be apprehended where the expression “*Salah*” refers to “the establishment of ritualistic prayers” and where it stands for “the establishment of an ideal Qur’anic society”⁴.

As far as his opinion regarding Tafsir and Qur’an are concerned, being contrary to mainstream, Pervez’s scholarship could not earn any academic fame. Moreover in order to present a true and concrete Islamic disposition, various Muslim scholars have produced a fair number of literary work in response to his writings.

6. A unique concurrent trend of “Qur’anic coherence and concordance/integration” was largely emphasized. Maulana Hamduddin Farahi laid down the notion of coherence in Qur’anic verse in “*Dalail al nizam*” which was skillfully adopted by his student, Maulana Amin Ahsan Islahi (d.1997) in his *Magnum Opus* “*Tadabbur al Qur’an*”. Providing a room to various opinion and further studies, these writings are considered a remarkable addition to the topic of Qur’anic coherence enhancing the miraculous origin and nature of the Holy Qur’an. Maulana Farahi’s marvelous scholarship on Qur’anic studies includes “*Dalail al nizam*”, “*Asaleeb al Qur’an*”, “*Al Takmeel fe Usul al Ta’weel*”, “*Jamharat al Balagha*” and “*Mufridaat al Qur’an*”.

(Endnotes)

- 1) The contributions of Shah Wali Allah Dehlawi (d. 1762 A.H) to the service of Islam and related disciplines are highly treasured. The illustrious benefactions made by him and his noble family, particularly for the service of Qur'an and the propagation of its authentic understanding -at the time of political strife and the fall of Mughal Empire- will always remembered as an illuminating event in the Muslim history of Subcontinent.

The vanguard of Shah Sahib's outstanding indulgence in Qur'anic research played a leading role in the development of Qur'anic understanding and propagation in the Subcontinent. He introduced a unique approach to the study and understanding of the Qur'an based upon the reliable personal effort and research. Instead of mere adherence and imitation of prevalent cult and following the traditional clique without question, he initiated the invaluable concept of independent academic research. Later, his methodology was further carried out and developed by many others. There was a complete dearth of a comprehensive work addressing, principles and methodologies of Tafsir before Shah Wali Allah. His monumental work on the topic of Usool al Tafsir is the first comprehensive work of its kind.

- 2) See for details, Haqqani, Abdul Haq, *Muqadimma Tafsir Haqqani*, (Lahore: Sheikh Ghulam Ali and Sons, 1364 A.H), p.40-45, Afghani, Shams ul Haq, *Ulum al Qur'an*, (Lahore: Amjad Academy), p. 2-12, Usmani, Muhammad Taqi, *Uloomul Qur'an: An Approach to the Qur'anic Sciences*, (Karachi: Darul- Ishaat, 2007), p.124
- 3) For more details on Sir Syed views see "Muqadimmah Tafsir Haqqani" (Tafsir Fath al Mannan) , one of the best known authentic works in Urdu Tafsir literature which was written by Maulana Abdul Haq Haqqani (d.1907 AD) and compiled in eight volumes.

It has an extensive introduction in which various discourses of ulum al Qur'an have been discussed in a reasonable length. Fundamental belief of Islam (Monotheism, Prophet hood, believing in Angles, divine scriptures and concept of hereafter etc) have been thoroughly discussed in the light of Qur'anic teachings. While doing so, particularly discussing various features of Jibreel (AS) and Satan, Maulana Haqqani evidently proved Sir Syed's notion of considering Satanic and Angelic forces as mere depiction of attributes of evil and good in Adam (AS) respectively, entirely wrong. He strongly opposed the idea that Adam (AS), mentioned in Qur'an denotes the human race rather than being an independent figure. Haqqani, Abdul Haq, *Muqadimma Tafsir Haqqani*, (Lahore: Sheikh Ghulam Ali and Sons, 1364 A.H), p.17-36.

- 4) Ghulam Ahmad, Pervaiz, *Mafhoom al Qura'n*, (Lahore: Idara e Tulu'e Islam, Date not mentioned), Vol:1, Introduction, P. "Raa'.

Islamic Concept Of Pluralism

• **MAHBOOB THAHA**

The concept of Pluralism is very much older than the origin of the term. Big empires and kingdoms have faced this reality. Muslims have also encountered this phenomenon during their rule in different parts of the world especially in Asia. Now a days the discussions about pluralism only turn around the plural societies in Europe and America and the rich heritage of religious-cultural pluralism that prevailed for instance in India and the Islamic world are neglected deliberately.

Pluralism is both an ideology as well as a methodology. Pluralism deals with the questions of co-existence in a society/country which is home to many religions, cultures, languages and ethnic and racial groups. As an ideology pluralism accepts and tolerates diversity and as methodology it tries to solve the problems arising out of diversity, religious, cultural, linguistic, ethnic or racial.

Muslim society has always been characterized by its pluralistic nature. The Madinah society set up by the Prophet Muhammad (pbuh) comprised of Persians, Abyssinians, diverse religious sects and ethnic groups. Jews and Christians also lived in Madinah. The later Umayyad and Abbasid periods also witnessed cultural and religious diversities. During the Ottoman period

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Pluralism was far more alive in Middle East as well as in Europe. Muslim rulers were very particular in maintaining the religious and cultural freedom of minorities. Full autonomy was given to them in their religion.

The particular feature of the pluralistic society under the Muslim rule was that Muslims were very generous in absorbing the good features of other societies. Muslims also took positive measures for the security and prosperity of the ethnic and religious minorities.

In the examples given above Muslims were politically pre-dominant in the society. The reverse has also happened as in the case of British rule in India where the Muslims were at the receiving end.

Modern pluralistic societies

Today the pluralistic societies are formed or have come into being on an entirely different pattern. Two important aspects can be seen in them:-

- 1) Political democracy is provided to all as it ensures general participation in the conduct of the state.
- 2) Modern plural societies are raised on non-religious or secular foundations. The nature is determined by the political and economical objectives.

Two major factors have worked and influenced in the formation of modern plural societies. They can be summarized as follows:-

- 1) Unpredicted growth of technology and transport which facilitates the travel of people from one place to another. This includes businessmen, college students, jobseekers etc. People of different behaviour, colour, shade etc. have travelled from poorer countries to rich in search of better jobs and high standards of living.
- 2) People who went abroad didn't have the intention to settle. But they

changed their minds seeing the economic boom in these countries. The student also stayed back due to the attractive job opportunities in the developed countries.

Islamic Perspective

The concept of Pluralism in Islam can be understood by its general perspective on human society and mutual respect and regard for difference of views. The tradition or essence of the Holy Quran is of co-existence and respect for other religions and cultures. Allah says: “There is no compulsion in matter of religion“(2:236)

Differences and diversities I religious beliefs and concepts is an inalienable part of the design. Man is given freedom of thought and naturally it will give rise to various beliefs and thoughts. Allah says:

(And had your Lord willed, those on earth would have believed, all of them together. So, will you (O Muhammad SAW) then compel mankind, until they become believers?) (10:99)

The design of religio-cultural diversity is in the scheme of God. Islam believes in diversity, not extinction of other faiths and cultures. The Quran says:-

“And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colours. Verily, in that are indeed signs for men of sound knowledge.” (30:22)

Muslims believe in the universality of prophecy which indicates Islam’s respect for all the religions. Islam stresses that Allah is the Lord and Cherisher of the world and he has sent messengers and prophets to the whole mankind for their guidance and they all came with the same message of God. The Quran says:-

“Verily We have sent you with the truth, a bearer of glad tidings, and a warner. And there never was a nation but a warner had passed among them.”(35:24)

The divisions, linguistic, racial and others are not meant to decide or determine the status of the people or their position in the society. The Quran advances a picture of a society in which all humans will be equal. This equality will be on two basis:-

- 1) All are the creations of a single God. This single God hasn't set any criteria to differentiate between the people except that of piety or righteousness or fear of Allah.
- 2) All men are the children of a single parent. These children may be different in their economic or social status. But that doesn't entitle them different status and positions in the society.

The freedom to hold different views and expressions is a part of the trial of the Lord. It is necessary condition of the trial. If this freedom is not granted then there is no meaning in the trial of mankind. Man has been given or bestowed with ability to think and ponder over the beautiful world, so that he might utilize them to reach his God. Man has also been endowed attraction towards virtue and detachment towards evil in his soul. But God didn't leave man like that alone. He sent down prophets from time to time to make him aware of the truth and guide him through the darkness. The trial is described in the Holy Quran as:

“Verily! We have made that which is on earth as an adornment for it, in order that We may test them (mankind) as to which of them are best in deeds. [i.e those who do good deeds in the most perfect manner, that means to do them (deeds) totally for Allâh's sake and in accordance to the legal ways of the Prophet SAW)]” (18:7)

Thus this concept of freedom of views and thoughts should never be usurped because this is against the teachings of the Holy Quran and the violation of the Sunnah and the glorious practice of the Caliphs. However this granting of freedom doesn't consider that all such views are equally valid and true.

In the same way the Holy Quran doesn't negate the revealed religions completely. It only restores their lost truth. It corrects the distorted elements of the original truth. There are several examples which throw light on this verdict. Allah says:

“And when there came to them a Messenger from Allâh (i.e. Muhammad Peace be upon him) confirming what was with them, a party of those who were given the Scripture threw away the Book of Allâh behind their backs as if they did not know” (2:101)

Constitution of Medina

The constitution of Medina formulated by the Prophet (pbuh) reveals the identity of pluralism in Islam. The following features can be noted in the constitution:-

- 1) The central authority was with the Prophet. He had all the judicial, political and military authority over all the citizens of Medina.
- 2) Full religious freedom to all citizens was guaranteed.
- 3) Those who constituted the body politics of Medina were granted social, cultural, judicial and legal freedom.

With this one example we can come to the conclusion that neither the Quran nor the historical traditions of Muslims have ever being against religio-cultural diversity, plural co-existence and mutual co-operation. The society

under Prophet Muhammad (pbuh) in Medina and the constitution framed for that society is a perfect indicator of this fact. The main obligation of the Muslim community is to strive to change the minds of the people so that they are made aware of Allah and restructure their lives according to His will. The path to bring change is not by conflicts or totally ignoring or withdrawing from the affairs of the society. But a pluralistic approach is the key to initiate this change. The examples of our prophet's life and his companions are before us to lead us to this goal and we have nothing to do but to follow their footsteps.

The Relevance Of Social Work In The United Arab Emirates

• **Prof Willem van Delft**

In this paper I will argue that the UAE faces challenges for Emirati owned and driven social work as a significant partner in co-constructing the UAE society.

Social order, social stability and social work

Social work plays a significant role is contributing towards social order and stability which is defined by Cummings (1986, p.3) as: "...that state of affairs in which it is possible to predict with reasonable accuracy what other people will do in routine situations. The nature of the order may change, but a range of behaviours at once acceptable and predictable is imperative if any society, whether a large one like a nation or small as a family, is to survive."

Social work seeks to understand and address the forces and circumstances that impact on people's social functioning and translating this understanding into influencing social policy making and implementation, development and delivering services in a variety of settings and community based front-line social service organisations in line with a community or nations' resources, intrinsic values and concerns about the well-being and needs of individuals, groups and communities. Its prime objective is to support and guide people in dealing with life tasks that confront them throughout the life cycle (Berger, Mc Breen and Rifkin, 1996), (Carter & McGoldrick, 2004) It is preventive, supportive and problem –solving in nature.

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Social work is a profession that evolves and continues to do so from within the community for the community. Social work is an internationally recognises and organised profession (IASSW, IFSW).

The UAE: economics, demographics, and the changing society

Social work must take cognisance of two factors, namely economics and demographics, that significantly characterise and influence the nature and quality of peoples' social environment and the kind of problems/challenges people encounter .

Economics: The UAE residents are estimated to be the third richest in the Muslim world with per capita income of \$ 49,600 (Dh182, 000 and the sixth-richest in the world. (Kuala Lumpur,2011). To address the need for education, health care and social development initiatives, social services, cultural affairs, etc the UAE has budgeted approximately 42% of the total record budget of Dh41,8 billion for 2012. (The National, October 12, 2011)

The economic future in line with and expanding population for the UAE as well as for the entire GCC region, however, is challenged by rising costs in medical insurance (Gulf Research Centre-Cambridge, 2012), education of the population to enter non-traditional jobs now being occupied by expats, increase in women entering the work force, finding jobs for its citizens, a change in working conditions and demands of expats and an anticipated decline in construction activity in the region. (Kinninmont, 2009. Rahman, 2009, Kawach, 2010).

The UAE unemployment rate is estimated between 4.3 percent (Central Bank of the UAE, 2010) of the labour force and 13 per cent (Federal National Council-UAE) depending on the method of calculation. Although poverty is not a significant problem amongst Emiratis, amongst the large expat labour force e a low standard of living and poverty is experienced.

Demographics: Whereas the populations in the USA and Europe are increasingly aging, the GCC's population is likely to hit 53m (including expats)

by 2020 with 24% of the population under 15 years old. - higher than everywhere else in the world apart from Africa. The UAE population is projected to grow from 5.57 million in 2010, to 7.06 million in 2020 with Emiratis forming about 20% of the population. (Kinninmont, 2009).

Kinninmont (2009) and Rahman (2009) point out that with a very young GCC population, the future development of the region ultimately depends on the success of efforts to educate and employ these young people. We see dramatic changes underway in the structure of the workforce, with an increasing number of educated women now keen to have careers. The expatriate work force forms about 40–80 percent of the total population of the GCC countries. (Gulf research centre, 2012).

By 2020, it is feared that the numbers of expatriates in the GCC could increase from around 17 million to 30 million. (Kawach, 2010). Although the accuracy of these projections are debated (Orient Planet, 2012), (Gallup, 2012), these developments imply complex implications for the future demographic, economic and sociocultural functioning dimensions of the GCC countries (Booz & Company, 2012), (Morris, 2005).

Some critical concerns / problems confronting the UAE to which social work responds

The economic demands to ensure a stable and prosperous Emirati society, as well as managing an increase in population and exposure to cultural diversity ‘imported’ by expats, requires the UAE leadership and most thinking Emiratis, to contemplate the future of the UAE in terms of socio-cultural, religious and citizen behavioural issues other than just purely economic issues.. This concern is reflected in public statements made by the UAE leadership with regards to building a stronger UAE union focusing on ensuring and developing healthy family life as the backbone of society, enhancement of women that can take up national responsibilities and adding to nation building, and most importantly investing in national human capital to achieve a balanced society with opportunities for all to deal with life tasks

to the best of their ability. (Gulf News, 24 May 2009). Fortunately most people in societies, given ample opportunity, support and resources, will lead lives to the benefit of themselves and each other and contribute to nation building, social stability and social order guided by shared cultural values, social roles and norms. Change and development, however, also increasingly expose more people's inabilities and vulnerabilities to manage traditional and changing roles as well as life tasks that confront them in their changing context. (Abdullah, 2009), (Crabtree, 2008), (Wong, 2006). It also needs to be emphasised that problems experienced by individuals most often directly and indirectly impact on the social functioning and social stability of parents, spouses, siblings, family, relatives, colleagues and ultimately the community. Private problems indeed often become public issues

The UAE press and other research based sources, (Gulf News, 18 October 2009: 27 October 2009: 5 November 2009) (The National, 2 January 2010, 3 April 2010, 8 April 2009). The National Research Foundation, (Moussly, 2011), Emirates Foundation, Kuwait Foundation for the Advancement of Sciences,(KFAS), The Cooperation Council for the Arab States of the Gulf, Economist Intelligence Unit, Gulf Research Centre-Cambridge, Morris (2005). Van Delft and Villa, (2012) highlight inter alia the following Emirati and expats' stressors and behaviours that become critical public issues. Building and maintaining individual, family and community resilience to deal with demands in a fast changing social environment. Empowerment of women. Child, adolescent, adult and elderly protection, mental- and physical disability services. Spouse abuse, family, violence and bullying behaviour at school. Drug- and alcohol (ab)use. Juvenile delinquency and secondary victimization counselling . Human trafficking and its victims. Divorce and its psychosocial consequences.

UAE Social work: A research challenge and community responsibility

The approximate 1300 predominantly female social workers, many of whom are not qualified social workers, are too few to adequately deal with

the challenges and often work a relative short period of time in social work. Qualified male social workers are virtually absent in the profession.

Sufficient literature and best practice evidence is available to guide present social work education and service delivery in the UAE and seriously striving to realize the recommendations by Crabtree (2008), Al Krenawi, Graham, Dean & Eltaiba, (2004), Mohan (2003), (Holtzhausen ,2011) to move away from a predominant western social work model towards a more Arab cultural and Islam sensitive and relevant model with community participation in service development and – delivery as a core element.

Social work needs to be owned and embraced by the UAE citizens rather than becoming a commodity that is imported, managed and delivered by expats. There is an immediate need for research into the mindset of Emirati citizens and in particular males, towards working with psychosocially stressed and dysfunctional people and issues that impact on peoples' and the community's social functioning. This research needs to produce the data to design and implement programs, such as career guidance, that focus on encouraging the community to own social work as a community responsibility to address the issues that concern and affect them. Career opportunities need to be developed to attract prospective students to study social work, enter and remain in the profession , and become its researchers, educators and leaders. (Van Delft & Villa, 2010), (Waterman, 2002).

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