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**Editorial:
The John Potter Literacy Award**

Retirement Planning

**Constitutional Abnormalities,
Deviations and Obvious High
Level Lawlessness in
Germany - An Overview**

**Administering
an Examination**

**Motivation as a Management
Tool for Higher Productivity
in Organisations**

No Ego, No Leadership

**The Cultivation of a
Mental Constitution
with a Dialectic Perspective**



**Fiscal Incentives,
Foreign Direct
Investment and Nigeria
Economic Growth
and Development**

**The Broken Diplomacy
between Iran and
Saudi Arabia**

**The Use of an Integrated
Grammar-Genre-Based
Writing Approach to Teach
Business Writing Skills**

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**Veritas* is Latin for truth, reality.

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IN THIS ISSUE

Editorial: The John Potter Literacy Award Best Article for 2015 – David Le Cornu

Retirement Planning – Gabriel Udendeh

**Constitutional Abnormalities, Deviations and Obvious High Level Lawlessness in Germany
- An Overview – George Reiff**

Administering an Examination – Godwen Veremu

No Ego, No Leadership – Irving H. Buchen

**Motivation as a Management Tool for Higher Productivity in Organisations
– Joseph Friday Mekiliuwa**

The Broken Diplomacy between Iran and Saudi Arabia – Kemal Yildirim

The Cultivation of a Mental Constitution with a Dialectic Perspective – Richard Roest

**Fiscal Incentives, Foreign Direct Investment and Nigeria Economic Growth and Development
– Udeh Sabastine Onyemaechi**

**The Use of an Integrated Grammar-Genre-Based Writing Approach to Teach Business
Writing Skills – Bartholomew Michael**

EDITORIAL: THE JOHN POTTER LITERACY AWARD BEST ARTICLE FOR 2015

Dr David Le Cornu*

President - St Clements Education Group

(DBA, DIPFM, MBA, FAICD)

It has been a very difficult task selecting the best 'Veritas' article for 2015. The first problem has been the diversity of topics covered by the various 'Veritas' authors. The four leading articles selected for consideration were all in the general social science fields.

A highly commended mention goes to the articles **'The Next 20 Years' Year 2035 (The Mesopotamia)** and **The Relevance of Corruption and Poverty: A Look at Two African Economies - Botswana and Nigeria**.

The runner-up article for the John Potter Literacy Award was the article **Christianity, Judaism, Islam and Violence - Which is To Blame?**

The inaugural John Potter Literacy Award has been decided and the article **Democracy in Nigeria: "Challenges and Prospects in The Next Twenty Years"** has been chosen.

Congratulations to **Oyejide Felix Omotosho** for his award-winning article and **Professor Dr Bruce Duncan** for his runner-up article.

Dr Kemal Yildirim and **Dr Udeh Sabastine Onyemaechi** will receive highly commended certificates for their very interesting articles.

If you wish to read any of these articles please email Dr David Le Cornu admin@stclements.edu and copies can be sent to you electronically. Alternatively, 'Veritas' publications are available on our website and can be accessed via our e-library at www.stclements.edu/library.html.



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RETIREMENT PLANNING

Dr Gabriel Udendeh*

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Abstract

I am inclined to write about retirement planning because of four main reasons; first, it will benefit a good number of the teeming readers of Veritas Magazine given that most are in the aging. Secondly, the ideas canvassed in the write-up will propel the young among them to toe the planning lane for their retirement. Thirdly, in Nigeria and most developing countries in the world, government has little or no provision for retirees' welfare. Fourthly and most importantly, the write-up will serve as contribution to the needed literature students of St Clements University Group may require in studying for business education at degree levels. The rest of the paper will define what retirement is; why do people retire; how do they intend to spend their retirement resources; an exposition into investment opportunities in the Nigerian economy and a word of advice as conclusion.

Definition of Retirement

Retirement may be defined as the act of disengaging from active official duty (Udendeh, 2015). In the Nigerian context, this will happen after a service of thirty-five years or sixty years for a civil servant. The private sector does not have a mandatory retirement period, all depends on his/her decision. Others forms of retirement are: personal decision to discontinue with paid employment, election to switch profession (say, medical doctor to accountant), appointment to political position or chieftaincy title (traditional ruler), disappearance of the underlying activity (e.g. quarrying). Generally, the reasons for retirement in private sectors differ from those in the public sector. In the private sector, one could retire because of the following reasons:

- The retiree has found a better vocation;
- Has ill-health;
- Having a diminishing earning potentials;
- Has earned enough from active service;
- Has the children taken over;
- Has grown paid employment; or
- Has been promised a franchising arrangement.

Whichever reason, retirement could only make sense if one has reliable retirement resources. The latter could manifest in pension and gratuity. Using Nigeria as a case study, the country has moved from defined pension benefit to contributory pension scheme since 2004, though this became fully operational in 2007.

The Nigerian pension scheme is robust; involving both the private and the public sectors. With this combination, pension funds has grown astronomically from a grossly underfunded scheme of less than half a trillion in 2004 to about N5.0 trillion (\$25 billion USD) as at December 31, 2015, with a growth rate of 15.0 per cent (Pension Commission, 2015). This scheme is being administered by pension custodians and pension fund managers under a strict supervision by Pension Commission (PenCom). Given the impressive and efficient manner the scheme has been managed, the government is contemplating channeling the "idle" funds to develop self-liquidating infrastructure. Other retirement resources are:

- Financial investments
- Trained children or/and relatives
- Landed assets
- Franchising
- Copy rights and royalties
- Ideas & contact, and
- Wealth of experience

Financial assets are personal investments in shares of blue-chip companies, fixed-income investments in money market instruments, acquisition of commercial and government stocks (bonds) as well as investment in other long-term debt instruments during the period of one's active service. These are the best form of retirement benefit if one could afford it during his/her active service. Retirement resources could, also, be deemed appropriate in circumstances where one has trained one's children to a level of self-economic sustenance to take over the family responsibilities. In Nigeria, ownership of landed assets is considered an assurance of financial stability after retirement. Indeed, the choice is between landed and financial assets. The elderly prefer physical asset while the young are endeared more to financial assets. Each has its own up and downsides, which are outside the scope of this paper. Franchising is a huge asset many organizations have not contemplated. It implies granting the retiree the right to use the employer's business model under the latter's supervision. For example, a former staff of the Nigerian National Petroleum Corporation (NNPC) could have licence to operate a petrol station using the business model of NNPC. Copy rights, ideas and experience are intangible retirement assets which value can only be realized if the retiree is intellectually inclined.

How to manage these resources

These resources can be managed in many ways. First, they could be streamlined and harmonized for effective management. Harmonization could start with a consolidation of the resources into a single business entity for ease of control. It could as well start with diversification of the investments to hedge against possible risk. One may elect to substitute the resources by disposing some to acquire others. For instance, one could sell shares in companies to acquire landed assets or vice-versa. After stream-lining the investments, the retiree could decide whether to outsource its management or manage it himself for optimal returns. Substitution of investments for retirement has been canvassed by Elueni (2006) who posits that entrepreneurship means engaging your ability in a sustainable manner. In his opinion, one could use his physical strength to make money; use the money to train oneself; use the knowledge to make money to invest so that at old age, the investment can sustain one. According to him, landed assets and equities have lasting and appreciate yields; hence must be the choice of investment.

Investment opportunity in Nigeria for retirees

Nigerian economy has opportunities in virtually every sector. The sprawling Nollywood (entertainment industry) arose out of frustration by youths in getting paid employment. They engaged in drama, comedy and music to occupy their idle time; the same way our brothers and sisters who were victims of slave trade did in America. Today, the richest young professionals in Nigeria are those in the Nollywood industry. Opportunities exist for retirees in several spheres of life in Nigeria, mainly, the money market, the capital market, commodities market, property market, patent & royalties market, consultancy & counseling market, etc.

Money Market Opportunities

Nigeria's money market is vibrant with product depth and yield that retirees can take advantage of. In considering investments, regard shall be had on the retiree's age, strength of financial resources and state of health. Money market is grouped into income-based investments, a combination of income and growth instruments and growth-based instruments. The decision to invest in any of the categories shall take into account a number of factors, including the retiree's age. The investment objective here centres on income-based activities (see table 1).

Table 1- Money Market Instruments

Age Limit (Years)	Category of Investments	MM Instruments
55-65	A (Income-based)	- Savings account - Fixed deposit - Treasury bills - Bankers accept. - Other special designed products
45-55	B (Income & Growth)	- Treasury Cert. - Foreign currencies - Commercial Paper - Repurchase agreements - Cash in current account - Negotiable Cert. of Deposit - Any of (A) above
18-45	C (Growth-based)	- Mutual funds - Commercial Paper - Negotiable Cert. of Deposit - Derivatives - Any of (C) above

Capital Market Opportunities

The Nigerian Stock Exchange (NSE) is the market for the mobilization of long-term funds (capital market). The activities in the capital involve trading in equities, funds, and development stock. The market gives greater attention to equity trading because of the latter's dominance, liquidity and earning potentials.

There is a secondary market for equity where investors can sell-off their equity investments. Equity constitutes the main attraction to retirees given its multiplier effect, though there are other comparative opportunities. Below is a table of capital market investment opportunities for retirees.

Table 2. Capital Market Instruments

Age Limit (Years)	Category of Investments	Capital Market Instruments
55-65	A (Income-based)	- Preference shares - Debenture - FGN bonds - Corporate bonds - Special schemes by fund managers
45-55	B (Income & Growth)	- Ordinary shares - Development stocks - Mutual funds - Any of (A) above
18-45	C (Growth-based)	- Venture capital - Trading in shares - Global depository receipts - Any of (C) above

Property Market

Nigerian property market is huge given its housing deficits of 17 million houses (Jonathan, 2013). The estimated cost of bridging the deficit put at N3.5 million (\$18,000) per house, will amount to N60 trillion (\$301.5 billion). Nigeria's housing index shows coverage ratio of 25.0 per cent as against South Africa's 56.0 per cent, Singapore (90.0%), USA (70.0%) and Benin Republic (63.0 %) (CIA, 2010). Besides the residential housing gap, similar gaps exist in office accommodation, student hostels, shopping malls, events centres, recreational avenues and schools. This portends great investment opportunity to retirees. Property investment in Nigeria is through any or a combination of cooperative societies; mortgage institutions; personal savings; mortgage bonds; real estate investment trusts (REIT); and share investment in property companies.

Patent & Royalties Market

These are earnings from proprietary products such as medicine, published book(s), business model, recorded song, invented software, a play, among others. Income from these sources can be so huge with expansive and lasting market. The CNN (2016) just announced Sunny Recording Company's decision to acquire Michael Jackson's records at a great fee. St Clements University Group has a number of science-related students, mostly in Asia with the capability to make new discoveries in ICT and medicine to earn royalties from.

Consultancy & Counseling

The sole pioneer of St Clements University's distance education in Nigeria, Professor David Iornem, is an astute entrepreneur. What most traditional universities are clamoring for now (distance education) was started by Professor Iornem over 20 years ago. A study of David's entrepreneurial initiative alone is sufficient to earn one a doctorate degree. David has been pivotal in establishing management consultancy as a post graduate course in a number of universities across the

globe. He is accredited with a number of books and he is still writing. He mentored the author on book writing whose books are today, must-read books for some institutions of higher learning and professional bodies in Nigeria. Consultancy and counseling are a fair end-state for retirees as this is the only way they can leave behind some legacies; earn extra income to support their living and keep abreast of development in the modern economy. As a guide to effective consultancy and counseling, the retirees need to review their training in the last five to ten years. They can leverage on the training to deliver on consultancy services, noting that the experience s/he has the vast majority of his/her audience does not have. The retiree must relate with his immediate community to acquaint himself with their concerns and values. The consultant should endeavor to have an office outside his residence to maintain his privacy. He or she should take interest in the emerging issues and how they affect the society. He or she shall remain current, smart and articulate to command relevance in the society.

Conclusion by way of advice to retirees

They should not get carried away by any ostensibly good looking proposal, marketers are sugar-coated and could sweep one off one's feet. Retirees must consult experts before going into any business endeavor. The three friends a retiree must not fall out with are the medical doctor, the lawyer and the financial expert. These are necessary friends at retirement. Retirees must focus more on the stability of income than higher income; noting that the market, which everyone goes has no lasting benefits. Retirees must not be masters in every investment they seek to undertake, and should outsource some to experts to reap the benefits of yields. They must separate family from business as family membership activities are driven by sentiments, not business ethics. Remember to obtain full authorization before embarking on business undertakings. Do not put all your resources in the chosen business and finally, enroll for membership of your industry practitioners to reap from training, collective bargain and solidarity.

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CONSTITUTIONAL ABNORMALITIES, DEVIATIONS AND OBVIOUS HIGH LEVEL LAWLESSNESS IN GERMANY – AN OVERVIEW

Dr George Reiff*

Most people in the world are certainly familiar with Germany being partitioned in 1945 after WWII. The centrally located two main parts were unified in 1990, while the lesser two parts to the east were then already for 55 years in Polish and Russian hands and remained there, while a small Western region called the Saarland¹ was earlier handed back in 1957 by France who had occupied it for some 10 years. Since 1990 Germany is supposed to be a “normal” - that is a sovereign - country like any other country in the world.

Let us start with the Basic Law, which is supposed to be Germany's contemporary constitutional basis:

“Basic Law for the Federal Republic of Germany”

As one can see, **for** instead of **of** already makes it grammatically clear that this “Basic Law” was given to the West Germans by the command of then occupiers (mainly USA) in 1948² and the resulting FRG was inaugurated in 1949.

Preamble

Conscious of their responsibility before God and man.

Inspired by the determination to promote world peace as an equal partner in a united Europe, the German people, in the exercise of their constituent power, have adopted this Basic Law.

*Germans in the Länder (states) of Baden-Württemberg, Bavaria, Berlin, Brandenburg, Bremen, Hamburg, Hesse, Lower Saxony, Mecklenburg-Western Pomerania, North Rhine-Westphalia, Rhineland-Palatinate, Saarland, Saxony, Saxony-Anhalt, Schleswig-Holstein, and Thuringia have achieved the unity and freedom of Germany in free self-determination. This Basic Law thus applies to the entire German people.*³

So we read:

“.....determination to promote world peace.... in a united Europe, the German people... have adopted this Basic Law”.

Of course, “promoting world peace, being an equal partner in a united Europe etc.” sound superficially good in everybody's ears. However, when we understand that such preamble is already considered a binding law principle upon which all following articles

rest in interpretation and execution, it gets clearly a compromising meaning.^{4,5}

Accordingly, however, “promoting world peace” corrupted already 1955 into forced NATO membership⁶ who exists in name as an intergovernmental organization in order to promote world peace despite it does mostly the opposite like in Yugoslavia and Libya. And adopting as basic law a determination to be a partner (*in German there is written “Glieð” which could also clearly resemble a “member” within a bigger system*) in a united Europe shows that already from 1949 on there is no chance and no political will (openly since 1990) from inside and outside Germany to ever allow for full sovereignty again.

That this is the correct interpretation of the Preamble of the FRG has been just supported by Minister Dr. Wolfgang Schäuble, who was second in command of the FRG at that time and who stated at a EU Bankers' Conference nonchalantly in 2011 that “*after the two World Wars in the first half of the 20th century the concept of sovereignty has led itself ad absurdum*” and that, therefore, “*Germany has not obtained full sovereignty ever again since 8th of May 1945*”.⁷

A Republic without Citizens?

Article 116

[Definition of “German” – Restoration of citizenship]

*(1) Unless otherwise provided by a law, a German within the meaning of this Basic Law is a person who possesses German citizenship or who has been admitted to the territory of the German Reich within the boundaries of 31 December 1937 as a refugee or expellee of German ethnic origin or as the spouse or descendant of such person.*⁸

The “German Citizenship” is indeed still that of the German Reich (German Empire) despite we have a Federal Republic of Germany (FRG) now. This is still made possible by declaring the German Reich incapacitated but not dissolved as per famous 1973 decision of the FRG's Constitutional Court⁹. The FRG was/is the new administration of a part of Germany accordingly.

Friends or Foes?

Article 120

[Occupation costs – Burdens resulting from the war]

*(1) The Federation shall finance the expenditures for occupation costs and other internal and external burdens resulting from the war, as regulated in detail by federal laws. To the extent that these war burdens were regulated by federal laws on or before 1 October 1969, the Federation and the Länder shall finance such expenditures in the proportion established by such federal laws. Insofar as expenditures for such of these war burdens as neither have been nor will be regulated by federal laws were met on or before 1 October 1965 by Länder, municipalities (associations of municipalities), or other entities performing functions of the Länder or municipalities, the Federation shall not be obliged to finance them even after that date. The Federation shall be responsible for subsidies toward meeting the costs of social security, including unemployment insurance and public assistance to XI. Transitional and Concluding Provisions 116 the unemployed. The distribution of war burdens between the Federation and the Länder prescribed by this paragraph shall not be construed to affect any law regarding claims for compensation for consequences of the war.*¹⁰

As stated before the official reunification of Germany took place in 1990¹¹. The ratification in the USA took place on March 1991. However, 42,450 US American and 13,400 British Soldiers are still in the FRG¹² and are at least theoretically equipped with a “constitutional” right to be paid by her inclusive pensions and damages.

Commonwealth versus Economic Entity?

Article 133

[Succession to the Administration of the Combined Economic Area]

*The Federation shall succeed to the rights and duties of the Administration of the Combined Economic Area.*¹³

It reads indeed “Rights and duties of the administration of the **Combined Economic Area**”. The wording implies that the whole FRG is at its very foundation - at least philosophically - closer to being an economic administration than being a commonwealth of the German people. One of the most famous historical economic administrations without any care of being a commonwealth for the people was the East India Company.¹⁴

Constitution or Basic Law?

Article 140

[Law of religious denominations]

*The provisions of Articles 136, 137, 138, 139 and 141 of the German Constitution of 11 August 1919 shall be an integral part of this Basic Law.*¹⁵

Despite the still valid 1973 decision of the FRG’s Constitutional Court¹⁶, it is official political FRG line to dismiss every hint on the legal existence of the German Reich beneath the structures of the FRG as conspiracy theory¹⁷. However, the Weimar Constitution of the German Reich is obviously still valid and the Basic Law has been put atop. Before my inner eyes it appears as a comparison like German Reich/Weimar Constitution = DOS and FRG/Basic Law = Windows.

Article 146

[Duration of the Basic Law]

*This Basic Law, which since the achievement of the unity and freedom of Germany applies to the entire German people, shall cease to apply on the day on which a constitution freely adopted by the German people takes effect.*¹⁸

German civil servants and politicians in 1948 as much as in 1990 obviously knew exactly the difference between a Basic Law and a Constitution. Professor of International Law at University of Geneva Marco Sassòli states that “there is also a close relationship between the maintenance of public order and legislative action”¹⁹. It means that it is quite logical that a Basic law is given to a defeated people by the victor (Frankfurt Documents 1948) in order to establish law and order according to Article 43 of the Hague Treaty.

A constitution is implemented by a constituting act of the people. Although the preamble of the Basic Law suggests “*the German people... have adopted this Basic Law*”, the 11 State Prime Ministers of the “Länder” were appointed by the occupying forces like the USA, France, England and Russia and not elected by anybody in Germany²⁰. Therefore, they could not possibly vote a Basic Law into a Constitution and therefore Article 146 is still there because the 1990 ascension of five additional “Länder” during the reunification did also not result in a National Constitutional Assembly of all Germans.

The West German state prime ministers who wrote the Basic Law in 1948 were under US American occupation, command and appointment while fulfilling the American demands for a new basic legal order as expressed in the so called Frankfurt documents²¹, while the whole process was obviously based on Article 43 of the Hague Convention. This is neither a basis for a commonwealth nor for the self-determination of a

people – even if it is an unpopular one like the German people.

German Reunification

Here the translated excerpt of the GDR's Reunification Act:

GESETZBLATT – Legal Journal^{22,23}
der Deutschen Demokratischen Republik
of the German Democratic Republic

Berlin, den 14. August 1990, Teil I Nr. 51
City of Berlin, 14 August 1990, Part I, Number 51

With Effect on 14 October 1990, the following Länder (states) are established:
Mecklenburg-Western Pomerania...
Brandenburg ...
Saxony-Anhalt
Saxony...
Thuringia...
Berlin...

Here the Reunification Contract between FRG and GDR:

Contract between the Federal Republic of Germany and the German Democratic Republic regarding the restoration of Germany's unity.
*(Unification-Treaty)*²⁴

Chapter I

Effect of the Accession

Article 1 Länder (states)

- (1) *With the effective date of accession on October 3, 1990 of the German Democratic Republic to the Federal Republic of Germany under Article 23 of the Basic Law, the states of Brandenburg, Mecklenburg-Western Pomerania, Saxony, Saxony-Anhalt and Thuringia become states of the Federal Republic of Germany.*

It is noteworthy that the unification contract lets five East German states access the Federal Republic of Germany on **3 October 1990** while the corresponding legal act of the German Democratic Republic establishes these very states only on **14 October 1990**. Honni soit qui mal y pense.

Contemporary FRG Germany and her law breaking Chancellor

*Einschleusen von Ausländern § 96 Aufenthaltsgesetz*²⁵

Trafficking of Aliens § 96 Residence Act

- (1) *Imprisonment from three months to five years, in less serious cases imprisonment up to five years or a*

fine will be imposed on anyone who incites or abets another to commit an action

1. *according to § 95 paragraph 1 no. 3 or paragraph 2 no. 1 letter A and*

a) receives or gets promised an advantage or

b) acts repeatedly and in favor of several foreigners or

2. *according to § 95 paragraph 1 no. 3 or paragraph 2 no. 1 letter B or no. 2 and receives a financial remuneration or a promise thereof.*

(2) *A term of imprisonment of six months to ten years is imposed on anyone who in the cases of paragraph 1*

1. *acts professionally,*

2. acts as a member of a gang which has assembled for the continued commission of such acts,

3. *carries a firearm when the fact relates to an action pursuant to § 95 paragraph 1 no. 3 or paragraph 2 no. 1 letter A,*

4. carries another weapon in order to commit the act, if the act relates to an action according to § 95 paragraph 1 no. 3 or paragraph 2 no. 1 letter A, or

5. *who exposes those trafficked to a life-endangering, inhuman or degrading treatment or threat of serious damage to health.*

(3) *The attempt is punishable.*

(4) *Paragraph 1 No. 1 letter A, no. 2, Paragraph 2, no. 1, 2 and 5 and paragraph 3 are to be applied upon infringements of legislation on the entry and residence of foreigners in the territory of the Member States of the European Union or a Schengen Country if they correspond with*

1. *the acts mentioned in § 95 Paragraph 1 no. 2 or 3 or Paragraph 2 no. 1 and*

2. if the offender supports a foreigner who is not a national of a Member State of the European Union or another state party to the Agreement on the European Economic Area.

(5) *§ 74a of the Penal Code shall apply. In cases mentioned in Paragraph 2 no. 1, also in conjunction with Paragraph 4, and Paragraph 2 no. 2 to 5, the § 73d of the Penal Code is to be applied.*

Basic Law

Article 16a

*[Right of asylum]*²⁶

(1) *Persons persecuted on political grounds shall have the right of asylum.*

(2) *Paragraph (1) of this Article may not be invoked by a person who enters the federal territory from a member state of the European Communities or from another third state in which application of the Convention Relating to the Status of Refugees and of the Convention for the Protection of Human Rights and Fundamental Freedoms is assured.*

Summary

After considering the beginning of the FRG and the following deception regarding Basic Law and true liberty based constitution, it seems that the once introduced systemic flaws got a kind of own life and perpetuated. As the beginning of the FRG was all but democratic, the reunification was all but democratic once more and conducted legally murky at best. Instead of giving the German people in 1990 a say and therefore a national assembly to work out a constitution as once intended by the German authors of the Basic Law, the morally corrupt politicians withheld this from the German people and cemented instead their domains for eternity.

“Trafficking” means the conscious abetting of illegal immigration into Germany. It is interesting that the trafficker breaks the law § 96 Abs. 1 Residence Act if he is doing it for remuneration or if he acts repeatedly or in favor of several foreigners.

While German Chancellor Merkel traffics migrants²⁷ in violation of German²⁸ and EU laws²⁹, according to applicable German law **Residence Act § 96** by permitting millions of illegal entries into Germany, a normal citizen would have probably faced five years in prison for that. She also infringed upon the **Basic Law Article 16a**. It is also clear that she infringed on the **Dublin II Treaty**³⁰ of the European Union insofar as she welcomed people from save third party countries in the EU to proceed to Germany. Only four³¹ out of 28 EU countries protested against it.

Closing Remark:

After demonstrating all systemic and inherent legal breaches of German law, it does not surprise that the effects of such law culture always resurface and haunt the democratic process. Last example is the FRG Constitutional Court’s decision from 25 July 2012³² that invalidated all elections in Germany from 1956 to 2012. It can only be hoped for that a later fully established European Union will be rested upon liberty, legality and a constitution to believe in. Like the Federal Republic of Germany the pending European Union has to date only a constitution surrogate inserted in the Lisbon Treaty³³. No uniform immigration law that treats immigrants fair, transparent, reliable and just has been introduced for the EU, either³⁴. Athanasius Kircher’s remark “As above, so below”³⁵ comes to mind as kind of “*as in the beginning, so at the end*”.

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ADMINISTERING AN EXAMINATION

Godwen Veremu*

Introduction

According to the Mozambican media, the bad examinations results obtained in 2015 conditioned the 2016 school intake. Grade 11 registered a low intake and Grades 10 and 12 suffered from overcrowding. (www.miramar.co.mz/TV online visited on 28.12.2015 and 08.01.2016 – Fala Moçambique, 8 PM, Televisão Miramar).

Besides the effect of low intake in Secondary schools, the Mozambican public Television (TVM) reported that the admission examinations to higher education were also affected. (www.tvm.co.mz visited on 24.01.2016).

This article will define what a test is, how students and teachers view it and the main difficulties that learners face in tackling a written exam. It will also focus on the importance of the prior communication of instructions and rules for the test, the relevance of time management and student control feature.

Key Issues

One of the main quality indicators of any education system is the result of a written examination. Teachers evaluate students for many reasons – motivation, create learning opportunities, give feedback (for learners and teachers), to classify, to measure improvement over time, assess the effectiveness of a learning unit, and as a quality assurance mechanism. The 2015 final examination results for secondary school (Grade 10 and 12) in Mozambique were shocking. The pass rate for the first exams were less than 30%. Not more than 50% of the students resat the examination. This outcome was due to strict conditions which allowed those who failed only two subjects in the first exam.

During a 2015 pedagogic performance symbiosis in the Province of Zambezia, the Ministry of Education and Human Development pointed out the following reasons for the poor examination results:

- Poor student performance
- Deficient parent follow-up
- Teachers did not complete the program.

However, the writer's perspective is that students are not used to the question forms applied in the examinations.

This article is a tentative approach to help teachers and education officers with ways of administering a successfully written exam. The writer assumes that strictly followed testing techniques in the classroom

help students achieve positive results in the final examinations.

1. What is a Test?

A test is a collection or group of questions that evaluate knowledge and abilities in logic reasoning, quantitative and analytic. The Cambridge Dictionary defines a test as a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do or is like. (www.dictionary.cambridge.org visited on 12.02.16).

A test has other designations: evaluation, examination, and assessment.

Surprisingly, over the years, a test has received various other nomenclatures from both teachers and students because of the forms, the content, the size, and its objectives. The writer had heard many students saying, *'Tomorrow we are going to have a Mathematics bomb!'* or *'We will see fire, the teacher is impossible!'* or *'We will face a seven headed beast!'* or *'I am dead!'* Teachers also say, *'Watch out, I am preparing a big parcel for you'*. These comments show that a test does not entertain anyone.

The writer believes that a pupils should be pleased to write a test. It helps them to measure knowledge achievement. However, the way many tests are structured by teachers is not satisfactory. It is clear that some tests have hidden purposes. According to Brown, Race and Smith (1996), a test must be valid, that is, it must test what it really should measure. In other words, a test must not be for the pleasure of the teacher. Any test must, in the first place, consider the objectives of the program/syllabi that guides the learning process. Secondly, a test must respect the content and the foreseen activities in the program. A test should never be used to punish students, but to assess the learning outcomes.

It is common to hear a teacher saying, 'No one gets a ten in my test?' What does this mean? Here, it is clear that even if the teacher makes a test which covers the content taught, he will do everything to find distorted language and questions forms that students would not understand: A DIFFICULT test?

2. Difficulties encountered in a test

In his explanation of exercises and tasks for students, Scrivener says, "As with many other tasks we want to get the level of challenge right, to make the tasks difficult but achievable" Scrivener, J. (1994).

The writer agrees that a question should have a high level of challenge, but it should be accessible. One of the main difficulties that learners face in examinations is the language usage. A common language used in classroom tests would help learners to understand the questions and makes the examination achievable.

There are two views to note when students fail to answer a question:

- Not knowing the answer
- Not knowing how to answer

For example, look at how language usage affects question comprehension:

- Q1. a) Define Accounting.
 b) What is accounting?
 c) Accounting is ...

- Q2. Given the phrase 'All men are equal'.
- a) Elucidate the affirmation.
 - b) Expound in your words.
 - c) Change the affirmation into 'coins'!

Question number 1 requires the student to give the concept of Accounting. Question number 2 requires the learner to explain the phrase. The variety of question forms in the above examples will confuse the student if not constantly used in classroom tests. Carefully planned classroom tests help overcome this language usage problem in final examinations.

Brown, Race and Smith (1996) defend that a test should be set at a right time. Exam-like classroom tests create conditions for the final examinations at the right time. They say, 'a test that only happen at the end of a learning period is not valid to give feedback to students, besides that it takes them to a syndrome of 'golden goal', that is, students do not have hypotheses to practice before coming to the end and pass or fail. Regular examination-like tests in the classroom would help prepare students and avoid shock during the final examination. It is the teacher's responsibility to create a habit in students that a final examination is like a normal classroom test.

3. Giving instructions

A good teacher should constantly give clear instructions before the beginning of the test. Even though the instructions are always stated on the examination paper, the teacher should make sure that students know what to do. Instructions such as underline, choose, use rough paper, summarize and so on need to be highlighted. This assistance would avoid students asking such questions as: 'I do not understand what I should do'. 'What does underline, match, circle, find the opposite of, summarize, mean?

The writer has evidence that if the instructions are frequently used in classroom tests, learners would be aware of what they are supposed to do in the final

examination. The author's desire is to make sure that if students fail to answer questions, it should be because they do not know the answer and not because they do not know what to do.

4. Timing

Regular exam-like tests help the teacher to know how much time students need to finish a test. The writer's practical experience reveals that it is possible to calculate the time necessary to do an examination based on a classroom test. A teacher can give question papers to students and answer the whole test together with the students while controlling the time. From this baseline, the teacher should double the time for a similar test and add fifteen more minutes.

Primarily, if a teacher spends thirty minutes solving a technical or scientific problem, he can give sixty minutes for students to solve it. Alternatively, if a teacher takes thirty minutes to solve a theoretical problem he should give students forty-five minutes. This assistance would enable a student to prepare for the final examination.

Unfortunately, there are teachers who are not worried about their students' performance. They give extensive tests for a limited period. These teachers feel important and respected when the majority of learners get low marks. Contrarily, they become students' adversaries instead of being progressively aligned educators.

Teachers should give exam-like tests and help students control the time they need to finish up. An exam-like test does not cost much, but it rewards. Teachers do not normally give these tests because of marking stress. It is simple: the learners can exchange their tests and mark with the guidance of the teacher. Nevertheless, the teacher must explain that the correction should be just and would serve as a follow-up to individual academic performance.

The duration of a test must be clear before the test begins, and stated in the question paper. The time allocated is always stated, but students are frequently surprised when the teacher says, '10 or 5 minutes to finish the test'. There is a reason for this. Anyone concentrating on an activity that requires cognitive effort rarely controls the time. Even if they have watches, learners are unable to control the minutes effectively. The writer shares a strategy to facilitate the students. In a ninety-minute test, the teacher clearly writes on the board the starting and the finishing time, with intervals of fifteen minutes, as shown below:

8:00 – Start
8:15
8:30
8:45
9:00
9:15
9:30 – Stop

With the time intervals stated on the board, cancel each time until the end of the test. The teacher need not say anything – informing the students preempts last minute stress.

5. Test orientations and rules

One essential factor in giving a test is a previous orientation from the teacher. Teachers normally become irritated if students constantly ask for orientations during the test. It is important to consider every classroom test as an examination. Students are given instructions thirty minutes before the exam starts. This procedure is supposed to be done even in classroom tests. Many teachers think that they give test instructions correctly. Students asking questions is indicative of a gap in understanding – the teacher is responsible for clear communication.

Teachers normally provide classroom rules at their first contact with the class. It is equally important for teachers to set assessment rules too.

The writer suggests a few assessment orientations that the teacher could give to sidestep probabilities of disorder and cheating.

Students should:

- Prepare all the necessary material needed for the test before start writing: pen, pencil, eraser, and rough paper
- Hide the test to avoid other students copying
- Understand that the test is to evaluate genuine knowledge and not for punishment
- Go out of the class after finishing the test, save for genuinely explained situations
- Switch off the cell phone during the test - not to silent mode.

Students should not:

- Look for any material in the bag during the test
- Exchange information, see a colleague's test or facilitate a colleague to read the questions, becoming an accomplice to the academic crime
- Fool the teacher with the knowledge copied from other students
- Use rough paper in a theory test.

These rules seem critical when the teacher gives them during the examination, but they are acceptable when regularly given in classroom tests.

There are Evaluation Regulations at all education institutions. The question is: 'How do teachers announce these Regulations? Is it only the school authorities' responsibility? Is not the teacher's responsibility too?

Article 8 of the General Regulation of the Catholic University of Mozambique (UCM), on its number 3, mentions the consequences of academic cheating.

*A student involved in an attempt of cheating, during a test, academic work, or any other evaluation, fails the module or subject automatically. The student is also subject to other sanctions [as] written in the Disciplinary Regulations of the Catholic University of Mozambique. (GUIA DA UCM, 2012)

Almost the same information appears in the Pedagogic and Academic Regulations of Higher Polytechnic Institute of Manica (ISPM), Article 41, number 1.

*The occurrence of plagiarism or academic cheating described in Article 40, number 2, and according to its gravity, effects and prejudices caused to the academic community will be applied the following punishments:

- Exclusion or fail of the subject without a right to the re-sit examination
- Exclusion or fail the subject without a right to the re-sit examination
- Cancellation of enrolment of other topics
- Cancellation of enrolment for the subsequent term.

The writer strongly advises each teacher to give these rules at his first contact with the class. It would be easier to control the class during the test and minimize academic cheating.

**Translated from Portuguese*

Conclusion

Many theories and practices about evaluation have been discussed and published by scholars worldwide. However, the writer would like to conclude that few teachers correctly apply in the classroom the methodologies, didactics, and ideologies they learn in a teacher training course.

This work is an attempt among many others to directly and practically orient on how to administer a successful test. Doubtlessly, this leaves a gap for further study to ensure that prior preparation helps achieve positive results in examinations.

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NO EGO, NO LEADERSHIP

Dr Irving H. Buchen*

We increasingly devalue, demoralize even trivialize leadership; or we generate models and examples which debase its historical traditions.

How has that happened? What are some of the signs of belittling and demoting leadership?

- Teams now get all the credit.
- The top is ignored or faceless
- CEOs appear ordinary.
- They are fallible.
- They are scapegoats.
- Their success is just luck.
- They don't inspire.
- They don't develop followers.
- They think and look alike.
- They are not movers and shakers.
- We never hear from them.
- They make no news.

Why has it happened?

- We only credit forces or trends.
- Never those who set them in motion in the first place.
- Or managed and turned them into impressive results.
- We take that and them for granted.
- Or note their generous salaries as sufficient thanks.
- Of course if anything goes wrong they take the hit.
- Everything is explained as mechanical forces as if there is no one at the helm.
- And those manning the ship are equally ignored.
- All is on automatic pilot.
- The rank and file have also disappeared,
- If the media ignore, you don't exist.

All the above reads like some movement engineered and sustained by a small conspiracy of an anti-leadership campaign, if that were so then it would not be so serious.

But there is no lack of competition for leaders at all levels but when the dust and bad blood are over the same malaise takes over. The earlier rallying cry fades: "Whoever erected a statue to a committee?"

So what is the answer? Is it increasingly an impossible job? Or the people we pick? Are CEOs unaware of how they are perceived or don't care? Or have we produced a new breed of leaders who happily see themselves not resisting but fitting in—being content to being invisible—becoming absorbed by and indistinguishable from forces and trends and ultimately becoming part of a desperate range of silent leaders and faceless companies.

Leaders generally employ lobbyists or PR firms to speak for them. Not accidentally they all sound alike; neutral, mechanical, lofty, almost antiseptic. And of course we also learn very little which in fact is intentional and part of craft.

But the net result is that we generally do not know who they are, what they look like, and how they sound. Some CEOs may prefer that arrangement and have dictated that preference to their staff. The result is an eerie fusion of invisibility and silence. Nevertheless, it is possible to discern and define a surprising range of leadership voices, some CEOs and lobbyists notwithstanding.

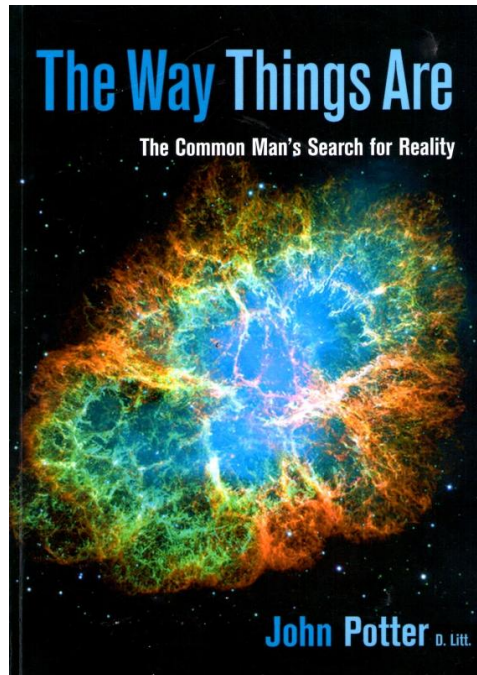


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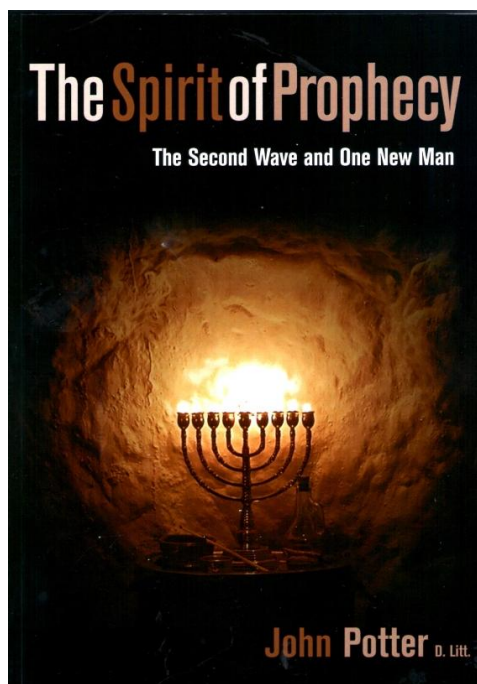
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MOTIVATION AS A MANAGEMENT TOOL FOR HIGHER PRODUCTIVITY IN ORGANISATIONS

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ABSTRACT

The focus of this study is to investigate motivation as a Management tool for higher productivity in organisations. This study has provided conceptual framework that will address those factors affecting employees' job motivation, morale of the workforce, productivity, passion and commitment to the job. While conducting this study, the rationales of the study were clearly established: five research questions were formulated which were later transformed into five hypothesis for this research. Special instruments were developed by the Researcher, which was used for generating data in this research. A total number of thirty items were carefully generated based on the various variables contained in each of the hypothesis tested. One hundred and twenty questionnaires were distributed to respondents and were collected for analysis using Pearson product moment co-efficient {r}. The process was used to establish the level of acceptance and rejection of various hypothesis formulated. Analysis of data revealed that factors like poor remuneration, work overload, cumbersome work structure and processes, non-conducive work environmental workplace, poor ergonomics, complexity in the nature of job, unfriendly human resource policies, unhealthy organisation climate, boring re-cycled jobs, hostile superiors, poor communication channels, distorted hierarchy of reporting lines, ineffectual organisation structure, lack of recreational facilities, poor self and time management, inadequate training on the job on systems and processes contributed tremendously to factors affecting employees job motivation. Recommendations made included organisations taking keen interest in their employees, practicing good ergonomics, better training and development programmes continually on the job, enacting friendly human resource policies, good communications, worklife balance, recognition and rewards for hard work, good leadership and employee supervision etc.

INTRODUCTION

The preamble discussed the background of study, statement of the problem, assumptions of motivation, the five (5) Hypotheses formulated for testing, significance of study, limitation and de-limitation of study and definition of terms.

Statement of Problems engendering employees' de-motivation on the job were examined like changes in

technology, poor worklife balance, additional required motivators other than money, high rate of labor turnover, health hazards, harsh human resource policies, ineffective communications, etc.

Having stated these problems, the purpose of this study is to identify and explain what motivation is, to highlight the theories, tools, models of motivation and impact on employees job motivation, to ascertain the importance of employees job motivation to employers of labour and management, to identify and explain how employees job motivation can improve morale of the workforce, to identify how employees job motivation can enhance performane of employees and productivity, to identify the role of employers of labour, managers in motivating employees and to highlight the factors that affect employees job motivation. This research also seeks to identify why organisations fail and have poor corporate image with de-motivated employees, employees contribution to being motivated on the job and how unfriendly human resource policies affect employees job motivation.

For the purposes of realising the goals of this research, five (5) hypotheses were formulated for testing.

LITERATURE REVIEW

The *Literature Review*- lays emphasis on Motivation as defined by notable authors, Theoretical Framework of various authors, behaviourists, psychologists, theorists on Motivation were duly expatiated on. Key aspects to be noted in these definitions are:

- The willingness to excel and work
- The "inner drive" and stimulation which enables individuals to perform their work
- An unsatisfied need which creates a state of tension or disequilibrium causing the individual to move in a goal-directed pattern towards restoring a state of equilibrium by satisfying the need.

The following Theorists (Content and Process Theories) are briefly summarised as follows:

Content theories: attempts to explain those specific things that actually motivate the individual at work. These theories are concerned with identifying people's needs and their relative strength, and the goals they pursue in order to satisfy these needs. Content theories

place emphasis on the *nature of needs* and *what motivates*. In the past, employees were not given much of a thought, not more than just another input into production of goods and services but as time passed, these theories developed as a result of the researches carried out by theorists, focusing understanding on what motivated employees and how they were motivated- Shameena (2009). Theorists discussed include- Abraham Maslow Need Hierarchy, Clayton Alderfer ERG Theory, Herzberg's Two-factor Theory (Motivation-Hygiene Theory), McClelland Achievement/Acquired Needs Motivation Theory.

Process Theories: attempts to identify the relationship among the dynamic variables that make up motivation. These theories are concerned more with how behaviour is initiated, directed and sustained. Process theories place emphasis on *the actual process of motivation*. Theorists discussed include- Equity Theory, Goal Theory, Douglas McGregor Theory X and Y.

Further issues were enumerated with varied types of motivation, relationship between job satisfaction and money, motivational strategies and "Factors affecting employees' job motivation like- poor remuneration, unhealthy organisational climate, unfriendly human resource policies, poor ergonomics, ineffectual technical and educational empowerment, poor organisational structure and cumbersome work processes, erratic business working hours, poor promotional policies, poor communication policies etc.

The benefits of employees being adequately motivated were also stated which include- stable, effective and efficient human capital workforce in place, Dedicated employees who possess a sense of belonging, increase in profits, yields on investment, good worklife balance in employees, reduced rate of labour turnover and absenteeism rates, reduced error rate work processes, sabotage, conflicts, maximal talent and skills utilisation, justified time and resources expended in employees' training programmes etc.

RESEARCH METHODOLOGY

Various methods of data collection were used in this study but the main material for the study was obtained through the use of questionnaire, survey technique, observations and interviews.

The research was designed as the survey of descriptive study focusing on the issues on employees' job motivation in organisations.

Through the instrumentality of the relevant study tools, the Researcher stimulated responses from the respondents/study population on the study being investigated.

The study population comprised of commercial and government organisations in Lagos Metropolis. The focus of this research consisted of different calibre of employees in the above organisations.

The population sample of this study consisted of a total of 120 subjects. They are employees who were carefully selected using simple random sample selection procedure.

Employees involved in this study were from four(4) organisations- Central Securities and Clearing System, The Nigerian Stock Exchange, Solid Rock Securities and First Alstates Securities. The employees were equally selected in the sample selection exercise.

The employees who participated as subjects in this research were also individuals of diverse religion, age, education, gender and occupational status.

They had different levels, years of work experience and both male and female were given equal opportunities to participate in the sample selection process.

To facilitate the degree of acceptance and rejection of the various hypotheses, the Pearson's product moment correlation co-efficient was used.

Tables were also constructed on the basis of each hypotheses to facilitate presentation of all statistical information arrived at. It is necessary to state that all hypotheses were tested at the 0.05 level of significance.

PRESENTATION OF DATA AND ANALYSIS

The Researcher focused on the following segments of the research: analysis of data collected, presentation of analysed data in tabular form on the basis of hypothesis tested, and the discussions of the findings.

The process of data analysis involved two procedures:

- Analysis of demographic information of the respondents and
- The test of hypotheses which also involved using relevant statistical procedure.

The presentation of data had been gathered via the pre-designed and administered questionnaires, which was the major research tool in this research work in the form of tables. Classification of Respondents were based on qualification, work experience and all level of management cadres were involved. Thirty questions were generated for the questionnaire based on the five (5) hypotheses generated for the study. One hundred and twenty (120) questionnaires were randomly picked from all the two hundred and forty (240) bulk for analysis.

DISCUSSION OF RESULTS

The data generated in this study were analysed and the findings discussed according to the various research questions that were formulated to guide the study.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The findings of this study showed that financial and non-financial incentives, good enabling work environment, leadership styles/method of supervision by superiors, continual added value training programmes, good worklife balance, friendly human resource policies all aid motivating employees on the job.

CONCLUSIONS AND RECOMMENDATIONS

The study was able to state definitions, theories, types of motivation by various authors, researchers, behaviourists and psychologists.

They were all examined and benefits of motivation and contributions to be made by employers of labour and employees were also made known.

The study revealed that despite all the literature, recommendations and advice given to employers of labour, employees, and the work force are not still sufficiently/adequately motivated for optimum performance and self-esteem. Recommendations made included organisations taking keen interest in their employees, practicing good ergonomics, better training and development programmes continually on the job, enacting friendly human resource policies, good communications, worklife balance, recognition and rewards for hard work, good leadership and employee supervision etc.

According to Brian Tracy and Dr. Peter Chee, there are four factors of motivation which are; Leadership Style, Reward Structure, Organizational Climate and Structure of the work. My study also revealed that employees tend to align with leadership style that recognizes performance and consultation before major decisions are made. Also a reward system that is fair, equitable and performance based is very motivating. The research also shows that good working environment and culture of fairness devoid of god-fatherism is encouraging to employees. Every employee looks forward to future prospects in their career ladder. Therefore, work structure that promotes career path and growth is motivating to employees.

Furthermore, recognition of work done; especially when such jobs are exceptionally performed and the staff member is privately and publicly celebrated has been seen to be a great motivational force.

Finally, the principle of reinforcement in which good performers are continually praised and encouraged has been seen to enhance performance. In some of my interviews, many employees are greatly enthused in the area of performance when these factors are in place. These are great lessons for employers, managers and supervisors at different levels in organizations.

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THE BROKEN DIPLOMACY BETWEEN IRAN AND SAUDI ARABIA

Dr Kemal Yildirim*

Abstract

Sectarianism might in no way be a conservative stance anymore but a major mainstream. The reality on the diplomatic crisis between Iran and Kingdom of Saudi Arabia is that this present diplomatic crisis may not be resolved by Saudi and Iran alone -- it will likely need the involvement in a way of The United States and Europe. In another word, that could mean help in creating an Organization for Peace and Cooperation in West Asia, most probably along the lines of the OSCE, which helped to pacify a Europe that had seen two world wars in the past of our history. For this reason, it might also need some outside help to prevent it escalating further.

Keywords: Iran, Saudi, diplomacy, Nimr al-Nimr

Iran has executed tens of thousands of political dissidents, since last 1970's and thereafter and most infamously its state-sponsored execution of at least 5,000 political prisoners across Iran in the summer of 1988 indicate that those of different lifestyles and beliefs remained in a such bad position vis a vis in intolerance of human rights in the country.

Iranian Islamic regime still makes a public spectacle of hanging political prisoners in city squares, using cranes to magnify the image of men writhing as they die a slow death by strangulation following the decades prove that an intolerance still remain as a strong argumentation of the Government policy in punishment.

Who knows maybe to some, Iran may also wish to withdraw the attention of its people from the internal problems that it has by keeping them in the revolution state. Iran execute daily about 3 person. in reality U.S. execute in a year about 1300 person all over state that still apply the capital punishment. Then why is there a hierarchy?

It is very clear that Iran keeps to remain the only Middle eastern country in which it carries out more executions than Saudi Arabia annually and globally might be second only to China while there's no a concrete question that Kingdom of Saudi Arabia's disgraceful actions would probably add a new and unnecessary complexity into a region extending from North Africa to the Indian subcontinent.

Nimr al-Nimr whose ghost now looms large over the war zones of the Middle East and Islam's fight with itself?

He was a 57-year old Shia Arab from Saudi Arabia's oil-rich Eastern Province (once known as Al-Ahsa until it was invaded and occupied by the Saudi family just after the First World War). He was well known for his harsh criticism of Saudi Arabia's ruling family. In 2009, he threatened to lead a secessionist movement to end the Saudi occupation of the oil-rich Al-Ahsa province that was once historically part of today's Bahrain.

Although he was Shia, he had made it known in no uncertain terms he had no links with the Iranian regime. WikiLeaks reported that in a meeting with U.S. diplomats in 2008, al-Nimr sought to distance himself from Tehran. He told the Americans Iran, like other countries, acts out of self-interest, and Saudi Shiites shouldn't expect Iranian support based on sectarian unity.

Last week's mass executions in Saudi Arabia suggest panic at the highest level of the monarchy. The action is without precedent, even by the grim standards of Saudi repression. In 1980 Riyadh killed 63 jihadists who had attacked the Grand Mosque of Mecca, but that was fresh after the event. Most of the 47 prisoners shot and beheaded on Jan. 2 had sat in Saudi jails for a decade. The decision to kill the prominent Shia cleric Nimr al-Nimr, the most prominent spokesman for restive Saudi Shia Muslims in Eastern Province, betrays fear of subversion with Iranian sponsorship.

Why destroy them all now? To me it is easy to comprehend for an overall evaluation on the scale of internal threats to the Saudi monarchy, but the broader context for its concern is yet clear:

On those days, Saudi Arabia looks clearly now more isolated and abandoned when compared with its neighbouring countries by its longstanding American ally, at odds with China, and pressured by Russia's sudden preeminence in the Middle eastern territory.

Army of Conquest (Jaish al-Fateh), backed by Kingdom of Saudi Arabia a coalition of al-Qaida and other Sunni Islamists backed by the Saudis, Turks and Qataris, had driven the Syrian army out of several key positions in Northwest Syria, threatening the Assad regime's core Alawite heartland. Meanwhile the Saudi intervention in Yemen against Iran-backed Houthi rebels has gone rather weak and its AKP government

supported Turkish ally-of-convenience seems consumed by a low-level civil war.

The timing of the executions may be more than coincidence: the royal family's capacity to buy popular support is eroding just as its regional security policy has fallen apart.

For decades, Riyadh has presented itself as an ally of the West and a force for stability in the region, while providing financial support for Wahhabi fundamentalism around the world.

Everything looks to be wrong at once for Riyadh. The only consolation the monarchy has under the circumstances is that its nemesis Iran also is suffering from the collapse of oil revenues and the attrition of war.

Iran has also tried to withdraw its Revolutionary Guard Forces from Syria recently due to high casualties to me it is all because Iran's finances Hezbollah has also had no recordable influence and Russians were not really interested in interfering with Israeli air strikes against Hezbollah. The collapse of the recent oil prices created a competition between Saudi and Iranian authorities.

Meanwhile, monarchy's unexpected weak reaction indicate that they were really in a panic despite the Saudis, despite the Saudis' support for jihadi terrorism. We are unsure if the West may soon not be able to keep the Saud family in power whether it wants to or not.

Tensions between Iran and Kingdom of Saudi Arabia were concerning for British Prime Minister David Cameron and Germany expressed its "dismay" and called for the restoration of diplomatic ties, while France urged a "de-escalation of tensions."

Iran- has backed Shia militia and they called Iraqi prime minister, Haider al-Abadi – a Shia Muslim who has staked his credibility on efforts to reconcile with Sunnis – to shut a Saudi embassy that reopened only recently after decades of strained ties. So Thousands of Shias rallied in central Baghdad recetly by chanting slogans against the Saudi ruling family, where Saudis did not react to Iraqi mediation offer.

Who is then Nimr Baqir al-Nimr who caused a diplomatic crisis between Iran and Kingdom of Saudi Arabia.

He is commonly referred to as **Sheikh Nimr**, was a popular among many youth **Shia Sheikh in al-Awamiyah in Saudi Arabia's Eastern Province** whose arrest and execution created diplomatic tension between Shia and Sunni governments.¹

¹ Laessing, Ulf; Reed Stevenson; Michael Roddy (2011-02-22). "Watching Bahrain, Saudi Shi'ites demand reforms". Thomson Reuters. Archived from the original on 2012-02-21. Retrieved 2012-02-21.

Nimr Baqir al-Nimr called free elections in Kingdom of Saudi Arabia. and He was arrested by Saudi authorities in 2006, at which time al-Nimr said he was beaten by the **Mabahith** ². In 2009, he criticised Saudi authorities and suggested that if **Saudi Shia** rights were not respected, the Eastern Province should then **secede**.³

Saudi authorities responded by arresting al-Nimr and 35 others ⁴ During the **2011–12 Saudi Arabian protests**, al-Nimr called for protestors to resist police bullets using "the roar of the word" rather than violence,⁵ and predicted the collapse of the government if repression continued.⁶

On 8 July 2012 Saudi police shot al-Nimr in the leg and arrested him in what police described as an "exchange of gunfire."⁷ Saudi police fired into a crowd of thousands who protested al-Nimr's arrest, killing two men, Akbar al-Shakhouri and Mohamed al-Fefel.⁸ Al-Nimr started a **hunger strike** and allegedly was **tortured**.⁹ The Asharq Center for Human Rights

² Gfoeller, Michael (2008-08-23). "Meeting with controversial Shi'a sheikh Nimr". WikiLeaks. WikiLeaks cable: 08RIYADH1283. Archived from the original on 2012-01-23. Retrieved 2012-01-23.

³ Abu-Nasr, Donna (2009-04-01). "Saudi government cracks down on Shiite dissidents". The San Diego Union-Tribune/AP. Archived from the original on 2012-02-21. Retrieved 2012-02-21 Hemeid, Salah (2009-05-07). "Bomb-for-peace". Al-Ahram Weekly. Archived from the original on 2012-02-22. Retrieved 2012-02-22.

⁴ Abu-Nasr, Donna (2009-04-01). "Saudi government cracks down on Shiite dissidents". The San Diego Union-Tribune/AP. Archived from the original on 2012-02-21. Retrieved 2012-02-21. And Shi'a men and teenagers held incommunicado by Saudi Arabian authorities". Amnesty International. 2009-03-23. Archived from the original on 2012-02-21. Retrieved 2012-02-21.

⁵ Abul-Samh, Rashid (2011-10-13). "Saudi Shias riot yet again for better conditions". Al-Ahram Weekly. Archived from the original on 2012-02-22. Retrieved 2012-02-22.

⁶ AGB/HGH (21 January 2012). "Saudi cleric warns Al Saud regime". Press TV. Archived from the original on 24 January 2012. Retrieved 24 January 2012.

⁷ "Al-Awamiyah instigator arrested". Saudi Gazette/Saudi Press Agency. 2012-07-09. Archived from the original on 2012-02-22. Retrieved 2012-02-22.

⁸ Al Sharif, Asma; Angus McDowall; Sami Aboudi; Christopher Wilson (2012-07-08). "Saudi police arrest prominent Shi'ite Muslim cleric". Thomson Reuters. Archived from the original on 2012-07-10. Retrieved 2012-07-10.

⁹ Al Sharif, Asma; Angus McDowall; Sami Aboudi; Christopher Wilson (2012-07-08). "Saudi police arrest prominent Shi'ite Muslim cleric". Thomson Reuters. Archived from the original on 2012-07-10. Retrieved 2012-07-10.

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Awamia.net. 2012-08-01. Archived from the original on 2012-08-01. Retrieved 2012-08-01.

expressed concern for al-Nimr's health during his hunger strike on 21 August, calling for international support to allow access by family, lawyer and human rights activists.^[18]

On 15 October 2014 al-Nimr was sentenced to death by the [Specialized Criminal Court](#) for "seeking 'foreign meddling' in Saudi Arabia, 'disobeying' its rulers and taking up arms against the security forces."¹⁰ His brother, Mohammad al-Nimr, was arrested on the same day for [tweeting](#) information about the death sentence.¹¹ Al-Nimr was executed on or shortly before 2 January 2016, along with 46 others. His execution was condemned by Iran and Shiites throughout the Middle East, as well as by Western figures and Sunnis opposed to sectarianism. The Saudi government said the body would not be handed over to the family.¹²

Iran is known as one of the major oil reserves in the territory, and it will finally be able to export that oil to the world market again soon so that Western sanctions are lifting. That could mean even more oil on the world market and probably for coming months of low oil prices—or tensions between Iran and Saudi Arabia could send oil prices rising again. [We are unsure](#) which way it will go.

Relations therefore between Shiite Iran and its oil-rich Sunni neighbors across the Persian Gulf have never been a sincere one due to oil reserves, and ongoing civil wars in Syria and Yemen have fueled mistrust and proxy battles between the two countries for many years. But even those conflicts didn't manage to bring about the diplomatic meltdown while Saudi Arabia severed ties with Iran and significantly ramped up tensions between two of the Middle East's most Major Actors. To many, Probably major trading actors in the region are at least for now both Saudi Arabia and Iran and they are also important Role players in shaping

["Saudi protest crackdown leaves two dead". Al Jazeera English. 2012-07-09. Archived from the original on 2012-07-10. Retrieved 2012-07-10](#)

¹⁰ ["Saudi Arabia's jailed Sheikh Nimr goes on hunger strike". Press TV. 2012-07-19. Archived from the original on 2012-07-19. Retrieved 2012-07-19.](#)

[Asharq Center expresses concern for the safety of the health and humanitarian situation of Sheikh Nimr Baqr al-Nimr" \(in Arabic\). Asharq Center for Human Rights. 2012-08-21. Archived from the original on 2012-08-23. Retrieved 2012-08-23.](#)

["Saudi Shia cleric Nimr al-Nimr 'sentenced to death". BBC News. 2014-10-15. Archived from the original on 2014-10-15. Retrieved 2014-10-15.](#)

¹¹ ["Saudi Shia cleric Nimr al-Nimr 'sentenced to death". BBC News. 2014-10-15. Archived from the original on 2014-10-15. Retrieved 2014-10-15.](#)

["Saudi Arabia: Appalling death sentence against Shi'a cleric must be quashed". Amnesty International. 2014-10-15. Archived from the original on 2014-10-15. Retrieved 2014-10-15.](#)

¹² ["Saudi govt. secretly buries Sheikh Nimr's body". Mehr News Agency. 3 January 2016.](#)

various international conflicts playing out throughout the Middle East region However Syria's civil war was an important political incident to Iran and Saudi Arabia to deal with.

Saudi family supported Pro islamic rebels fighting against Assad regimes together with its close Allies such as Turkey and Qatar while same time Iran supplies [weapons, soldiers, money, and diplomatic backing](#) to the Assad Government in Syria along with its extensive support to its close ally in Lebanon, Hezbollah. As a result of this, Iran [supports the Houthis](#), in Yemen while The Saudis launched an air campaign against those rebels has been bombing Yemen ever since. Meanwhile Russia has allied itself with Iran in Syria by sending various number of weapons to the Assad regime in Syria and launching airstrikes against rebels, while China remains as a [major consumer of Gulf oil](#), is also watching the situation and China has recently urged both parties to calm tensions.

Conclusion

Executions have soared in Saudi Arabia since King Salman ascended the throne a year ago with 153 people put to death in 2015, nearly twice as many as in 2014, for crimes ranging from murder to drug trafficking, armed robbery, rape and apostasy.

War is the the main patent of armies; from these proceed any sort of domestic or foreign debts and taxes; and armies, all are the known simply as an instrument to bring the many under the domination of the few. In war no nation could preserve its freedom in the midst of continual warfare.

Both Saudi Arabia and Iran that are feeling anxious about their future. The Saudi's see that with cheap oil, their ability to continue to bribe their own population isn't gonna continue much longer... And hardliners in Tehran could also use a national emergency to distract the plebes from the temptations of a potential opening with the outside world due to the Nuclear Deal. So Saudi's incite with direct action, and then Tehran looks the other way and "allows" an angry crowd to torch the Arabian embassy.

They are not insecure like liberals, nor do they feel a need to distort evidence. And often they are open to various insights provided by radical, keynesian and monetarist economic thinkers. To me, Washington is better to act swiftly to defuse the tension in the Gulf. Deterring Iranian troublemaking more openly and vigorously should reassure Saudi Arabia of Washington's support — even if this support is somehow more confused with criticism — against the Islamic State and the challenge represented by Iran.

Saudi Arabia genuinely fears a rising Iran because Saudis are playing the sectarian card to rally Sunnis and to distract attention from rising budget deficits and

cutbacks in government benefits that are virtually forced on the regime by the collapse in oil prices.

But for now, Saudis appear to be the only winner in the current crisis, because Saudis asserted themselves and are reaping at least temporary gains. Iran's image has been tarnished, and the Saudis have assembled a Sunni coalition to isolate Iran diplomatically.

In short, Anglo-American Imperialism intervening and exacerbating regional conflicts in pursuit of their self serving geo-political agenda, with no regard whatsoever for the human and environmental cost.



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Juan Orego – 15 yrs - Columbia
"The best teachers that I have had"

Saidmurod Saidov – 15 yrs - Uzbekistan
"I think this is the best place I have ever been"

THE CULTIVATION OF A MENTAL CONSTITUTION WITH A DIALECTIC PERSPECTIVE

Richard Roest*

(Dip. TESOL, MA-TESOL, MA- Ed. Man., D.Ed.)

A Disciplined Mind, Synthesising Mind, Creative Mind, Respectful Mind, Ethical Mind¹

Much has been written about how to teach, how people learn and think, as well as broad uses of the mind, and their importance to learner wellbeing. Perhaps it is because so much has been written, that education has become consigned to a condition known as 'being in limbo' - outworn and unfavourable.

In 1993 Brooks and Brooks listed five conditions that constituted impediments to learning and that still exist in many learning environments today, among other barriers:-

- Many learning environments are teacher-centred with a practice of 'one size fits all' prevailing,
- Most practitioners continue to rely on textbooks,
- Learners tend to work in isolation on tasks that require low-level skills, rather than in polar-in-unity-of-opposites groups enabling high-order reasoning/thinking,
- Learner thinking tends to be devalued, as practitioners seek to enable learners to know the 'right' answer,
- **Schooling is premised in the notion that there exists a fixed world that the learner must come to know.**

This writing will focus on the last item of the list above- . . . a fixed world that the learner must come to know; in pace and relevance, schooling exponentially lags behind a world ever increasing in interconnectedness, competitiveness and marks a worrying disconnect between learning environments and reality on the outside. **Dialectics** may be characterised as the science which concerns general relations of things in nature, history and thought. Dialectics considers all things in their most general relations, in their mutual relations of dependency, in their development.² The opposite of dialectics is the isolated consideration of things, and the consideration of things in their fixity. In relation to learning and thinking, a dialectic perspective is consonant with one of the eight eligibility criteria supporting Howard

Gardner's Multiple Intelligences theory – history and plausibility.³

The concept of **Dialectic Thinking** in broad usage of mental dispositions is pertinent today; it represents a way of thinking that helps us to explore and understand the world we live in and may help achieve a more holistic understanding of the many processes in which we humans participate – perhaps observation and thinking in this way might engender an alternative viewpoint to ways of knowing.

Dialectic thinking refers to the process of thought by which contradictions are seen to merge themselves into a unifying principle that comprehends them. There are numerous examples of reciprocities, in which – generally – argument is the quantifiable aspect and counter-argument the qualifiable aspect. Both are represented in the equation by mathematician Walter Schauberger :-

$$1/n \times n = 1$$

1/n stands for the quantitative component, and n for the qualitative component; n itself is equal to any integer from naught to infinity. The answer is always one.

Perhaps mankind would do well to consider putting greater score on the qualitative aspect, rather than the quantitative – the former is the differentiator and animator of life, of 'new beginnings' as in learning ...⁴

Viktor Schauberger estimated the correct proportion between argument and counter-argument to be 1/3rd and 2/3rds. The Chinese also consider an unequal relation to be most propitious for the harmonious unfoldment of life, their ratio being 2/5ths to Yin and 3/5ths to Yang – Nature's "**balanced imbalance**" explained, yet Yin and Yang are invariably portrayed as being equal...The proportion of **1 : Phi** is probably the most correct – Phi is a manifestation in so many of Nature's creations.

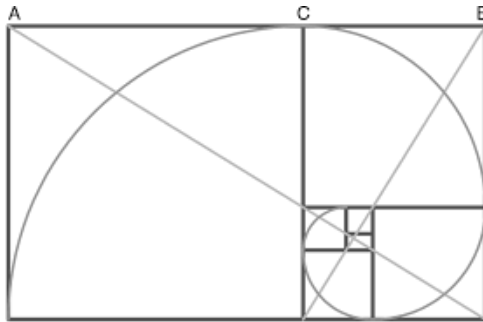
¹ Five Minds for the Future – H. Gardner, 2007.

² Introduction to Dialectical Materialism – A. Thalheimer, 1936.

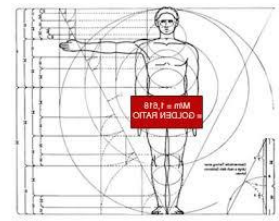
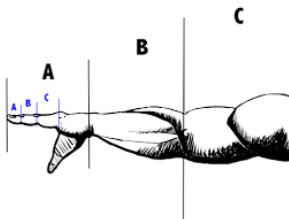
³ Frames of Mind – H. Gardner, 1993.

⁴ Living Energies: The Brilliant Work of Viktor Schauberger with Natural Energy Explained – Callum Coates, 1996.

– The Golden Section – ‘Transcendental’ No. Ratio - 1 : 1.618033988



$$\varphi = \frac{p}{q} = \frac{p+q}{p} = 1.6180339887 \text{ (approx.)}$$



The Human Body

The transcendental number describes the circumference of the circle and the Phi proportion of slightly more than 1:16/10 lies between the two ratios of 2/5ths and 3/5ths at (1 : 1.5) and 1/3 : 2/3 = (1:2).

Using weights and a pivoting weighing scale, clearly shows these relative magnitudes.

A 1 kg weight B (Thesis) and weight A of 1.618033988 (Anti-thesis) The Anti-thesis weight is at a distance of 1/Phi x m, or 0.618033988 cm from the pivot of the scale, whereas the other is 1 m distant.

Weight B exerts a moment about the pivot calculated as 1 x 1m = 1kg/m. Weight A exerts the same moment – 1.618033988 kg x 0.618033988m = 1kg/m. The seesaw of life is in a state of ‘balance’, even though the absolute force of one magnitude is greater than the other. The resultant downward force is the sum of these two weights and equals 2.618033988kg, which equals Phi squared.

Through the interaction of two proportions, the unstable dynamic balance, the “balanced-imbalance” in Nature and her energetic processes is achieved.

Were it not for this tentative balance, no forward progress is possible according to Viktor Schaubberger.

It should be noted, that it is the second main proposition of dialectics – the principle **Negation of Negation** – that constitutes the **Principle of Development** through **Opposites**. Dialectics itself has gone undergone dialectical development; Heraclitus represented the first stage – ‘One-after-the-Other’.

Plato and Aristotle represented the second stage – ‘**One-beside-the-Other**’, the latter in opposition to the dialectics of the first stage, being its *negation*.

Georg Hegel represents the third stage.

His *first* source was the embracing of natural processes, the *second* source was the observation of human history, of changes that occur from one historical period to another and the ideologies associated with them, the *third* source was an examination of **human thought** itself.

What proof is there to be found that the principles of dialectic thinking are in accord with principles of reality?

Are they in keeping with the change in Nature?

Correlation to these questions is not difficult to find, since man is part of Nature, and human thought is in the last analysis a natural process, the same kind as any other process in Nature.

Any other notion would be inconceivable, would it not?

The most general and the most fundamental principle of dialectics from which all others are deducted, is the principle of **Permeation of Opposites**.

This principle has a two-fold meaning ; first, that **all** things, **all** processes, **all** concepts merge in the last analysis into *unity*. Second, and just as valid, **all** things are at the same time *different* and *opposed*. This principle may also be referred to as the Principle of Opposites and *applies to everything*, to every single phenomenon, and to the world as a whole, including humans.

In relation to thought – thinking - it may be put this way; on the one hand the human mind is capable of infinite condensation of things into unities – even the sharpest contradictions – on the other hand it is capable of infinite differentiation and analyses of things into opposites. The human mind can establish this unlimited unity and differentiation because they are **present in reality**. If one takes night and day as an example, there is the twelve-hour day and the twelve-hour night, a period of light and a period of darkness.

Day and night are opposites – they are mutually exclusive. This, however, does not prevent their being, *at the same time*, parts of a twentyfour-hour day. Where only simple objects of direct perception are concerned - where social interests are not involved, for example – the conception which asserts the identity of opposites will usually meet with no difficulties, but there are exceptions.

Obstacles to this conception present themselves when social interests oppose it, or when it is no longer a question of ideas - the question of *social distinction*, by some people, between white, black and coloured people, for instance. To comprehend that these are not absolute opposites, but that they are united in the concept of mankind shared equally by white, black and coloured requires not only a dialectically trained mind, but also a definite social viewpoint, as espoused in educational philosophy orientation of Progressivism and Social-Reconstructionism.

The untrained mind, therefore, may be confronted with peculiar difficulties when general concepts are in question; conception difficulties are likely to increase as more abstract, opposing-interest concepts become further removed from sense-perception. It is more difficult with opposites such as True/False, for example, and still more difficult with concepts such as Being/Non-being, which are perhaps the most general of all, yet the most inclusive, but in the poorest in content.

One could argue, how is it possible to *unite* such absolute opposites as being and non-being? Either a thing is, or is not, as conventional reasoning would dictate. Surely, there cannot be common ground between them, or is that common conception too trapped in consideration of things in their 'fixity', a conception the very opposite of dialectics ? The following example may answer this question : **A boy developing into a man is a child and at the same time not a boy any longer.**

So far as the individual is becoming a man, the individual ceases to be a boy. But, he is not yet a man, because he has not yet developed into a man. The concept of 'becoming' contains concepts of 'being' and 'non-being' and in this example they permeate each other.

The obverse side of the coin, another aspect of the proposition of permeation of Opposites – There are no opposites which cannot be united, no opposites between which there is no identity, whilst at the same time there are no things between which there is not some difference, some opposition – e.g. the opposition of things is just as unlimited as their identity. It is in the nature of things, as well as in the nature of the mind that no two things exist which do not differ.

The capacity of the mind to infinitely equate things as well as differentiate and oppose, corresponds to the infinite identity and the difference of things in Nature.

Therefore, the principle of Permeation of Opposites may be deduced from the examination of thought itself. In thought this principle is inherent in the basis of consciousness, and this basis consists in the fact that one knows that one is part of the Universe – our Natural World – a part of being, and on the other hand, in the fact that one knows oneself to be distinct from the external world, distinct from others. The structure of thought is, from the very beginning, a Polar Unity of Opposites. From this all other principles of thought are derived and *corresponds* to the nature of **all things**.



Polar Opposites

This principle applies to all motion and changes of entities; to real entities. As well as those in one's mind – e.g. imagery and mental concepts. It states that entities and concepts move, change and develop. All fixity of individual entities is merely **relative** and **limited**, because their in their motion, change, or development potential is **unlimited**.

The Principle **Negation of Negation** has a sense beyond the mere proposition that all entities are processes; they involve **change** and also state something about the most general form of these changes, motions, developments. **ALL** the aforementioned factors take place through Opposites – contradictions – or through the negation of an identity. Conceptually, the actual movement of entities appears as a negation, which represents the most general way change, development is imaged in the mind. This is the only the first stage of this process. The negation of a thing from which the change proceeds is in turn subject to the Principle of **Transformation** of things into their opposites. The negation is itself negated and thus the reference 'Negation of Negation'.

This phenomenon logically results in something positive, in thought – thinking – as well as in reality. Negation and affirmation are polar concepts. Negation of affirmation results in negation, whereas negation of negation equals affirmation. E.g. if one negates YES, the outcome is NO – the first of the negation. If one negates NO, the outcome is YES – the second negation. The result is something **positive**. Even in everyday speech, an affirmation results from a double negation; however – and this is the definitive aspect – the old and the original are not re-established by the double negation in dialectics. It is **not** a matter of simply a return to a starting point, but of something **new** arising.

The identity, or the condition with which the process started is re-established on a **higher plane**. It is through the process of double negation that new qualities and new forms emerge, forms in which the original qualities are not only retained, but **enhanced**.

To understand this principle of Negation of Negation correctly, one must guard against two misinterpretations. Thesis and antithesis are dialectically united in the final proposition. The dialectical union must not be mistaken for the mere summation of those qualities of two opposite things which remain after mutually exclusive qualities are cancelled. Dialectic development does not occur in this way. This would constitute a mixture or effacement of opposites, a **hindrance** to dialectic development.

It is a **necessary** characteristic of dialectical development that it fulfil itself **through negations**. In learning, negations are only possible through the recognition of active, engaged Affordances. An absence of an effective grouping strategy in Polar-Unity-of-Opposite design, prescribed teaching methods and Practitioner-centred environments are not likely to provide openings for the phenomenon of Negation of Negation to occur. It should be understood that without negation there is **NO PROCESS, NO DEVELOPMENT, NO EMERGENCE OF 'NEW'.**

There is only one kind of negation in which the thing negated has nothing more to do from which the development proceeded – this is complete negation or destruction, development forced beyond its limits, transformed into its opposite – into fixity – or lack of development. It should be understood that negation in the dialectic process is not absolute, is unconditioned, nor complete. It is relative, conditioned and is partial.

The first distortion of dialectics – the distortion that disregards negation – may be called the **opportunistic distortion**. The second – in which the retention of the old in the new is disregarded – may be called the **anarchistic distortion**. These two opposed distortions are alike in that both put an end to development. The first because it puts an end to negation as the moving force of development, the second because it puts an end to the connection between opposites. The **relationship** between the first main proposition in

dialectics – permeation of Opposites – and the second dialectic proposition – Negation of Negation – is permeation of opposites as **a process in time and in sequence**. It represents the general relations of things from the point of view of structure, whereas the second principle represents the relation of things as a process. These propositions are so related that they hold true *ad infinitum* – a process for everything at the same time and to the same extent. They permeate each other, they form a coherent whole.

The third main proposition of dialectics – the principle of **Transformation of quantity into quality and vice versa** – states that the mere augmentation of an entity or entities produces a change of quality, of characteristics and conversely, that a qualitative change produces a quantitative one.

To elucidate the relation between the third main proposition of dialectics and the first two, the substance of water is a clear example. Water has a definite temperature, an optimum health temperature at 4 degrees Celsius, and if the temperature is raised one will not achieve an ever hotter temperature of water, but instead, at a certain point steam will occur. Likewise, if temperature is lowered, water does not become ever colder. At a certain point it becomes ice. It freezes because of the decreased quantity of molecular motion. Temperature is merely an expression of the motion of the smallest particles, the molecules. However, if one changes the molecular motion or the speed with which the molecules move about, the characteristics will change at certain points from gas to liquid, liquid to solid.

Conversely, ice can only be changed to water, or water to steam if the quantity of molecular motion is changed. The relation of the third proposition to the first two is as aforementioned, and that the principle of Transformation of quantity into quality and *vice versa* merely represents a special application of the first proposition – the proposition of Permeation of Opposites.

Quality and quantity are polar opposites; quality is quantity analysed, and quantity is quality analysed. For instance, an apple, a pear and a plum all have different qualities and can only be counted together if their different qualities are abstracted from them or negated. One cannot add an apple, a pear and a plum together – one can only say ‘three pieces of fruit’. In other words, negated quality is quantity and negated quantity is quality – these opposites are contained in each thing.

All things have – at the same time – quality and quantity. As opposites they permeate each other and are transformed into each other. Therefore, it is important to be conscious of the dialectical nature of things – in teaching and learning also.

It is not magic, neither is it part of anyone’s natural equipment. This is a skill that must be practiced and learned by Practitioners and Learners alike.

It should be realised that dialectics is in one's daily experience as well in one's own mind. In this respect human thought is exactly the same in all minds. There appears to be no agreement among philosophers and cultures about self-evident ideas in rationalism and often such ideas have been ignored.

It is clear that that a dialectic perspective is elemental to learning and teaching, to human development.

Applying Naturalist intelligence, Bio-dynamic theory, Permaculture design concepts, and Goethean Epistemology, enable insights to problematic issues in the world today and may lead one to see beyond the perpetual blind spots of strict adherence to conventional scientific ways of knowing. Though sense experience may not be certain to those who subscribe to Rationalism, it can provide information which is reliable as needed – this writing a case in point.

The fact that a belief is not absolutely certain should not disqualify it for knowledge.



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FISCAL INCENTIVES, FOREIGN DIRECT INVESTMENT AND NIGERIA ECONOMIC GROWTH AND DEVELOPMENT

Dr Udeh Sabastine Onyemaechi*

1. ABSTRACT

Over the years, the Federal Government of Nigeria in recognition of the much touted positive roles foreign investments can play as a contributory factor in the economic growth and development of a nation, has implemented several budgetary and fiscal measures targeted at various sectors of the economy with the intention of maximizing the benefits derivable from increased foreign direct investments. On the part of Government, these measures are commendable, because it was conceived out of the unconscious competition for limited global investible funds. On the other hand, when aggregated, the opportunity costs (to the nation) of all the various fund hunting discounts can be evaluated on a cost benefit basis. This work evaluated thirty years FDI world bank figures for Nigeria using simple ANOVA, and graphic comparison of key indicators and found out that in spite of the increasing volume and value of fiscal incentives, the decade wise difference in FDI inflow is not significant to justify the opportunity cost of various incentives to the nation. The author agreed with the various conclusions of other studies on the positive relationship between FDI and economic growth, but recommended that such incentives can only be encouraged if and when the conditions of *ceteris paribus* apply.

KEY WORDS

FDI, Development, Fiscal Policy, Incentives, Growth, Investment.

2. LITERATURE REVIEW

Nature of Fiscal Incentives

It was Bernt who in 1955 interviewed 247 US Companies on their strategies to invest abroad. One of the questions asked was about the conditions that were required before companies proceed with foreign investment. Only 10 percent of the companies listed favourable foreign taxes as a condition for FDI, while another 11 percent mentioned "host government encouragement to companies".

However, the results of earlier studies by Morisset (2000) revealed that there is a significant relationship between Foreign Direct Investment (FDI) and growth of Gross Domestic Product (GDP), which is in line with findings arrived at by Okodua (2009); Zhang (2001); Root (2000); Adjai (2006); Sagi (2002); and Lim (1983), all also separately arrived at the same

conclusion of positive significant relationship between FDI and economic growth.

Scope of Fiscal Incentives

A document available in all Nigerian Embassies titled 'Investment Opportunities in Nigeria' contains a detailed review of all the key sectors of Nigerian Economy with significant fiscal incentives, rebates, discounts, concessions liberalizations and tax holidays. Some of these sectors includes, but not limited to the following sub-heads: Industrial Sector, Investment Sector, Access to Land, Agriculture and Solid Minerals, Tourism, Energy, Telecommunications, Non Oil Export Incentives and Export Free Zones.

Impact of Fiscal Incentives

Basically, taxation is designed to support government in carrying out its obligation for the overall socio-economic well being of the citizenry. But circumstances usually arise that require taxation to be selectively applied when the economic concern in tax administration focuses on improved economic growth and increase in employment. Thus, consideration on how tax policy can be geared toward attracting foreign investors to a host country in a developing economy like Nigeria had taken the center stage within the past three decades (Asiedu, 2003). In recent years, the globalization process has led to companies not only tending to become more mobile, but governments have also dealt with this new dimension in the design of their national tax policy, Obwona (2004). The gradual elimination of barriers to capital movement has stimulated governments to compete for FDI in global markets as well as reinforced the role of tax policy in this regard (Durham, 2004).

Consequent upon the above conception, an increasing number of host governments have provided various forms of investment incentives to encourage foreign owned corporations to invest in their jurisdiction, Otepolu (2002). These include fiscal incentive, such as tax holidays and lower taxes for foreign investors, financial incentives such as grants and preferential loans to multinational companies and other investors, as well as measures such as market preferences, infrastructure and sometimes even monopoly rights.

3. METHODOLOGY

The study proceeded on the following assumptions:

- a. That there is a given volume of International Investible Fund
- b. That each nation is competing for this fund by offering a range of fiscal incentives
- c. That these incentives is growing in volume, value and spread, from one decade to the other

On the basis of these assumptions, the author proceeded by obtaining FDI figures for the period 1970 to 2009 (four decades) with the aim of studying the decade wise variations. The ANOVA and correlation results of the figures were used to test the posited hypothesis, and a graphical comparism of the current decade with GDP growth rate of the same period was also made.

4. HYPOTHESIS

There is no significant variation in the figures between the decades and across the decades
or $H_0: x_1 = x_2 = x_3 = x_4$

5. DISCUSSIONS OF RESULTS

The data in table one is thirty years FDI figures from 1970 to 2009. It is the believe of the author that when such a long period is considered and analysed, it will bring out the pattern and characteristic changes taking place in Nigeria FDI as various fiscal incentive measures pass through short and long term refinements for maximum effectiveness. Inspite of the increasing volume and value of these investment attracting incentives, results of analysis of variance for the period under study showed that there is no significant difference within and across the decades. This is an indication that over the years, as more and more incentives are granted to prospective investors, the resultant change in foreign investment for a particular decade, on average, is not significant enough in comparism with figures from preceding decades. In other words, the changes in foreign investment do not adequately complement the volume and value of incentives offered.

In table two, the coefficient of determination between GDP growth and FDI for the period year 2000 to 2014 is low at 0.1906 considering IMF figures for the period. This result shows that there is low co-relational movement between GDP growth and volumes of FDI as clearly shown in figure one. If we consider this diagram, it can be observed that although FDI was low in the period 2001 to 2010, yet the GDP was high, while the opposite was the case in the period 2011 to 2013 when the value of FDI was high, yet the GDP was low with decreasing tendency.

In table three, the ease of doing business index in some selected countries showed how the world bank aggregated the indices which a potential investor

should consider before investing in any nation, like security of property, political stability, policy stability, corruption, openness, justice system, state of infrastructures, financial institutions, taxation, terrorism, safety of life, skilled man power, etc. The index is open ended beginning with one as the most business friendly.

When compared with South Africa's score of 41, Botswana's score of 60.5 and Ghana's 64.5, Nigeria's score of 142.5 is too high and discouraging, especially when some developing countries like Malaysia scored 7. This figure, which is the summation of both positive and negative investment determining factors, is enough to authenticate the conclusions of this paper. Foreign investment is more influenced by other factors than the volume of fiscal incentives offered.

6. CONCLUSION AND RECOMMENDATIONS

In concluding this work, the author commends the federal government's economic team for their efforts towards attracting as much FDI as possible, but these efforts are premised on the principle of ceteris paribus. The result of this work indicated that such premise is wrong and strongly favours the discontinuation of further incentives. In its place, most of the efforts should be channeled at strengthening the foundations of democratic values and institutions. Investment is a long term project and as such, investors are more concerned with long term economic and political stability, with a reasonable guarantee of safety for their funds and properties. The best fiscal incentive for a prospective investor is the one offered by the largeness of market and the propensity of the population to consume and patronize services in a quiet and predictable environment.

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APPENDIX

1. DATA PRESENTATION

Table 1 shows the Nigerian FDI figures for the period 1970 to 2009 obtained from World Bank

TABLE 1: FOREIGN DIRECT INVESTMENTS NET INFLOW BILLIONS (USD):1970 TO 2009

YEAR	FDI %	YEAR	FDI%	YEAR	FDI%	YEAR	FDI%
1970	1.63	1980	1.15	1990	1.91	2000	2.7
1971	3.11	1981	0.89	1992	2.6	2002	3.17
1972	2.48	1982	0.84	1993	3.06	2003	2.96
1973	2.46	1983	1.03	1994	8.52	2004	2.13
1974	1.03	1984	0.66	1995	10.83	2005	4.44
1975	1.69	1985	1.68	1996	3.78	2006	3.34
1976	0.93	1986	0.93	1997	4.55	2007	3.63
1977	1.22	1987	2.53	1998	4.3	2008	3.94
1978	0.58	1988	1.63	1999	3.28	2009	5.05
1979	0.66	1989	7.78		2.8		1.65

Source: World Bank/data/Nigeria

ANOVA TABLE:

X_1	X_2	X_3	X_4	ΣX
1.63	1.15	1.91	2.7	7.39
3.11	0.89	2.6	3.17	9.77
2.48	0.84	3.06	2.96	9.34
2.46	1.03	8.52	2.13	14.14
1.03	0.66	10.83	4.44	16.96
1.69	1.68	3.78	3.34	10.49
0.93	0.93	4.55	3.63	10.04
1.22	2.53	4.3	3.94	11.99
0.58	1.63	3.28	5.05	10.54
0.66	7.78	2.8	1.65	12.89
15.79	19.12	45.63	33.01	113.55

F- Ratio Test (Results of ANOVA)

Sources of Variation	Degrees of Freedom	Sum of Squares	Mean Sum of Squares	F - Ratio
Between Decades	9	56.32	6.25	1.87
Across Decades	3	16.83	5.61	1.68
Error	27	89.98	3.33	
Total	39	163.13		

Table value of $F_{0.05}$ (9, 27 and 3, 27) is 2.96 and 2.25.

Correlation coefficient (r) = -0.2091. r^2 = 0.04373

Table : 2 REAL GDP GROWTH RATE % AND FOREIGN DIRECT INVESTMENT (Billions USD)

Year	GDP Growth Rate	FDI (Billions USD)
2000	5.44	2.7
2001	8.50	3.17
2002	7.11	2.96
2003	13.0	2.13
2004	13.3	4.44
2005	7.9	3.34
2006	8.8	3.63
2007	9.6	3.94
2008	8.6	5.05
2009	9.6	1.65
2010	10.6	6.04
2011	4.9	8.84
2012	4.3	7.10
2013	5.4	5.61
2014	7.0	3.40

Source: [IMF World Economic Outlook, October 2014](#)

Correlation coefficient (r) = -0.4365. r^2 = 0.1906

FIG 1. GRAPHICAL PRESENTATION OF TABLE TWO

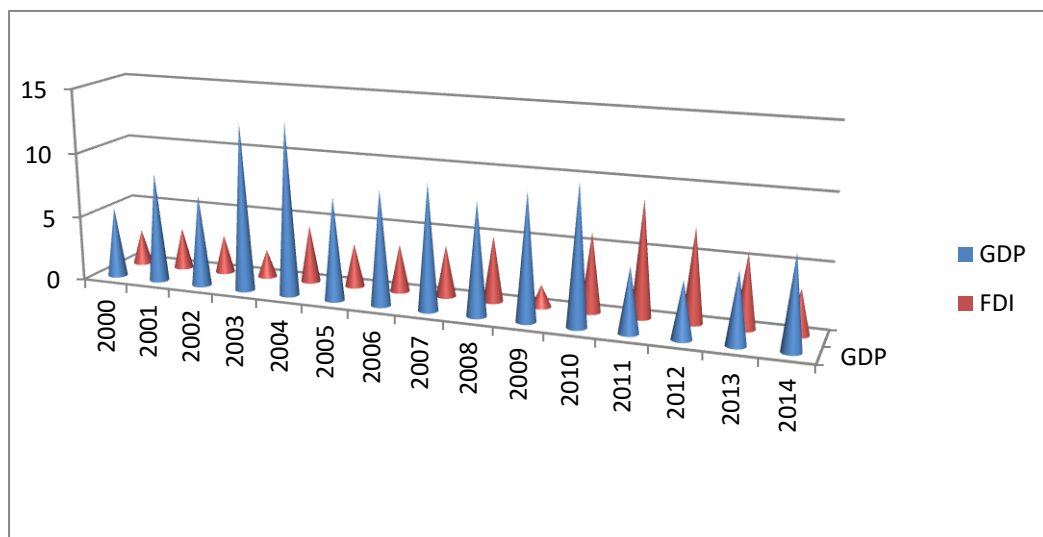


TABLE 3 : EASE OF DOING BUSINESS INDEX (SELECTED NATIONS) (1 = Most Business Friendly)

COUNTRY	2012 and 2013 Average Score
Singapore	1
Hong Kong	2
United States	4
Malaysia	7
United Kingdom	10.5
South Africa	41
Botswana	60.5
Ghana	64.5
Nigeria	142.5

Source: World Bank

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THE USE OF AN INTEGRATED GRAMMAR-GENRE-BASED WRITING APPROACH TO TEACH BUSINESS WRITING SKILLS

Dr Bartholomew Michael*

Abstract

Teaching intermediate Business English writing skills without a proper module or approach to a group of Low English Proficiency (LEP) students, who face serious problems in terms of language and writing skills, can be very challenging and demanding to teachers. Thus, to overcome these problems, this researcher had conducted an intensive, 6-month research with the objective of creating and testing out a specific, comprehensive and integrated writing approach called the Integrated Grammar-Genre-based Business Writing Approach (IGGBWA). This approach was created based on sound grammar, genre and writing theories and concepts. Based on this approach, a prototype module called the Integrated Grammar-Genre-based Business Writing Module (IGGBWM) was developed to teach the London Chamber of Commerce and Industry's English for Business Level Two programme. This research was also aimed at studying changes in the attitude and motivational level of the students after being exposed to the IGGBWM. An intact group of 38 students was exposed to the IGGBWA and IGGBWM through an Action Research programme by way of a Mixed Method approach. Data were collected via four quantitative instruments (Language Ability, Sentence Maturity, Business Document Writing Skills and Survey Questionnaire) and four written tests. Another two sets of qualitative instruments (Group Journal Writing and Written Response Questionnaire) were used to furnish the relevant data to shed more light on the quantitative data. Mean T-unit Length was used to measure the development in syntactic complexity in the students' written product. The findings were motivating; the students, in general, showed a slow yet steady improvement in two major areas: EfB language ability and Business writing skills. In terms of the language ability, a 84.00 % improvement was noted; in terms of the improvement in the general EfB writing skills, a positive 23.00 % improvement was noted. The ability to write complex sentence structures, however, was not satisfactory. The analysis of qualitative data showed students had become more receptive towards EfB and writing skills and concerned about the role EfB played in determining their career development. This research has a huge potential: It can contribute much in terms of a specific approach and module to those who teach LEP students writing skills. However, further research must be carried out to study the effectiveness of the IGGBWA in the long term and at different levels and learning and teaching environments.

Key terms: Low English Proficiency, Mixed Method, Action Research, Sentence Maturity, Mean T-unit Length, Genre, Grammar and Writing Principles

INTRODUCTION

Research Problems

This article focuses on the PhD research I carried out to improve the English language and writing standard and skills of my low English proficiency (LEP) students at Shen Jai School of Commerce (SJSOCI) in Ipoh, Malaysia between 2009 and 2012. The school is one of the regional centres for the United Kingdom-based London Chamber of Commerce and Industry (LCCI) commercial course provider. I was assigned to teach the English for Business (EfB) programme for Level Two (Intermediate) students. A typical EfB exam consists of written, spoken and listening skills papers. English for Business is a typical ESP programme and it needs a specific approach to teach it. Being new to the teaching of EfB then, I faced a real uphill struggle because there was no information, typical material and methodology whatsoever available on how to teach the highly standard and professional subject though LCCI provides general guidelines on the syllabus and papers. I found that the students as well as the teachers at SJSOCI were facing typical problems. The students were facing two specific problems: one, language problem: weak grammar and sentence structuring skills; and two: poor LCCI text processing, composing and organizing skills. The second problem was with the teachers. There were four EfB teachers including myself and each was practising their own methods without any professional guidelines. Teaching methodologies and approaches play a key role in any teaching practice and as a new comer to the field of ESP, I was clueless on how to approach the subject. I felt, in my typical situation, that methodology had been ignored. This plays in to the Widdowson's (1983:87) claim that, "methodology has generally been neglected in ESP". So, I carried out an action research on how best to teach the subject.

The Integrated Grammar-Genre-based Business Writing Approach (IGGBWA)

To overcome these serious problems, I experimentally developed and tested out a specific approach for teaching language and business writing skills simultaneously in the SJSOCI context and it is called

The Integrated Grammar-Genre-based Business Writing Approach (IGGBWA); it has four key goals:

- i) To develop students' grammatical knowledge and awareness about the role of grammar in their writing;
- ii) To develop students' genre knowledge and awareness about various genres;
- iii) To develop students' genre-based business writing skills and strategies; and
- iv) To develop, implement and assess the relevant teaching approaches to teach grammar genre-based business writing principles.

This research was carried out based on a Mixed Method, Action Research design and it was through the Action Research approach that the contents of the IGGBWA was finally finalized and reported. The research was carried out in two phases through which quantitative and qualitative data were collected systematically. Two key issues were investigated simultaneously through this research. They were the improvement and development in the

1. overall Business English writing skills; and
2. nature of the attitude and motivation of the students towards the EfB learning process.

In order to create the final IGGBWA, a basic yet specific grammar syllabus, a list of cohesive devices (CD) and 11-step genre-based writing strategies were drawn up by way of a pilot test to guide me to conduct the grammar and writing lessons. The syllabus and teaching strategies were assessed, improved and further strengthened through the Action Research approach in two cycles. The business writing strategies were divided into three major stages: Pre-writing, Editing and Writing Stages. These three stages were practised in each part of the grammar- genre-teaching cycle. This teaching strategy was adapted from the Anderson's (1985) model of language production. Concept Teaching and Problem-based Teaching approaches played a key role in the business writing teaching situation and context. Teacher-as-well-as-student-centred lesson plans were also appropriately planned and extensively used to greatly enhance the teaching and learning process.

I also wanted study *how* changes in the attitude and motivation were linked to the students' overall achievement in writing development. This attitude and motivation study was done by way of a survey questionnaire, analysis of group journal writing and written responses questionnaire. By way of analyzing the survey results, written elements in the group journal and written response questionnaire, I assessed students' opinions, hopes, fears, frustration and anxiety as regards their entire EfB learning process during the research period. The data was then linked to the study of students' overall improvement in writing skills.

Research Objectives and Research Questions

The specific objectives of my research were as follows:

1. To design a module for the teaching of business writing skills and strategies based on the Integrated Grammar-Genre-based Business Writing Approach (IGGBWA);
2. To implement the designed module (IGGBWM);
3. To evaluate the module through the assessment of the overall writing skills; and
4. To evaluate students' attitude and motivation on the learning of business writing skills before and after the experiment.

The above objectives were translated into the following Research Questions:

1. How should the module based on the Integrated Grammar-Genre-based Business Writing Approach be designed to help students improve their writing skills in a business writing course?
2. To what extent do students improve in their writing skills as they undergo the training?
3. What are the students' perceptions (attitude) before and after the course on business writing?
4. To what extent is the level of motivation affected by the specific approach used in the learning of business writing?

The limitations to the research

In the initial stage of the research, I found that my students were so confused with memo and letter writing formats that they had finished the memo with a letter writing format and letter writing with a memo format. They did so because they were mindlessly memorizing the formats without reflecting over them. This was the major limitation to my research as the research would be a major failure if students used formats in the wrong contexts after learning. Bhatia (1993) says students have the tendency to be overly prescriptive, emphasising on the rules of construction of a particular genre above others. So, I was careful in introducing the formats.

Literature Review

Extensive literature review provided me with some clear cut, specific ideas, guidelines and principles on how to create the IGGBWA (the teaching approach) and conduct a research based on it with the assistance of IGGBWM (the teaching module) to improve my students' business writing skills. The literature review done had exposed some lacks in the past researches on the specific role of grammar, genre and writing theories related to genre-based business writing skills.

The Theoretical Framework for the IGGBWA

To formulate the theoretical framework for this specific approach, I took into consideration one, the theory and the teaching of grammar principles; two, the theory and the teaching of genre writing principles; and

finally, the theory and the teaching of writing skills and strategies.

Research Design

I used an action research approach on the students based on the explanatory, mixed method design (Creswell, 1994). An Action Research design focuses on applying the four components of the action research cycle of planning, acting, monitoring and reflecting (Kremmis and Taggart, 1982:7) in the research process. Under the mixed method design, the collection of quantitative and qualitative data was done in two different phases; Phase One dealt with quantitative data and Phase Two on qualitative data.

Sources of Data, Locale of the Study and Sampling

The sources of data for this research came from my class which was consisted of 38 students between the ages of seventeen and nineteen. It had 14 male and 24 female students. They communicated in very poor English. Their study period at SJSOCI was from June 2011 till May 2012. They were exposed to this prototype IGGBWA-based research programme between mid-August 2011 and mid-March 2012. Research Question Two guided me in collecting the quantitative data on writing development. A series of four written tests were administered with teaching intervention in between the tests. In addition, quantitative data collection also involved the administration of a survey questionnaire. To get the data to answer the Research Question Two, three separate sets of instruments were created and used. In order to construct and validate of each of the

instruments further, ideas from Brewerton and Millward (2001) were considered.

Perception / attitude and motivation study: A Thematic Approach

Research Questions Three and Four dealt with student attitude and motivation and they guided me in collecting the qualitative data. The students' change of attitude and motivation level was studied over the same period of six months by way of a survey before and after the study period, group journal writing and written response questionnaire.

Tools for data analysis: Descriptive Statistics

An analysis of data was done to address all the Research Questions. The quantitative data collected were analysed by way of descriptive data analysis method using the SPSS (Statistical Package for the Social Sciences) software. To collect the qualitative data, the survey results were evaluated in tandem with group journal writing and written response questionnaire results as all these three units of analysis dealt with the same and related themes.

Results and findings

Research Question Two (Students' Development in the Business Writing Ability) discussed the data on the development in the business writing ability of the students traced overtime through three instruments: Language Ability, Sentence Maturity and Overall Development in the EfB Genre Writing Skills (WS).

1. Language Ability (LA)

Instrument One dealt with the holistic language ability of the students on 4 areas: sentence accuracy, effective use of grammatical principles, use of cohesive devices and use of lexical resources:

Statistical values in terms of the overall language ability:

	LA PRE	LA MTPT1	LA MTPT2	LA PT
MEAN	9.16	14.32	15.79	16.84
STD DEVIATION	3.67	5.48	6.45	6.86

Note:

LA MTPT 1 : language ability: midterm progress test one

LA MTPT 2 : language ability: midterm progress test two

LA PT : language ability: post test

Performance in terms of the overall language ability:

It can be noted that there is an 84.00 % increase (overall progress) between the Pretest and the Post test after a period of six months.

Each of the four areas was in turn analysed individually to show more details on the students' language performance and the results are given below. The four areas are:

i) Sentence Accuracy (SA)

Sentence accuracy refers to the structuring of sentences along the syntactic principles.

Statistical values in terms of the sentence accuracy:

	SA PRE	SA MTPT1	SA MTPT2	SA PT
MEAN	2.97	4.00	4.02	4.60
STD DEVIATION	1.19	1.59	1.70	1.80

Note:

SA PRE : sentence accuracy: pretest
SA MTPT1 : sentence accuracy: midterm progress test one
SA MTPT2 : sentence accuracy: midterm progress test two
SA PT : sentence accuracy: post test

Performance in sentence accuracy:

It can be seen that there is a 55.00% improvement in the sentence accuracy area of the language.

ii) Grammatical Accuracy (GA)

Grammatical accuracy refers to the proper handling of the basic grammatical concepts.

Statistical values in terms of the grammatical accuracy:

	GA PRE	GA MTPT1	GA MTPT2	GA PT
MEAN	2.97	4.02	4.00	4.57
STD DEVIATION	1.19	1.61	1.73	1.78

Note:

GA PRE : grammatical accuracy: pretest
GA MTPT1 : grammatical accuracy: midterm progress test one
GA MTPT2 : grammatical accuracy: midterm progress test two
GA PT : grammatical accuracy: post test

Performance in grammatical accuracy:

The table above shows a 54.00% improvement between the Pretest and the Post test in terms using grammatical principles to write better sentences.

iii) Use of Cohesive Devices (CDs)

Cohesive devices are connectives which help to show semantic relations between an element in a text and some other elements.

Statistical values in terms of the use of cohesive devices:

	CD PRE	CD MTPT1	CD MTPT2	CD PT
MEAN	0.28	2.34	3.76	3.23
STD DEVIATION	0.13	1.72	2.12	2.05

Note:

CD PRE : cohesive devices: pretest
CD MTPT1 : cohesive devices: midterm progress test one
CD MTPT2 : cohesive devices: midterm progress test two
CD PT : cohesive devices: post test

Performance in the use of cohesive devices

Data given above shows there is a whopping 1054.00% improvement in the students' performance on the area of use of cohesive devices. Students had shown spectacular improvement in understanding and exploiting the list of cohesive devices provided. This was the most impressive development among the SJSOCI students in this research in general. During the pretest, some 80.00% of the students *did not* use CDs due to the lack of knowledge on it. The students were hence drilled on the use and importance of using CDs thereafter and the above result shows that they had internalised

the system and usage. During the posttest, some 80.00% of the students had actually *used* CDs at least once successfully.

iv) Use of Lexical Resources (LR)

Lexical Resources refers to the use of wide range of lexis to convey the specific meaning required by the audience to understand the context of task.

Statistical values in terms of the use of lexical resources:

	LA PRE	LA MTPT1	LA MTPT2	LA PT
MEAN	2.92	3.86	3.97	4.44
STD DEVIATION	1.12	1.39	1.55	1.87

Note:

LR PRE : lexical resources: pretest

LR MTPT1 : lexical resources: midterm progress test one

LR MTPT2 : lexical resources: midterm progress test two

LR PT : lexical resources: post test

Performance in the use of lexical resources:

Data above shows there is a 52.00% improvement in the students' performance in this area of language ability between the Pretest and Post test on the use of lexis.

2. Sentence Maturity

Sentence Maturity refers to the *ability* of the students to combine various sentence structures (simple, compound, complex and compound-complex) effectively to express their views better.

Statistical values in terms of the Sentence Maturity:

	MTL PRE	MTL MTPT1	MTL MTPT2	MTL PT
MEAN	10.46	13.02	8.39	8.27
STD DEVIATION	2.00	2.82	2.81	1.73

Note:

MTL PRE : mean T-unit length: pretest

MTL MTPT1 : mean T-unit length: midterm progress test one

MTL MTPT2 : mean T-unit length: midterm progress test two

MTL PT : mean T-unit length: post test

Performance in Sentence Maturity (MTL)

Data above shows a drop of 21.00 % between the Pretest and Post test. This result shows students had not thoroughly understood the complex nature of phrases and clauses.

3. Overall Development in the Efb Genre Writing skills (WS)

Overall Genre Writing Skills refers to the holistic ability of the students to read and answer LCCI written exam questions.

Statistical values in terms of the overall genre writing skills:

	WS PRE	WS MTPT1	WS MTPT2	WS PT
MEAN	44.00	59.00	60.00	54.00
STD DEVIATION	14.57	16.16	16.15	12.10

Note:

WS PRE : writing skills: pretest

WS MTPT1 : writing skills: midterm progress test one

WS MTPT2 : writing skills: midterm progress test two

WS PT : writing skills: post test

Performance in the overall genre writing skills:

The data above shows only a small upward jump of 23.00 % in the improvement between the Pretest and Post test.

The link between the qualitative data and quantitative data

I posed the following question in the initial stage of the research: *Besides the availability of the IGGBWA for me, in what other ways did the students play (or perceive) their part to improve themselves in this research?* In short, how was the writing quality skills taught by me further influenced by the students' perception? This question was posed because language learning process is a two-way process: teachers as well as the learners have specific roles to play in helping each other. So, a qualitative perception and motivation study through Research Questions Three and Four as part of the overall research was conducted and the purpose was to provide the qualitative answer to the above question. Students' overall responses showed that they wanted to learn GE and EfB because of career and personal developments. In short, the key conclusion is that the attitude and motivation of the students had improved on the learning of EfB after they had been exposed to the grammar-genre-based writing programme.

CONCLUSION

There are seven conclusions that can be made from the findings:

a) On the overall improvements made:

- i) general improvement in the writing skills of the students could seen;
- ii) successful integration of GE and ESP principles in the teaching and learning of EfB;
- iii) greater genre sensitization among students;
- iv) greater awareness of lexico-grammar principles among students;
- v) greater recognition of the key role of grammar in writing;
- vi) understanding on the role of model answers in increasing grammar awareness; and
- vii) inculcation of positive attitude for effective learning of EfB among students.

There are four implications of the research:

b) Implications of the Study:

- i) Implications for teachers: teachers should strive to improve teaching skills further;
- ii) Implications for students: students should improve EfB learning strategies;
- iii) Implications for the School Management: the school should facilitate better teacher training schemes for teachers; and

iv) Implications for the LCCI policy making body: LCCI should reduce the number of questions asked from 7 to 4 to help students study better.

Contributions of the Study

c) Three groups of people are expected to benefit from this research in four ways: me as a teacher (and others), EfB teachers and students:

- i) Me as a reflective practitioner: I (teachers in general) need to reflect more on what I am (they) are doing in the class;
- ii) A source of information for LCCI- based EfB teachers: EfB teachers can use IGGBWA for teaching purposes;
- iii) Contribution to Knowledge: Availability of a proposed comprehensive, integrated theoretical approach for teaching writing skills (for ESP teachers);and
- iv) Invaluable information for students to improve themselves.

There are five suggestions for further research:

- i) The need for a longitudinal study: this 6-month research must be extended to 12 months etc;
- ii) The need to test out new teaching approaches: other than Concept Teaching and Problem-based Teaching, other methodologies should be tested;
- iii) Research opportunity for LCCI-based EfB teachers: other LCCI EfB Levels (preliminary, 1, 3-4) should be researched;
- iv) Further research on sentence combining techniques (ST): could more ST exercises improve sentence maturity?; and
- v) The need to create quality survey questions: more areas must be explored / surveyed by way of better questions.

In conclusion, it could be said quite confidently that this research had attempted to report how a modular-based business writing programme based on the Integrated Grammar-Genre-based Business Writing Approach was designed and implemented with a degree of success. This study provided the opportunity for much reflections on the strengths and weaknesses of a teacher-designed programme. Reflective inquiry could lead to further improvement of the rationale of the practice and an understanding of teaching and learning practice could provide further foundations in building more approaches for success on the part of both teachers and students. In line with the spirit of an action research, much details about the cycle of preparing, teaching, learning and outcomes had been meticulously dealt with and presented in this in depth endeavour.

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