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Highlights

The Cultivation Theory

Utilization of Library Resources

Sound Apperception Test

Development and Validation

Discovering Thoughts, Inventing Future

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Accessibility and Utilization of Library Resources by Teachers in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria

By Ntui, Aniebiet Inyang & Udah, Akudo Enang
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Abstract- The aim of this study was to examine accessibility and utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria.. Survey research design was adopted for the study. The population of the study was two thousand, two hundred and twenty (2,220) and a sample of five hundred (500) respondents was selected for the study. The selection was done through the stratified and purposive random sampling techniques. Questionnaire was the instrument used for data collection. The instrument was validated by experts in Educational test and measurement who vetted the items developed. The reliability of the instrument was established through the test re-test reliability method. One Way analysis of Variance (ANOVA) was the statistical techniques employed to test the hypotheses under study.

Keywords: library resources, school libraries, nigeria audio-visual materials visuals, newspaper /magazines, text books:

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Accessibility and Utilization of Library Resources by Teachers in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria

Ntui, Aniebiet Inyang [α] & Udah, Akudo Enang [σ]

Abstract- The aim of this study was to examine accessibility and utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria. . Survey research design was adopted for the study. The population of the study was two thousand, two hundred and twenty (2,220) and a sample of five hundred (500) respondents was selected for the study. The selection was done through the stratified and purposive random sampling techniques. Questionnaire was the instrument used for data collection. The instrument was validated by experts in Educational test and measurement who vetted the items developed. The reliability of the instrument was established through the test re-test reliability method. One Way analysis of Variance (ANOVA) was the statistical techniques employed to test the hypotheses under study.. The result of the analysis revealed that, availability of text book, visuals, audio-visual materials, reference materials and newspaper/magazines significantly influenced utilization of library resources by teachers. Based on the findings of the study, it was recommended that secondary school management through the school librarian must articulate and act upon a vision of making adequate amount of information resources available to the teachers.

Keywords: library resources, school libraries, nigeria audio-visual materials visuals, newspaper/magazines, text books.

I. Background to the Study

Teachers need various kinds of information resources for teaching and research, for the purposes of impacting knowledge to students and self-development For learning to take place, teachers and learners must have access and use the necessary and adequate information resources. The most effective way to mobilize school teachers is through the provision of required information resources in school libraries. The library is a repository of knowledge. Library helps the secondary school teachers to achieve the objectives of producing students that are information literate and are prepared for lifelong education. Hence, libraries should provide access to available library resources and expert professional support to facilitate effective utilization of these resources. Library resources contain information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines, reports, internet, video tapes, diskettes, and microforms. Library resources are the raw materials that provide vital services in the teaching and learning process. Library resources are important for the preparation of lesson plan by teachers and for educational advancement in order to achieve the set instructional objectives.

To achieve these objectives, library resources should be accessible to the teachers at the right time in its appropriate format Accessibility of library resources creates an enabling environment for the utilization of library resources. It is assumed that if information is accessible to the teachers in school libraries, it could be used for effective teaching. The main goal of the school library is for users to gain access to its abundant wealth of information resources. Information sources are efficient if they provide relevant, useful and accurate information that can help users solve their problems. Accessibility of library resources means the ease of locating and retrieving a piece of information from the storage medium (Akobundu, 2008). Readers tend to use information sources that require the least effort to access so as to save time.

Teachers require quality information resources in order to teach effectively; undertake innovative research and use their acquired knowledge and experience to provide expert services to the schools in order to turn out professionals and qualified students who will be leaders of tomorrow. Therefore, libraries are expected to provide such resources which when used effectively by teachers, would translate into improved teaching effectiveness and quality products. Inability to access information resources in the library can result in time waste and frustration. Such time waste and frustration have the potential of discouraging, rather than encouraging library use.

Information utilization is the practical and maximum use of library resources identified and acquired by a user for the purpose of solving a problem or achieving a set goal... The teachers in secondary schools are expected to use library resources for teaching. Effective teaching could be achieved if library information resources are correctly utilized to teaching functions by the teachers. Library resources are of no value to the teachers until they have been utilized. The quality of teaching, research, and community services of teachers in any secondary school depends to some

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extent on accessibility and utilization of library resources available in their school libraries. Resource accessibility and usage are essential to the teachers.

It is against this backdrop that this study sets to find out how accessibility to library resources influences its utilization by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria.

II. Statement of the Problem

The relevance of a library lies in the accessibility of its resources. A library with resources that could easily be accessed will obviously be a source of attraction and its resources will be utilized. Libraries acquire resources to meet the needs of its users. In spite of the government's efforts to equip secondary school libraries in Cross Rjver State, these library resources appear to be inaccessible and underutilized. In some cases, many of these library resources are still locked up in head teacher's office and housed in conditions that leave much to be desired. Even where these materials are found, access to them is always a difficult challenge to students and teachers. In some secondary schools, the researchers observed that a large portion of information that are recorded on audio or videotape about important events, people are scattered all over the staff room. Hence, the level of accessibility and utilization of library resources in secondary schools in Calabar Education Zone of Cross River State is not known..

III. Purpose of the Study

The main purpose of this study was to find out if accessibility influenced utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria.

Specifically, this study sought to:

a) Find out whether accessibility to text books, influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

b) Examine whether accessibility to visuals influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

c) Determine if accessibility to audio-visual materials influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

d) Determine whether accessibility to reference materials influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

e) Determine whether accessibility to newspaper/magazines influences the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

IV. Research Methods

The survey design was adopted for this study. Calabar Education Zone is one of the three Senatorial Districts in Cross River State Nigeria . It is made up of seven Local Government Areas (CRSG, 2007). These local Governments are: Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South, and Odukpani.

a) Population of study

The population of this study was made up of all teachers in all the 80 public Secondary Schools in Calabar Education Zone of Cross River State numbering 2,220. (State Secondary Education Board, Planning Research and Statistics, 2014). Ten percent of the school population was selected to represent schools from where the sample (teachers) was selected. This implies that in every ten schools, a school was selected randomly to represent the schools in that sub-set.

b) Sampling technique

The researchers utilized stratified and purposive sampling techniques. The first stage is the use of stratified sampling technique. At this stage, the researchers stratified the study area into Local government areas (L.G.As). This resulted into having seven strata based on the seven L.G.As found in Calabar Education Zone.

The second stage of the sampling technique is the use of purposive sampling. e where the researchers selected a predetermined sample size purposely from the selected schools.

c) Sample

The researcher sampled 23% of the teacher population in all the seven strata. This gave the total of 510 teachers which constituted the sample of the study. Twelve public secondary schools in Calabar Education Zone were selected for the study. However, only five hundred (500) questionnaires were properly filled while the remaining ones were discarded as they were not properly completed. This is shown on Table 1 below:

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Table 1 : Population and Sample distribution of teachers in public secondary schools in Calabar Education Zone of Cross River State

S/N	L.G.A	Total popn.of teacher/L.G.A,	Total of sample of teacher(23%)	Total No. of Schools	No. of schools selected per L.G.A.
1.	A	197	45	14	2
2.	B	252	58	17	2
3.	C	215	49	12	2
4.	D	438	100	7	1
5.	E	947	218	21	3
6.	F	137	32	6	1
7.	G	34	8	3	1
	Total	2,220	510	80	12

Source: (State Secondary Education Board Department of Planning research and Statistics Calabar, 2014)

d) Instrumentation

A structured 45–item questionnaire on accessibility and Utilization of Library resources among teachers in Secondary School (AULRATS) was constructed by the researchers and was vetted by experts.The instrument was divided into three parts. Section A consisted of the bio-data of the staff which include the name of school, type of school, marital status of staff, age, sex, and subject taught. Section B includes items that will elicit information on accessibility of library resources. The questionnaire was framed on a 4–point modified Likert scale eliciting responses ranging from: Strongly Agree (SA), Agree(A), Disagree (D) and Strongly Disagree (SD) while Section C contains information on utilization of library resources eliciting responses from Very often (VO) , Often (O), Sometimes (ST) and Never (N).

e) Validity of the instrument

The instrument for data collection was face validated by the researchers and three experts in the area of research and statistics in the University of Calabar. Their views and suggestions were used to modify the items in the instrument. Thus, the instrument was assumed to have satisfactory face validity.

f) Reliability of the instrument

The reliability of the instrument was established using test re-test reliability method. Some copies of the instrument were administered to teachers of Government secondary school, Uyanga, Akamkpa who were not part of the population of the study. The first administration of the questionnaire was done on the teachers on the 4th of February 2014 while the second administration was done on the 18th of February 2014 (two weeks interval). Copies of the questionnaire were given identification marks for ease of pairing and matching the first administration with the second one. Using the Pearson moment correlation, the co-efficient between 0.61 and 0.90 was obtained, which depict a high positive coefficient, meaning that the instrument was highly reliable. Table 2 shows a summary of the reliability.

Table 2 : Coefficient of internal consistency using test re-test Reliability analysis

S/n	Questionnaire item	No. of item	No. of admin.	$\bar{X}$	SD	Reliability coefficient
1	Accessibility to text book	6	1st 2nd	12.50 13.71	2.60 3.81	0.61
2	Accessibility to visuals	6	1st 2nd	15.80 16.11	5.87 6.01	0.71
3	Accessibility to audio-visual materials	6	1st 2nd	14.20 14.89	5.11 4.75	0.85
4	Accessibility to reference Materials	6	1st 2nd	15.88 16.02	4.31 4.43	0.87
5	Accessibility to newspaper/magazines	8	1st 2nd	16.74 19.03	5.09 6.00	0.90

V. Result and Discussion of Findings

a) General description of variables

The main independent variables for this study are: Accessibility to text book, Accessibility to visuals, Accessibility to audio-visual materials, Accessibility to reference materials and Accessibility to newspaper/magazines.

The main dependent variable is utilization of library resources. The mean and standard deviation of the major variables are calculated and presented in Table 3. A total sample of five hundred (500) respondents was used for the study.

b) Presentation of results

In this section each hypothesis is re-stated, and the result of data analysis carried out to test it is

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presented. Each hypothesis of the study was tested at 05 level of significance.

c) Hypothesis one

Accessibility to text book does not significantly influence the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State. The independent variable in this hypothesis is Accessibility to text book (Low, Moderate and high); while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers and Accessibility to text book low, moderate and high were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 4.

The result on Table 4 revealed that the calculated F-value of 34.693 was higher than the critical F-value of 3.00 at.05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to text book significantly influence utilization of library resources by teachers. Since Accessibility to text book has a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 5.

The result of the analysis in Table 5 showed that teachers whose Accessibility to text book was low were significantly different in their utilization of library resources from those whose Accessibility to text book was either moderate or high. Also teachers whose Accessibility to text book was moderate were significantly different from those who were high in utilization of library resources.

d) Hypothesis two

Accessibility to visuals does not significantly influence the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State. The independent variable in this hypothesis is Accessibility to visuals (Low, Moderate and high); while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers' and Accessibility to visuals low, moderate and high were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 6.

Table 3 : General description of data (N=500)

Variables	N	$\bar{X}$	SD
Accessibility to text book	500	14.8700	1.14530
Accessibility to visuals	500	21.0620	1.88714
Accessibility to audio-visual materials	500	20.4720	2.19519
Accessibility to reference materials	500	21.5380	1.58669
Accessibility to newspaper/magazines	500	25.5980	3.24491
Utilization of library resources	500	53.7940	3.35889

Mean and standard deviation of the variables used in the study

Table 4 shows the mean and Standard deviation (SD) of the variables of the study. The mean ranges from 14.87 to 53.79 and the Standard deviation from 1.15 to 3.36.

Table 4 : One-Way ANOVA Of The Influence Of Accessibility To Text Book On Utilization Of Library Resources (N=500)

Accessibility to text book	N	$\bar{X}$	SD		
Low – 1	133	52.51	3.20		
Moderate – 2	200	53.32	2.06		
High– 3	169	55.39	4.06		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	689.693	2	344.847	34.693*	.000
Within group	4940.089	497	9.940		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

Table 5 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to text book on utilization of library resources

Accessibility to text book	n	Low 133	Moderate 200	High 167
Low	133	52.51[a]	-0.83[b]	-2.90
Moderate	200	-2.36c	53.32	-2.07
High	167	-7.93*	-6.27*	55.39
MSW=9.940				

** Significant at .05 level, critical F=1.96, df=598.*

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a = *Group means are placed along the principal diagonal*
b = *Difference between Group means are placed above principal diagonal*
c = *Fishers' F-values are placed below the principal diagonal*
** =* *Significance at 0.05 level (critical F=1.96).*

Table 6 : One-way ANOVA of the influence of Accessibility to visuals on utilization of library resources (N=500)

Accessibility to visuals	N	$\bar{X}$	SD		
Low – 1	167	50.59	1.50		
Moderate – 2	200	53.66	2.05		
High– 3	133	58.02	1.59		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	4084.621	2	2042.310	656.908*	.000
Within group	1545.161	497	3.109		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

The result on Table 6 revealed that the calculated F-value of 117.384 was higher than the critical F-value of 3.00 at. 05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to visuals significantly influence utilization of library resources by teachers. Since Accessibility to visuals has a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 7.

The result of the analysis in Table 7 showed that teachers whose Accessibility to visuals materials was low were significantly different in their utilization of library resources from those whose Accessibility to visuals materials is either moderate or high. Also teachers whose Accessibility to visual materials was moderate were significantly different from those who were high in utilization of library resources.

e) Hypothesis three

Accessibility to audio-visual materials does not significantly influence utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State. The independent variable in this hypothesis was Accessibility to audio-visual materials (Low, Moderate and high) while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers' and Accessibility to audio-visual materials low, moderate and high were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 8.

Table 7 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to visuals on utilization of library resources

Accessibility to visuals	N	Low 167	Moderate 200	High 133
Low	167	50.59[a]	-3.08[b]	-7.44
Moderate	200	-16.805c	53.66	-4.36
High	133	-36.591*	-22.26*	58.02
MSW=3.109				

** Significant at .05 level, critical F=1.96, df=598.*

a = Group means are placed along the principal diagonal
b = Difference between Group means are placed above principal diagonal
c = Fishers' F-values are placed below the principal diagonal
* = Significance at 0.05 level (critical F=1.96).

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Table 8 : One-way ANOVA of the influence of Accessibility to audio-visual materials on utilization of library resources (N=500)

Accessibility to audio-visual materials	N	$\bar{X}$	SD		
Low – 1	166	52.38	2.95		
Moderate – 2	133	54.47	3.58		
High– 3	201	54.51	3.16		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	497.315	2	248.657	24.079*	.000
Within group	5132.467	497	10.327		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

The result on Table 8 revealed that the calculated F-value of 67.834 was higher than the critical F-value of 3.00 at. 05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to audio-visual materials significantly influence utilization of library resources. Since Accessibility to audio-visual materials has a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 9.

The result of the analysis in Table 9 showed that teachers whose Accessibility to audio-visual materials was low were significantly different in their utilization of library resources from those whose Accessibility to audio-visual materials is either moderate or high. Also teachers whose Accessibility to audio-visual materials was moderate were significantly different from those who were high in utilization of library resources.

f) Hypothesis four

Accessibility to reference materials does not significantly influence the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

The independent variable in this hypothesis is Accessibility to reference materials (Low, Moderate and high) while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers' and Accessibility to reference materials (low, moderate and high) were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 10.

Table 9 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to audio-visual materials on utilization of library resources

Accessibility to audio-visual materials	N	Low 166	Moderate 133	High 201
Low	166	52.38[a]	-2.10[b]	-2.14
Moderate	133	-5.61c	54.47	-0.04
High	201	-6.34*	-0.11	54.51
MSW=10.327				

** Significant at .05 level, critical F=1.96, df=598.*

a = Group means are placed along the principal diagonal
b = Difference between Group means are placed above principal diagonal
c = Fishers' F-values are placed below the principal diagonal
* = Significance at 0.05 level (critical F=1.96).

Table 10 : One-way ANOVA of the influence of Accessibility to reference materials on utilization of library resources (N=500)

Accessibility to reference materials	N	$\bar{X}$	SD		
Low – 1	166	52.58	2.74		
Moderate – 2	200	54.51	4.32		
High– 3	134	54.23	1.49		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	373.492	2	186.746	17.657*	.000
Within group	5256.290	497	10.576		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

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The result on Table 10 revealed that the calculated F-value of 31.402 was higher than the critical F-value of 3.00 at .05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to reference materials significantly influence utilization of library resources. Since Accessibility to reference materials had a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 11.

The result of the analysis in Table 11 showed that teachers whose Accessibility to reference materials was low were significantly different in their utilization of library resources from those whose Accessibility to reference materials is either moderate or high. Also teachers whose Accessibility to reference materials was moderate were significantly different from those who were high in utilization of library resources.

g) Hypothesis five

Accessibility to newspaper/magazines does not significantly influence the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State.

The independent variable in this hypothesis is Accessibility to newspaper/magazines (Low, Moderate and high) while the dependent variable is utilization of library resources. To test this hypothesis, utilization of library resources by teachers' and Accessibility to newspaper/magazines low, moderate and high were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 12.

Table 11 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to reference materials on utilization of library resources

Accessibility to reference materials	N	Low 166	Moderate 200	High 134
Low	166	52.58[a]	-1.94[b]	-1.66
Moderate	200	-5.69c	54.51	-0.28
High	134	-4.40*	-0.77	54.23
MSW=10.576				

** Significant at .05 level, critical F=1.96, df=598.*

a = Group means are placed along the principal diagonal
b = Difference between Group means are placed above principal diagonal
c = Fishers' F-values are placed below the principal diagonal
* = Significance at 0.05 level (critical F=1.96).

Table 12 : Summary data and one-way ANOVA of the influence of Accessibility to newspaper/magazines on utilization of library resources (N=500)

Accessibility to newspaper/magazines	N	$\bar{X}$	SD		
Low – 1	167	53.18	3.38		
Moderate – 2	133	54.72	2.30		
High– 3	200	53.69	3.79		
Total	500	53.79	3.36		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	179.684	2	89.842	8.193*	.000
Within group	5450.098	497	10.966		
Total	5629.782	499			

** Significant at .05 level, critical F=3.00, df= 2, 497.*

The result on Table 12 revealed that the calculated F-value of 34.148 was higher than the critical F-value of 3.00 at .05 level of significance with 2 and 497 degree of freedom. With this result, the null hypothesis was rejected. This result therefore implied that, Accessibility to newspaper/magazines significantly influence utilization of library resources. Since Accessibility to newspaper/magazines has a significant influence on utilization of library resources, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 13.

The result of the analysis in Table 12 showed that teachers whose Accessibility to newspaper/magazines was low were significantly different in their utilization of library resources from those whose Accessibility to newspaper/magazines was either moderate or high. Also teachers whose Accessibility to newspaper/magazines was moderate were significantly different from those who are high in utilization of library resources.

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Table 13 : Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of Accessibility to newspaper/magazines on utilization of library resources

Accessibility to newspaper/magazines	N	Low 167	Moderate 133	High 200
Low	167	53.18[a]	-1.55[b]	-0.52
Moderate	133	-4.03c	54.72	-1.03
High	200	-1.50*	-2.78*	53.69
MSW=10.966				

** Significant at .05 level, critical t=1.96, df=598.*

a = Group means are placed along the principal diagonal
b = Difference between Group means are placed above principal diagonal
c = Fishers' t-values are placed below the principal diagonal
* = Significance at 0.05 level (critical t=1.96).

VI. Discussion of Findings

This section is devoted to the discussion of findings of the study. This discussion will be done based on the facets of the study

a) Accessibility to text book and utilization of library resources

The result of this aspect of the study revealed that there was a significant influence of Accessibility to text book on the utilization of library resources by teachers. The finding of this study is in line with the view of Oniovosa (2004), who noted that, in a survey around the world on the reading ability of the children that, one of the factors that positively influence children's reading attainment is the availability and accessibility of books and other non-books resources in their immediate surroundings, at home, in the classroom and in the library. Accessibility and utilization of library information resources are key factors in the provision of quality services in different types of libraries. Abdullahi (2008), also added that usefulness of a library depends upon its proper organization which includes the accessibility and Accessibility to information resources, their arrangement, the situation of the library, etc. Moreover, Bhatt (2013), also asserted that the successful library services depend mainly on satisfaction level of its users with the relevant library information resources, user-centric library services and library staffs' supportive attitude.

Several studies have been done on the use of school libraries. Agyekum and Filson (2012), also found that most of the students use library resources and services to supplement their class notes, assignments and helped them in examination preparation. Oyewusi & Oyeboade (2009) findings show that Nigerian students/ teachers perceive library as a place where serious academic work can be done. There is an adequate utilization of library resources in the school especially textbooks. In the same vein, the study conducted by Mubahsrah et al (2013), revealed that libraries are mostly visited by students/teachers for reading of textbooks, preparation of assignment and consume spare time. From the findings, it was recommended that for optimum utilization of library resources to take place, there must be improved library services and provisions of library resources because lack of human and material resources most often contribute to the underutilization of library resources.

The findings is also in line with the view of Clabo (2002), who pointed out that students use school library information resources for recreational readings, for reference purposes, doing their school homework, teacher requirements and reading news from newspapers. Similarly, Orji (2012), also found out that users use the school library for many and various reasons i.e.; to prepare for examination; for leisure; recreation for serious academic work, to see friend and people and so on.

Adeoye and Popoola (2011), also added that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms. Ezeala and Yusuff (2011), also added the electronic resources as: functional computers, photocopying machines, CD-ROM, microforms, microform readers, fax machines, internet, local area network, radio messages, telephone, lighting and computer workstations for library users which must have to be measured periodically by librarians to ensure that the resources and services of their libraries as a way of ensuring that they are meeting the set objectives of the library. Based on the above information, we can divide library resources into two categories i.e., traditional printed material or resources and non-printed or electronic resources.

Successful educational system depends exhaustively on the accessibility and utilization of information sources and services. In this regard, academic libraries are providing knowledge and information resources for teaching, learning and research. Academic libraries are rapidly supporting and encouraging adapting new form of teaching and learning exercises. Regarding the accessibility and

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utilization of library resources, authors highlighted that libraries must ensure about the required and relevant resources, adequate storage for the collection, and strategies for accessibility of these resources through classification, cataloguing and other arrangements. Efficient and effective provision of library resources can have positive impact on academic achievement.

For effective learning process, learners must have access to necessary information materials and resources. These resources might be in tangible (i.e., printed resources) and intangible (i.e., electronic resources) format. Librarian is responsible for providing the right information to the right person at the right time. Regarding the accessibility of library resources, authors added that the more accessible information sources that require the least effort to access. User may encounter five possible types of inaccessibility problems i.e., conceptual, linguistic, critical, bibliographic, and physical.

b) Accessibility to visuals materials and utilization of library resources

The result of this aspect of study revealed that there is a significant influence of accessibility to visuals materials on the utilization of library resources by teachers. The finding of this study is in line with view of Akpabio (2004), who viewed video as a potential window that can expose the minds and heart of many to modern practices and environmental concepts, far more than what the traditional classroom teaching can achieve. He stated further that youths and children are so enthralled with home video films that they are described as video crazy. This interest can be exploited in the formal school system for teaching / learning in vivid and entertaining manner. Fatunmbi (2005), also support that studies have shown that there is improvement in teaching–learning process through the use of video. According to him, video can be used to provide real experiences in almost all field of learning. It can be made to repeat information and demonstration as many times as possible, thereby, learning is made easier, realistic and concrete for learners. It allows for self instruction. It provides a cheap and fast way of disseminating educational information and practical skills.

Beshnizen and Puthen (2000) declared that video can help the teacher to work more closely with the learner and reduce the need for repeated explanation. It has the capacity to motivate learners and difficult skills are better viewed especially with the slow motion. Lastly, the high quality of visual images makes videotape presentation a more realistic package and gives the learners, who are experienced TV viewers, familiar ground to work with. Cuban (2001), expressed that video lectures are feasible through the use of personal computer. They are not recording of classroom lectures but cover lecture material as screen displays of content files with audio narrative are added. They can be produced before a course begins or developed as it progresses. Dunn (2000), found that video lectures make available instructor–quality lectures that students can view and study as much as needed to meet their individual learning needs. They are detailed step-by-step explanation of materials used in classroom lectures and are presented at a delivery pace that is significantly slower than what can be accomplished in the limited time available in the classroom. They can be paused and repeated and thus can be studied by students at their own learning pace. Additionally, video lectures are more focused learning experiences than the traditional study of a textbook.

c) Accessibility to audio-visual materials and utilization of library resources

The result of this aspect of the study indicated that there is a significant influence of Accessibility to audio-visual materials on the utilization of library resources by teachers. The finding of this study is in agreement with the view of McNaught (2007), who observed that the Accessibility to moving images and audio-visual resources can be used in many ways to enhance teaching and learning experiences. On top of their effectiveness in illustrating concepts, showing examples, inspiring discussions and enhancing language skills, more importantly, these materials can provide a more exciting way of teaching and learning than a straight-forward lecture or tutorials. He also observed that audio-visual materials are very useful teaching and instructional as well as promotional aids. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning. Kasmiri (2007) also observed that the various methods of teaching informally such as observation, participation and the use of the senses are forms of audio-visual resources. In our indigenous Nigerian Education, a child is asked to observe carefully without verbal instructions and to participate in domestic science, craft, and agriculture, the child is able to grasp knowledge from different fields unconsciously. Thus every child has the right to knowledge and information especially that which concerns his cultural heritage". It is imperative therefore, that in cultures whose traditions are essentially of the oral rather than the written type, knowledge and information transfer be effected through the use of verbal instructions and the preservation of their cultural arts. This is the meaning of the story telling sessions in our indigenous African education. In modern times, the value of instructional materials have been discovered of late in this country and attempts are being made by all stakeholders connected with education to see that audio-visual materials are used in teaching and learning situations. Hallett and Faria, (2006), also points out that, books are not the only way the libraries can extend the available information to the public but other

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means such as pictures, filmstrips, slides, recording etc. should be acquired to supplement book resources and to substitute for books when they are not available on a particular topic. That is, in the modern educational methods modern technologies have given rise to various means of teaching which make it easier for both the teacher and learner to achieve their aims of teaching and learning. The Encyclopedia of library and information science asserted that libraries serving formal education have tended over the years to broaden their inventories of non book or audio-visual materials rapidly and to accept increased responsibilities for distribution of audio-visual equipment, e.g emotion pictures, projectors as well as establishing local duplication and production services (e.g. of overlay transparencies).

Human being learns more easily and faster by audio-visual processes than by verbal explanations alone. Audio-visual materials are very important and useful in education because the normal learner in so far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear touch and other senses. This is to say that Audio-visual materials are the equipment through which that function can occur, that is does not occur in isolation, rather through a balance pattern from any preceptor mechanism that are stimulated by external occurrences. Audio-visual resources/materials are part of our cultural heritage, carrying a huge amount of information that needs to be preserved for future use. The rich variety of media expressions in society should be reflected in the services offered to users by the libraries. Non-printed materials are however, often referred to as audio-visual resources. They are the product of advanced technology, some of which require special equipment to operate. Non-printed resources can be grouped into three (that is, audio, visual and audio-visual). We also have electronic resources as part of resources in the libraries.

Teachers need various kinds of information for teaching and research for the purposes of impacting knowledge in students and self development. To achieve this, the right information must be available for the right person at the right time in its appropriate format. The most effective way to mobilize people is through the provision of required information. In the most useable form and that such information should be provided for the benefit of a large number of people.

Librarians, as information providers, should be concerned with the provision of information in the formats most suited to the differing needs of various types of user, each of which must be clearly differentiated. A library exists to serve its community and consequently the needs of all members of that community must be accommodated, the old and the young, the able and the disabled, the gifted and the backward members of the society. In developing countries the provision of audiovisual materials and their associated equipment might be regarded as of greater importance than the printed word because the level of literacy is such that oral and visual expressions are essential for the purposes of communication.

The need for still images, films and sound on the more traditional non-electronic audiovisual carriers still exists alongside the growing possibilities of the Internet. Multimedia and computer based information have contributed to a great explosion of audiovisual materials in libraries. Almost every library user or visitor is a potential user of audiovisual and multimedia materials as well as of print. Libraries are in a hybrid situation, as they have to deal with all sorts of material, including print, audiovisual, electronic (including Internet) and multimedia. Librarians should be aware of the potential of audiovisual and multimedia formats as resource materials and include them in their collections. The audio-visual resources have their unique roles to play in teaching and learning situation and so must be made readily available and accessible especially at the resource centers like library.

d) Accessibility to reference materials and utilization of library resources

The result of this aspect of the study showed that Accessibility to reference materials significantly influence the utilization of library resources by teachers. The finding of this study is in line with the study of Igwe (2004), who observed that some reference works, such as almanacs and encyclopedias, provide information directly. Other works, such as indexes and bibliographies, lead users to where information is. The reference section of a library houses reference materials that have been carefully selected and acquired to aid users in their quest for information in their chosen fields. These books are resources in the library that are designed in a way that users can refer to them in the course of research for specific information. Reference materials contain the origin of events, phenomenon, ideas and sometimes their history while other texts may not necessarily contain such.

Nwaigwe and Onwuama (2004), also stated that reference materials provide significant information regarding the definition of the topic sought and its background. They opined that the information in reference materials are usually authentic, accurate and more reliable than non-reference sources. When users get really familiar with reference materials, they will find out how quickly and efficient it will be to complete their assignment and do their researches. However, teachers most times do not frequently access and utilize these reference materials in the school libraries. It may be as a result of the fact that they do not know when and how to use them or they do not find them to be valuable resources. It is true that the internet provides a multitude of reference information, but not everything can be retrieved from the internet.

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Sherman (2006), also argued that the amazing amount of useful information on the web has, for some, engendered the false assumption that everything can be found online. He added that Wikipedia, for example, which ranks high for a wide variety of specialized subject areas, is improving web concision. But Wikipedia is just one website, it can be edited by anyone. Therefore, its truthfulness is not guaranteed. He strongly agrees that libraries still retain a much more comprehensive and concisely indexed collection of research materials. The internet, though a laudable innovation with an influx of resources, cannot be equated with the amount of information that can be found more easily through the use of a reference book.

Aina (2004), also said that the library is the learning center because it provides materials that are needed for learning for all the courses that may be offered by the institution. To the postgraduate students, it provides all resources needed to carry out effective learning and research activities. To the teachers, the library provides resources to support teaching and research. Above all, he said the library is also expected to provide information sources for extracurricular activities. The importance of a library to the university could be described in this way as "A university is a group of buildings, gathered around a library. It is said that n good quality education is impossible without a good quality library. The quality of the university library facilities is an important component in the reputation of the university.

Popoola (2001) argued that information availability does not mean accessibility and utilization. He suggested, among others, that academic libraries should stimulate primary demands for their products (Materials) and services. And that the expectations of people are high when sourcing and retrieving information, hence frustration too is high when expectations are not met. She suggested that for a library to satisfy the needs of users, both human and material resources must be available. In an effort to provide reference services to patrons, the American library, Brown (1994), also reported that quality improvement techniques used by business organizations were adopted to improve the quality of their reference services. According to Brown, the techniques include: identifying the characteristics of customers and their needs; periodically evaluating service and identifying their limitations; promoting teamwork through employee's involvement. Reference services should be more of customer driven. In order to ascertain whether or not the academic library materials and services have met the information needs of the clientele, there is need for evaluation of the use of library resources and services.

The importance of reference materials cannot be overemphasized in an academic environment. The use of reference sources is highly beneficial or even indispensable for students to achieve their educational outcomes. Using reference is one of the most important parts of the process in an academic exercise. It avails the researcher of an opportunity to get informed about a topic. Reference sources help make your choice easier, look up textual information about your subject. Finding out information on your chosen subject, learn about it. How it works, what it's made of, what it's used for, why it exists, who uses it, what different types there are, anything you can find out is good. This might help to spark your interest and motivate you. However, the majority of students and researchers ignore this salient part.

e) Accessibility to newspaper/magazines and utilization of library resources

The result of this aspect of the study revealed that Accessibility to newspaper/magazines significantly influenced the utilization of library resources by teachers. The finding of this study is in line with the view of Ogbebor (2011), who sees library as an organized collection of published and unpublished books and audiovisual materials with the aid of services of staff who are able to provide and interpret such material as required, to meet the informative research, educational and recreational needs of its users. In the same context Adeoye and Popoola (2011) also added that library information resources can be in both printed and electronic formats including textbooks, journals, indexes, abstracts, newspapers, magazines, reports, CD-ROM databases, internet, email, video tapes/cassettes, diskettes, computers and microforms.

VII. Conclusion

Based on the results of the study the following conclusions were reached: Accessibility to text book significantly influenced utilization of library resources by teachers, accessibility to visuals significantly influenced utilization of library resources by teachers, accessibility to audio-visual materials significantly influenced utilization of library resources by teachers, accessibility to reference materials significantly influenced utilization of library resources by teachers and accessibility to newspaper/magazines significantly influenced utilization of library resources by teachers. It was generally concluded that accessibility to library resources significantly influenced the utilization of library resources by teachers in secondary schools in Calabar Education Zone of Cross River State, Nigeria.

VIII. Recommendations

On the basis of the findings of the study, the following recommendations were made:

1. School libraries should stimulate the utilization of their resources by making accessibility of these resources their priority.

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2. Latest information technology should be used to build library infrastructures, which includes upgraded intranet, extranet, and Internet, and available software programs to facilitate the capture, analysis, organization, storage, and sharing of internal and external information resources for effective knowledge exchange among users, resource persons (faculty, researchers, and subjects specialists, etc.), publishers, government agencies, businesses and industries, and other organizations via multiple channels and layers.
3. School authority should make accessible visual materials to enable students have concrete ideas or concrete information in the library.
4. Reference materials should be made accessible for users to utilize in the library.
5. Newspapers and magazines should be provided to enable library users to make effective utilization of those materials.

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Effect of Individualistic and Collectivistic Values on Total Role Stress among the Government Officers of Nepal

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Abstract- Stress is the psycho-biological construct. Stress creates from the personal behavior and their surrounding environment. Social relationship and organizational environment determines the level of stress among the employee. The study was going to explore the inter-relationship between the individual value and collective value with role stress among the Nepal government officer. The study had adopted the simple random sampling to select the respondents. A total 284 government employees from technical and non-technical sectors were selected. Data was taken from the three strata: 1st class, 2nd class and 3rd class officers. The findings showed the significant relationship between the individual and collective values. Mean of individual value was higher than the collective value but the role stress was higher among the officer who took the collective value very much than individual value. Similarly, the non-technical officers felt higher level of stress than the technical officers.

Keywords: *collectivistic value, government officers, individualistic value, nepal, role stress.*

GJHSS-A Classification : *FOR Code: 179999*



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Effect of Individualistic and Collectivistic Values on Total Role Stress among the Government Officers of Nepal

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Abstract- Stress is the psycho-biological construct. Stress creates from the personal behavior and their surrounding environment. Social relationship and organizational environment determines the level of stress among the employee. The study was going to explore the inter-relationship between the individual value and collective value with role stress among the Nepal government officer. The study had adopted the simple random sampling to select the respondents. A total 284 government employees from technical and non-technical sectors were selected. Data was taken from the three strata: 1st class, 2nd class and 3rd class officers. The findings showed the significant relationship between the individual and collective values. Mean of individual value was higher than the collective value but the role stress was higher among the officer who took the collective value very much than individual value. Similarly, the non-technical officers felt higher level of stress than the technical officers. There was no significant relation found between the individual values and level of total role stress in case of non-technical officers and technical officers. On the basis of this data, the hypothesis 'there is significant relationship between the individual value and level of stresses' is rejected. There was significant difference found between the class I and class III and no significant difference between the class I and class II and class II and class III. Role stress is different as the different level of occupation and position. The study explores the gap to identify the factors affecting the level of stress among the employees.

Keywords: collectivistic value, government officers, individualistic value, nepal, role stress.

I. Introduction

It is evident that, values hold a prominent role both in an individual and in organization life. However, there persists considerable confusion about what these values are and what role they play in these theories and, therefore, how they can be developed both within the individual and within the organization.

Values are one important element that affects who we are and how we behave towards others. If a person has a set of moral values then this will shape how they treat others and conduct them. People who lack these basic values may participate in unethical behavior that can hurt the organization as well as individual and its relationship and various other social problems. By analysing individual values relevant information concerning their attitudes, motives, feelings, beliefs, perceptions, thoughts, actions can be known to some extent. Because the underlying assumption is that when a value system has been developed, it creates a condition to exert some kind of behavior which can satisfy her/ his interests.

By analyzing values, attempt has been made to discover the principles behavior is directed or guided for individual or group. The underlying assumptions are that value works in outer level to control or determines the behavior at all level. In this sense, values appear to be more general in characters than attitudes but less general than ideologies (Berry, Poortinga, Segall, & Dasen, 1992). Values are sometimes seen as a definitive descriptor of culture. Values have been classified in several ways. Spranger described values in six ideal types, namely theoretical, economical, aesthetic, social, political and religious (Spranger, 1928). Roakeach classified value as terminal and instrumental. Terminal values represent as salvation, quality, comfortable life, etc and refer to the preferred end state of existence. Instrumental values, as courageous, honest, polite etc. and associates with modes of conduct(Rokeach, 1973). A general classification of values are individualistic and collectivistic (Hofstede, 1980; Triandis, Bentempo, Villarieal, Asai, & Lucca, 1988). These values are distributed among individuals and societies in such a way that individualism- collectivism has been regarded as one of the most important dimensions of cultural differences in human social behavior (Kagiticibasi, 1997). The macro social stress research of Boehnke, Regmi and others (1994) aims at shedding light on the interrelation of values, feelings of personal/ micro-social and macro-social stress and psychosocial well being in East and West Germany in contrast to two quiet different cultures namely the Asian countries of Nepal and Fiji. The Schwartz value survey (Schwartz,1992) was used to explore value orientation, Goldenring- Doctor Scale of existential worries (Goldenring- Doctor, 1986) was used to gain information feelings of micro-macrosocial stress whereas different scale were used to measure mental health. With regard to worries substantial gender differences were found for personal and macro-social worries. They were higher for women then they were for

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men in both cultures. For microsocial worries neither culture nor sample differences were found. For mental health scores no differences between West Germany and Nepal were found.

In all four samples, security, achievement, and hedonism, values were positively related to personal and microsocial worries. Universalism, benevolence, and self direction were positively related to microsocial worries. All in all, the first hypothesis was confirmed. Feelings of personal/microsocial stress are more or less closely related to different value preferences, the letter two openness and self- transcendence value preferences. Second hypothesis stated that feelings of microsocial stress would not be related negatively to mental health. This hypothesis was confirmed in a convincing manner.

The study had also focused on the individual and collective values of government officers in relation to their level of stress. Nepal has multi-cultural and multi-ethnicity where values of individual is guided by their social, cultural, environmental, educational and professional orientation. The study had examined the inter-relationship between the values and role stress. Every human being is the part of society so s/he has to play the individual as well as social or collective role in society. So it was observed that one individual has both types of values. Some previous research also suggested that both "individualistic" and "collectivistic" elements are coexisting within a given culture (Mishra, 1994; Sinha D. & Tripathi, 1994). But it is also observed that perception and practices of one individual may vary because of their own interest or interest of their phenomena. It is true that there is no 100% similarity between the perception and practices; what people perceive may not be visible in their daily practices also so some previous study also supported this argument. In another study individualism and collectivism found in a given culture can vary widely depending on its ecological and historical circumstances (Berry J. W., 1994).

From the previous study and observation of field also, it was found that sometimes values creates the conflict between the family members, organizational staffs, management and employee etc. Clarke , Preston, Raksin and Bengtson investigated that conflicts between parents and children's found on habits and life style choices whereas children indicated on communication and interaction style(1999). Similarly, Brunswick examined age differences in black and white populations regarding outlook on life, international tolerance and hostility, and attitude towards the advocacy of violence. The researcher concluded that education might be an important determinant of generational difference as age (Brunswick, 1970).

Value is one of the determinants of our personality. Keeping this in view, Individualistic – Collective value scale developed by (Mishra, 1994)is used for this study. The individualistic values include personal happiness, autonomy, ambitiousness, physical comfort, advancement, achievement, independence, personal benefits, economic gains and assertiveness. The collectivistic values include welfare of others, obedience, dependency, tolerance of others, true friendship, altruism, modesty, reciprocation, social interaction, and enduring relationships.

II. Methods

The study is based on the quantitative data collected by using the structured questionnaires developed by R. C. Mishara (1994). The cross-sectional data was collected to test the hypothesis. The sample of the present investigation comprised of 284 Nepal government employees belonging to section officer level to especial class (Secretary) levels, randomly selected from various Ministries and departments of government of Nepal. The study was conducted in 2013 in Kathmandu valley. The developed questionnaire was ensuring the reliability and validity of instrument by test-retest method. Data was analyzed by using the SPSS (data analysis software). The statistical tools; descriptive analysis, ANOVA and multiple comparisons were done to present the data. The data presented in tabulation form in result section of this study.

III. Results

The study was conducted among the 284 government officer where in total 80.3% were male. Level of education found thatin total 80.6% respondents had completed Master level followed by 17.3% had completed bachelor level and 2.1% had PhD also. Occupation wise, in total 53.5% respondents were participated from the technical group followed by 46.5% were from the non-technical group.

a) Job holders' values

Table 1 : Stress check list score by job holders value

Stress check list score by job holders value					
Job holders value	N	Mean	Std. Deviation	Std. Error Mean	P-value
Individual value	138	3.96	2.88	0.24	0.036
Collective value	116	3.15	3.29	0.31	

Data source: Field survey, 2013

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There was significant different found between the individual/collective values and the level of stress among the government level technical and non-technical officers at the 0.036 significant levels. The mean of individual value is 3.96 which is slightly greater than the collective value (3.15).

b) Individualistic values and level of stress

Study was focused to find out the difference between the individual and collective values. The table no. 2 shows that out of total 132 non-technical officer, 2 people had little individual values categories as followed by 38 had average value, 83 had much and 9 had very much. Similarly, out of total 152 technical officers, 38 had informed that they had average individual values categories followed by 106 had much and 8 had very much.

As compared with non-technical and technical officers, 2 (5.89%) persons had high level of stress who had adopted the very much individual values categories among the non-technical officer followed by 2 (5.71%) persons had high level of stress who had also very much individual values categories. 23 (67.64%) non-technical officers who had adopted the much individual values reported high level of role stress followed by 26 (74.28%) technical officer reported the same. Similarly, who had average level of individual value among the non-technical officers, 8 (23.52%) respondents reported high level of role stress followed by 7 (20%) respondents of technical officers also reported the high level of role stress that had the average individual values categories.

As compared between the technical and non-technical officers, level of stress found mostly similar.

Table 2 : Individual values categories and Occupation

Occupation	Level of Total Role Stress	Individual values categories				Total
		Little	Average	Much	very much	
Non-technical	Low	1	8	18	1	28
	Moderate	0	22	42	6	70
	High	1	8	23	2	34
	Total	2	38	83	9	132
Technical	Low	0	14	28	1	43
	Moderate	0	17	52	5	74
	High	0	7	26	2	35
	Total	0	38	106	8	152
Total	Low	1	22	46	2	71
	Moderate	0	39	94	11	144
	High	1	15	49	4	69
	Total	2	76	189	17	284

Correlation between Individual values and occupation

Occupation		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Non-technical	Pearson's R	.047	.088	.531	.596[c]
Technical	Pearson's R	.115	.078	1.420	.158[c]
Total	Pearson's R	.078	.058	1.306	.193[c]

Data source: *Field survey, 2013*

There was no significant relation found between the individual values and level of total role stress in case of non-technical officers ($r = .047$, $p = .088$) and technical officers ($r = .115$, $p = .078$). On the basis of this data, *the hypothesis'there is significant relationship between the individual value and level of stress' is rejected.*

c) Collective values and level of stress

Researcher had also identified the level of total role stress who had adopted the collective values. The data shows that out of 34 non-technical officers who had high level of total role stress; 1 (2.95%) had adopted little collective value, followed by 6 (17.65%) had average, 24 (70.58%) had much and 3 (8.83%) had very much collective value. Similarly, 35 non-technical officers reported that they had high level of total role stress who had adopted collective values. 3 (8.57%) had average collective value followed by 27 (77.14%) had much and 5 (14.28%) had very much.

As compared with the technical and non-technical officers, technical officers had high level of role stress that had very much collective value than the non-technical officers.

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Table 3 : Collective values categories and Occupation

Occupation	Level of Total Role Stress	Collective values categories				Total
		Little	Average	Much	Very much	
Non-technical	Low	0	6	18	4	28
	Moderate	0	23	42	5	70
	High	1	6	24	3	34
	Total	1	35	84	12	132
Technical	Low	0	5	36	2	43
	Moderate	0	10	58	6	74
	High	0	3	27	5	35
	Total	0	18	121	13	152
Total	Low	0	11	54	6	71
	Moderate	0	33	100	11	144
	High	1	9	51	8	69
	Total	1	53	205	25	284

Correlation between collective values and Occupation					
Occupation		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Non-technical	Pearson's R	-.035	.088	-.398	.691[c]
Technical	Pearson's R	.097	.078	1.192	.235[c]
Total	Pearson's R	.017	.059	.286	.775[c]

Data source: *Field survey, 2013*

There was no significant relation found between the collective values and level of total role stress in non-technical officers (r = -.035, p = .088) and technical officers (r = .097, p = .078).

In the comparison between the individual and collective values, level of stress was found higher among those officer who took collective value very much (8) than those officers who took individual value very much (4).

d) Total role stress between the officers having the individualistic values and the collectivistic values

Level of total stress was also measured on the basis of respondents who had adopted the collective and individual values. In total 69 (24.29%) had high level of total role stress followed by 144 (50.70%) had moderate level of stress and 71 (25%) had low level of total role stress.

In total, 5 people had high level of role stress who had high level of values followed by 10 had moderate level stress having with moderate level values and 56 had low level of stress having with low level of value.

Table 4 : Level of Total Role Stress and CV/IV

Level of Total Role Stress	Collective Values – Individual Value with stress				Total
	No stress	Low	Moderate	High	
Low	7	56	6	2	71
Moderate	14	115	10	5	144
High	9	50	5	5	69
Total	30	221	21	12	284

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.039[a]	6	.804

Data source: Field survey, 2013

There was no association found between the collective values and individual values with total role stress at the P = .804 significant levels at 95% confidence interval.

e) ANOVA of Individual/collective values with technical and non-technical officer

Analysis of variance was done among the total respondents having with individual and collective values.

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Table 5 : ANOVA of Individual/collective values with technical and non-technical officers

		Sum of Squares	df	Mean Square	F	Sig.
Individual Values	Between Groups	313.254	8	39.157	1.909	.060 (NS)
	Within Groups	4163.288	203	20.509		
	Total	4476.542	211			
Collective values	Between Groups	110.665	8	13.833	.715	.678 (NS)
	Within Groups	3925.161	203	19.336		
	Total	4035.825	211			
TOTAL	Between Groups	692.713	8	86.589	1.426	.187 (NS)
	Within Groups	12324.268	203	60.711		
	Total	13016.981	211			

Data source: Field survey, 2013

There was no significant difference found between the technical and non-technical officer regarding their individual values (F = 1.909 at p = .060) and collective values (F = .715 at p = .678) in total. The data showed that collectivistic value seems to be higher than the individualistic value. The reason behind may be organizational value in government offices are similar either for technical officer or non-technical job. In Nepalese context, the job has not been taken seriously or professionally as it should be. The data also indicates that both values are overlapping each other and affects behaviour. It is evident that Nepalese society seems to be still collectivistic in its nature and people's behaviour by an large dominated by this value which is support by this date. However, in relation to the organization and professional development or progress employee may exert more individualistic value in organization or in the join either it is technical or non-technical job.

f) Multiple Comparisons of position and individual and collective value:

Table 6 : Multiple Comparisons of position and individual and collective value

(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.
Class I	Class III	4.379*	1.317	.003
	Class II	3.120	1.484	.109
Class II	Class III	1.259	1.138	.809

*Note: * the mean difference is significant at the 0.05 level.*

Data source: *Field survey, 2013*

The individual and collective value was analyzed on the basis of position of respondents. There was significant difference found between the class I and class III at P = .003. Similarly, there was no significant difference between the class I and class II (P = .109) and class II and class III (P = .809).

The significant difference of value as the data showed between class I and III is at 0.5 level. Such type of finding indicates that the junior level officer accept higher level officer value easily and work smoothly without feeling stress. It is a kind of confirmatory behavior.

In day to day observation Nepalese value system is still seems to be confirmatory. But class II level officer differ in both I/C value among class I and III officer due to various reasons. The reason might be class II officer working very closely with both level and conflict may occur now and then in their work life. Another cause might be class II officer has to play the role of link pin between the class I and III officer and very often communication gap may create misunderstanding among them. Such misunderstanding and their perception may create value differences between class I, II and III respectively.

g) Mean value of Male and female

Table 7 : Mean value of Male and female

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Individual values categories	Male	228	3.79	.545	.036
	Female	56	3.71	.594	.079
collective values categories	Male	228	3.89	.524	.035
	Female	56	3.91	.549	.073

Data source: *Field survey, 2013*

Comparatively, the mean value of male was found higher in individual value whereas mean value of female was higher in collective value. The data showed that female believed in collective values more than the

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male. In the Nepalese context, even educated and more empowered females also believe in social values, cultural norms, ritual and collective decision of family and organization. In Nepalese society, gender role is also perceived differently. In general, gender refers to the biological and social differences between men and women. Gender is a socio-economic and cultural construct for differentiating between roles, responsibilities, constraints, opportunities and needs of women and men in a given context. A basic distinction between men and women which is socially and culturally determined creates unequal power relation in our social life. Thus, an understanding of the unequal power relations between women and men is necessary to be familiar with the basic problems in gender relations. Power is directly related to gender with regard to the access, distribution and use of resources, which are unequally distributed between women and men (Lazim, 2011, p. 168).

h) Sex wise individual values

The study had analysed the data on the basis of sex distribution of respondents. In total, average individual value was higher among the female (35.7%) than male (24.6%) whereas much individual value was higher among the male (68.9%) than female (57.1%). Similarly, the data of table no. 8 reported that occupation wise also average values was higher among the female (37.5%) of non-technical than male (26%) whereas much value was higher among the male (65%) than female (56.2%). Females of technical group were also reported average individual valueshigher than male whereas much value was reported higher among the male (71.9%) than female (58.3%).

Table 8 : Sex wise individual values

Crosstab								
Occupation				Individual values categories				Total
				Little	Average	Much	very much	
Non-technical	Gender	Male	Count	2	26	65	7	100
			% within Gender	2.0%	26.0%	65.0%	7.0%	100.0%
		Female	Count	0	12	18	2	32
			% within Gender	0.0%	37.5%	56.2%	6.2%	100.0%
	Total		Count	2	38	83	9	132
			% within Gender	1.5%	28.8%	62.9%	6.8%	100.0%
Technical	Gender	Male	Count		30	92	6	128
			% within Gender		23.4%	71.9%	4.7%	100.0%
		Female	Count		8	14	2	24
			% within Gender		33.3%	58.3%	8.3%	100.0%
	Total		Count		38	106	8	152
			% within Gender		25.0%	69.7%	5.3%	100.0%
Total	Gender	Male	Count	2	56	157	13	228
			% within Gender	0.9%	24.6%	68.9%	5.7%	100.0%
		Female	Count	0	20	32	4	56
			% within Gender	0.0%	35.7%	57.1%	7.1%	100.0%
	Total		Count	2	76	189	17	284
			% within Gender	0.7%	26.8%	66.5%	6.0%	100.0%

Chi-Square Tests				
Occupation		Value	df	Asymp. Sig. (2-sided)
Non-technical	Pearson Chi-Square	2.069[b]	3	.558
Technical	Pearson Chi-Square	1.834[c]	2	.400
Total	Pearson Chi-Square	3.664[a]	3	.300

Data source: Field survey, 2013

Sex wise, there was no association (P = .558, .400, .300) between the sex in individual values among the non-technical and technical and total officers respectively.

i) Sex wise collective values

The study had also analysed the status of collective values between the male and females of non-technical and technical officers. The data presented in table no. 9 reported that in total very much collective values was reported higher by females (10.7%) than male (8.3%). Similarly, occupation wise, male (10%) of non-technical officer reported the higher very much collective values than females (6.2%) whereas 16.7% female of technical group reported the very much collective values against the 7% male.

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Table 9 : Sex wise collective values

Crosstab								
Occupation				collective values categories				Total
				Little	Average	Much	very much	
Non-technical	Gender	Male	Count	1	27	62	10	100
			% within Gender	1.0%	27.0%	62.0%	10.0%	100.0%
		Female	Count	0	8	22	2	32
			% within Gender	0.0%	25.0%	68.8%	6.2%	100.0%
	Total		Count	1	35	84	12	132
			% within Gender	0.8%	26.5%	63.6%	9.1%	100.0%
Technical	Gender	Male	Count		15	104	9	128
			% within Gender		11.7%	81.2%	7.0%	100.0%
		Female	Count		3	17	4	24
			% within Gender		12.5%	70.8%	16.7%	100.0%
	Total		Count		18	121	13	152
			% within Gender		11.8%	79.6%	8.6%	100.0%
Total	Gender	Male	Count	1	42	166	19	228
			% within Gender	0.4%	18.4%	72.8%	8.3%	100.0%
		Female	Count	0	11	39	6	56
			% within Gender	0.0%	19.6%	69.6%	10.7%	100.0%
	Total		Count	1	53	205	25	284
			% within Gender	0.4%	18.7%	72.2%	8.8%	100.0%

Chi-Square Tests				
Occupation		Value	df	Asymp. Sig. (2-sided)
Non-technical	Pearson Chi-Square	.905[b]	3	.824
Technical	Pearson Chi-Square	2.480[c]	2	.289
Total	Pearson Chi-Square	.633[a]	3	.889

Data source: Field survey, 2013

Sex wise, there was no association (P = .824, .289, .889) between the sex in collective values among the non-technical, technical and total officers of the study areas respectively.

IV. Discussions

The main objective of this study was to explore the inter-relationship between the values (individual & collective) and role stress. There was significant difference found between the individual and collective values among the government officers. Working environment, organizational relationship, facilities and incentives determined the level of stress of individual staff. The finding of this study is also supported by the previous study. A 2007 Euro found report on work-related stress looks in detail at the issue of stress, noting that stress occurs in many different circumstances, but is particularly strong when a person's ability to control the demands of work is threatened. Insecurity about successful performance and fear of negative consequences resulting from performance failure may evoke powerful negative emotions of anxiety, anger and irritation. The stressful experience is intensified if no help is available from colleagues or supervisors at work. Therefore, social isolation and lack of cooperation increase the risk of prolonged stress at work. Conversely, work tasks with a high degree of personal control and skill variety, and a work environment with supportive social relationships; contribute to workers' wellbeing and health (Europen Foundation, 2010). The role stress has multiple effects in the individual, social and professional life. Stress can fully destroy the human life also. Hotopf. & Wessely had explained about the implications of work-related stress include the effects on worker satisfaction and productivity, their mental and physical health, absenteeism and its economic cost, the wider impact on family function and finally, the potential for employer liability. While depression is the most likely adverse psychological outcome, the range of other possible ''psychological'' problems include ''burnout,'' alcohol abuse, unexplained physical symptoms, 'absenteeism,'' chronic fatigue and accidents, sick building syndrome and repetitive strain injury(Hotopf & Wessely, 1997).

Occupational stress has been noted as an increasing problem for employees. Evidence has been presented to suggest that occupational stress is related to mental and physical well-being, job satisfaction, absenteeism, turnover rate and intent to quit (Ganster, 1991; Sullivan, 1992). One of the most damaging effects of work stress is its impact on the economy. It is estimated that US industry loses about 550 million working days each year due to absenteeism, and 54 per cent of them are in some way stress related (Elkin, 1990). Cooper and Cartwright estimated that overall 360 million working days are lost in the UK annually through sickness; out of which about half are stress related (Cartwright, 1997).Therefore it is important to identify the

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potential occupational stressors, and to find variables, which have beneficial consequences for both employees and organizations. Chiu and Kosinski argued that stress is influenced by cultural and social variables such as values, attitudes, and perception(Chiu & Kosinski, 1995).

A study conducted by Maria Vakola and Ioannis Nikolaou explores the linkage between employees' attitudes towards organizational change and two of the most significant constructs in organizational behavior; occupational stress and organizational commitment. Data was collected from the 292 participants. The results were in the expected direction showing negative correlations between occupational stressors (low salary) and attitudes to change (turnover intentions), indicating that highly stressed individuals demonstrate decreased commitment (showed poor performance) and increased reluctance to accept organizational change interventions. The most significant impact on attitudes to change was coming from the consequence of inappropriate work relationships emphasizing the importance of that occupational stressor on employees' attitudes towards change. The results did not support the role of organizational commitment as a moderator in the relationship between occupational stress and attitudes to change (Vakola & Nikolaou, 2005, p. 160). Gorodnichenko and Roland found that the individualism-collectivism cultural dimension has an important and robust causal effect on innovation and long run growth of employees. Job performance feedback provides deficit about their performance (Gorodnichenko & Roland, 2011).

V. Conclusion

The study found that there was significant difference between the individual and collective value in relation to the role stress. The mean score of individual's value is comparatively higher than the collective value. It was known that in professional life, government employees were dominated by the individual value which was needed to improve because organizational value should be dominated by the collective interest or values. Organization is the collective place established for the welfare of people. Organization has one common goal, mission, policies, system and program which are guided by the collective norms and values so during the time of organizational work, each employee should take it seriously. In relation to the level of stress, it was observed that level of stress was found higher among those officers who took collective value very much (8 respondents) than those officers who took individual value very much (4 respondents).But the result found some how different. Similarly, level of stress was found significantly higher among the non-technical officers than the technical officers. Technical job is understood more specific and serious job than the non-technical officer so there is gap to explore the factors affected the level of stress of technical and non-technical officers. Non-technical have low self esteem than the technical officers. They also lack work autonomy. The senior officers should play the role of mentors for junior officers and develop value of positive work culture which may enable and foster the organizational value positive and can hope better quality life and performing culture.

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All you Need to Know About: The Cultivation Theory

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Introduction- In this paper, the researcher comprehensively examines the cultivation theory. Conceptualized by George Gerbner in the 1960s and 1970s, the theory has been questioned with every media technological development. In the last six decades, the mass communication field witnessed the propagation of cable, satellite, video games and most recently social media. So far, the theory seems to have survived by continuous adjustment and refinement. Since 2000, over 125 studies have endorsed the theory, which points out to its ability to adapt to a constantly changing media environment. This research discusses the theory since its inception, its growth and expansion, and the future prospects for it. In the first section of the paper, an overview is given on the premises/founding concepts of the theory. Next is a presentation of the added components to the theory and their development over the last sex decades including: The cultivation analysis, the conceptual dimensions, types and measurement of cultivation, and the occurrence of cultivation across the borders.

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All you Need to Know About: The Cultivation Theory

Eman Mosharafa

I. Introduction

In this paper, the researcher comprehensively examines the cultivation theory. Conceptualized by George Gerbner in the 1960s and 1970s, the theory has been questioned with every media technological development. In the last six decades, the mass communication field witnessed the propagation of cable, satellite, video games and most recently social media. So far, the theory seems to have survived by continuous adjustment and refinement. Since 2000, over 125 studies have endorsed the theory, which points out to its ability to adapt to a constantly changing media environment. This research discusses the theory since its inception, its growth and expansion, and the future prospects for it. In the first section of the paper, an overview is given on the premises/founding concepts of the theory. Next is a presentation of the added components to the theory and their development over the last sex decades including: The cultivation analysis, the conceptual dimensions, types and measurement of cultivation, and the occurrence of cultivation across the borders. Both sections are followed by a discussion on the ability of the theory to meet changes in the media environment in light of recent developments in the media field.

II. Overview

Cultivation theory tackles the long-term effects of television on viewers. The theory proposes that the danger of television lies in its ability to shape not a particular view point about one specific issue but in its ability to shape people's moral values and general beliefs about the world. The theory stands on a number of concepts: the symbolic environment, story telling, the symbolic function of television, the television traits, the cultural model, the cultivation of value system, the multi-directional process, and the cultural indicators.

a) *Symbolic Environment*

Human beings are the only creatures that we know of that live in a world beyond the threats and gratifications of their immediate environment. Our knowledge is acquired not from personal experiences, but from a variety of stories.[1]

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[1] Morgan, Michael (2002). On George Gerbner's Contributions to Communication Theory, Research, and Social Action. *Against the Mainstream*. Ed. Michael Morgan. Peter Lang Publishing, Inc., New York. P 7.

b) *Story Telling*

According to Gerbner there are three types of stories: *How things work:* These are fictional stories that reveal the invisible dynamics of human life. *How things are:* These are stories of the news; they confirm the visions, rules, goals of a particular society. *What to do:* These are stories of value and choice, such as laws and religion. These three types of stories together constitute culture, which is increasingly disseminated by television.[2]

c) *The Symbolic Function of TV*

TV has become an essential source in providing individuals with information about the surrounding world, as it proffers to them basic facts about life, people, society, and authority. For, situations depicted in fiction, drama, and news whether in realistic, fantastic, tragic, or comic way presented in fiction, drama, or news offer the best context for the dissemination of values and moral in an acceptable and enjoyable fashion.[3] *Gerbner* says that cultivation is some sort of desultory learning that results from the accumulation of exposure to *TV*. And what the viewer sees on the screen becomes the basis of a mental image that the individual forms about the social practical status of values, population characteristics, and the various cultural standards common by the society's classes, categories, and individuals.[4]

The cultural influences of *TV* are embedded in all kinds of the content it presents, and not restricted to "cultural programs", which refer to programs that deal with art, science, and literature. Conventional program division into news, cultural, entertainment, educational, children, woman, etc, is used only to facilitate management or research. But all these programs may influence cultural formation of individual and masses. Furthermore, TV drama of films and series may leave

[2] Gerbner, Goerge (2002). Advancing on the Path of Righteousness. *Against the Mainstream.* Ed. Michael Morgan. Peter Lang Publishing, Inc., New York. P 215.

[3] Morgan, Michael (2002). On George Gerbner's Contributions To Communication Theory, Research, And Social Action. *Against the Mainstream.* Ed. Michael Morgan. Peter Lang Publishing, Inc., New York. P 189.

[4] Morgan, Michael (2002). *Ibid.* P 7.

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cultural impact stronger than that of the serious programs, studies, and seminars.[5]

Melvin Defleur and *Sandra Ball-Rokeach*, founders of the *Dependency Theory*, suggest that the "information quantum" presented through "entertainment" may be equal to that presented through "news". The belief that "news" is relevant to information, whereas "entertainment" is not, is a wrong one. Most often a person uses entertainment contents in comprehending his world, and all what extend beyond his direct experience. Consequently, entertainment materials help him or her normalize with society, and to discern how he or she should behave, and how should his or her interactions be with others. [6]

There seems to be a risk in having the masses dependent on media means, especially TV, in constructing the image of the surrounding environment. For, the media does not reflect reality. The media may present untruthful information, distorted stereotypes or misguided positive images. So, if the recipient has no means for comparing what is presented to him or her through media with other sources of information, his or her perception becomes distorted, stereotyped, and biased.

The cultivation theory empathizes that television does not reflect what is happening in the outside world, but it presents an artificial world that focuses on certain issues depending on the will and interest of those controlling the media. Eventually, the accumulation of exposure to TV and the lack of direct experience in various issues, create an artificial world, which becomes more and more real to the recipients.[7]

d) Television Traits

This symbolic function is based on three traits for TV: [8]

i. *TV is pervasive.* It penetrates people's lives as it exists in most households and people spend long times in front of it.

ii. *TV is accessible.* It does not require precedent skills to be exposed to it, such as literacy, nor does it require effort, as there is no need to leave the house as in the case with cinema.

iii. *TV is coherent.* For the messages it presents about society are homogeneous through out its various programs and times.

III. Cultural Model

Culture is defined as the knowledge that regulates and reproduces social relations and that one must possess to function adequately as a member of society. The cultural model suggests that television is capable of shaping viewers' perception at a cultural level. Studies showed that heavy television viewers have a high degree of consensus concerning numerous cultural aspects presented on TV, such as perceptions of women and how materialistic people are, whereas light television viewers do not share the same degree of consensus. Moreover, heavy viewers of a particular genre of TV might share a distortion in their cultural understanding. For example, recent research suggests that heavy viewing of the romance genre of TV such as romantic comedies, soap operas, daytime talk shows, and reality-based shows about relationships idealized expectations of marriage and failed to present it as effortful, difficult, or risky.[9]

IV. Cultivation of Value Systems

Cultivation theory suggests that the entire value system made of ideologies, assumptions, beliefs, images and perspectives is formulated, to a great extent, by television. TV portrays hidden and pervasive values, rules, and moral for what is right, what is important, and what is appropriate in a social discourse in an invisible manner. The repetitive 'lesions' we receive from television, starting with childhood, would become the basis for our broad worldview. Various studies have confirmed this concept. For instance, people who spend long time watching television, in which violence is casually presented, suffer from the "mean world" syndrome -perception of the world as mean and dangerous. In another study investigating a relationship between TV portrayal of women and prejudice against them, most groups of heavy viewers -with other characteristics held constant- scored higher on the "sexism scale."[10]

V. Multi-directional Process

Cultivation is not a synonym for TV effect, for the public contribute in shaping TV content just as television contributes in shaping publics' views. TV neither creates nor reflects the social, personal, and cultural elements presented on its screen. First, television doesn't create as these elements do not originate out of void, but derive from a dynamic process in which society, the public, media institutions, and interest groups influence

[5] Labeeb, Saad (1985). *TV planning in Gulf states*. Riyadh, Gulf TV system, P 11.

[6] Stanley J. Baran, Dennis K. Davis (2003). *Mass communication Theory: Foundations, Ferment, and Future.* 3rd ed. Canada: Wadsworth.
P 320.

[7] Maccawi, Hassan Emad, Laila Hassan El Sayed. *Communication and Its Contemporary Theories.* Third Edition, Cairo, El Dar El Masreya El Lubnaneya. P 165.

[8] Miller, Katherine (2002). *Communication Theories: Perspectives, Processes, and Contexts*, USA: McGraw-Hill inc. P 270.

[9] Roskos-Ewoldsen, Beverly, Davies, John, & Roskos-Ewoldsen, David (2004). "Implications of the Mental Models Approach for Cultivation Theory." *Communications.* V 29. PP 356-359.

[10] Gerbner, Goerge, Gross, Larry, Morgan Michael, & Signorielli, Nancy (2002). Growing up with Televison: The Cultivation Perspective. *Against the Mainstream.* Op. Cit. P 203.

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the creation and distribution of mass-produced messages. These messages, in turn, would generate, influence, and suit the needs, values and ideologies of the public. For example, presenting a somewhat realistic image of an adolescent female member of a given social class may help viewers define and form various distinct identities. Second, television doesn't reflect these social, personal, and cultural elements, as interest groups and media institutions influence the sorties presented. For example, gate keepers in media institutions formulate policies that control and direct the massive flow of media messages.[11]

VI. Cultural Indicators

The notion of cultural indicators is an important theoretical component in cultivation theory. In fact, the original project led by Gerbner and his associates in 1969 was titled "the Cultural Indicators Project." According to the cultural indicators concept, TV content and systematic message patterns not only reflect underlying cultural values in society but also act as a reference of the direction of social change in society.[12]

In a recent study titled "A return to cultural indicators," the author James Shanahan examines the notion of cultural indicators in relation to issues of portrayals of violence on television and portrayals of minority groups. The research concludes that in relation to social representation of some groups such as gays, African Americans, or women, TV programs and their messages do reflect social change and act as strong cultural indicators. Though television's representations may be delayed in comparison to the actual rate of social change regarding the acceptance of marginalized groups, eventually, TV programs, start to catch up and even over represent the groups in question. On the other hand, the case of violence as a cultural indicator was not as clear. While FBI crime index show decline in violent crimes, the overall rate of violence per program and per hour measured by the 'Violent Index'[13] seems constant. Shanahan rationalizes that the validity of violence levels as a cultural indicator needs more sophisticated thinking than simply "counting ' violence, such as examining types of violence and their relation to social context and to audience reactions.[14]

VII. Discussion

Many core concepts of the cultivation theory are presumed to be still valid. People will continue to live in a world beyond their physical environment. Television will continue to disseminate stories about their symbolic environment. Television content will continue to be derived from multi-directional processes that involve society, the public, media institutions, and various interest groups. Television message patterns will continue to be an indicator of the direction of the ongoing social change.

However, even with the assumption that all these propositions will remain valid, we still can't answer the central question of whether television will continue to influence viewers' perceptions about the world and their cultural and social values. I.e. will television be able to exert a cultivation effect in presence of massive choices for information and entertainment?

The answer of this question lies on the validity of two premises in relation to television traits: 1) Television is pervasive 2) Television messages are coherent.

a) Television is pervasive

To examine this premise, we pose a couple of questions. Are people watching more or less television in the world of video games, Internet, and social media? Can television exert a cultivation effect in the presence of other sources for information and entertainment?

Nielsen, a leading global information and measurement company, reported that Americans are spending more time watching video content on traditional TVs, mobile devices and the Internet than ever before. In addition, Nielsen data shows that television remains the dominant source of video content for all demographics with an average increase of 22 minutes per month per person over last year. The report however detects a trend led by young consumers, ages 18-34, in which light television viewers stream more internet videos and heavy internet steamers under-indexing for television viewership (Nielsen, 2011).[15]

Video games are played by the majority of Americans (Ipsos-Insight, 2005). Previously considered a youth-oriented activity, now 32% of players are reported to be older than 35 (Engle, 2001). Does cultivation apply to video game worlds? If yes do the images portrayed in video games conform or contradict those portrayed on television? Mierlo and Bulck (2004) argued that video games have become so realistic that they have begun to resemble reality, making cultivation possible. The online database www.allgame.com lists descriptions of 35,400 different games across 93 different game machines plus computers, which offers a

[11] Morgan, Michael (2002). *Op. Cit.* P 197.

[12] Shanahan, James (2004). A Return to Cultural Indicators. *Communications.* V 29. PP 277-294.

[13] The Violent Index or the VI is a combination of different measurements that provide an overall assessment of the level of violence in prime-time and weekend-daytime network television programs in any given year, across variety of categories and over time.

[14] Shanahan, James (2004). *Op. Cit.,* PP 277-294.

[15] Nielsen (2011, June 15). *Cross Platform Report Americans Watching More TV, Mobile and Web Video.* Retrieved August 3, 2014 from http://www.nielsen.com/us/en/insights/news/2011/cross-platform-report-americans-watching-more-tv-mobile-and-web-video.html

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variety of genre and narratives. However, Knowlee et al. (2001) and Smith, Lachlan, & Tamborini (2003) notes that most studies on video games show that -consistent with television content- the most popular games propagate violence and sexist imagery. This concludes that game programmers and television producers generate similar content.

Social media was considered a medium that could potentially eat away time spent on television. Patel, Kunur, Slutsky, Irina (2011) in their article "Is Social Media Killing TV?" stated that social media are actually doing the opposite. Social media are boosting television viewing, especially live programming. The article reads: "After years of declines in live tune-in, Twitter, Facebook and some mobile startups appear to be luring audiences back to appointment TV. While DVRs unglued us from TV schedules, the desire to tap into the tweets, posts and check-ins in real time may just bring us back," (Patel and al 2011). A recent Nielsen study seems to back this proposition as it shows that fans tweeting about programs during live broadcasts lead to increased viewership (Nielsen 2013).[16] On a different note, social media seem to be breaking the monopoly on information and influencing media coverage of news. For instance, during the coverage of the Israeli and the Palestinian conflict during the war on Gaza in July 2014, the Palestinian side was given more attention on mainstream media compared to previous conflicts. Social media was accredited for opening the door for them to voice their sufferings. Benjamin Wallace-Wells from the New York Magazine writes: "Social media have helped us to see more deeply inside war zones in this case, inside Gaza, and allowed viewers much fuller access to the terror that grips a population under military attack."[17]

b) Television messages are coherent

Does television content of drama, commercials, news, and other programs really presents a coherent system of images and messages?

Similarly Online video games particularly offer much more variety that television.

Dmitri Williams (2006) argues that online video games might might break this homogeneity as much of the proceedings of the game depends on the actions of the players. Online ''networked'' video games on both console and PC systems are on the rise. According to Pew Internet and American Life Project (2004), 75% of Americans who use Internet play games, half of whom do so online (Fallows, 2004). Online gaming is different from television is that unlike the scripted programming of television, game programmers can create games which are driven to a high extent by the players. Thus game content depends not only on the coding of the programmer, but also on the actions of the players. Hence the cultivation that might occur from online video gaming would stem from players' actions. Williams (2006) proposes that repeated interaction patterns among players online could fuel perceptions of offline life. For example, a virtual world in which players see cheaters move ahead might start to think that people who are successful in the real world are probably unethical. In contrast, one that rewards ethical behavior might lead to the perception that the real world is virtuous. Ultima Online, for example, is a game that preaches ethical behavior.

In online gaming, players from around the globe interact in a shared fantasy that can involve competition, collaboration, or socialization.

VIII. Cultivation Analysis

Gerbner cited four steps to be followed when conducting a cultivation research[18]:

a) Message System Analysis

In this step, the researcher tries to identify the most repeated, steady and standing out patterns of TV content including images, portrayals, and values presented across different types of programs. The identified messages should be embedded in TV as a system rather than in certain programs, types or genres.

b) Assessing Exposure Time

In this step, the researcher notes the amount of time respondents spend watching TV on an "average day" then compares heavy viewers with light viewers.

c) Investigating People's Views about the World

In this step, the researcher asks respondents to answer a list of questions without making any referral to TV.

d) Establishing Relationships

In this step, the researcher examines whether amount of viewing is related to tendency to respond to these questions in similar to the dominant and repetitive facts, values, and ideologies of the world of TV. These relationships would reflect TV's contribution to viewers' conceptions of social reality. Different groups typically have different opinions, so television influences are detected not when people give similar answers but when heavy viewers across these groups give less different answers.

[16] Nielsen (2013, October 7). *Nielsen Launches 'Nielsen Twitter TV Ratings'*. Retrieved on August 4, 2014 from http://www.nielsen.com/eg/en/press-room/2013/nielsen-launches-nielsen-twitter-tv-ratings.html

[17] Wallace-Wells, Benjamin (2014, July 20). 'Telegenically Dead Palestinians': Why Israel Is Losing the American Media War. *New York Magazine*. Retrieved August 4, 2014 from http://nymag.com/daily/intelligencer/2014/07/why-israel-is-losing-the-american-media-war.html

[18] Gerbner Goerge, Gross, Larry, Morgan Michael, & Signorielli, Nancy (2002). *Op. Cit.* P 199.

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IX. Conceptual Dimensions

a) Perceived Reality

According to Robert Hawkins the portrayal of TV content as being real acts as an 'intervening' variable mediating the effects of television' on viewers, i.e. the more 'real' viewers perceive programs to be, the greater the influence of these programs is likely to be on their behavior and/or attitudes.

Perceived reality has been argued by Robert Hawkins to be a multidimensional concept where various dimensions influence the viewers' judgments about whether an object, character, event or setting on TV is 'real'. Among the most famous dimensions are Hawkins' Magic Window and Social Expectations dimensions.[19]

i. *The magic window.* This dimension is defined as the degree to which television permits viewers to observe ongoing life whether in another place in the real world or in the set itself through fictional drama. Alternatively, Aimée Dorr uses the term '*Fabrication*'[20] and Marguerite Fitch and colleagues use the term '*Factuality*'[21] to refer to whether a television programs is perceived by the viewer as 'made up' or to be portraying events that actually happen in real life.

The reality of the magic window dimension is perceived based on two subcomponents[22]. First is the *Syntax* subcomponent, which refers to a belief in the reality conveyed by the style of the message. It is drawn from the visual program elements and closely relates to the background or contest in which a narrative occurs, e.g. clothes, actors' accent, etc. Second is the *Semantic* subcomponent, which refers to a belief in the reality of embodied meaning or substance of the message. It is more related to narrative and the occurring themes and behaviors. It is suggested that when viewers judge realism of programs, the focus of their assessment tends to be on the narrative rather than the syntactic details.[23]

ii. *Social expectations or social realism*. Hawkins' social expectations dimension, on the other hand, refers to "the degree to which the viewers believe television characters and events do or do not match their expectations about the world."[24] It stresses the notion that despite the fictional nature of content, characters and plots may be perceived as similar to people and events in the real world, e.g. Lion King.[25]

So, whereas the Magic Window dimension deals with perception of the TV program itself, the Social Expectations dimension deals with the viewer's experience of the world and whether a person or event shown on television is known to exist or happen in real life. Correspondingly, scientists developed three criteria for assessing social expectation or 'social realism.'

First is the criterion of *Physical Actuality* which is used by children to assess whether TV material is real or not. For example, young children would cite TV material to be real if they considered that a person or event on TV existed or happened in the real world rather than considering if it is about something that could exist or happen in the real world. Second is the criterion of *Possibility,* which refers to whether something could happen in real life. For example, portraying people flying with wings could easily be detected as *physical impossibility.*[26]

Third is the criterion of *Plausibility* or *Probability,* which is similar to the possibility criterion but considered to be more refined.[27] Plausibility relates to whether the phenomenon observed on television could exist in the real world while probability refers to the likelihood of something observed on TV existing in the real world or the frequency with which it occurs. Another term is *Typicality,* which refers to the extent to which people or situations were like most people or situations in the real world. Typicality is a combination between plausibility and probability.[28] Other scholars prefer the term '*Representativeness,*' which refers to the viewers accepting people and/or events in a TV program as

[19] Hawkins, Robert P. (1977). 'The Dimensional Structure of Children's Perceptions of Television Reality'. *Communication Research.* V 4. N 3. P 299.

[20] Dorr, Aimée (1983). 'No Shortcuts to Judging Reality'. In Jennings Bryant & Daniel R. Anderson (Eds.). *Children's Understanding of Television: Research on Attention and Comprehension.* New York: Academic Press. PP 199-220.

[21] Fitch, Marguerite, Althea C. Huston & John C. Wright (1993). 'From Televison Forms to Genre Schemata: Children's Perceptions of Television Reality'. In Gordon L. Berry & Joy Keiko Asamen (Eds.). *Children and Television: Images in a Changing Socio-cultural World.* Newbury Park, CA: Sage. PP 38-52

[22] Potter, James (1988). Perceived Reality in Television Effects Research. *Journal of Broadcasting & Electronic Media.* V 32. N 1. PP 27-28.

[23] Busselle, Rick, Ryabovolova, Alina, & Wilson, Brian (2004). Ruining a Good Story: Cultivation , Perceived Realism and Narrative. *Communications.* V 29. N 3. P 374.

[24] Hawkins, Robert P. (1977). Op. Cit. P 299.

[25] Busselle, Rick & Greenberg, Bradely (2000). The Nature of Television Realism Judgments: A Reevaluation of Their Conceptualization and Measurement. *Mass Communication & Society.* V 3. P 257.

[26] Kelly, Hope (1981). Reasoning About Realities: Children's Evaluations of Television and Books. In Hope Kelly & Howard Gardner (Eds.). *Viewing Children Through Television*. New Directions for Child Development. San Francisco, CA: Jossey-Bass. P 67.

[27] Morison, Patricia, Hope Kelly & Howard Gardner (1981). 'Reasoning about the Realities on Television: A Developmental Study'. *Journal of Broadcasting.* V 25. N3. P 236.

[28] Chandler, Daniel (1997). *Children's Understanding of What is'Real' on Television: A Review of the Literature.* [WWW document] URL http://www.aber.ac.uk/~dgc/realrev.html (July10, 2007). P 9.

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fictional, but still considering them to be representative of every day reality.[29]

Equally to Hawkin's division of the Magic Window and Social Expectations dimensions is Hodge and Tripp's definition of internal and external criteria.[30] *External* criteria involve comparisons with the viewer's knowledge and experience of the world. Whereas *Internal* criteria, also referred to as 'formal features of the medium,' deal with medium-specific cues used by the viewer to determine how real a program is, ranging from TV genres (news, sports, documentaries, cartoons, etc) to physical features (presence or absence of stunts, camera tricks, costumes, props, editing deceptive techniques, etc) and performance features (which includes whether the program was acted, scripted, rehearsed, live or filmed, etc).[31]

b) The Modality Judgments

Modality, developed by Hodge and Tripp, refer to the reality status attributed to television programs by viewers. Television has 'weak modality' if the programs aired are perceived to be far from everyday reality while TV is considered to be of 'strong modality' if the programs aired are perceived to be presenting a 'window on the world.' In accord with the cultivation theory and the presence of the 'perceived reality' as an 'intervening variable', in making modality judgments, the more reality you attribute to a message, the more likely you will be affected by it in some way[32].

A number of empirical research support the idea that 'perceived reality' or 'strong modality judgments' enhances cultivation, including Feshback's widely-cited experiment, in which subjects who were told that the violent clip they watched was from the news showed significantly more aggression than the control group who was told that the clip was fictional. [33]

i. The Modality Judgment: Social Perspective. According to James potter (1988), perceived reality is associated with two types of Variables[34]:

a. Active variables. These include real life experiences, exposure to television, motives for exposure, and IQ.

b. Attribute variable. They act as classifiers of individuals such as demographic indicators of gender, race, and socio-economic status.

a. Active variables.

- *Real life experience.* According to the cultivation theory there is no relationship between personal experience and the perception of the portrayals of particular groups (families, policemen, businessmen) as being real.[35] Here we introduce the term *Identity*, which seems to play a more important role. *Identity* refers to the degree to which a person sees a match between situations and characters on television and people and situations experienced in real life.[36] Two ideas were later added to the identity concepts *closeness* and *superficiality. Closeness* refers to the number of times a viewer thinks or talks about a character, or the extent to which he or she thinks of a character as a close friend. Hence identity is closely related to the degree of involvement the viewer has towards a program or character.[37] *Superficiality,* on the other hand, is defined as the extent to which a program is considered to be dealing with trivial matters in a repetitious manner, i.e. feelings portrayed by actors to be too shallow to be real. [38]
- *Television exposure.* First of all we need to highlight the fact that there is no *pre-exposure* period. Children begin viewing several years before they begin reading and even before talking.
- Secondly, cultivation theory assumes that viewers who are heavily exposed to TV are more likely to perceive TV as being realistic then lighter viewers[39]. Recently however, a study that examines the cultivation course of action revealed a more complex pattern. Conducted by Amir Hetsroni and Riva Tukachinsky,[40] this study investigates the relationship between the amount of TV viewing and viewers' account of TV–world estimates as well as real-world estimates in regards to three topics: criminality prevalence, the share of violent crimes, and the number of old people. Results show that the lightest viewers are able to give correct estimates for the real world but do not recognize the right TV answer, hence they are considered to be

[29] Howard, Susan M. (1993). 'How Real is Television? Modality Judgments of Children', *Media Information Australia*. V 70 [November]. P 44.

[30] Hodge, Bob & David Tripp (1986). *Children and Television: A Semiotic Approach.* Cambridge: Polity Press.
PP 100-131.

[31] Chandler, Daniel (1997). *Op. Cit.* PP 11-12.

32 Hodge, Bob & David Tripp (1986). *Op. Cit.* P 130.

[33] Feshbach, Seymour (1972). 'Reality and Fantasy in Filmed Violence'. In John P. Murray, Eli A. Rubinstein & George A. Comstock (Eds.). *Television and Social Behavior 2: Television and Social Learning.* Rockville, MD: National Institute of Mental Health. P 333.

[34] 34 Potter, James (1988). *Op. Cit*. P 29.

[35] Greenberg, Bradley S. & Byron Reeves (1976). 'Children and the Perceived Reality of Television', *Journal of Social Issues*. V 32. N 4. P 95.

[36] Potter, W. James (1984). Elaborating the Relationship between TV Viewing and Beliefs about the Real World: Possible Contingent Variables. *The Association for Education in Journalism and Mass Communication. Annual Meeting.* Gainesville, FL. P 1.

[37] Potter, W. James (1988). *Op. Cit.* P 28.

[38] Elliot, W.R., Rudd, R.L., &Good, L. (1983). Measuring *Perceived Reality of Television: Perceived Plausibility, Perceived Superficiality, and the Degree of Personal Utility.* Paper presented at the Association for Education in Journalism and Mass Communication Convention, Corvallis, OR. P 14.

[39] Greenberg, Bradley S. & Byron Reeves (1976). *Op. Cit.* P 94.

[40] Hetsroni, Amir, Tukachinsky, Riva (2006). Television-World Estimates, Real-World Estimates, and Television Viewing: A New Scheme for Cultivation. *Journal of Communication*. V 56. PP 133-156.

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experiencing *distorted no cultivation.* If viewing slightly increases, viewers give correct estimates for both the real world and the TV world, which is referred to as *simple no cultivation.* In the next level of viewing, respondents are divided into two groups. First is *the Simple cultivation group,* which refers to viewers who give accurate estimates for the TV world but tend to exaggerate estimates for the real-word. Second is *the double distortion group,* which refers to viewers who can distinguish between TV-world and the real-world but tend to exaggerate both estimates. The third and last group constitutes of the heaviest viewers and is referred to as *the over-cultivation group*. People in this group have extremity of perception and fail to distinct between the real world and the TV world.

- *Instructional motives or perceived utility.* Some motives were found to be linked to levels of exposure and of perceived reality. For instance, people who believe television portrays real life will expose themselves to it more than others to acquire information and instruction. Instructional motives refer to the degree to which a person considers information or events observed on TV useful in real life and uses television to seek social knowledge. This construct is developed from uses and gratifications studies.[41]

c) *Attribute variables.*[42]

- *Age.* Research conducted with children and adolescents shows that while the magic window perception decreases linearly with age (i.e. the belief that television content is real decline as children grow), there is a curvilinear trend in regards to social expectations (i.e. the belief that television content resembles real life decreases from nursery school age to young adulthood, and then increases again).
- *Sex.* Results about gender are mixed. Some research suggests that females have higher perceptions of reality than males. Some research suggests that males have higher perceptions of reality than females. Other research didn't find significant distinction due to gender difference.
- *Socio-Economic Status.* Most findings show that out of all demographic variables, socio-economic factors seem to be the most influential when it comes to how viewers perceive TV reality.

d) *Summary of social perspective*

Most cultivation studies do control for a variety of variables be it active variables related to TV viewing such as exposure, genre viewing, concentration and other methods of estimation, or attribute variables, such as sex, age, income, education, minorities, occupations, etc. When comparing studies, using different methods for assessing, results tend to reveal generally similar effect sizes. It is noticeable however that smaller samples and studies, which sensitize respondents by mentioning TV at the start yield somewhat higher effect sizes. Also it was noticed that political ideology is a significant mediating factor. This diagram by Shanahan and Morgan illustrates the average cultivation effect sizes for various data subgroups and clearly shows that liberal people show a higher cultivation effect size.[43]

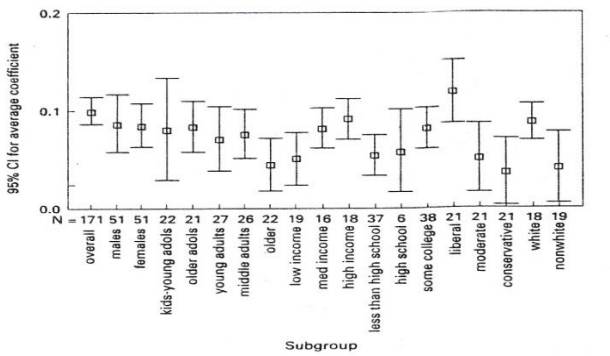


Figure 1: Average cultivation effect sizes for various data subgroups

e) *The modality judgment: psychological perspective*

Whereas cultivation is considered to be a social rather than an individual process, some researchers maintain, that psychological perspective investigating individual processes must be integrated to the cultivation concept.

It is suggested that 'realism is the default,'[44] i.e. accommodating fictional information as true is the default cognitive mode for human beings. Disbelieving requires effortful critical evaluation. Although thorough analysis can be activated under special circumstances, most of the time viewers are not provoked to think critically as it may interfere with 'following the narrative, emotional involvement and the pleasure of the experience.' In the next sections, we will present five models illustrating when and how people make modality judgments.

Model 1. In this model, the cultivation process involves three steps:[45]

1. Encoding and Storage of TV information
2. Inferences about the 'real world'

[41] Potter, W. James (1988). *Op. Cit.* P 33.
[42] Ibid. P 31.
[43] Shanahan, James & Michael Morgan. Shanahan, James & Michael Morgan (1999). *Television and its Viewers: Cultivation Research and Theory.* Cambridge University Press. P 130.
[44] Busselle, Rick, Ryabovolova, Alina, & Wilson, Brian (2004). *Op. Cit.* P 372.
[45] Bilandzic, HeLena & RÖssler, Patrick (2004). Life According to Television. Implications of Genre-Specific Cultivation Effects: The Gratification/Cultivation Model. *Communications.* V 29. P 294.

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3. Retrieval and construction of cultivation judgments

This model explains how steps one and three, which involve encoding, storage, and retrieval of information and construction of judgments, function.[46]

f) Encoding and Storing

This process involves three steps. *Selection* refers to people attending to the information and choosing it for processing. *Rehearsal* refers to having the information kept in working memory and potentially sent to long-term memory. *Elaboration* refers to people adding their own interpretations and opinions to the actual information.[47]

g) Construction and Retrieval

Researchers Wyer and Srull invented the *Bin Model of Memory,*[48] which suggests that human memory resembles a storage bin. People store information and continue to add to them, placing the most recent information on top. When asked to make a judgment, the person uses that information which is most accessible. Accessibility is highly affected by frequency, recency, and vividness. When a person recalls information about a topic, the contents of the bin are searched from top to bottom. Thus information that has been frequently repeated, recently obtained, dramatically presented has more chance of being retained.[49]

Based on "bin model" of memory, Shrum and O'Guinn (1993) suppose that heavy viewers have a higher probability of being exposed to repeated TV messages and of having these messages fresh in their minds, which will put TV messages on top of the 'storage bin' making them the most accessible. Consequently, the person might base his or her judgment of social reality on them.[50]

Model 2: The event-indexing situation model.[51]

According to this model, the process of comprehension necessarily involves the mental representation of narrated events. When people encounter a narrative they automatically take note of characters, their goals and desires, and the characters' location within a spatial-temporal context. People process these mental representations and connections among them based on the five dimensions stated above: Time, place, causality, intentionality (the motivation of the characters) and antagonists/protagonists (i.e. agents involved in the situation). The model further assumes that events are the fundamental units of situation models and those events can be linked to each of these five dimensions. Moreover, people continuously monitor the five specified dimensions and any discontinuity along any of these dimensions requires a person to update their situation model to reflect the change that happened. The event indexing model predicts that heavy viewing of TV influence judgments regarding the circumstances of an event such as what types of events are likely to occur, what kind of people are likely to be involved, how would people act in certain situations and why, and where the events are likely to occur, and when.

Model 3: Levels of specificity.[52] Greenberg and Reeves suggest perceived reality is judged at three levels: Television in general, such as people on television; specific subject groups, such as minorities, families, doctors on television, and specific characters such as James Bond. But, Bussel and Greenberg note that this measurement fails to detect potential bias. First, whether respondents 'awareness is based on their most recent exposure, such as the characters in the last program they watched, or their most frequent exposures e.g. characters in their favorite programs, or some mental averaging of all past exposures leading to their perceived prototype of TV people. Second, whether viewers are considering only a subset of characters such as older viewers focusing on odder characters when making their judgments. Busselle and Greenberg offer an alternate way of measurement based on four or more levels of abstraction:

1. Global level: How much people on TV match people in real life?

2. Genre level: How much people on Soap Operas match people in real life?

3. Series level: How much people on Friends match people in real life?

4. Episode level: How much people in the program that was just viewed match people in real life?

The fourth level can further be extended to more specific program elements, such as a single scene, incident, or person.

Model 4: Objects of realism. These are categories determined by the focus of the portrayal or the focus of the realism judgment e.g. people, behaviors, issues, and settings. For instance, in sitcoms, TV people may seem real, but the issues confronting them may seem unrealistic like. These judgments were suggested to have been made through the semantic (substance) vs. syntactic (presentation) realism dimensions. But in 1978,

[46] Ibid. P 296.
[47] Ibid. P 297.
[48] Wyer, R. S., Jr., & Srull, T. K. (1981). Category accessibility: Some theoretical and empirical issues concerning the processing of social stimulus information. In E. T. Higgins, C. P. Herman, & M. P. Zanna (Eds.), *Social Cognition: The Ontario Symposium*. Hillsdale, N J: Erlbaum. V 1. PP 161-197.
[49] Shrum L.J. (2004). The Cognitive Processes Underlying Cultivation Effects are a Function of Whether the Judgments are On-line or Memory-based. *Communications.* V 29. N 3. P 333.
[50] Hyung- Jin Woo and Joseph R. Dominick (2001). Day Time Television Talk Shows and the Cultivation Effect among U.S. and International Students. *Journal of Broadcasting & Electronic Media.* V 45. N 4. PP 599.
[51] Roskos-Ewoldsen, Beverly, Davies, John, & Roskos-Ewoldsen, David (2004). *Op. Cit*. PP 354-356.
[52] Busselle, Rick & Greenberg, Bradely (2000). *Op. Cit.* P 260.

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Reever found two dimensions in making realism judgments. First dimension refers to pro-social behaviors: "the way people help each other on TV is just lie the way people help each other in real life." Second dimension refers to anti-social behaviors: "TV stars yell at each other the same way people yell in real life." [53]

Model 5: Cultivation occurs when television information is used to make a judgment. This could occur when encountering the information: on line judgment or in retrospect: offline judgment also called memory based judgment.

- *Online judgments.* Those are made while relevant information is being encountered and acquired. Factors operating during on line judgment may be attention, elaboration, and involvement. Attention during viewing is measured using Rubin, Perse, and Talyor's five-item Viewing Attention Scale. Elaboration is measured using Epstein, Pacini, Denes-Raj, and Heier Need for Cognition (NC) scale. Need for cognition relates to the extent to which people enjoy thinking and solving puzzles. Studies that used these scales revealed that those higher in attention while viewing exhibited greater cultivation effect than those lower in attention. Likewise, those who were higher in NC showed a much stronger cultivation effect than those lower in NC. [54]
- *Offline judgments or memory based judgment.* These judgments happen when persons recall and use information that originated from past viewing to make consequent judgments about the real world. Researchers suggest that respondents use memory based judgments in answering questionnaires as they are asked to reflect back and judge the realism of content previously viewed. Factors influencing their judgment might include the ability to recall information, the consideration of other viewing experiences occurring at different points in time, or the willingness to expend the effort to recall. So online realism judgments are influenced by one set of program elements while off line based judgments are influenced by a different set. [55] Moreover researchers claim that respondents are subject to heuristic processing conditions rather than the systematic processing conditions. Heuristics tend to be used when ability to make the judgment is impaired whether because of time constrained- respondents usually want to finish the questionnaires as soon as possible- or lack of knowledge of the topic in question or when systematic processing, the process involves the exertion of effort to carefully scrutinize the message presented. The strength of argument, the credibility of the source, and relevance of the information play an important role in constructing judgments. [56]

h) Summary of Psychological Perspective

The following diagram summarizes the process of cultivation from a psychological point of view.

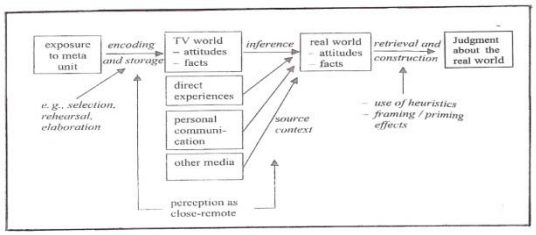


Figure 2 : The Cultivation Process [57]

X. Types of Cultivation

a) Mainstreaming

TV essentially reflects society's cultural mainstream. There are differences among audience groups due to multiplicity of cultural, social, and political circumstances of such groups. *TV*, by imposing one trend, that is the mainstream, minimizes such differences, or furthermore, eliminates them completely, especially among heavy viewers. Whereas mainstreaming promotes coherence and homogeneity among society individuals, it increases resistance to change in some aspects of culture and life, which might be in the interest of society. Hence is the importance to investigate under which social circumstances does mainstreaming occur and in which direction. [58]

Shanahan & Morgan suggest that mainstreaming flaws toward "*the cultural center of gravity,*" i.e. the most common homogeneous, dominant stream in society rather than toward conservative views or liberal views. Groups who deviate from the cultural mainstream pose the greatest threat to the stability of the social system, and hence are pressured toward the center. Thus regardless of whether the distance is in the conservative or liberal direction, groups who are furthest from the social-ideological "center of gravity," are the ones mostly subjected to mainstreaming. In cases where the groups furthest from the core position are toward the liberal side, the mainstreaming would flow toward the conservative side. Similarly, in cases where the distance is toward the conservative side, the mainstreaming would flaw in the liberal direction. [59]

[53] Reeves, B. (1978). Perceived Reality as a Predictor of Children's Social Behavior. *Journalism Quarterly*. V 55. P 689.
[54] Shrum L.J. (2004). *Op. Cit*. P 336.
[55] Busselle, Rick & Greenberg, Bradely (2000). *Op. Cit.* PP 263.
[56] Ibid. P 297.
[57] Bilandzic, Helena & RÖssler, Patrick (2004). *Op. Cit.* P 310.
[58] Miller, Katherine (2002). *Op. Cit*. P 273.
[59] Shanahan, James & Michael Morgan (1999). *Op. Cit.* P 143.

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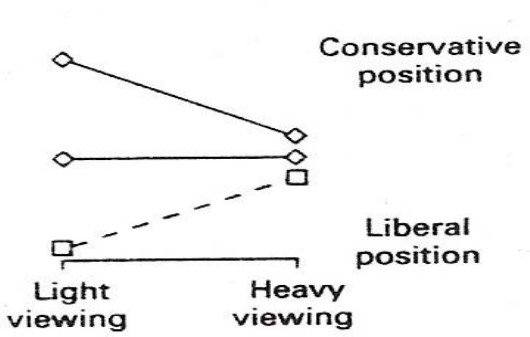


Figure 3 : Mainstreaming toward cultural center of gravity[60]

Gerbner, on the other hand, predicts that mainstreaming occurs in the direction targeted by media owners and gate keepers. Gerbner refers to the dynamics of mainstreaming as "*the 3Bs: Blurring, blending, and bending.*" Blurring refers to the fusion of traditional distinctions. Blending refers to the emergence of new conceptions into television's cultural mainstream. Bending refers to shifting the mainstream to the institutional interests of the medium and its sponsors.[61]

i. Resonance

Sometimes television severely influences perceptions within particular groups of society in comparison to other. These groups are more receptive to TV content, whether due to direct experience with such issue, or as a result to a special interest in it. For instance, women may be more vulnerable to TV content dealing with violent and aggressive crimes, as they are more frightened than men of becoming victims to such types of crimes.[62]

XI. Measuring Cultivation

Cultural cultivation could be measured by two manners: "first order" and "second order":[63]

a) First Order

This is a quantitative measure, where subjects are asked about their quantitative expectations about the occurrence of some phenomena in the society, such as the possibility of becoming a victim of a violent crime. The answers of light and heavy viewers are then compared to infer the presence or lack of a cultivation effect. First order judgments are likely constructed off-line (based on memory). For few people spontaneously generate percentage estimates of set-size or probability during viewing.

b) Second Order

This is a qualitative measure investigating the perception of people' s beliefs regarding a phenomenon in the society. In this measure, various phrases are designed to describe the world, for example portraying society as ethical, or wicked, etc. Viewers are then asked which of these phrases they agree with. Then the responses of light and heavy viewers are compared to depict the occurrence of a cultivation effect. Second order judgments are made either on-line or off-line. Updating beliefs and attitudes about the world, women, minorities, etc are likely to occur while viewing. Whereas attitudes and references about TV content that is not relevant to everyday reasoning or impression formation are likely to occur if and when provoked. [64]

XII. Sixth: cultivation Across Borders

a) International Cultivation Analysis

This concept deals with American cultural invasion. American TV programs are exported to many places in the world. Embedded with these programs are values, ideologies, and life patterns that differ and sometimes contradict what is prevailing in the recipient cultures. The discrepancy between the imported production and that of the local production would cause a conflict in the cultivation process. [65]

b) Cultural Hybridity

Many researchers now strive for formulating theories that address the process of cultural hybridity. These theories are based on the premise that globalization will lead to fusion among cultures, which will lead towards the creation of new culture or cultures superior than any of these separate cultures that led to its/their creation.

Whereas most theories presume that the age of the open skies would lead to "globalizing" local cultures and confining them, the hybridity premise predicts that the world will experience "localization" of the global culture to form national cultures. For instance, some eastern artists would take some elements of world music and arabize it into special local hybrid. The new hybrid is local, because such hybrid can not be created in other country, as it is a fusion between world culture and Arab culture in specific.[66]

XIII. Cultivation About the Other

TV can, through what it presents of stereotypical and national images of a group or people, create a mental image in the mind of the individual (viewer) about "the other".

[60] Ibid.
[61] Gerbner, Goerge (2002). *Op. Cit.* P 223.
[62] Miller, Katherine (2002). *Op. Cit.* P 273.
[63] Hassan Emad Maccawi, Laila Hassan El Sayed *Op. Cit.* PP 309, 310.
[64] Shrum L.J. (2004). *Op. Cit.* PP 339-340.
[65] Ibid.
[66] Stanley J. Baran, Dennis K. Davis (2003). *Op. cit.* P 364.

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a) Mental Image

The mental image is an image that a person or a group of people would have when perceiving another person or group of people. Its importance lies in that it influences the social interaction between people. For this image determines whether a person or group would deal positively, negatively, or neutrally towards the other person or group, particularly when that 'other' belongs to a different culture, race, or religion. [67]

b) Stereotype Image

It is necessary to distinguish between the mental and stereotype image. For these two concepts are not identical. The media do not portray mental images, as mental images formulate in the mind of the individual. Media may present a stereotype image that leads the audience to formulate a mental image about some individuals, groups, or peoples, which would be described then as stereotype.[68]

c) National Image

There is an overlap between the concept of national image and stereotype image, but the national image conception is peculiar to the impressions a people forms about the features of another people or country. Since it is difficult for any individual to travel to all world countries, the principle source for formulating a national image takes place through exposure to different means of communication. [69]

XIV. Critiques for the Cultivation Theory

a) Imprecise Content Measure

Cultivation measures the total time a person is spending viewing TV. According to Potter and Chung, unless the content is wholly uniform, the content in question should be program specific. Because if the repetition of certain messages is more frequent in certain genre, exposure to a genre would be a better predictor of a cultivation effect than overall TV would.[70] Three types of genre were thoroughly studied in cultivation research: crime drama, soap operas, and talk shows. And some studies suggest that viewers are differently cultivated according to genre.[71]

In a study titled *Examining Effects of TV News Violence on College Students through Cultivation Theory*, the authors investigated responses to a discrete event which is TV news coverage of the September 11, 2001 attacks. The authors examined whether the amount of TV news viewing in the wake of the attacks have influenced perceptions of violence initiated by people outside the United States and cultivated negative personal emotions and attitudes towards Muslim peers. Questionnaires were distributed on a sample of 234 college students six weeks after the September 11th attacks. Results showed that the greater the time individuals spent in viewing TV news coverage following the terrorist attacks, the more negative personal emotion students held towards their Muslim peers and the strongest is their rejection to developing friendships with them. The results extend the work of Rossler and Brosious (2001) who, after examining daytime talk programs, found that cultivation effects are due to repeated viewing of specific content or genre-based programs. This was also consistent with the work of Chorly-Assad and Tamborini (2001), who found that portrayals of TV physicians varied by genre. The importance of this study lays in broadening previous work to another non-fictional genre and for studying responses to a distinct event rather than a generalized coverage of an issue.[72]

But Gerbner renounces the use of genre-specific measures based on two assumptions. *The content of TV is homogeneous*, so whether the viewed content is comedy, crime, or news, it typically contains the same mix of images and messages that conforms to the norms and values of the people. *The use of TV is ritualistic and unselective*; viewers fit their viewing into their time schedule rather than choosing according to content. Heavy viewers are usually those who watch three or more hours of prime time. Therefore, it is unlikely that they would miss the frequent and significant patterns of TV content. Hence a measure of total viewing rather than specific selections is more efficient in cultivation analysis.[73]

Meta-narratives: Meta-narratives substitute division of content based on genres with division according to the underlined message. For example, crime drama and situation comedy would be classified together if they were seen to share the same meta-narrative, such as 'no matter what problems occur, everything will turn out just fine,' 'truth always wins out,' or hard work yields reward.' Meta-narratives cross borders between program genres freely, for traditional genre categories are considered irrelevant.[74]

[67] Hamada, Basyouni (2000). Arab Image in the Minds of Western policy Makers. *Egyptian Journal Public Opinion Research.* V 1. N 3. P 8.

[68] Ibid. P 9.

[69] Ibid. P 11

[70] Potter, W. James, Chang, Ik Chin (1990). Television Exposure Measures and the Cultivation Hypothesis. *Journal of Broadcasting and Electronic Media*. V 34. N 3. P317.

[71] Bilandzic, HeLena & RÖssler, Patrick (2004). Life According to Television. Implications of Genre-Specific Cultivation Effects: The Gratification/Cultivation Model. *Communications*. V 29. P 9.

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[73] Gerbner, Goerge (2002). Advancing on the Path of Righteousness. *Against the Mainstream.* Ed. Michael Morgan. Peter Lang Publishing, Inc. New York. P 219.

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b) Imprecise Exposure Measure[75]

a. The measurement doesn't consider exposure over time; the focus is kept on here and now and doesn't account for the accumulation of viewing. Compare a 17 year old watching 4h/day of TV versus a 70 year old who have been watching 2h/day for the last 40 years. Following the cultivation analysis model the 17 year old would be classified in the heavy-viewers' group while the 70 year old would be classified in the light-viewers' group. In this case, such a division isn't so logical.

b. The measurement makes an assumption of linearity. The person with the most amount of TV exposure should be the most cultivated; the person with the second most amount of TV exposure should be the second most cultivated, and so on. In reality, people differ; the time of viewing needed for one to be cultivated could vary from one person to another. It is possible that on some issue, a heavy viewer doesn't get cultivated while a light viewer does. Following the cultivation analysis model, the measures taken from these two people will cancel each other. This could explain the persistently weak cultivation coefficients witnessed over the years with research on the Cultivation Theory.

An alternative for the Cultivation Theory is the Media Gravitation Theory developed by James Potter. This theory substitutes the micro-level measurement with a macro-level measurement. In other words, a person is not the unit of analysis, but groups of people are. This theory seems to be a progressive development for the Cultivation theory and is very tempting to use had it not relied so much in its constituent on public data that is not always available in developing countries.

c) Ambiguity between 'Media' and 'Real' Answers[76]

As cited by D. Williams, researchers have given respondents choices between 'television-world' answers and 'real-world' answers without addressing how and why their choices match respondents' conceptualizations (Potter 1991). These choices often disregard the circumstances of the events or actions within the media world (Newcomb 1978). This imprecision in the answers in relation to the real and media worlds would deter any study.

d) Fake Causation

A link between exposure and attitudes is not necessarily causal. For a correlation to be solid, first, there must be a clear time order and second, possible alternative explanations must be ruled out.

According to Paul Hirsch (1980), the mainstreaming effect of cultivation theory could be the result of a statistical artifact known as "regression to the mean." Regression to the mean occurs when a single group of respondents is questioned twice "pre-test, post-test." After the first test, the groups scoring extremely well or extremely badly are singled out. Their performance is then compared with their result on the second test. Subgroups scoring extremely poorly will, on average, almost always seem to perform better the second time, while the high-scoring subgroups will which Gerbner detects "mainstreaming" carries a clear resemblance to regression to the mean. Gerbner and his associates look for mainstreaming effects by selecting subgroups for both light and heavy viewers. They then compare the difference between the mean of the subgroups' scores of the heavy viewers to the mean of the subgroups' scores of the light viewers. If the variation in the answers of the heavy viewers is significantly smaller than the variation in the answer of the light viewers, the researchers speak of a mainstreaming effect of television. Hirsch, however, view the mainstreaming effect caused by the difference among the subgroups to be caused by random effects.[77]

Some studies have stretched their criticism of the mainstreaming effect to deny its presence all together. For instance, in a study that expanded the range of dependent variables subjected to mainstreaming to include: current public affairs issues, general attitudes and beliefs about human nature and the state of society, and beliefs about one's personal status, results revealed that media create a diversity of public opinion or 'scatter-streaming' rather than 'mainstreaming.'[78]

However, Jan Van Bulck in a recent study has defied all this criticism. He was able to prove that mainstreaming does exist and that even though it is calculated in a way similar to regression to the mean, the resemblance is only superficial. First, regression to the mean is typically associated with panel research where a group is studied twice, once before the occurrence of an event and second after the occurrence of that event. In contrast, cultivation analysis measures two measurements of one variable and two groups rather than two measurements of the same group. Second, and most importantly, in cultivation research, respondents are grouped according to various binary variables such as gender, race, political orientation, etc. They are not grouped based on their presentation of extreme elements like in the case of regression of the mean in which subgroups are formed of outliers. Thus

[74] Bilandzic, HeLena & RÖssler, Patrick (2004). *Op. cit.* P 309.

[75] Potter, W. James (2005). Media Gravitation Theory. *International communication Association.* Annual Meeting, New York, NY. PP 5-7.

[76] Dmitri Williams (2006). Virtual Cultivation: Online Worlds, Offline Perceptions. *Journal of Communication* V 56. N 1. P 72.

[77] Jan Van den Bulck (2003). Is the Mainstreaming Effect of Cultivation an Artifact of Regression to the Mean? *Journal of_Broadcasting & Electronic Media*. V 47. N 2. PP 289-295.

[78] Atkin, David J., Kimberly Neuendorf, and Leo W. Jeffres (2001). Expanding the Range of Dependent Measures in Mainstreaming and Cultivation Analysis. *Communication Research Reports*. Fall 2001. P 1.

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extreme scores are to be present in each and every subgroup.[79]

Other scientists such as Shanahan state that even though the process might be to complex for a casual order to be established, if the variables are "functionally interdependent" they could reflect other meaningful patterns of relationships. What he refers to as the Interaction Model.

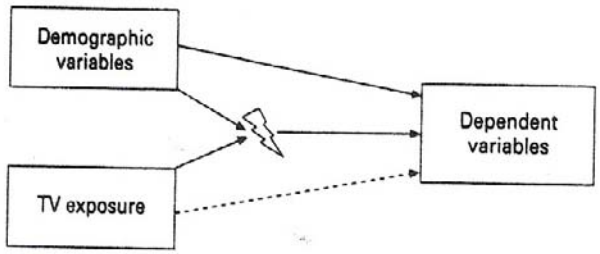


Figure 4 : The Interaction Model[80]

In Shanahan model depicted above, television viewing does affect dependent variables, but is influenced by other factors (hence presented by the dotted line). Demographic variables also cause direct effects, but they are more resistant to influences (hence presented by the solid line). Additionally, television viewing "interacts" with demographic and other control variables, and these interactions are significant within the context of multiple control, showing the existence of provisional associations (again, presented by the solid line). Frequently the interactions cause mainstreaming patterns.

XV. Future of Cultivation in the World of Cable and Satellite Channels

As ownership concentrates, cultivation assumptions strengthened even as programming channels increase number. More channels provide and intensified opportunity for cultivation, not a variation of the conditions under which cultivation occurs. Gerbner's point is that the mere availability of more channels does not fundamentally change the socio-economic dynamics that drive the production and distribution of programs. On the contrary, that dynamic is intensified by increased concentration of ownership and control and by the dissolution of the traditional barriers between and among networks.[81]

XVI. Conclusion

Findings of tremendous number of studies, conducted in the past twenty years, support the idea that cumulative exposure to television assimilates worldviews and cultivates images and ideas matching what is seen on TV, and that long-term television exposure do influence social change. Studies conducted by Gerbner and associates found an average cultivation effect size of 0.078, while those conducted by others averaged 0.10. [82]

While cable and satellite might not have left a change a change in the media institution system, the DIY (Do It Yourself) technology might change the dynamics of the media environment. Online gamming and social media will influence mainstream content as it will be influenced by it. For instance, during the Israeli-Palestinian crisis of July 2014, CNN and NBC correspondents Diana Magnay and Ayman Mohyeldin were both removed from their assignments in Gaza over a tweet considered to be Pro- Palestinian.[83] Two days later, NBC reversed its decision, which was attributed to a social media outcry.[84] The fact that Mohyeldin was removed over a posting on social media and was returned as a result of social media pressure marks a shift in the media institution system currently in place. This however still functions within the parameters of the cultivation theory as the "multi-directional" component of the theory states that the media both influences and is influenced by a complex interface among society, the public, media institutions, and interest groups.

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Sound Apperception Test: Development and Validation

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Abstract- We report the development of Sound Apperception Test (SAT) measuring personality using an alternative, auditory form of projective testing. Sound effects designed to measure four personality dimensions, viz. intellectual functioning; interpersonal adjustment, task orientation and emotional embedded-ness were created. Stimulus analysis was carried out on a randomly drawn sample (n=440). Twenty-four out of the 60 sound effects had more than 75% consensus among expert raters and were retained. Six of the 18 sound effects were common for males and females, and six each were gender-specific. The test-retest reliability for males (n=107) was 0.692–0.765 ($p< 0.01$) and for females (n=69) it was 0.644–0.841 ($p< 0.01$). The validity for males (n=178) was 0.652–0.691 ($p<0.01$) and for females (n=64) it was 0.675–0.71 ($p<0.01$).

Keywords: sound apperception test; tat, sound effect, sat.

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Sound Apperception Test: Development and Validation

Y. K. Nagle [α] & E. Kalpna Rani [σ]

Abstract- We report the development of Sound Apperception Test (SAT) measuring personality using an alternative, auditory form of projective testing. Sound effects designed to measure four personality dimensions, viz. intellectual functioning; interpersonal adjustment, task orientation and emotional embedded-ness were created. Stimulus analysis was carried out on a randomly drawn sample (n=440). Twenty-four out of the 60 sound effects had more than 75% consensus among expert raters and were retained. Six of the 18 sound effects were common for males and females, and six each were gender-specific. The test-retest reliability for males (n=107) was 0.692–0.765 (p< 0.01) and for females (n=69) it was 0.644–0.841 (p< 0.01). The validity for males (n=178) was 0.652–0.691 (p<0.01) and for females (n=64) it was 0.675–0.71 (p<0.01).

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I. Introduction

Projective tests assess the unconscious conflicts, memories, emotions, dominant drives, imagination and perceptual organization of an individual. These tests have a long history, especially in clinical settings. Frank (1939) grouped them into five categories:

Constitutive – for example, the Rorschach Inkblot Test (Rorschach, 1951),

Constructive – for example, the Draw-a-person Test (Goodenough, 1926 & Harris, 1963),

Interpretative – for example, the Thematic Apperception Test (Murray, 1943),

Cathartic – for example, the Rosenzweig Picture-Frustration Test (Rosenzweig, 1948), and

Refractive – for example, the Bender-Gestalt Visual Motor Test (Bender, 1938).

These tests depend almost exclusively on the visual modality, leaving little ground for people who are visually impaired or for the purpose of deriving any input that may stem from the auditory modality. Additionally, the degree of ambiguity which is cardinal in projective content may be better introduced via auditory modality because our perceptual field is more organized around the visual modality.

Projective technique has since relied heavily on eliciting and analyzing misperceptions and appreciations in the one sense modality of vision, but auditory channels seem to have been neglected in the projective psychology. Although the first projective technique was based on the auditory modality – the Word Association Test (Jung, 1910) – very little attempt has been made since then to develop auditory projective tests. Reviews of the research suggest that there is a need for systematic study (Lebo & Bruce, 1960; Breger, 1970). Abramsons (1963) pointed out that since vision inclines to offer more continuing hints of reality checks than audition it seems logical that an auditory technique might provide more opportunity for expression of personalized material.

We developed a Sound Apperception Test, with an aim of identifying auditory stimuli that can elicit information about the personality of the individual, especially intellectual functioning, interpersonal adjustment, coping strategy and emotional embeddedness. The inputs of the present study were drawn primarily from the research carried out by Stone (1950), Wilmer (1951), Alexander (1952) and Braverman (1952) and particularly by Bean (1965).

II. Method

a) Participants

The first data set came from a sample of 440 volunteers (263 male, 177 female) across all geographical locations in India. The mean age of male participants was 21.6 years (range 16–25 years) and of female participants was 22.4 years (range 19–24 years). These participants were all literate (mean education 12.8 years) and were naïve to the purpose of the study at the outset.

b) Generation of sound effects

A preliminary study was conducted to generate sound effects to be used as stimuli for the Sound Apperception Test (SAT) and to examine the effectiveness of these stimuli for assessing intellectual functioning, interpersonal adjustment, task orientation and emotional embeddedness. Some sound effects were recorded live and others were taken from pre-recordings. Recording was done using the technical expertise of All India Radio, Bangalore, India (Appendixes I and II). Sixty sound effects were created and grouped into five sets of twelve; three sets of sound effects each were created for the male and female participants.

Twelve experienced psychologists (professional practitioners) judged the sound effects as potential

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stimuli for assessing personality attributes. These judges had practical experience in personnel selection, clinical work, research and teaching. Following this, the sound effects were modified and restructured. The 24 sound effects that had a higher than 75% consensuses among the judges were selected for the final SAT.

c) Mesure

(a) TAT (Murray, 1943): The Thematic Apperception Test (T.A.T.) of Murray (1943a) consists of 31 pictures of people in different solitary and social situations. There is a specific sequence of cards for girls, women, boys, and men that have, as the central figure, an individual of the same sex and general age group as the individual who is being tested. There are some common cards used for all ages and sexes and one blank card. The individual is asked simply to "make up a story" to each picture. The first half of the stories is considered to be pictures of everyday events; the second group is considered to be more dramatic, more similar to the deeper world of the dream life. In Murray's need-press method of scoring the stories, the psychologist makes an inventory of the numerous "needs" of the hero of each story and an inventory of contrasting requirements or forces from the environment that "press" on the hero. An example is the hero loves a woman, but she hates him. Hence, there is a "need for love or affiliation" met by a "press of hate or rejection." Murray (1938) developed a theory of personality called personology that consists of a large variety of these need-press dichotomies. His system lists needs for abasement, achievement, aggression, acquisition, autonomy, creation, deference, destruction, dominance, intragression, nurturance, passivity, and succorance. His list of presses includes affiliation, aggression, dominance, nurturance, lack, loss, and physical injury. In the present study we have used the first series of the ten picture for males and females they are 1,2,3BM,3GF,4,5,6BM,6GF,7BM, 7GF, 8BM,8GF, 9BM,9GF, and 10.

d) Procedure

The test was conducted in classroom settings with about 15 participants at each session. Participants were given general and specific instructions before the administration of the actual test. The general instructions were:

"You will experience an interesting activity. We are going to present to you some mixed sounds that will give you a chance to think about a situation. I would like you to listen attentively to the sound effects that are presented. Each sound effect will be presented to you for a duration of 30 seconds. While you listen to it, you can broadly makeup your mind about:

a) What might be going on in the situations represented by these sound effects?

b) What must have been going on before this?

c) And what the individual and group are thinking, feeling, and what they will do?

This is a test of your imagination and thinking rather than any particular ability."

The specific instructions were:

"Once the sound effects stop, you have to write down a story around the individual/s and the situational details. Please also note that this is not a test of your language proficiency but it is test of your imagination and hence no story is considered as right or wrong First listen to the sound for 30 seconds, -then write your story taking not more than five minutes time for each story. Then attend to the next sound presented, listen to it carefully, write down the story and so on."

Each sound effect was presented for 30 seconds, and participants were given five minutes for writing the story. Each testing session required approximately one hour to complete. The scoring method for the TAT (based on Murray, 1938 and Bellak, 1973) with miner modification was adopted for analyzing the stories, (Appendix 'A'). In Murray's (1943a) method of scoring the T.A.T., each story is analyzed according to all these needs and presses, each of which receives a weighted score. A hierarchy of the relationship of the needs to each other is also obtained with such concepts of Murray's as need-conflict, need-subsidization, and need-fusion.

III. Analysis and Scoring of Stories

a) Reliability of scoring of SAT

Using pre-set interpretation guides, the investigators assessed the responses to 10 to 15 sounds and scored them. The scores were compared with those of an experienced psychologists' and any differences discussed. After this, investigators assessed responses to 25 to 35 sounds and awarded scores. Coefficients of correlation were computed between the scores of the inexperienced investigators and those of the experienced psychologist, and the means are also noted. Generally, there were almost insignificant differences in the means and the coefficients of reliability were in excess of 0.85. If there were any sizeable differences in means (significant at the 0.01 level of confidence or less) or if there were inter-correlations of less than 0.85, further training was provided to the inexperience assessors.

To assess intra-reporter reliability, about 50 responses were randomly selected and re-scored after two weeks. Reliability coefficients for the SAT were obtained by computing the correlation between these scores. The minimum coefficient for scoring to be considered reliable was 0.90; investigators with satisfactorily high coefficients continued to analyses responses.

Socio-demographic information was used to supplement our inferences. At quantitative analysis,

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scores on four-personality dimensions, viz. intellectual functioning; interpersonal adjustment, task orientation and emotional embedded-ness were produced: each of the stories was converted into scaled scores with a five-point rating scale, wherein '1' represented highest and '5' represented lowest score (appendix C). The conversion was done with a profile chart and analysis sheet to allow comparison at a glance. The qualitative and quantitative analysis methods of Murray (1943), Bellak (1973) and McClelland (1985) were used. Two aspects of the subject's written stories were used for analyzing and interpreting their responses to the sounds: aspects of the story itself and aspects of the characters.

b) Aspects of the story

(a) Relation of story to stimulus materials: Assessors looked at whether the stories distorted what was represented by the sounds, such as by adding or omitting objects or persons.

(b) Form and content: Formal characteristics of story structure and story content reflect the adequacy of accomplishing the storywriter task, whereas content deals with the specific themes that reflect the unique concerns of the storywriter, so the participants were instructed to make up a story containing antecedents, happenings, and outcomes.

Aspects of the characters

Elements related to the characters were considered, and the theme in which the characters are described were noted. The affects, feelings or moods of the characters were analyzed, including irrelevant feelings, aesthetic feelings, sadistic feelings and feelings of guilt or inferiority. Their needs, presses and threats were examined, as well as their values or motivating forces. Their actions, conflicts, interpersonal feelings and relations (especially their attitudes toward parents or authority) were considered. Use of punishment, attribution or blame and patterns of need gratification were examined and attention was paid to defenses, such as fantasy and denial. Inhibition of aggressive or sexual impulses and/or facing interpersonal feelings were also analyzed.

IV. Work Method

The following work method was followed:

a) Investigators began by reading and comprehending the stories and making notes on the Bellak TAT analysis sheet using 10 variables and a five-point rating scale. Thereafter, depending on the nature of the results obtained from the first step, further analysis was carried out, both qualitative and quantitative. The stories were analyzed in terms of situations, attitudes, sequences and on descriptive, interpretative, symbolic and elaborative levels; they were studied with respect to areas such as social relationships, work, sex and defenses. The sequence for functional modes of the ego i.e. sequence of events was analyzed to understand personality dynamics with reference to personality dimensions. The interpretative theme of each story was recorded on analysis sheets using a five-point rating scale.

V. Results

a) Reliability

The test-retest reliability of the SAT was obtained from a sample of 107 males aged 16.5–25 years and 69 females aged 20–24 years. The SAT was administered twice on the same sample with an interval of 15 days and the reliability coefficient of the SAT was obtained separately for the male and female samples for the following factors: intellectual functioning, interpersonal adjustment, task orientation and emotional embedded ness. The test retest reliability ranged from 0.692–0.765 ($p<0.01$) for males and 0.64–0.841 ($p<0.01$) for females.

b) Validity

The content validity of the SAT was determined by the agreement of expert judges that the contents of the situational sound effects were true measures of personality dynamics with reference to personality constructs examined.

However, the purpose of personality testing is to predict real-life correlates of test scores. Consequently, we assessed the concurrent and predictive validities of the SAT for different ages and sexes. The validity of SAT was determined by comparing it with the TAT (Murray, 1943). Correlation coefficients between the SAT and TAT for male candidates for the four dimensions (intellectual functioning, interpersonal adjustment, task orientation and emotional embedded-ness) were statistically significant and ranged from 0.652 to 0.69 ($p<0.01$); for females the range was 0.684 to 0.71 ($p<0.1$).

VI. Discussion

Projective test and objectives start from different premises and accomplish different goals. Writing stories in response to SAT sound effects allows participants to organize and associate with ambiguous and semi-ambiguous material, presumably reflecting implicit motives. McClelland et al. (1989) claimed that these implicit motives are stimulated by the effect connected with an activity. For example, participants with high affiliation scores on TAT stories released dopamine after viewing romantic movies (McClelland, Patel, Stier & Brown, 1987); in contrast, participants with self-attributed affiliation needs did not respond to romantic movies with dopamine release. Objective test responses result from organized cognitive, self-reflective thought processes and have all the advantages and

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disadvantages that follow from that style. More than projective test responses, they can predict present behaviour in specific situations. Long-term behaviour, in contrast, is more efficiently predicted using SAT responses.

The data emerging from the SAT in the form of stories suggests that it is a psychometrically reliable and valid test and is of potential use in identifying emotional disturbances in individuals. Each sound was a unique stimulus. Emotionally disturbed men and women had much more difficulty incorporating characters' feeling into their stories, which were poorly organized, lacked internal logic, revealed inadequate judgment (for example, there were deficiencies in understanding cause–effect relations with respect to actions and outcome, success was achieved by wishful thinking or they were unable to complete the task). The SAT was applicable to a wide range of participants from college-aged adolescents to the elderly, with satisfactory reliability and validity. Of course, no important decisions about clients should be made, at this stage, based only on SAT assessment data, which instead should be supplemented by other standardized tests.

Using only one type of assessment data is always a high-risk proposition. Drawing conclusions uniquely from a test or from behavioral observations or from clients' self-reports entails a significant risk of error. Diagnosis is safer when common themes emerge from different types of assessment. Cross-validation on various samples could be carried out to determine the suitability of any particular test for a specific group of individuals.

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Appendix 'A'

Descriptions of Sound Effects Played to Males (Duration 30 Seconds)

C1 Stream with nightingale in the background
C2 Bottle clinking and pouring of drinks and a female in conversation, crying (semi-structured)
M3 Person coughing and moaning (suffering with pain)
M4 Demolition effects of falling debris and an explosion
C5 Baby crying and telephone bell ringing
M6 Aeroplane passing over head (propeller plane/jet) and horse carriage passing
C7 Ship's siren with passengers embarking and dockside noises in background (semi-structured)
M8 Car speeding, brakes being applying and diesel train passing at speed
C9 Plane takes off and bombing from plane (semi-structured)
M10 Troops marching very nearby
C11 Wedding organ playing and bride being welcomed
M12 Castle doors opening, squeaking and closing

Appendix 'B'

Descriptions Of The Sound Effect Played To Females (Duration 30 Seconds)

F1 Young children playing in playground and ambiguous conversation.
C2 Ship's siren with passengers embarking and dockside noises in background (semi-structured)
F3 Prayer in the temple with bell sound in the background
C4 Plane takes off and bombing from plane
F5 Night effect: car passing in slow speed in the rain
F6 Alarm clock ticking then ringing
F7 Dog barking, door bell ringing, door opening and two gun shots
C8 Baby crying and telephone bell ringing
C9 Wedding organ playing and bride being welcomed
C10 Bottle clinking, pouring of drinks and a female in conversation, crying
F11 Continuous gun shots and a man running in street
C12 Stream with nightingale in the background

Appendix 'C'

Sound Apperception Test Story Analysis Sheet

Name: Age: Race:
Sex: Education: Religion:

Rating On A 5- Point Scale (Highest 1 To Lowest 5)

Theme of the story		FACTOR-I Intellectual functioning					FACTOR- II Interpersonal adjustment					FACTOR-III Task orientation					FACTOR -IV Emotional Embedded-ness				
Sl.No.	Theme	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1																					
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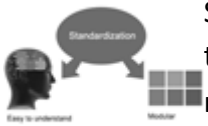


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The board can also take up the additional allied activities for betterment after our consultation.

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Note :

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
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- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

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1. General,

2. Ethical Guidelines,

3. Submission of Manuscripts,

4. Manuscript's Category,

5. Structure and Format of Manuscript,

6. After Acceptance.

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Complete support for both authors and co-author is provided.

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Research articles: These are handled with small investigation and applications

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(i) References in the proper form.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.

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Abbreviations supposed to be used carefully. The abbreviated name or expression is supposed to be cited in full at first usage, followed by the conventional abbreviation in parentheses.

Metric SI units are supposed to generally be used excluding where they conflict with current practice or are confusing. For illustration, 1.4 l rather than 1.4 × 10-3 m3, or 4 mm somewhat than 4 × 10-3 m. Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

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- One should avoid outdated words.

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Acknowledgements: Please make these as concise as possible.

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1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

2. Evaluators are human: First thing to remember that evaluators are also human being. They are not only meant for rejecting a paper. They are here to evaluate your paper. So, present your Best.

3. Think Like Evaluators: If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

5. Ask your Guides: If you are having any difficulty in your research, then do not hesitate to share your difficulty to your guide (if you have any). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work then ask the supervisor to help you with the alternative. He might also provide you the list of essential readings.

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

8. Use the Internet for help: An excellent start for your paper can be by using the Google. It is an excellent search engine, where you can have your doubts resolved. You may also read some answers for the frequent question how to write my research paper or find model research paper. From the internet library you can download books. If you have all required books make important reading selecting and analyzing the specified information. Then put together research paper sketch out.

9. Use and get big pictures: Always use encyclopedias, Wikipedia to get pictures so that you can go into the depth.

10. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right! It is a good habit, which helps to not to lose your continuity. You should always use bookmarks while searching on Internet also, which will make your search easier.

11. Revise what you wrote: When you write anything, always read it, summarize it and then finalize it.

12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

13. Have backups: When you are going to do any important thing like making research paper, you should always have backup copies of it either in your computer or in paper. This will help you to not to lose any of your important.

14. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several and unnecessary diagrams will degrade the quality of your paper by creating "hotchpotch." So always, try to make and include those diagrams, which are made by your own to improve readability and understandability of your paper.

15. Use of direct quotes: When you do research relevant to literature, history or current affairs then use of quotes become essential but if study is relevant to science then use of quotes is not preferable.

16. Use proper verb tense: Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

17. Never use online paper: If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

18. Pick a good study spot: To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

19. Know what you know: Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

20. Use good quality grammar: Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

21. Arrangement of information: Each section of the main body should start with an opening sentence and there should be a changeover at the end of the section. Give only valid and powerful arguments to your topic. You may also maintain your arguments with records.

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

23. Multitasking in research is not good: Doing several things at the same time proves bad habit in case of research activity. Research is an area, where everything has a particular time slot. Divide your research work in parts and do particular part in particular time slot.

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.



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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print to the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects in your research.

Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form, which is presented in the guidelines using the template.
- Please note the criterion for grading the final paper by peer-reviewers.

Final Points:

A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

Writing a research paper is not an easy job no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record keeping are the only means to make straightforward the progression.

General style:

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

· Use paragraphs to split each significant point (excluding for the abstract)

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

Choose a revealing title. It should be short. It should not have non-standard acronyms or abbreviations. It should not exceed two printed lines. It should include the name(s) and address (es) of all authors.



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Abstract:

The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

An abstract is a brief distinct paragraph summary of finished work or work in development. In a minute or less a reviewer can be taught the foundation behind the study, common approach to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Yet, use comprehensive sentences and do not let go readability for briefness. You can maintain it succinct by phrasing sentences so that they provide more than lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study, with the subsequent elements in any summary. Try to maintain the initial two items to no more than one ruling each.

- Reason of the study - theory, overall issue, purpose
- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

Introduction:

The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.

- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
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Procedures (Methods and Materials):

This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

- Report the method (not particulars of each process that engaged the same methodology)
- Describe the method entirely
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures
- Simplify - details how procedures were completed not how they were exclusively performed on a particular day.
- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings - save it for the argument.
- Leave out information that is immaterial to a third party.

Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

Discussion:

The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

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Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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