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Morocco in Other Words

Exploring Institutional Culture

Highlights

Manifestation of Resistance

Leadership Challenges for Women

Discovering Thoughts, Inventing Future

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Morocco in Other Words

By Mohamed Belamghari

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Abstract- For many years now, questions of culture, race, sex and identity, among many others, have been coped with at length in Moroccan literary writings in different languages and for different purposes. These purposes, in fact, have been articulated in a variety of literary outlets with the aim of correcting cultural stereotypes, bridging cultural gaps to avoid cultural shocks or enlarging the extremes of intercultural dialogues among nations of the world. However, one such thorny question ought to be raised in this context is the extent to which any foreign language can be a resort to any Moroccan, in particular, and African writer, in general, to express the repressed cultural forms within their cultures. In this account, my contribution places under scrutiny the Moroccan text written in foreign languages, especially in English, as having the ability to translate the miscellaneous forms of the Moroccan cultural diversity to the outside world; a possibility which is now at hands more than ever before. To help capture this phenomenon in its contemporaneity, a combination of both Mikhail Bakhtin and Chantal Mouffe's philosophies is undertaken with the aim of laying bare the manifestation of a textual enterprise authored or co- authored by different voices in an in-between dialogical as well as virtual space.

Keywords: *agonistic pluralism – dialogism – addressivity – answerability – expressivity – epistemic engagement – textual maneuver.*

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Morocco in Other Words

Mohamed Belamghari

Abstract- For many years now, questions of culture, race, sex and identity, among many others, have been coped with at length in Moroccan literary writings in different languages and for different purposes. These purposes, in fact, have been articulated in a variety of literary outlets with the aim of correcting cultural stereotypes, bridging cultural gaps to avoid cultural shocks or enlarging the extremes of intercultural dialogues among nations of the world. However, one such thorny question ought to be raised in this context is the extent to which any foreign language can be a resort to any Moroccan, in particular, and African writer, in general, to express the repressed cultural forms within their cultures. In this account, my contribution places under scrutiny the Moroccan text written in foreign languages, especially in English, as having the ability to translate the miscellaneous forms of the Moroccan cultural diversity to the outside world; a possibility which is now at hands more than ever before. To help capture this phenomenon in its contemporaneity, a combination of both Mikhail Bakhtin and Chantal Mouffe's philosophies is undertaken with the aim of laying bare the manifestation of a textual enterprise authored or co- authored by different voices in an in-between dialogical as well as virtual space. By this combination, the concepts employed provide the conceptual/critical framework and terminology that can be used in the present analysis with the aim of generating new rhetorical concepts or strategies.

Keywords: agonistic pluralism – dialogism – addressivity – answerability – expressivity – epistemic engagement – textual maneuver.

I. Intorduction

It is a markedly phenomenal feature that the concepts of language and culture have generated a hotly disputed debate among scholars up till the present time. In fact, culture and language have come to nestle quite finely in synonymity with each other in a variety of literary enterprises. Writers employ many a language to expose and communicate their cultures. Literature, in this regard, is an important site for cultural exhibition used by many writers, most important of whom to the current paper are Moroccans, to dwell in a space of creativity and transcend the cultural and linguistic borders towards dialogical emancipation. It is the task of the current textual enterprise to analyze the observable fact of some Moroccans writing in foreign languages other than Arabic.

In this account, this paper employs both Mikhail Bakhtin's (1982) and Chantal Mouffe's (2000) useful concepts for its analysis of the Moroccan culture in foreign languages to account for how a certain language can communicate ideas and cultures more effectively than another one. By this combination, the concepts employed shall provide the conceptual/critical chapter-framework and terminology that can be used in the present analysis with the aim of generating new rhetorical concepts or strategies, such as epistemic engagement and textual maneuver, among others.

Bakhtin's dialogism theories[1], among other things, form a conceptual ground for inter-human relationships, which has always been framed in both antagonistic and agonistic terms. That is to say, the aim envisaged from every attempt to engage in a mental process characterized by thinking, writing or even debating is to foster a conception of understanding and accepting a polyphony of voices. In fact, the combination of Chantal Mouffe's enacted theory[2] of agonistic pluralism and Mikhail Bakhtin's (1982) theories of dialogism are used to lay bare the characterization of the Moroccan culture in foreign languages and the implication of translating this culture from the "miserable" source to the outer "nirvana". In other words, the significance of agonistic pluralism lies in its capability of enacting a model of cultural coexistence and dialogue that does without cultural exclusion. In fact, Moroccan writers use foreign languages in their writing to establish a dialogic atmosphere between them and their readers and also between their readers and the subject matters of their writings. It is, therefore, by the creation of a dialogic atmosphere wherein contradictions and divergences can meet that the Moroccan writers in foreign languages have managed to voice their concerns to their readers on a global scale. At exactly this point, both postulated theories of both Bakhtin and Mouffe fit in explaining how foreign languages best translate the Moroccan realities to foreign readers and also why many Moroccan writers have opted for such means of expressions to establish this kind of textual dialogue.

Bakhtin's philosophy of dialogism is, in fact, an encompassing container of a number of closely interrelated terminologies in task and performance. That is, dialogue among subjects is based on its ability to carry out mainly communicational tasks successfully. The pillars of such a strategic activity of dialogue stand,

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[1] Mikhail, Bakhtin. *The Dialogic Imagination: Four Essays*. (Ed.) Michael Holquist. (Trans.) Michael Holquist and Caryl Emerson. (Texas: University of Texas Press, 1982)

[2] Chantal, Mouffe. "Deliberative Democracy or Agonistic Pluralism." (Ed.) Christine, Neuhold. Political Science Series 72. (Institute for Advanced Studies: Vienna. 2000)

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according to Bakhtin, on a structural delineation and respect of the following instructions: addressivity and answerability/ responsibility/ expressivity. By trying to define the term dialogue, one can definitely aver that it is a sort of interaction with the other. Clark and Holquist (1984) in their book *Mikhail Bakhtin* develop this last idea further ahead by defining dialogue as:

> The extensive set of conditions that are immediately modeled in any actual exchange between two persons but not exhausted in such exchange. Ultimately dialogue means communication between simultaneous differences.[3]

Important in such a definition is the idea that dialogue is carried out by more than one person. Lurking behind it also is the very importance of the presence of the other and its valuableness to the construction of meaning. That is to say, one cannot have a clear stand without having the other's point of view, without being exposed to different contradictions and without being faced with rational disagreements. In this account, language proves a bridge that connects disparities and helps in converging different thoughts. Along with such line of reasoning Bakhtin (1982) writes in his *Dialogic Imagination* that:

> As a living, socio-ideological concrete thing, as heteroglot opinion, language, for the individual consciousness, lies on the borderline between oneself and the other. The word in language is half someone else's.[4]

Important in Bakhtin's (1982) Dialogism is that language, and therefore the production of meaning, is not authored or authorized solely by an individual but rather coauthored: by the self in its interaction with the other. Language is a linguistic institution that partly plays a role in the production of meaning. The importance of language, therefore, lies in its ability to facilitate interaction between subjects. Still, the partial role of language in the construction of meaning is staged to give agency to other components to contribute to the formation of meaning. In this regard, the full production of meaning is realized by means of a partnership between language and its participants. That is to say, the presence of the other with their different and disputed contributions is an assistance for the self to form an idea about what a thing is, thereby the word in a language is half someone else's. Therefore, it is the play of different forces in addition to language that contribute to directing dialogue to accomplish ideal purposes.

The interaction of subjects in a dialogue is characterized by the presence of highly significant factors for its functioning and success. Among such factors, Bakhtin names the concept of addressivity by virtue of its ability to constitute a dialogic agency. Clark and Holquist (1984) define addressivity as, "the otherness of language in general and of given dialogic partners in particulars."[5] In other words, addressivity is the act of partaking in a dialogic activity and asking a question or rising a point of discussion that is, most of all, characterized by its ability to breathe life in dialogue. People address their question to each other to have answers and more clarifications, which can be the milestone of new forming ideas and meanings. Bakhtin further explicates that:

> expressivity;…life is…an activity, the dialogue between events addressed to me in the particular place I occupy in existence, and my expression of a response to such events from that unique place"[6]

What one expresses from their unique position serves promoting the scope of dialogue. Everybody has something to contribute, and it remains that they address it to others the way they understand it and the way they have culturally grown up to perceive it. The positionality of a subject with regard to their cultural and socio-cultural background proves a touchstone for the richness of inter-human dialogic interactions.

Closely related to addressivity is another dialogic partner, central to Bakhtin's (1982) philosophy, termed answerability. Answerability, another constitutive dialogic agency, is the simple act of answering a question or a request addressed by another actor in a dialogic interaction. The positionality of the answerer is also of capital importance in that it generates different opinions. In fact, dialogue is bound to succeed in spite of its actors' different cultural, socio-cultural and ideological backgrounds on condition that an atmosphere of understanding, empathy and broadmindedness rules in every dialogue. It is, therefore, at this particular point that Chantal Mouffe would further relate her enacted philosophy of agonistic pluralism to Bakhtin's dialogism.

Chantal Mouffe (2000) advocates an agonistic model of democracy as an answer to the serious deficiency of other proposed models. For her, this agonistic model should "place the question of power and antagonism at its very center."[7] That is, to take into consideration the different plays of power and the nature of antagonism that manipulates most of inter-human interactions. Instead of increasing antagonism between subjects, which is a behavior that takes place between

[3] Katerina, Clark and Michael, Holquist. *Mikhail Bakhtin*. (Cambridge: Harvard UP, 1984), p. 9

[4] Mikhail, Bakhtin. *The Dialogic Imagination: Four Essays*. (Ed.) Michael Holquist. (Trans.) Michael Holquist and Caryl Emerson. (Texas: University of Texas Press, 1982), p. 293

[5] Katerina, Clark and Michael, Holquist. *Mikhail Bakhtin*. (Cambridge: Harvard UP, 1984), p. 217

[6] Mikhail, Bakhtin. *The Dialogic Imagination: Four Essays*. (Ed.) Michael Holquist. (Trans.) Michael Holquist and Caryl Emerson. (Texas: University of Texas Press, 1982), pp. (48-49)

[7] Chantal, Mouffe. "Deliberative Democracy or Agonistic Pluralism." (Ed.) Christine Neuhold. Political Science Series 72. (Institute for Advanced Studies: Vienna. 2000)

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enemies, there should be another agonistic model that considers the differences of subjects and invest that as a strong point towards an ideal democracy. You and me, instead of worsening our relationship and further drag it into the swamps of animosity, we better be adversaries and compete, all for the well-being of our community and nation. We can be different but we can also use our difference to empower our mentality and behavior. In other words, writers and their readers can still have textual dialogues in which each of them expresses what he/she thinks of the other in form of criticism (from the part of the reader) and also in form of writing and expression (from the part of the writer). Therefore, both Bakhtin and Mouffe come to meet around a single point constituting the milestone in their academic works: the success of any dialogue is conditional on how far its participants listen and answer.

Considerably, writing in a foreign language guarantees more readers and participants in the dialogic activity of the written text. In this account, new virtual conceptions of dialogue come to the fore and also new textual communities are formed. That is to say, by writing a text, one is actually communicating their points of view emanating from their own cultural experiences, thereby their works are subject to discussion or criticism by others to whom the content is communicated. Reading to an author instigates clashing ideas in the mind of the reader. The content of a certain text invites people to discuss, argue and censure it. You and I can be part of the same textual community by reading the same book and to the same author, and it means that we can communicate in that virtual space[8]. This dialogic mental activity eventually amounts to instructive results designed to install notions of competition rather than animosity, produce meanings and help discover the weak points of the dialoguers and develop a sense of listening and answering.

In fact, writers have often viewed their work in terms of a collective struggle to retrieve the untold stories of those who have not had access to education or writing. It is also by using a foreign language that a writer can communicate effectively with the external cultural other. This is in part due to the crisis of reading that has plagued the ex-colonized world and in part due to the wide reach of foreign languages. Therefore, for many writers, Africans in general and Moroccans in particular, the choice of foreign languages to communicate their minds is a demanding priority. Accordingly, Chinua Achebe (1975) explains the reason of his choice of the English language by saying that:

> […] I feel that the English language will be able to carry the weight of my African experience. But it will be a new English, still in full communion with its ancestral home but altered to suit its new African surrounding.[9]

In fact, Achebe is fully aware of the wide reach of the English language, but he was, at the same time, resolute on remaining committed to fusing his writings with African experiences that are infused through an Anglophone tongue. Altering the English language so as to suit the changes taking place in Africa is a technique that is not only adopted and adapted by Achebe alone, but along with this technique of abrogating the language write many other African writers, such as NgugiWaThiong'o and V. S. Naipaul, among many others.

As a medium of communication, the English language has been spread out across the globe. In fact, the hegemony of the English language is inherent in a colonial legacy during centuries marked by the British Expansionist ambitions around the whole world. In this sense, the British Empire has always sought to entrench English in its colonies. These colonies, in turn, have appropriated the colonial language and maintained it as an official communicational device serving to put off the flames of inter-ethnic disputes.

In the Moroccan context, English maintains its presence, for it allows easy access to different cultural and educational facilities. In fact, the global reach of English has made of it a language whereby most people across the globe come to be identified. It is a language that facilitates communication between different people from different linguistic backgrounds. Besides, English has become the international language par excellence by virtue of its presence in science, medicine, computer sciences or international university curricula. To that effect, Robert Phillipson (1993) in his *Linguistic Imperialism* explicates that:

> English has a dominant position in science, technology, medicine, and computers, in research, books, periodicals, and software; in transnational business, trade, shipping and aviation in diplomacy and international organizations in mass media entertainment, news agencies, and journalism, in youth culture and sport, in education systems, as the most widely learnt language can estimated 115 million learners at school level by the early 1970 s [...]this non-exhaustive list of the domains in which English has a dominant, though not exclusive, place is indicative of the functional load carried by English.[10]

Long is the list of positions in which English is predominantly present across the globe to the extent that one may think that no other domain is missed from enumeration. English has become inextricably

[8] Kate, Eichhorn. "Sites unseen: ethnographic research in a textual community." Canada: Qualitative Studies in Education, VOL. 14, NO. 4, 2001, pp. (565 – 578)

[9] Chinua, Achebe. "The African Writer and the English Language."*Morning Yet on Creation Day*. (London: Biddles, 1975), p. 62

[10] Robert, Phillipson. *Linguistic Imperialism*. (London: Oxford University Press, 1993), p. 6

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intertwined with several aspects. It is crystal clear that the number of the English speakers around the world is escalating day by day. For many people, English has become a necessity that cannot be done without, for it is the language that fits in the current global changes. As the amount of information needing to be processed comes to exceed human capabilities, computers, for instance, have appeared on the scene so as to reduce the tensions which could be accrued to the human mind. Likewise, when a multitude of languages have appeared to have conflicts with one another, as the case of the African ethnic languages, English has been the potential communicative device most likely to take on the function of solving these and other communicative break-downs. This way, English has come to be perceived as everyone's language, the lingua franca of all those who seek to have international interactions. Accordingly, Dennis Walder (1998) in his *Post-colonial literatures in English* assumes that:

> […] whatever English now represents, or has represented over centuries of colonization, it belongs to everyone. It is a global language, the first of its kind.[11]

Retaining the phrase "global is a fertile field of imagination which is nurtured first and foremost by a global language. That is to say, writers across the globe tend to translate their cultures, worries and aspirations to the rest of the world in a language that can have the capability of carrying language" can be pertinent to the context of literature. In effect, literature the voice of its users into the remotest corners of the world instead of letting them down half way. People, therefore, tend to put their trust in a global language whose reach transcends the naturally established borders of states and continents. Besides, this global language, which is enigmatic of all what is omnipresent, potent and within-reach is the magic-stick-like to which Chinua Achebe in his collection of essays entitled *Morning Yet on Creation Day* confirmed his support, for he has been given the English language, and thus he intends to use it.[12] In support of this, Samuel Huntington (1998) mentions in his book, *The Clash of Civilizations and the Remaking of World Order* the idea that:

> The world's language is English, as the editor of the wall street Journal put it. This can mean two things, only one of which would support the case for a universal civilization. It could mean that an increasing proportion of world's population speaks English.[13]

In morocco, the same as in other African countries, many writers have opted for foreign languages as means of expression other than their native languages because of their wide reach. During the colonial period in Morocco, DrissChraibi and Ahmed Sefrioui, for instance, published their first novels in French. Their immediate concern was to produce an 'authentic' image of their society and to force the French elite to hear their voice. French was their instrument of self-assertion despite the fact that both of them could write in Arabic. After independence, Francophone writers found themselves writing in a language which had remained foreign to the majority of their people and which they wished to subvert as part of the process of cultural decolonization and self-assertion. Most of these writers maintain that the adoption of French as a medium of expression does not necessarily imply a downgrading of Arabic.

Equally important is the fact that some Moroccan writers dialoguing in foreign languages express a sense of commitment to their Moroccan culture in their texts. Their point of departure is culturally grounded and what they communicate is often related to their social milieu. Themes like poverty and marginalization, for instance, occupy much space in most Moroccan texts. The reason behind such a choice of themes can be traced to the colonial era that is believed to be the catalyst of change that has blown in Morocco. To explain, the colonial exploitation of Moroccans and their fortunes culminated in bringing about a host of social asymmetries. It is believed that those who have benefited from colonialism are those who still occupy honorable and powerful positions in the Moroccan political scene to the extent that it has become a hereditary option for them to have their sons as their replacements. In this respect, Moroccan writers such as Brick Oussaid, Leila Abouzeid and AbdellatifAkbib, among many others, have blamed colonialism for what has come of Morocco and the marginalization of its people. What is important in this discussion is the fact that most Moroccan writers in foreign languages have opted for foreign means of expression to communicate their worries, concerns or voices as well as those of their people to the outside world.

Importantly enough, this type of textual communication or dialogue is characterized by its proclivity for openness and clarity. Now, they can dialogue with their oppressors without being stopped, express whatever they desire and, most importantly, compete in textual dialogues. This can be explained by the fact that there exists a competition between some Western and Eastern writers. Moroccans also have been engaged in textual activities of combating stereotypes and correcting prejudices of their western adversaries about Morocco and Moroccans. The best example that can be cited here is Akbib's (2001) travel account,

[11] Dennis, Walder. *Post-colonial Literatures in English*. (Oxford: Blackwell Publishers, 1998), p. 44

[12] Chinua, Achebe. "The African Writer and the English Language."*Morning Yet on Creation Day*. (London: Biddles, 1975), p. 62

[13] Samuel, Huntington. *The Clash of Civilizations and the Remaking of World Order*. (London: Touchstone Books, 1998), pp. (59-60)

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Tangiers Eyes on America.[14]Akbib, during his visit to America, tries to correct the ready-made judgments, which some Americans still hold on Africans. He is, indeed, engaged in an epistemic campaign against cultural ignorance in so far as he pays attention to every cultural cliché and tries to correct it. It is this sort of epistemic engagement that has inspired a textual site for Akbib to write back to the American metropolis, thereby start a textual maneuver with his American adversaries. It is, therefore, the time for everybody to express themselves and compete in texts instead of killing each other and justify oppression by terrorism. It is exactly at this point that antagonistic differences can be transformed to agonistic ones.

The question of language is central to the dialogue that takes place between writers and their adversaries or writers and their recipients. The act of writing in a foreign language may cause a writer to reflect, to step out of the maelstrom of their emerging or expanding selves, or beyond their situated position altogether. Through imaginative use of foreign languages, writers are permitted to reposition themselves in different spaces or different chronological eras, including canons and social structures from which they might formerly have assumed themselves to be excluded. The construction of a poem or novel, for instance, is the process through which the writers are permitted to articulate national or cultural conflicts. Therefore, they create for themselves a space in which they can find ways to surpass the constraining order of their culture and use a foreign language, within which they can establish a degree of plurality and creativity. By an art of being in between, they draw unexpected results from their situation.[15]

Having negotiated a niche in a transcendental space of virtuality, the Moroccan writers in foreign languages attempt to cast their texts within a continuum of broad agonistic literary enterprises. That is, they tend to address some of their culturally related issues and have an answer to many of their adversaries' addressed queries. It is, therefore, this activity of expressivity and answerability that takes shape in most of the pages of a literary enterprise. As implicated above, constant issues of race, gender or culture still occupy much of many writers' literary works. The eccentric or Eurocentric way such themes are dealt with invites many Moroccan writers to be committed to a sort of writing back to those who do not understand or do not want to understand cultural specificities. For them, if there is no 'responsibility', another Bakhtinian equivalent for the concept answerability, there cannot be something called language or literature. There cannot be a genuine inter-human dialogue or communication.

Noticeably, there is a sort of literary have and take or, more specifically, a competition taking place in an agonistic dialogical literary space between writers of the East and those of the West. Besides, Moroccans openly address many of their cultural issues when they write to implicate a larger audience in their textual enterprises. Take, for instance, the Moroccan public, who are part and parcel of what is being addressed by Moroccan writers. It is a remainder for every Moroccan to remember their past, contribute to the construction of a new advanced Morocco and eventually hope for a better future wherein all Moroccans constitute a power at the level of the international scene.

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Manifestation of Resistance through Caliban in Aimé Césaire's *a Tempest*

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Abstract- This research paper explores different layers of resistance in Aimé Césaire's A Tempest through the characterization of Caliban and how Aimé Césaire de-mystifies the notions of the representation of colonial politics in a counter discursive way. Caliban, who was not a focused character and was applied in The Tempest as an antithesis to Prospero, in broader sense the so called "rational", "civilized" colonizers, has been given voice by Césaire to retort back to William Shakespeare. In this sense this adaptation for the black theatre is a commentary of the original text. Actually Aimé Césaire comments on the misrepresentation of judging and generalizing the "black" as savage, lustful and irrational. Moreover, this research addresses how the vocal resistance of Caliban is related to the author's philosophy of negritude. This paper also discusses how the language of the colonizers can be interpolated to the process of self-representation without any spectacle. Caliban's urge for reestablishing his identity can be seen as the recuperation of the distorted "black" identity caused by the aggression of the colonial power and cultural domination. Caliban's utmost strive to go back to the root is synonymous with the endeavor of the colonized people to fight back against colonial modes and manipulations through negritude.

Keywords: resistance, representation, hegemony, identity, neocolonialism, de-mystify, negritude, black theatre.

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Abstract- This research paper explores different layers of resistance in Aimé Césaire's *A Tempest* through the characterization of Caliban and how Aimé Césaire de-mystifies the notions of the representation of colonial politics in a counter discursive way. Caliban, who was not a focused character and was applied in *The Tempest* as an antithesis to Prospero, in broader sense the so called "rational", "civilized" colonizers, has been given voice by Césaire to retort back to William Shakespeare. In this sense this adaptation for the black theatre is a commentary of the original text. Actually Aimé Césaire comments on the misrepresentation of judging and generalizing the "black" as savage, lustful and irrational. Moreover, this research addresses how the vocal resistance of Caliban is related to the author's philosophy of negritude. This paper also discusses how the language of the colonizers can be interpolated to the process of self-representation without any spectacle. Caliban's urge for reestablishing his identity can be seen as the recuperation of the distorted "black" identity caused by the aggression of the colonial power and cultural domination. Caliban's utmost strive to go back to the root is synonymous with the endeavor of the colonized people to fight back against colonial modes and manipulations through negritude. However, through contrapuntalism this research is designed to portray different layers of resistance by both Caliban and the author against colonial domination, cultural superiority, misrepresentation and the dominant discourses about the "black" people.

Keywords: *resistance, representation,* hegemony, *identity,* neocolonialism, *de-mystify, negritude, black theatre.*

I. Introduction

Aimé Césaire's *A Tempest* portrays strong resistance through the character of Caliban. Caliban is very much vocal in the adapted play while he had been portrayed as a lustful, savage, monstrous creature in William Shakespeare's *The Tempest* mumbling incoherent words expressing irrational thoughts. In *A Tempest* Caliban is not a submissive character, rather he fights back and answers points of the misrepresentations about him. Caliban's resistance can be seen as his quest for identity. Caliban in Aimé Césaire's *A Tempest* is very much conscious about his rights. He is the voice of a colonized personality who suffers by the domination of colonial power, Prospero. Aimé Césaire's *A Tempest* is an attempt to counter the ideas given by the prior text of William Shakespeare, *The Tempest* from the black point of view with a major change in the characterization of Caliban. He changed two of the major characters in his *A Tempest* from the play which had been written in the early 17th century by William Shakespeare. In this sense it is a contrapuntal endeavor to *The Tempest.* Besides, the situations of the two societies of two different time settings are totally diverse. The process of colonization has changed a lot. Domination of years got the shape of cultural hegemony and the "native" culture was distorted by neocolonial tools. In this sense Caliban is a revolt who wants to go back to the root that is the native culture. The thing that is important in case of Caliban is that though he is the product of a neocolonial situation, there is no ambivalence in him and he is strict in his mission of life. Moreover, Caliban's vocal resistance can be seen as a colonized person's fighting back against cultural hegemony, misrepresentation, ideological domination and neocolonial situation.

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II. Operational Definitions

Resistance: The concept of resistance provides a primary framework for the critical standpoint of post-colonialism. In postcolonial criticism and theory, resistance signifies any opposition to, or subversion of, colonial authority. There are several faces of resistance in postcolonial theory. The first face of resistance is the cultural resistance framework which is used in postcolonial literature. Resistance-as-subversion is the second face of resistance which "undermines the hegemony and authority of colonial knowledge production by subverting the binary thought and essentialist identities produced by colonial knowledge" (Jefferess, 2008, p.163). The third face of resistance is the resistance-as-opposition framework which "constitutes organized political and military struggle against colonial rule and the structure of the colonial economy" (Jefferess, 2008, p.171). The fourth face of resistance is the resistance-as-transformation framework. The resistance of Mahatma Gandhi and the South Africans can be seen as transformation framework.

Representation: Representation is an important term to understand the politics of the narrative in literature. Representation in general terms, can be expressed as describing something. But when we put the term in the socio-economic context it turns into a political term. For example, a feminist critic may see "representation" as a

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weapon to exploit the women in a patriarchal society. But Edward Said's *Orientalism* gives a new dimension to this term, 'representation.' 'Representation' can be defined as "stereotypes and general ideology about 'the Orient' as the 'Other', constructed by generations of Western scholars" (Selden, Widdowson, and Brooker, 2005, p.220). 'Representation' politics produces the familiar, long term myths about laziness, deceit and irrationality of Orientals. We can see this fact from the power-knowledge point of view also. Michel Foucault argues that certain authorities who possess power in society produce knowledge about those who lack power (Nayar, 2008, p.55).

Négritude: Négritude is a theory of distinctiveness of African personality and culture. Leopold Sédar Senghor, Birago Diop and Aimé Césaire developed the theory of négritude in Paris before and after the Second World War. The Négritude writers found solidarity in a common black identity as a rejection of perceived French colonial racism. They believed that the shared black heritage of members of the African diaspora was the best tool in fighting against French political and intellectual hegemony and domination. *Key Concepts in Post-colonial Studies (1998)* says about negritude, "These critics insisted that African cultures and the literatures they produced had aesthetic and critical standards of their own, and needed to be judged in the light of their differences and their specific concerns rather than as a mere offspring of the parental European cultures" (Ashcroft, Griffiths, and Tiffin, 1998, p.161). Senghor defined it, négritude encompassed "the sum total of the values of the civilization of the African world" (Diagne, 2010).

III. Manifestation of Resistance

The characterization of Caliban in Shakespeare's *The Tempest* has always been related to colonialism. In Shakespeare's time, Caliban, depicted as half animal, served to represent the "Other" in an emerging colonial discourse. As opposed to Shakespeare's character, Césaire's Caliban is deliberately black and oppressed. Césaire indicates that *A Tempest* is an adaptation of Shakespeare's *The Tempest* for black theater. As an adaptation, the play reinterprets the figure of Caliban to express postcolonial attitudes of the time. In this sense *A Tempest* can be seen as a "counter discourse". Helen Tiffin in her essay "Post-colonial Literatures" argues that "Processes of artistic and literary decolonization have involved a radical dis/mantling of European codes and a post-colonial subversion and appropriation of the dominant European discourses" (Ashcroft et al., 1998, p.95). Aimé Césaire retells the story with a change in the characterization of Caliban probably, in order to retort to Shakespeare through contrapuntalism. The "what if" factor was considered when the play was being written by Césaire and the "what if" Caliban was a black slave is told in *A Tempest*.

In *A Tempest*, Caliban wants freedom and utters it when he first appears in the play by saying "Uhuru" which means freedom. He is vocal from the beginning for the thing which he thinks his right. Prospero, according to Caliban, is an intruder in the island which was once owned by Sycorax. Caliban starts speaking up more accurately and deliberately against the oppression of Prospero. He fights back when Prospero calls him an "ugly ape!" and answers by calling Prospero "an old vulture with a scrawny neck". This is a vivid demonstration of resistance against the white 'gaze' constructed and politicized by the very white concept of beauty and expresses the view of the so-called 'others', i.e-the blacks, through which they also 'see' the 'others' to them, i.e-the whites.

Later, Caliban strongly presents his premise of rejecting Prospero's order. He cannot be persuaded by Ariel and says he wants "Freedom now!" Moreover, he describes the nature of Prospero to Arial by saying that Prospero was getting "more demanding and despotic day by day". Here we find a colonized black slave describing the colonizer from his own perspective in the language of the colonizers. While Arial is more submissive being a mulatto slave, Caliban is utterly vocal about his own demands. The use of words like "crusher", "pulveriser," "ape," "vulture" and so on shows the hatred of a colonized slave towards his master (!). This is a kind of resistance towards the domination by the master/authority. Besides, Caliban is also conscious about his own identity. He expresses his will to preserve identity when Arial makes him known about the power of Prospero. Caliban says, "Better death than humiliation and injustice" (Césaire, 1985, p. 23). This single sentence is enough to demonstrate how strong the urge of Caliban to safeguard his identity and self-respect is. Here Caliban represents the whole colonized people and their distress.

a) Rejection of the Name and Language by Caliban

The strongest resistance we find is where Caliban rejects the name which has been given by Prospero. Caliban's declaration that he does not want to be called Caliban any longer is a total rejection of the authority (Prospero). Caliban says, "It's the name given by your hatred, and every time it's spoken it's an insult". The name that had been given actually by William Shakespeare in *The Tempest* is countered in *A Tempest.* The debates regarding Caliban's name in *The Tempest* and different connotations of the name are "fore-grounded" by Aimé Césaire in the play. The reference to "Cannibal" by Prospero when he asks Caliban whether it would suite him, indicates the representational politics of the colonizers about the colonized. It is also an urge of a "slave" to reclaim the cultural identity which has been distorted by the colonial domination and oppression.

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Caliban prefers to be called as "X". This is also an indication to the distortion of the cultural identity of the African people and the response of a conscious "black" person from the colonized group. "X" indicates nothing which can be seen as a loss of identity. Caliban says that Prospero has stolen everything from Caliban, even his identity. Moreover, X refers to Malcolm X who was an African-American Muslim minister and human rights activist (Rider). He was a courageous advocate for the rights of blacks. He also indicted white America in the harshest terms for its crimes against black Americans. May be, Caliban in *A Tempest* has reincarnated as Malcolm X who wants to save his race from the domination and distortion of cultural identity.

Caliban's strong sense of resistance has also been portrayed in *A Tempest* by the rejection of Prospero's language. Prospero usurped Caliban's native language for his own benefit. Prospero's hatred towards Caliban's native tongue can be seen as an aggression to the native culture. The colonial power, Prospero also colonizes the tongue and does not acknowledge the indigenous language of Caliban as a language either. Caliban says, "You didn't teach me a thing! Except to jabber in your own language so that I could understand your orders: chop the wood, wash the dishes, fish for food, plant vegetables, all because you're too lazy to do it yourself" (Act I, Scene 2).

We find interpolation by the writer here. Caliban curses Prospero by the language he had taught Caliban for the ease of communication. Language is an important tool to fight back and to represent the self and own race. The language in which Prospero commands Caliban is also used by Caliban to fight and show resistance verbally. Here the word "jabber" carries a lot of importance as the meaning of the word is to talk indistinctly and unintelligently. Prospero scolded Caliban for uttering "Uhuru" in his native tongue and tagged the language as "mumbling". This may suggest two things: Prospero does not understand the language and at the same time he does not want to understand the meaning of "Uhuru" as it is a threat for him because once the language is accepted as intelligible and worthy of rational meaning, it will claim the same status as Prospero's own. Caliban's language is attacked by Prospero while he tags it as "mumbling". Caliban's answer in this instance is stronger and he fights back labeling the language of Prospero, the colonizers, as gibberish. Caliban's language seems mumbling to Prospero and at the same time Prospero's language is nothing more than gibberish to Caliban. Besides, Caliban's rejection of the taught language is a representation of the rejection of the colonial authority and culture by the new generation "black" people.

b) Resistance by Négritude and Retort to William Shakespeare

Aimé Césaire's *A Tempest* tries to present Caliban from the African perspective. Through Caliban's voice he presents the distinctiveness of African personality and culture. Césaire questions the politics of the representations and "othering" through the character of Caliban and more importantly focuses on the African values in the play. The mis-representation of the "black" as "savage", "dumb animal", "beast" and "lustful" has been fought back and answered through this character. Janheinz Jahn in his essay states that Negritude in *A Tempest* can be defined as "the successful revolt in which Caliban broke out of the prison of Prospero's language, by converting that language to his own needs of self-expression."

Aimé Césaire depicted Caliban in such a way that he seems to be the mouthpiece of the black people. The history of colonization and enslavement of the "black" people have been indicated and critiqued in *A Tempest.* Prospero responds to Caliban's statement saying that "There are some family trees it's better not to climb!" This response triggers us to the fact the colonizers distorted the indigenous elements from the colonized areas as these were threatening for them to practice power over the colonized. Aimé Césaire further points out to the nature of the colonizers when Caliban says that once Prospero have squeezed the juice from the orange, he tosses the rind away. This one is a significant critique of the colonization process. Like Prospero, the colonizers once invaded the native lands, sought help from the native people and last of all when their economic desire was met tossed the native people.

The important change that Césaire makes in *A Tempest* is the transformation of Caliban from a deformed and sorry creature into a revolutionary hero. The ending of the play which Césaire gives to the play and the last words of Caliban suggest a revolution from his part. In William Shakespeare's *The Tempest* Caliban's last words are, "and I'll be wise hereafter /And seek for grace" (Act V, Scene 1.) which indicates that Caliban becomes an obedient and passive slave. In the last scene of *A Tempest* Césaire's Caliban refers to Shango who is the Yoruba god of thunder. Caliban sings a war song that starts with "Shango marches with strength /along his path, the sky". Caliban's invocation to the god of thunder suggests that he is not submitting to Prospero and the relationship between the master and the slave is going to be changed. Moreover, it is also important in case of Caliban is that apart from physical violence he is more devoted to the volcanic eruption of the words to show his resistance.

Moreover, Aimé Césaire shows resistance through the portrayal of native culture of the African people. First of all, the title of the play is a deconstruction of the title of William Shakespeare's play. Césaire replaces the article "the" with "a" suggesting a

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singular storm rather than a universal one. This title may suggest that the storm is not a creation of any magician rather it is a natural ongoing process and a regular phenomenon. Besides, it may also suggest the change in the black society through destruction and regeneration. Secondly, references to Shango, the god of thunder; Eshu, a black devil god and some native words like Uhuru in several places of the play make it distinctive. The cultural heritage of the black people has been referred to by the use of native words. However, songs sung by Caliban are the proof of the fact that Africa has cultural elements like poems, songs etc. which counters the "othering" by the West. Aimé Césaire's use of native words and representation of the native gods show his negritude that fight back against the representational politics about the "blacks". The native language and the gods are the shared cultural heritages of the "black" people which unite them to represent themselves as they are. Last of all, Aimé Césaire's *A Tempest* retorts William Shakespeare's *The Tempest* and it is another site of resistance as it is an opportunity to represent the African people from their own perspective. The politics behind the naming of Caliban in Shakespeare's play is harshly criticized in this play. The name Caliban undoubtedly evokes criticism as it may refer to cannibal. It may be true that there were cannibals somewhere in Africa in Shakespeare's time. But it is not necessarily true that all the Africans were cannibals. The age old myth about the Africans had been vindicated by William Shakespeare as he named Caliban in his play. Aimé Césaire says, "I was trying to 'de-mythify' the tale". In *A Tempest* the writer de-mythifies the age old myths about the Africans as savage, animalistic, lustful and childlike people and tries to portray them as they are through the characterization of Caliban. While Prospero in William Shakespeare's *The Tempest* may refer to the writer himself, Caliban is the mouthpiece of Aimé Césaire in the de-mythyfying process. In this way it is certainly a retort to William Shakespeare's *The Tempest.*

IV. Conclusion

There are four major races in the whole world namely, white/Caucasian, Mongoloid/Asian, Negroid/ Black, and Australoid. This is based on a racial classification made by Carleton S. Coon in 1962. But there is no universal classification of "race". However, these races are considered to be accepted by the entire world. The shock is that there is only one "race" that is Negroid which has a slang "nigger" to be called. This discriminative attitude is showed because of the colour of the "race". Through negritude Aimé Césaire tries to counter the myths about the "black people" or the "niggers" through the characterization of Caliban in a counter discursive way. In Tiffin's language it can be said that he has involved a radical dis/mantling of the dominant discourse about the "blacks" through negritude by adding African gods in the play to represent the continent as it is. However, he has appropriated the western discourse by retelling William Shakespeare's *The Tempest* in his own style and de-mythifying the myths about the "black" people. The character of Prospero of *The Tempest* is thought to be the alter-ego of Shakespeare. Similarly Caliban can also be the mouthpiece of Césaire as the tool through which he counters Shakespeare is certainly Caliban. What Caliban utters and does against Prospero is the mirror image of what Césaire does to Shakespeare. Caliban is very much spoken rather than being silent like Ariel and is a resistant against the misrepresentation about the "blacks" by the whites like William Shakespeare.

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Africa and its Quest for a Linguistic Integration

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Abstract- Language has been a vast field of study in which many brains have been functioning so as to demystify the different predicaments it poses to its speakers and hearers. Since language is taken to be the haven of identities and global integration, it has always been a priority for a country to maintain a unifying language via which all its people would be identified and develop a sense of nationhood. A case in point is Africa, which is still facing a host of challenges appertaining to either the national or regional integration of its multilingual people. Because Africa is teeming with hundreds of languages, the languages of the ex-colonizers (English, French or Portuguese... etc) have played major roles in bringing, to some extent, the Africans together. Still, many Africans have been concerned with the fact that the ex-colonial languages constitute nothing but unifying linguistic options made at the disposal of only the African elites rather than the masses. In this sense, African leaders sensed the necessity of holding a unified African world which would endure the outside economic and political challenges, especially after the era of colonialism. In this respect, this paper is an attempt to prescribe some antidotes for such African linguistic alchemy.

Keywords: horizontal integration – vertical integration – linguistic alchemy.

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Africa and its Quest for a Linguistic Integration

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Abstract- Language has been a vast field of study in which many brains have been functioning so as to demystify the different predicaments it poses to its speakers and hearers. Since language is taken to be the haven of identities and global integration, it has always been a priority for a country to maintain a unifying language via which all its people would be identified and develop a sense of nationhood. A case in point is Africa, which is still facing a host of challenges appertaining to either the national or regional integration of its multilingual people. Because Africa is teeming with hundreds of languages, the languages of the ex-colonizers (English, French or Portuguese... etc) have played major roles in bringing, to some extent, the Africans together. Still, many Africans have been concerned with the fact that the ex-colonial languages constitute nothing but unifying linguistic options made at the disposal of only the African elites rather than the masses. In this sense, African leaders sensed the necessity of holding a unified African world which would endure the outside economic and political challenges, especially after the era of colonialism. In this respect, this paper is an attempt to prescribe some antidotes for such African linguistic alchemy.

Keywords: horizontal integration – vertical integration – linguistic alchemy.

I. Introduction

It is a markedly phenomenal feature how language has come to nestle quite finely in synonymy with a plethora of social, political or economic issues. Its omnipresence and causality in different fields of research has been triggering a host of debates and disputes. In so doing, the question of language, as a whole, has been a vast field of study in which many brains have been functioning so as to demystify the different predicaments it poses to its speakers and hearers. Many linguists have agreed upon the fact that a language is the haven of identities, cultures and global integration. In this regard, it has always been a must for a country to maintain a unifying language via which all its people would be identified and develop a sense of nationhood. Therefore, a country without a common spoken language, which is recognized and made use of by all its social strata, is always bumping into walls of disruption, national disintegration and lack of social intimacy maintenance.

A case in point is Africa, which is still facing a host of challenges appertaining to either the national or regional integration of its multilingual people. Many attempts have been conducted so far as to come up with a unifying language with which processes of development (economic, political or social) would be carried out. In such a context, because Africa is teeming with hundreds of languages, the languages of the ex-colonizers (English, French or Portuguese... etc) have played major roles in bringing, to some extent, the Africans together and have opened a channel of communication among all the African ethnic groups. Still, many Africans have been concerned with the fact that the ex-colonial languages constitute nothing but unifying linguistic options made at the disposal of only the African elites rather than the masses. These languages have been limited only to the intelligentsia, whereas laymen could not have access to such colonial languages due to many reasons.

After the era of colonialism, African leaders sensed the necessity of holding a unified African world which would endure the outside economic and political challenges. The call for global development and economic progress are some of the reasons which presupposed solving the linguistic problem and then creating the united states of Africa, as some Africans would have it. In this respect and in an attempt to prescribe some antidotes for such African linguistic alchemy, this paper adopts the following road-map consisting of two parts. The first part brings into the fore front the conundrum of language in Africa and how this controversy over language has culminated in having two opposing camps of people: the ones who prefer an ex-colonial language as a unifying linguistic device in the African context, and those who call for purifying Africa from the residuals of the ex-colonial dominance, one manifestation of which is the continuous presence of ex-colonial languages with their tight grip being maintained on all the social, political and economic African affairs. In so doing, such decolonising process is considered as a continuation of the struggle against the colonial presence with all its materializations. Furthermore, the second part of this paper questions the possibilities of having an African integration, be it horizontal or vertical. Lastly, the paper endeavours to solve or even propose some solutions which would contribute to settling this African linguistic puzzle.

II. The African Languages Controversy

The call for an all-containing language for the African national or regional integration has been occupying the attention of decision makers for many

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decades, especially after independence. The puzzle of the African linguistic integration has caused a huge fuss and stimulated many linguists so as to solve such a multi-lingual brainteaser. The African context is laden with thousands of dialects which are in opposition to each other and each of which strives to control one another. It is mainly the need for social, economic, political or cultural development which incentivized the Africans so as to settle the predicament of language which will later on bring the Africans together under one single camp. Historically, the Africans were colonized by different European countries, especially France and England. This period of colonialism has paved the way to some foreign languages, such as French, English, and Spanish in order to gain access to the realm of the African languages and take control over them. This, on the one hand, helped with, at least, creating a channel of communication between all the Africans whose languages differ from one anther at huge rates. And on the other hand, the ex-colonial languages have contributed to the rejection and denial of the African linguistic heritage and have sought only the maintenance of their hegemony and dominance over the rest of the African dialects and languages. Consequently, even after independence, Africans have retained the use of the ex-colonial languages as official or second foreign languages. And this is what has stirred up the jealousy and sense of nationhood of the Africans who long for the banishment of the disparity that exists between the African ethnic groups as well as their languages.

In this regard, two opposing camps have appeared on stage as a result of the disputable debate over which language Africans should adopt as official in their national and regional integration. One camp argues for the maintenance of the ex-colonial languages as communicational mediators among the multiple African dialects; whereas the other camp contends with the necessity to do without the ex-colonial languages and try to promote one African language which would further attach the Africans to their cultures and identity.

In an attempt to find an adequate language which can bond the whole African people together and facilitate communication among them, some people, especially the élites, proposed the maintenance of the colonial languages. Such proposal was made due to the claim that the ex-colonial languages are the only communicational means whereby Africans can communicate and strengthen their economic relations with the outside world as well as their African context. This claim has indeed its reasons which can all be summed up in the fact that African countries contain more than thousands of languages, and this reality creates a huge communicational break-down among the people of the same town, city or country let alone those who belong to other African countries. Therefore, for many people it is of sound use to opt for the ex-colonial languages instead of engaging in divisive wars as to which African language can fit in the unification of the Africans. In support of this, Braj B. Kackru (2001) writes that, "for governments, English thus serves at least two purposes. First, it continues to provide a linguistic tool for the administrative cohesiveness of a country (as in south Asia and parts of Africa). Second, at another level, it provides a language of a wider communication (national and international)"[1]

English has been playing, for most Africans, a crucial role in fostering the administrative consistency of a multilingual country, such as Africa. It was implanted by the ex-colonizers so as to run their administrative affairs in the African countries, and now even the Africans themselves can't dispose of such an ex-colonial medium of communication, for it is a tool which would keep their administrative affairs under control. Other than that, as the world is becoming smaller due to space and time shortening waves of globalization, Africa is in a position that pushes it to further commix in this global context. Under these new conditions, therefore, and for Africa to get connected to the world out there, politically or economically, it should adopt a global language. And this language for Kackru is English par excellence, since it is not only a tool of facilitating or creating a communicational channel among Africans, but also among the international community towards a global development in mainly economic and diplomatic relationships.

Taken to a local context, disputes over which African language to use in daily communicational activities are found even among people of the same multilingual town. An example is backed up here by two Cameroonian students at the University of Mohamed the first in Oujda, Morocco. The Cameroonian students have drawn a picture of a complex linguistic puzzle that needs huge efforts to solve. Both agreed on the importance of the French language in making communication easier among all Cameroonians. However, they both expressed their frustration in saying that this ex-colonial language (French) is a language of administration, and it is restricted only to the intelligentsia. The masses still find it a difficulty to communicate at both local and regional levels.[2] This reported incident is often reacted to in a preposterous tone. African people, it is believed, will never agree upon one African language or dialect, and it is again the ex-colonial language that fits in settling such alchemy, mainly for three reasons as outlined in Robert L. Cooper's (1989) *Language planning and social change*,

[1] Braj, B. Kackru. "The Alchemy of English." In Bill Ashcroft, et al. (Eds.) *The Post-colonial Studies Reader*. (London and New York: Routledge, 2001), p. 291

[2] This is an incident which I have been reported by a friend who was an eye-witness to what happened between the Cameroonians.

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> This replacement was sometimes difficult to implement. In the first place, elites were sometimes unwilling to surrender those personal advantages won on the basis of their elite education via a colonial language. If that language were to lose its privileges, they might lose their privileges as well. Second, economic and political rivalry among competing languages groups sometimes made each unwilling to see the other's language instituted as a system wide medium of instruction. They preferred that everyone face the same disadvantage of studying via a colonial language than that some should have the advantage of studying in their own. Third, access to world commerce, science, and technology demands that at least some must learn the imperial languages. An excellent way to import those languages is to use them as media of instruction[3]

Clearly, the replacement of the ex-colonial languages by an African language or dialect is a lost for mainly the elites. We can speak of three reasons which are provided whenever the question of language is raised in Africa. First, the elites are likely to lose their social, political or economic prestige made accessible by their mastery of the ex-colonial languages, which have become the official languages made use of in administration and schooling. If any African language is to be elected instead of an ex-colonial one, the masses, it is believed, are then going to ask for their right to rule their countries. Hence, the elites are no longer going to enjoy what they used to when they were the only ones who could speak the official and administrative language. Secondly, the problem which is continuously posed in Africa, as in any other multilingual country, is that of the pressure exerted by the economic groups. These groups keep competing with each other in order to have one's group language as the most utilised one not only on the national level, but also on the regional one. Therefore, this problem makes it harder for the Africans to opt for a unifying language to be accepted by all Africans. Finally, we should note that the world has become a small village where everyone is connected to the outside world economically, diplomatically or even scientifically. Under these challenges, Africa seem to be very attached to the ex-colonizers' languages and cannot forsake them lest the Africans would be cut off the outside world and thus lag more years behind the bandwagon of economic or technological development. Unfortunately, this cannot be achieved unless Africa adopts a recognized international language which everyone can speak and understand.

On the other of the story, if we can speak of some people who prefer the maintenance of an ex-colonial language in the African context, we can by contrast, bring into the forefront the arguments of those who are against an ex-colonial language as a mediator between the local dialects. When the African countries gained their independence, the ex-colonizers had to implant their imperial language in the African social context. This, for some Africans such as Ngugi Wa Thiong'o, was a perpetuating device for the neo-colonial presence in Africa. Hence, the call for decolonizing the African languages started to take place in an attempt to choose one African language that can help in the African communicational process and integration. In this sense, it is argued that,

> The process of radical decolonization proposed by Ngugi Wa Thiong'o is a good demonstration of the first alternative. Ngugi's programme for restoring an ethnic or national identity embedded in the mother tongue involves a rejection of English, a refusal to use it for his writing, a refusal to accede to the kind of the world reality it appears to name, a refusal to submit to the political dominance its use implies. This stance of rejection rests upon the assumption that an essential Gikuyu identity may be regained, an identity which the language of the colonizer seems to have displaced or dispersed[4]

For Ngugi, there should be a radical decolonization of the languages of the ex-colonizers. The purpose is a total rejection of such languages which have demonised, displaced and dispersed the local African dialects. Language was the tool by which the ex-colonizers maintained their dominance and presence in Africa. Colonial powers had tried harder to disperse the African identities, such as the one Ngugi referred to as the Gikuyu identity. Thus, Africans ended up having hybrid identities, languages and cultures, since they really could not express their national worriers and concerns in their mother tongues but rather in the ex-colonisers' languages. In a review of the Moroccan history and civilisation, Ouzzim Aherdan point outs to the following,

> Empêcher une population de s'exprimer totalement dans sa propre langue même a un déracinement plus ou moins grave et a une élimination de sa propre identité, dont on voit ici (et ailleurs) les conséquences néfastes. En dépit des indépendances nationales, ces conséquences prestent encore aujourd'hui et prolongent leurs effets dans les pays anciennement colonisés[5]

It is true that when a population is deprived from expressing itself in its mother tongue, it turns out that it becomes alienated from its identity and becomes, more or less, analogous with the image of the insect which keeps bumping into the four walls of a small room when

[3] Robert, L. Cooper. *Language Planning and Social Change*: "Status Planning." (London: Cambridge University Press, 1989), p. 112

[4] Bill, Ashcroft, et al. *The post-colonial studies reader*. (London and New York: Routledge, 2001), p. 283

[5] Ouzzim, Aherdan. *Amazigh:* "Multilinguisme et Préjugés colonialistes." (Rabat : Mithaq-Almaghrib, 1980), pp. (55-56)

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light is turned off. In the African context, it is true that some people are no longer satisfied with their African identity and they try, to use Shakespeare's term, to wash-white their race and be identified with their ex-colonizers. The consequences are always unsatisfactory, since they unexpectedly and eventually get rejected by both their people and the ex-colonisers with whom they seek identification. For this reason, Ngugi proposed a restoration of the Gikuyu identity in the Kenyan context and a complete rejection of the ex-colonizer's language which carries under its manifold ties the ex- colonizers' identity.

The opposition to the dominance of the ex-colonial languages in the African context has obviously been stirred up within the African communities, especially after the independence. Along with Ngugi, Wa Thiong'o's contentions and calls for a complete rejection of the English language and a revival of the Kenyan or the African languages as representatives of a "essential"[6] African identity, many other Africans have shared the same convictions and thoughts. In fact, African masses were the engines which energized the quest for a suitable African language as a substitute of the ex-colonial hegemonic languages in their governments. Therefore, many arguments were brought into the limelight, in addition to the above mentioned ones, in order to solidify their rights in getting rid of the elites' languages which have kept them unaware of the administrative affairs of their countries. In his *Linguistic Imperialism*, Robert Phillipson (1992) tacitly outlines some arguments indicating protest against the dominance of English in what is now conventionally called the third world countries or the formerly colonized ones. To that effect, he explicates that:

> Analysis of the forms and psychology of contemporary imperialism, for instance, the work of Ngugi Wa Thiong'o, who, in a series of fictional and philosophical writings, analyses neo-colonialism in Kenya, a typical periphery-English country, and shows how English serves to uphold the domination of a small elite and of the foreign interests that they are allied with[7]

Ngugi, Wa Thiong'o is one of the figures who called for the reconsideration of the dominance of foreign languages which are ruling in African linguistic milieus alien to them. The English language in Kenya, for instance, takes the lead over the rest of the local dialects. This Neo-colonialism,[8] which is carried out by the ex-colonial languages, on the one hand, does nothing but secure the interests of the African élites who have mastery over these languages, and, on the other hand, it strips the African masses out of their rights to rule or participate in the economic and social development of their countries. In the same vein, Ngugi goes on to say that the ex-colonial powers uphold the supremacy of a small group of élites. This support to the elites is necessarily a support to the imperial interests of the Western powers in the African scene. In other words, such a small group of élites represents a medium of control in the hands of ex-colonial powers. This group's entrenchment or implantation by the ex-colonizers in the African context is for the sake of manipulating or controlling the whole population even from a very remote position. From this position, the African élites seem to be unequal accomplices with the ex-colonial authorities, since control over them – especially in view of their quality as the intelligentsia – is necessarily a control over all the African masses. This situation, in fact, is an analogous to the some sophisticated inventions controlled from far to accomplish certain beneficial ends.

In general terms, Africa has been a fertile field of study, where many linguists have encountered many facts and dichotomies. In fact, different points of views have been presented as to which language to choose as a substitute to the ex-colonial languages. So far we have spot two opposing camps, each of which has an axe to grind as to which language should be spoken among all the Africans aiming at achieving a local, regional, national and international integration. These two opposing camps have argued about whether to maintain the ex-colonial languages in an African context or promote a common African dialect which can unify Africans and create an international channel of communication for reasons of cultural economic or political promotion. Faced with such a conundrum, a third view has come into light to find a way out and thus bring both opposing camps into an agreement.

According to different linguists or even decision-markers, Africa has to catch up with the train of progress and modernity, and this can not be achieved in a social context where we have different isoglosses, each of which aims at promoting its dialect at the expense of another African dialect. The solution of course, as was expected, was to opt for an African language which meets the consent of the whole Africans and whose linguistic characteristics are a combination of all the African languages. In this regard, making such a linguistic option possible and thereby allowing for a wider communicational possibilities, choosing an all-

[6] Though many scholars argue that there is is no such thing as essential or pure. The heterogeneity of objects is what we have and we can't prove otherwise. However, the use of the term essential in this context is made under the pretext that there can be an opposition between what is African and non-African.

[7] Robert, Phillipson. *Linguistic Imperialism*: "Opposition to the dominance of English." (London: Oxford University Press, 1992), p. 36

[8] After colonialism, Western domination over the African countries has continued throughout the West's linguistic, economic, political or cultural hegemony, among other spheres.

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encompassing African language is said to be possible only through two options, each one of which, of course, has its own shortcomings: A horizontal integration which combines all the élites from different social contexts, and vertical integration which brings together the elites and the masses.

On the one hand, horizontal integration aims at unifying the educated elites from the various African linguistic groups. This option of horizontal integration among the élites is only possible through an ex-colonial language, such as English, French or Spanish. In fact, when the élites of different African linguistic groups chose the maintenance of the ex-colonizers' languages, such as English as a lingua-franca, they were going for a horizontal integration which did not leave space for the masses to be integrated socially, economically or politically. Just as we ask the question of whether this horizontal option is an efficient option to bring all the Africans together, Ernest S. Mohochi provides an answer which goes hand in hand with the contention that horizontal integration makes it possible only for the integration of 10-15 percent of the African population.[9] Still, there arises another question which is concerned with the other 75-80 percent which is not yet integrated. In this respect, his option, from the start, is a failure and unaccepted for its partial possibilities. In his *Language Planning and Social Change*, Robert L. Cooper (1989) explains that,

> When colonial territories became independent, the mobilized masses expect greater political and economic participation. These expectations, together with rhetoric of national liberation movements, which stressed the value of indigenous tradition, authenticity, and uniqueness, may have exerted pressure to replace colonial languages with indigenous languages as media of instruction[10]

This passage clearly demonstrates that after the independence of any ex-colonized country, the masses expect a complete integration and participation in their countries' political, social and economic affairs. Unfortunately, this integration is made inaccessible due to language mastery problems. Unlike the elites, the masses are again faced with this problem of understanding and speaking the ex-colonial languages, which are now the official languages of administration and foreign affairs. This situation explains the reasons why there was no sign of resistance from the part of the élites against the ex-colonial languages, roots of which are, day by day, being entrenched in the African countries which are supposed to have their own distinctiveness in terms of language, culture or identity. Yet, there were signs of resistance from the part of the masses on the ground that the maintenance of the ex-colonial languages contributes to nothing the safeguarding of the colonial control on the African affairs.

On the other hand, vertical integration is believed to have offered more options that those offered by the horizontal one. When we speak of vertical integration, Ernest S. Mohochi's explanation becomes pertinent. In this account he explains that vertical integration allows for a possible integration of both the masses and the élites but only through an African language.[11] Likewise, Tadadjeu is quoted in Thaddeus, M. Yaoundé's (2001) article, "which language(s) for the African literature" in which he joins Ernest, S. Mohochi in his contention regarding the vertical integration in Africa. Yaoundé writes that,

> Une fonction verticale permettant à tout Camerounais [Africain] de s'intégrer dans sa communauté linguistique d'origine (ou de choix) et de participer au développement culturel de cette communauté[12]

Tadadjeu highlights the function of a vertical integration in the Cameroonian community which should allow both masses and élites participate in the development of their country. Of course, we can not speak of some integration which involves the integration of the whole social classes of some country in the administration of their governmental affairs unless there is a total dismissal of the ex-colonial languages and its substitution by a promoted African local tongue (this view coincides with the view of the second camp discussed earlier). It is rather the choice of the African language which can pave the way to vertical integration in the African continent. A case in point, Sierra Leone is an African country which consists of multiple languages and ethnic groups. And one can imagine the heated disagreements that can take place among the different ethnic groups over trifling matters such as which language to use when moving from a city's borders to another. However, recent attempts to achieve a vertical integration were conducted in order to at least lessen the degree of social conflicts in the Sierra Leonean community. The choice of the Krio language has to some extent solved the communicational problem in Sierra Leone. This is clearly manifested in Sengova's following quotation:

[9] Ernest, S. Mohochi. "Language and Regional Integration: Foreign or African Languages for the African Union?" Department of Languages and Linguistics, Edgerton University, P.O. Box 536, Njoro, KENYA, Retrieved from http://www.codesria.org/A rchives/ga10/Abstracts%20Ga%206-11/Regionalism_Mohochi.htm

[10] Robert, L. Cooper. *Language Planning and Social Change*: "Status Planning." (London: Cambridge University Press, 1989), p. 112

[11] Ernest, S. Mohochi. "Language and Regional Integration: Foreign or African Languages for the African Union?" Department of Languages and Linguistics, Edgerton University, P.O. Box 536, Njoro, KENYA, Retrieved from http://www.codesria.org/Archives/ga10/Abstracts%20Ga%206-11/Regionalism_Mohochi.htm

[12] Qtd. In Thaddeus, M. Yaoundé. "Which Language(s) for African Literature", A reappraisal. In: TRANS. Internet-Zeitschrift für Kulturwissenschaften. No. 11/2001, Retrieved from http://www.inst.at/trans/11Nr/menang11.htm

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> many would agree that krio has not only successfully bridged differences In ethnicity, language, culture, and so forth among sierra Leone's many groups, it has also become a vital communicative tool creating social harmony, cohesion and collaboration among the population….the lingua franca status of krio in sierra Leone has also narrowed considerably many socio-cultural and linguistic barriers that might otherwise have created greater political discord than the recently witnessed in our decade-old internecine war and carnage in the country[13]

Sengova is very optimistic as to the degree to which Krio has managed to bridge the ethnic, linguistic and cultural differences and disparities of the Sierra Leoneans. Krio has managed to establish social harmony and co-existence among all the Sierra Leonean social classes and has prevented the ethnic conflicts – that used to be a weak point in the social connectedness and solidarity of this country – from taking place anymore. The example of Sierra Leon, therefore, has been brought into light whenever this problem of integration in Africa arises. It is also this example that some African linguists want to draw upon in proposing a vertical integration in a multilingual society via an African language.

At the first glance, it may seem that the problem of integration is solved in Sierra Leon. Still, this integration concern communication only at local or levels whereas the regional and international integration is far from applicable. we can not deny that Sengova's examples about the harmony to which the Sierra Leoneans have arrived by settling the linguistic problems (for which they chose to speak Krio as a lingua franca in Sierra Leone) are greatly pertinent to the context of vertical integration, but there is still one problem of whether or not the Sierra Leoneans can get on good terms with the neighbouring African regions, or whether the masses are given their chances to rule and participate in the social, economic, political or technological progress of Sierra Leone.

Analyzing for a while the governmental systems of the African countries that were once colonized, one can notice that these countries cannot do without the ex-colonial languages in their management of their administrative or foreign affairs. And even if an agreement is settled about which national language to communicate with in some African country (like Sierra Leon), there is still the problem of whether or not the masses can participate in the political scene. It should be noted, in this sense, that it is the economic motives which, at the first place, determine if a person can rule or be ruled. In other words, high governmental positions are granted only to those who own the means of production, those who have fortunes they use to influence the course of action in their countries to their advantage and also those whose fathers or relatives can clear the way for them to hold posts of high responsibility. It is all now about money and its corrupting desires. In support of this latter idea, André Lefevere (1999) brings into light the case of the members of the High Council of the Dutch Indies. He states that they, "have mostly achieved this rank by means of the lowest corruption and by the money they have extorted from the poor Indians in their former, subordinate positions."[14]

Furthermore, in its dealing with the outside world economically, politically or diplomatically, Africa is required to use the language of those with which it trades and has diplomatic relationships or can use a global language, such as English, widely recognized. Most of the time, African local languages lose any competition with the ex-colonial ones when they are encouraged to be used for financial or developmental purposes. In this regard, Robert Phillipson (1992) clarifies that:

> An OAU inter-African bureau of languages was set up to assist and encourage the use of indigenous Africans languages for educational, commercial and communication purposes on a national, regional and continental level. However, these goals have only been realised to a very small extent. The dominance of European languages is still virtually complete. With few exceptions (Swahili and Somali are the best examples, see Scotton 1981) African languages tend to be marginalised and lose out in the competition with European languages. Proficiency in the latter is essential for upward social mobility and privileged positions in society[15]

It is then very obvious to the naked eye that any competition with the European or ex-colonized languages is lost from the part of the African languages. This does not mean that it is necessary not to enter in any commercial or technological challenges with those dominant languages of the west lest the African languages would be more disregarded and disfavoured by its own speaking tongues. Rather, Africans themselves should work on bringing on stage an agreed upon language for which much respect, value and importance would be given not just by Africans but also the other foreign nations of the world.

[13] Qtd. In Andrew, Simpson. "Language and National Identity in Africa." Johns Benjamins Publishing Company. Retrieved from http://books.google.co.ma/books?id=I7qsTVO4IK4C&pg=PA137&lpg=PA137&dq=linguistic+integration+vertical+and+horizontal+in+africa&source=bl&ots=Nq7WdLPC5T&sig=xWZqEYRPQ9VsqGz-WgH_idbYXkQ&hl=fr&ei=zQMYSvMdlpqyBqH17ZAC&sa=X&oi=book_result&ct=result&resnum=4

[14] André, Lefevere. "Composing the other." In Susan, Bassnett and Harish, Trivedi (Eds.). Post-colonial Translation: Theory and Practice. (London and New York: Routledge, 1999), p. 91

[15] Robert, Phillipson. *Linguistic Imperialism.* "English in the Periphery-English countries." (London: Oxford University Press, 1992), pp. 27-28

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Generally speaking, the vertical integration option seems to be far from possible simply because the language of administration or business is inaccessible to the masses but reserved only to the élites who thrive under its privileges. Besides, even if we consider the possibility of the masses as having access to the ex-colonial languages, it is still far fetched an aim to have them rule side by side with the élites. This can be the case simply because in an African context we still have not heard of any country which is, to a reasonable extent, democratic enough to accept its entire people to take part in the development of their country. Therefore, it is only the well-to-do who have access both to the clues of the ex-colonial languages and the thresholds of desks behind which governmental decisions are issued. Concretely enough, if we look closely to the Moroccan ruling system, we will find that the names that are recurrent every year in the government lists are the same, such as Fasi people who either have some close family ties with the Idrissid dynasty or that they are economically powerful. The family names of the rich are the names which will be heard until democracy reigns back or a calamity strikes some country because of its monotonous strategies in dealing with its populace (think of what is now called 'the Arab Spring' that has brought the toppling of long-established dictatorial regimes in some part of the Arab world, such as Egypt, Tunisia or Yemen).

In effect, one may wonder about the reasons which have made integration (at national, regional or international levels) in some European countries possible regardless of the multiplicity of the languages they are fraught with. This case of the Europeans is usually compared to the case of the Africans who have the same exigencies as Europe once had. Unfortunately, Africans have not up till now managed to create even a communicational channel between a Sudani and Nigerian or between a Moroccan and Somali (except through a western language) let alone achieve an economic stability and progress. The case in Africa, of course, is diametrically opposed to that of Europe since Europe has managed to have a unity between the Europeans through settling the economic problems. They have improved their economy and depended on themselves in order to reach, more or less, an economic autonomy. In so doing, Europeans have put their linguistic differences aside and concentrated on achieving an economic, scientific or technological development. Therefore, the European economic boom has solved many problems related to democracy to the extent that anyone who has competency can now rule, be him/her from the masses or elites. The European example is what the Africans should appropriate rather than creating a fuss over which language should be used if a Senegali is addressing his cousin who happened to immigrate to the other part of Senegal, which in turn speaks some different language.

III. Solving the Puzzle of the African Languages

As far as some African linguists are concerned, the multilingualism of Africa should be seen as signs of strength rather than weakness. The reason why the United States of America is globally powerful in all spheres of life is its multiple ethnicities, whose differences most of the time result in instructive competitions rather than destructive ones. Africa should benefit from those differences it contains and use them to its advantage. In fact, we can not deny the fact that the multiplicity of languages in Africa is a stumbling-block in Africa's way to progress. Thus, there really should be some neutral language which can mediate and help ease communicational shocks between all the Africans. In this regard, different languages were suggested in order to solve such linguistic puzzle. The major proposals were the standardization of some African dialect to be nationally, regionally and internationally recognized. Thaddeus Menang Yaounde's article, "which language (s) for the African literature" quotes Towa (1976-1947) along with whom he discusses the possibility of developing some African language in order to compete with international languages in all spheres of life. In this regard, Towa says:

> L'adoption et le développement d'une ou de plusieurs langues national assureraient l'inter communication a l'intérieure de chaque nation, mais non entre les différentes nations africains. À ce niveau les langues européennes continueraient à s'imposer condamnant les nôtres à la marginalité. Notre problème linguistique ne sera pas résolu au fond tant que ne n'aurons pas choisi une langue ou un petit nombre de langue africain come moyen d'expression et de la communication à l'échelle continentale[16]

Obviously enough, the Africans do not hesitate to confess the danger which the European languages are posing to the African integration. For Towa (1976-1947), if the Africans try developing or adopting an African language in order to settle their communicational problems, this will be possible only at the national level. Consequently, the European languages may seize the opportunity of such inability of the local languages to create communicational channels between the Africans regionally or even internationally, and thus they shall present themselves as linguistic intermediate agents that can help the Africans with their linguistic instability

[16] Qtd. In Thaddeus, Menang: "Which Language(s) for African Literature", A reappraisal. In: TRANS. Internet-Zeitschrift für Kultur wissenschaften. No. 11/2001. Retrieved from http://www.inst.at/trans/11Nr/menang11.htm

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and multiplicity. The solution then, for Towa, is to choose and then promote one or many African languages which can substitute the dominance of the ex-colonial languages and hence unify Africa to be ready for all the developmental challenges. In this regard, Kiswahili was advanced and chosen by many Africans in order to carry out the process of integrating the whole Africans into promising horizons full of progress and coexistence. Likewise, Ernest S. Mohochi in his article, "Language and Regional Integration: Foreign or African Languages for the African Union?" argues that, "Among all the language of African origin, Kiswahili is the only language with a clear chance of emerging as a world language. It is spoken in varying degrees in Europe, America, and Asia."[17]

Therefore, we can say that the most probable language which can be up to the expectations of the public as far as the African integration is concerned is Kiswahili. Because it is widely spoken not only at the African level but also at the global one, Kiswahili has won the appeal of most Africans. Still, there is one more problem related to the global reception of Kiswahili. In other words, though Kiswahili is the language most likely to be accepted as a linguistic unifying tool among the Africans, English or the other ex-colonial languages still thought of as global languages (mostly English) of commerce, politics, diplomacy, technology, to mention but the most pertinent. This situation uncovers the existence of a linguistic hierarchy among all languages, the superior of which are always the ex-colonial languages. For instance, in his *Linguistic Imperialism*, Robert Phillipson (1992) advances Schiller's point of view about the linguistic hierarchy found in Africa, and hence he makes clearer the idea that,

> In Tanzania, English is a dominant language vis-à-vis Swahili, which in turn dominates the other languages. A linguistic hierarchy of this kind is found in many other contexts, for instance French remains the language of power in post-independence Mali, and the recent advance of Bambara, including widespread literacy in it, has been at the expense of other Malian languages.[18]

In this respect it is evident that the Africans can not do without the ex-colonial languages. Even if they agreed on some local languages to replace the ex-colonial ones, it is harder for a full integration among the élites and the masses to take place. Swahili, for instance, is the dominant language vis-à-vis the other African languages, whereas English or any other ex-colonial language is dominant or superior to Swahili. Therefore, what should be retained from analyzing the multilingualism that is found in Africa is that it seems an impossibility to come to a full agreement upon replacing the ex-colonial languages by some local African one. This has further made the Western languages gain more access to the African social, political or cultural contexts, thereby bringing the idea of the African integration come real. In support of the important role of the Western languages in the African integration, Robert Phillipson (1992) explicates that,

> The importance of English in such African and Asian periphery-English countries is twofold. English has a dominant role internally, occupying space that other languages could possibly fill. English is also the key external link, in politics, commerce, science, technology, military alliances, entertainment, and tourism. The relationship between English and other languages is an unequal one, and this has important consequences in almost all spheres of life.[19]

It goes without saying that English is the dominant or most spoken language in the world. It is obvious that this globally dominant language would dominate also the African languages. In Africa, English has two important functions: internal and external. In other words, it plays an internal role when it has managed to be the neutral language spoken among all the Africans for purposes of communication. Furthermore, it has an external function for it connects Africa to the outside or international scale economically, diplomatically, technologically or politically. Generally, the multilingualism of Africa should be perceived as a strong point which would have fruitful results in any field, and the ex-colonial languages will further occupy the African territories unless the Africans develop their autonomous economy by means of co-operation between all the African countries. This can not also be achieved unless the Africans put their linguistic differences aside and regard development in all spheres of life as the most desirable goal in their agendas.

To bring this discussion to an end, it should be declared anew that attempts towards an Africa regional, national or international integration are not new. The questions of the African linguistic integration have occupied the attention of the public for many years. In Africa, it is the weak economy which presupposes an urgent quest for a local, regional and international linguistic integration. In effect, the Africans constitute a powerful energy which may turn the table on the gloomy and hazy horizons which have been lurking in Africa's way to progress for many centuries. The ex-colonizers have implanted their languages in Africa and contributed to their dominance or hegemony vis-à-vis the African

[17] Ernest, S. Mohochi: "Language and Regional Integration: Foreign or African Languages for the African Union?" Department of Languages and Linguistics, Edgerton University, P.O. Box 536, Njoro, KENYA, Retrieved from http://www.codesri a.org/Archives/ ga10/A bstracts% 20Ga%206- 11/Regionalism_Mohochi.htm

[18] Robert, Phillipson. *Linguistic Imperialism*: "Cultural Imperialism in Science, the Media, and Education." (London: Oxford University Press, 1992), p. 59

[19] Robert, Phillipson. *Linguistic Imperialism.* "Cultural Imperialism in Science, the Media, and Education." (London: Oxford University Press, 1992), p. 30

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languages. Besides, even when the demands for a national and regional integration among Africans have increased, African differences started to come into sight, since each group needs its language to be widely spoken. Furthermore, the ex-colonial languages have granted to the African élites some prestige to the extent that they supported the maintenance of the ex-colonial languages at the expense of their own local ones. Therefore, this controversy over which language to choose for the African linguistic integration has demonstrated huge disagreements which are weak points in any nation's way towards development.

Obviously, it is a noticeable fact that Africa can not achieve a full integration between the élites and the masses unless it tries to develop its own economy which would later on ease all the differences either the linguistic or ethnic ones. And of course many questions are still open for debate and it is for the Africans to solve or answer them. For instance, does really Africa have the ability to build up an autonomous economy which would later on solve all the disputes and problems? What would be the future of Africa if those linguistic problems are not seriously coped with? Of course the questions are many and are open for debate and anticipation. Some have been answered, but the answers again brought other questions and problematized the whole African linguistic status quo. In short, many pens have went out of ink when their writers started to speak their minds and try to diagnose the social illnesses of Africans, but what matters is that there should be some practice to the theories that are advanced by many Africans to the necessity of using their linguistic differences to their advantage instead of using them in the other way around.

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Exploring Institutional Culture (Existing and Preferred) at Private University: In Case of Admas University

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Abstract- The objective of this study is to explore intuitional culture of private higher institutions in case of Admas University. This research had a hybrid design of both qualitative and quantitative type to fully address the stated objectives and secure the validity and reliability of the finding and it is mainly descriptive research design type. Stratified sampling technique was instrumental to select sample respondents to fill the questionnaire. The whole study populations have been classified into three groups (management, employee and student). Out of which, 11 instructors in the employee category, 5 managers from department heads and administrative staffs and 14 students were selected through random sampling method. Besides, the researcher has implemented convenient sampling method to get the opinion and response of the 4 instructors and 5 students in the informal interview session. Spiraling merits and amplifying remedies for weaknesses is the key to walk in success track. As the current state of organizational culture reveals, it's possible to say that AUC has a culture which is not perceived equally in a similar fashion by all members of the college. Besides, the paradoxical views of individuals particularly that of employees and management indicate the possible misunderstanding and disparity exist in the overall organizational culture of the college. This might in return has a negative effect on the performance and productivity of employees.

Keywords: *organizational culture, strategy, existing culture, preferred culture.*

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Abstract- The objective of this study is to explore intuitional culture of private higher institutions in case of Admas University. This research had a hybrid design of both qualitative and quantitative type to fully address the stated objectives and secure the validity and reliability of the finding and it is mainly descriptive research design type. Stratified sampling technique was instrumental to select sample respondents to fill the questionnaire. The whole study populations have been classified into three groups (management, employee and student). Out of which, 11 instructors in the employee category, 5 managers from department heads and administrative staffs and 14 students were selected through random sampling method. Besides, the researcher has implemented convenient sampling method to get the opinion and response of the 4 instructors and 5 students in the informal interview session. Spiraling merits and amplifying remedies for weaknesses is the key to walk in success track. As the current state of organizational culture reveals, it's possible to say that AUC has a culture which is not perceived equally in a similar fashion by all members of the college. Besides, the paradoxical views of individuals particularly that of employees and management indicate the possible misunderstanding and disparity exist in the overall organizational culture of the college. This might in return has a negative effect on the performance and productivity of employees. Given the current situation, the college has to: invest much time and effort on providing awareness creation and information exchange sessions for all members of the college on culture and related matters; striving to create conducive work environment and relationship among members in the college might reduce the information gap exist between them and the antagonistic view held particularly by employees on managers.

Keywords: organizational culture, strategy, existing culture, preferred culture.

I. Introduction

Successful company in the current environment is company that has open culture to use wide opportunity created due to technology change, social lifestyle or force from competing company with new idea, new creativity and innovation. One of the competing tools available for organizations in these regard is their organization culture. The central issue associated with organizational culture is its linkage with organizational performance. The driving and winning management culture takes calculated risk by changing organization development dimensions by tangling among environment and customer. Assessing organizational culture perpetually and come across with sound strategies as per the prevailing environmental conditions is a focus of today's organizations including those in the academic sector.

Organization culture might have different faces among individuals found in the entity. Careful analysis of dominant culture is apparent for having smooth work environment. In these regard researcher made a novice assessment on AU organizational culture and forward possible interpretation on the collected facts.

II. Statement of the Problem

A problem usually implies unanswered question in the researcher mind or controversy or difference of opinion exists (Best, 2003). Every instructors in privately owned education institutions raised different questions in association with their organization culture and climate.

The prevalence of integrated, transparent and career oriented personnel management system (hiring, training, educating, apprising, promoting retiring and firing), allocation of benefits and procedures used to allocate this benefits, leadership orientation as well as quality of relationship, staff stability and commitment, supervision pattern and practices are under question to keep staff welfare and stability. It is impossible to discharge instructional responsibility within ill organization culture, polluted climate and unfair autocratic leadership style. In relation to this, several studies have found that work place (organization climate) and culture influences the general life satisfaction and this can act as an important influential factor for teacher's psychological health and quality of education (Moreno, 1950).

Management style, organization culture and employee attitude may be the flesh of organizations, therefore a general improvement to the climate or relationship and attitudes is sought to achieve a broadening of employee commitment and production quality trained and oriented individuals (Shannon, 1995).

In general, educational institutions with weak organizational culture might be characterized by the

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following unhealthy factors, low degree of thrust, sprit and high disengagement, leaders are not genuine in their behavior, support and consideration is to lead are by instinct(not providing proper blend of structure and direction by being example), production emphasized close supervision, rules and regulation are characterized by aloofness or favoritism, high turnover tension, lack of job security, lack of higher objective held as value by individual to illicit and to motivate individual in essence belongingness, institutional need is prioritized rather than keeping balance between individual and organization, and finally there is no direction set for individual future career orientation.

These explicit problems may raise a researchable cause effect relationship which would lend themselves for further study and to test variables. To put in nutshell ill leadership behavior, high turnover tension, instructors negative assumptions to their institutions, non egalitarianism or aloofness in rules and regulation or benefit allocation lack of structured career orientation, production oriented close supervision and lack of commitment by the staff to the task at hand are the basic disorders of poor organization culture.

Given these facts, it is reasonable to assess the current cultural typology of AU and check the type of culture dominantly exists in actual and preferred situation. To undergone the study in significant concern and to give directions to the research process then the following declarative statements clarified and basic questions were designed to see the state of organization culture at Admas University.

1. Which type of organizational culture does currently persist in Admass University?
2. How managers, employees and students label the present Admass University organizational culture?
3. What will be the preferred organizational culture for member of the university found at management, employee and student level?
4. What sort of informal values and norms held by managers, employees and students?

The above four comprehensive basic questions will give clear direction and destiny for the study and are to be tested as variable in the consecutive chapters.

III. Review of Related Literature

a) Organizational Culture Profile

i. *The Clan Culture*

A very friendly place to work where people share a lot of themselves. It is like an extended family. The leaders or the heads of the organization are considered to be mentors and perhaps even parent figures. The organization is held together by loyalty or tradition. Commitment is high. The organization emphasizes the long term benefit of human resources development and attaches great importance to cohesion and moral. Success is defined in terms of sensitivity to customers and concern for people. The organization places a premium on teamwork, participation and consensus.

ii. *The Adhocracy Culture*

The dynamic, entrepreneurial and creative place to work. People stick their necks out and take risks. The leaders are considered innovators and risk takers. The glue that holds the organization together is commitment to experimentation and innovation. The emphasis is on being on the leading edge. The organization's long-term emphasis is on growth and acquiring new resources. Success means gaining unique and new products or services. Being a product or service leader is important. The organization encourages individuals' initiatives and freedom.

iii. *The Market Culture*

A result-oriented organization whose major concern is with getting the job done. People are competitive and goal-oriented. The leaders are hard drivers, producers and competitors. There are tough and demanding. The flue that holds the organization together is an emphasis on wining. Reputation and success are common concerns. The long term focus is on competitive actions and achievements of measurable goals and targets. Success is defined in terms of market share and penetration. Competitive pricing and market leadership are important. The organization style is hard-driving competitiveness.

iv. *The Hierarchy Culture*

A very formalized and structured place to work. Procedures govern what people do. The leaders pride themselves on being food coordinators and organizers who are efficiency-minded. Maintaining a smooth-running organization is most critical. Formal rules and policies hold the organization together. The long-term concern is on stability and performance with efficient, smooth operations. Success is defined in terms of dependable delivery, smooth scheduling, and low cost. The management of employees is concerned with secure employment and predictability.

IV. Research Design and Methodology

So as to make the research comprehensive and forward valid and reliable information to final readers, the researcher were used the following instruments, design options and procedures.

a) *Research Design*

This research had a hybrid design of both qualitative and quantitative type to fully address the stated objectives and secure the validity and reliability of the findings. Since the study is aimed at assessing culture of AU, it is mainly ***descriptive*** research design type.

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b) Participants of the Study

Since the study has aimed at evaluating the culture of AU, the study population comprised of those branches found throughout Addis Ababa. To make the research manageable and achieve the desired result, 1 campus of the total 3 study population has been selected as a sample through simple random sampling technique. Here the assumption is that all campuses have almost similar type of culture, hence simple random sampling method will be the appropriate tool in order for the study populations to have equal chance of being selected as a sample. The researcher used stratified sampling technique to select sample respondents to fill the questionnaire. Since the university college has 50 instructors, 12 department heads, 20 administrative workers with more than 380 students in the three campuses found in Addis Ababa it is not quite productive to use other probability sampling tools. Thus the whole study populations have been classified into three groups (management, employee and student). Out of which, 11 instructors in the employee category, 5 managers from department heads and administrative staffs and 14 students were selected through random sampling method.

Besides, the researcher were implemented convenient sampling method to get the opinion and response of the 4 instructors and 5 students in the informal interview session.

V. Data Gathering Tools

To increase the reliability of the research finding, the researcher were used informal interview, observation, questionnaire and document analysis data gathering instruments. The major instrument used in the study was the Cameron/Quinn, organizational culture assessment tool. The researcher chose this instrument since it has been provided with questions under six organization cultural dimensions which in return can make the analysis rich. Besides it's a tool with sound analytical method to clearly classify certain organizations culture in one of the dominant types.

The strategic document of the college has also been used to evaluate the formal culture exist in the situations. Informal interview with four instructors and five students has been conducted to have the required information regarding the current and preferred organizational culture. The interview questions are semi structured to raise relevant side issues on culture matters. Generally, the interview output has been used to triangulate the results found from other sources and checks the informal culture found in the college. The observation made on the interactions among employees and the work environment of the college also used to add something on the validity of this mini research.

V. Data Analysis and Presentation

To come across suitable presentation of information and valid generalization of the findings, the researcher were used both qualitative and quantitative mechanisms of data analysis.

a) Quantitative Data Analysis and Presentation

Regarding the quantitative methods, the researcher were employed both descriptive and inferential statistical tools to analyze and present numerical data. Regarding the descriptive type, frequency distribution, mean and standard deviation value of figures were appropriate tools of presentation. Meanwhile, to see the collective difference in means of management, employee and student variables one way ANOVA with 5% level of significance has been used. The test is appropriate since the researcher has made analysis on the difference of mean values found in those three categories.

In assessing the reliability of scales used in the questionnaire a coefficient of internal consistency was calculated using Cronbach's alpha methodology. The results for the statements contained in the Organizational Culture Assessment Instrument for both current and preferred situations are shown in Table 1.

Table 1 : Coefficients of Internal Consistency Using Crombach's Alpha Methodology

Culture Type	Reliability Coefficients for Current Situation	Reliability Coefficients for Preferred Situation
Clan	0.95	0.79
Adhocracy	0.92	0.53
Market	0.88	0.81
Hierarchy	0.93	0.85

b) Qualitative Data Analysis and Presentation

Likewise, the researchers have used qualitative data analysis tool for those information collected via interview, and observation. To discover patterns, ideas and explanations, three step analysis processes has been employed.

Data organization and summary: collected data were categorized into workable units like norm, values, and attitudes. Besides, the researchers comment and interpretation on what was collected directly from study participants was part of the data organization part of the analysis phase to further extend thematically explanation of data.

Data interpretation: the researcher will take a close look on variables and relationships of categories via the summarized information to grasp generalizable fact in relation with the quantitative information. The researchers summarized what has been said and

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interpreted what it means. Subsuming, combining, and creating new categories of information to come across logically sensible findings were the efforts being made at this phase of qualitative data analysis.

Generally, the collected and analyzed information via different tools have been presented by using of tables and text. The *triangulation* of facts from different sources (especially of qualitative and quantitative) has also been carefully checked to maintain the reliability of the paper and produce concrete result.

VI. Presentation and Analysis of Data

a) Characteristics of Respondents

As it has been clearly stated in the methodology part of the paper, the team has distributed and successfully collected 30 questionnaires for students, management and instructors of the college to have adequate information regarding its cultural typology. Below are the demographic characteristics of the respondents in terms of working position, year of service, academic rank, working status, sex and marital status. Since the sample size is less that hundred, the team has opted to put figures in number than using percentages and the like.

Table 2 : Sex and working level of respondents

		sex of respondents		
		Female	Male	Total
		Count	Count	Count
The working level of respondents	Management	2	3	5
	Employee	5	6	11
	Student	8	6	14
	Total	15	15	30

As the table shows, 5 respondents from the college management, 11 from employees, particularly from instructors and 14 from students were selected to fill the questionnaire. Out of which, 8 students, 5 employees, and 2 management personnel are females and the rest participants in both three categories were male respondents. This shows that the study was more or less considerate of both sex categories from the three work level clusters.

VII. Culture Assessment –Current Situation

The current cultural typology of Admass University gazes as multifaceted and seems has different interpretation among those theoretically poles apart members of the college. As the following table summarizes the information gained via Cameron/Quinn culture assessment tool in detail, those individuals working at different levels have different view on the current culture exist in the college

Table 5 : The current dominant cultural type among different work levels at AU

Culture type	Working level	Mean	Std. dev	Df	F	Sig
Clan	Management	16.67	5.70	4	1.519	0.229
	Employee	9.03	4.07	10	0.387	0.855
	Student	26.73	4.07	13	0.480	0.790
	TOTAL	18.56	9.23	29	1.864	0.104
Adhocracy	Management	42.33	7.69	4	0.883	0.511
	Employee	15.52	9.56	10	1.112	0.366
	Student	15.77	4.68	13	2.052	0.363
	TOTAL	20.11	12.48	29	1.099	0.139
Market	Management	20.00	4.92	4	2.601	0.057
	Employee	28.79	8.12	10	0.738	0.599
	Student	38.87	5.12	13	0.809	0.547
	TOTAL	32.03	9.59	29	1.004	0.418
Hierarchy	Management	21.00	6.71	4	0.991	0.448
	Employee	46.89	11.79	10	0.206	0.958
	Student	18.56	6.12	13	1.519	0.196
	TOTAL	29.36	16.07	29	0.754	0.584

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As the table depicts, the highest mean (26.73) has been obtained in the clan culture type is from students category. The management group relatively scored higher mean (16.67) than employees (9.03) in this culture category. Totally 18.56 mean value with 29 (n-1) degree of freedom has been gripped from the analysis. The respective F values could also shows that the difference in mean of the three participant group is not merely by chance since it is far less and greater than 1.00.

Unlike to the clan one, different pool of values could be found in adhocracy culture typology. The highest mean (42.33) in this class was gained at management level. Contrary the other two list mean values i.e. 15.52 and 15.77 were achieved at employee and students category respectively. To this effect, a mean of 20.11 have been scored with 1.099 F value and 0.139 probability level.

Students mainly opt for the third category, market, to characterize the current dominant culture of the university. 38.87 were the mean value of their response while the other two groups also gave relatively higher rank for this culture type with 28.79 and 20.00 mean values in employee and management categories respectively. Such immense values made the total figure to be 32.03 with 1.004 F value and 0.418 probability level.

The last culture type, hierarchy, has also been ranked differently as a dominant type in the current AU working environment. Particularly employees' response had a mean value of 46.89, which is much higher than the previous figures scored at different culture types. Management level holders have also rated their culture under hierarchical category but at lesser mean value (21.00) than the prior ones. A mean value of 18.56 has also gained from students in this culture type. When we take a look on the total figure, 29.36 mean value under 29 degree of freedom with 0.754 F value and 0.584 probability level were obtained in hierarchical culture type.

However, in both four culture types, the respective Sig. values are greater than the critical value (α) stated by the researchers, which is 0.05. Similarly the corresponding F values have been bouncing in between 0 and 2 but none of them foot on 1.00 and getting large enough either.

In the current AU situation, the highest F-value (2.601) with the corresponding probability level of 0.057 was scored at market culture type under management working level. Though it is not as such significant, the figures would indicate the existing significant difference in perception of the university culture among different work groups probably due to reasons other than chance. The following table summarizes the dominant culture type presented at different working level in the actual situation of AU.

Table 6 : Summary of current dominant culture type at AU

Working level	n	Mean	Std.dev	Dominant culture type	Df	F	Sig
Management	5	42.33	7.69	Adhocracy	4	0.883	0.511
Employee	11	46.89	11.79	Hierarchical	10	0.206	0.958
Student	14	38.87	5.12	Market	13	0.809	0.547
TOTAL group	30	32.03	9.59	Market	29	1.125	0.350
* $p < .05$	*Note: Mean scores could range from 0 to 100. Representing a percentage out of 100.*						

According to the summary table, adhocracy is currently the dominant culture at the management level of the university. On the other hand, hierarchical is the prominent category which possibly best characterizes the organizational culture of AU from the employee point of view. Contrary, students take the current culture as market type. The cumulative effect of these paradoxical perceptions finally end up with a mean value of 32.03, obtained from both group of respondents, and characterize the current dominant organizational culture of the university as market type.

VIII. Culture Assessment –Preferred Situation

Cameron/Quinn culture assessment tool do not wrap-up on analyzing the current culture type of a given organization. Rather it takes further step to know what is preferred to be there in the future. Since, the researcher were tried to fully functionalize the tool, they have asked their study participants to favor those types that those AU members aspire to see as a persistent and dominant culture in the tomorrows work environment. Accordingly, their response had such a look as it is presented in the following table.

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Table 7 : The preferred dominant cultural type among different work levels at AU

Culture type	Working level	Mean	Std. dev	df	F	Sig
Clan	Management	40.67	6.55	4	1.088	0.397
	Employee	59.65	11.90	10	0.808	0.550
	Student	48.57	8.88	13	1.563	0.183
	TOTAL	51.32	11.94	29	1.955	0.089
Adhocracy	Management	28.17	5.74	4	1.286	0.309
	Employee	27.39	7.92	10	0.389	0.854
	Student	20.64	8.83	13	1.764	0.133
	TOTAL	24.37	8.77	29	1.641	0.153
Market	Management	19.33	4.83	4	2.149	0.101
	Employee	8.88	5.10	10	0.397	0.848
	Student	15.73	5.85	13	1.391	0.239
	TOTAL	13.82	6.78	29	1.031	0.402
Hierarchy	Management	14.83	5.45	4	1.113	0.385
	Employee	4.68	3.60	10	0.300	0.910
	Student	15.65	6.84	13	0.573	0.720
	TOTAL	11.49	7.67	29	0.444	0.817

As the table shows, almost all individuals found at different working level aspire to have clan organizational culture in the future. Above all, the highest mean value (59.65) has been obtained from the employee category. Top mean ranks, i.e. 40.67 and 48.57, have also been driven in both management level and students respectively. In aggregate a mean of 51.32 with 1.955 F value and 0.089 Sig were obtained from the responses of all study participants.

The highest mean values, next to clan, were scored in adhocracy culture type. In this respect 28.17, 27.39, 20.67 mean value figures have been obtained from management, employee and student respondents respectively. A mean of 24.37, in 29 degree of freedom, 1.641 F value and 0.153 sig were a total point gained to magnify adhocracy as a dominant culture in the preferred university situation.

The other two culture types are almost detested and trigged to knock down in the aspired working environment. As indicator, the total mean obtained in the market category is 13.82 and employees' response mean in the same culture type is only about 8.88. Similar patter could also be inferred in hierarchy type with 11.49 a total mean value in the and particularly the least mean figure scored in the employee group, which is 4.68. The mean score obtained from students in both market and hierarchy culture is almost equivalent, that is 15.73 and 15.65 respectively. Regarding the management class, a mean of 19.33 in the market and 14.83 in the hierarchy types were found.

Similarly with the current dominant culture figures of the university, there is no less that 0.05 probability figure obtained from the analysis. It implies that the means do not differ more than would be expected by chance alone and differences between the means are not great enough to allow the researchers to say that they are different. The table below summarizes the dominant culture type preferred to be in AU at those different respondents group.

Table 8 : Summary of preferred dominant culture type at AU

Working level	n	Mean	Std. dev	Dominant culture type	df	F	Sig
Management	5	40.67	6.55	Clan	4	1.088	0.397
Employee	11	59.65	11.90	Clan	10	0.808	0.550
Student	14	48.57	8.88	Clan	13	1.563	0.183
TOTAL group	30	51.32	11.94	Clan	29	1.955	0.089
* $p < .05$	*Note: Mean scores could range from 0 to 100. Representing a percentage out of 100.*						

As it can easily be inferred from the table, clan is the preferred culture type at all groups of respondents. An analysis the highest mean scores also shows, 51.32 have been obtained to show that the dominant culture type in the preferred situation of the university is clan.

IX. Dimensions of Organizational Culture

Unlike to the other tools, six dimensions were analyzed by the Cameron/Quinn organizational culture assessment instrument using the competing values

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framework. These dimensions help researcher classify the cultural typology into factors relevant to contribute for the effectiveness of organizational goal attainment. Here is the analysis based on information found in those cultural poles of AU.

a) Dominant Characteristics

This dimension of organizational culture covers the overall quality and characteristics of working environment. Respondents have rated their work place as a personal, controlled and structured, entre-preneurial, and results oriented type to finally come across the prevailing culture exist in those three levels of employment.

Table 9 : Organizational culture in terms of dominant characteristics

The working level of respondents		Current culture				Preferred			
		Clan	Adhocracy	Market	Hierarchical	Clan	Adhocracy	Market	Hierarchical
MGT	Mean	22.00	40.00	22.00	16.00	37.00	25.00	24.00	20.00
	N	5	5	5	5	5	5	5	5
	Std. Dev	5.701	7.071	2.739	8.216	2.739	5.000	6.519	7.071
	Sum	110	200	110	80	185	125	120	100
EMP	Mean	10.27	15.18	27.27	46.82	57.73	28.18	9.27	4.36
	N	11	11	11	11	11	11	11	11
	Std. Dev	3.977	6.353	6.068	9.293	9.045	6.809	4.221	1.567
	Sum	113	167	300	515	635	310	102	48
STU	Mean	27.57	18.36	38.86	15.21	44.64	26.07	15.36	14.64
	N	14	14	14	14	14	14	14	14
	Std. Dev	3.673	5.597	6.311	5.250	7.196	7.641	6.344	6.344
	Sum	386	257	544	213	625	365	215	205
Total	Mean	20.30	20.80	31.80	26.93	48.17	26.67	14.57	11.77
	N	30	30	30	30	30	30	30	30
	Std. Dev	8.953	10.643	8.942	16.981	10.71	6.865	7.505	7.890
	Sum	609	624	954	808	1445	800	437	353

As the table shows, adhocracy is the dominant current culture with the highest mean value of 40.00 in the management class of respondents. As per employees' response, however, the principal culture exists in terms of AU current organizational characteristics is hierarchical type (with the highest mean score of 46.82). Students on the other hand perceive the actual cultural typology so differently. Accordingly, the collected data reveals the highest mean score of 38.86 in the market type of dominant organizational culture. The cumulative effect of these individuals gave the highest mean rank 32.80 for market type as the present dominant culture type of AU based on its principal organizational characteristics.

On the other hand the analysis result gained in the preferred situation under the dominant characteristics pole of organizational culture cultural mend all class of respondents under one culture type, clan. Accordingly a mean of 37.00, 57.73, and 44.64 were obtained from management, employees and student kind of study participants respectively. In aggregate a mean score of 48.17 were found under clan type of organizational type in the preferred situation.

b) Organizational Leadership

The other dimension of organizational culture is leadership. The following table summarizes the analysis result found from those responses on the innovativeness, aggressive, facilitating, mentoring, efficacy, efficiency and other relevant clones of organizational leadership.

In the current situation, the dominant culture exists among management staffs is adhocracy with a mean value of 41.00. On the other hand employees have inclined to label the current AU organizational culture as hierarchical (a mean value of 47.27). Similarly with dominant characteristics students' response on the leadership quality of the university confer market type of organizational culture with a mean value of 39.21.

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Table 10 : Organizational culture in terms of leadership

The working level of respondents		Current culture				Preferred			
		Clan	Adhocracy	Market	Hierarchical	Clan	Adhocracy	Market	Hierarchical
MGT	Mean	19.00	41.00	18.00	22.00	42.00	28.00	18.00	14.00
	N	5	5	5	5	5	5	5	5
	Std. Dev	7.416	8.944	5.701	7.583	5.701	2.739	2.739	6.519
	Sum	95	205	90	110	210	140	90	70
EMP	Mean	8.64	13.18	31.36	47.27	58.18	28.18	8.91	5.64
	N	11	11	11	11	11	11	11	11
	Std. Dev	3.233	6.030	6.742	6.842	10.55	5.600	4.369	3.931
	Sum	95	145	345	520	640	310	98	62
STU	Mean	27.21	15.57	39.21	17.14	50.21	20.86	14.93	15.43
	N	14	14	14	14	14	14	14	14
	Std. Dev	3.662	3.975	4.406	7.263	8.851	9.380	4.233	6.880
	Sum	381	218	549	240	703	292	209	216
Total	Mean	19.03	18.93	32.80	29.00	51.77	24.73	13.23	11.60
	N	30	30	30	30	30	30	30	30
	Std. Dev	9.514	11.516	9.342	15.833	10.54	8.056	5.296	7.347
	Sum	571	568	984	870	1445	800	437	353

The entire figures finally divert the present organizational culture into market type (32.80 mean score) in the leadership dimension of the organizational culture.

What all members of the university aspire for the coming future is almost similar. Management with 42.00, employees with 58.18, students with 50.21, and totally the whole respondents with 51.77 mean values labeled their preferred organizational culture as clan type in terms of leadership.

c) Management of Employee

According the responses gained, the current and preferred cultural environment of the university has different image in light of the management style of employees like usage of teamwork, driving competitiveness, conformity and the like.

Table 11 : Organizational culture in terms of management of employees

The working level of respondents		Current culture				Preferred			
		Clan	Adhocracy	Market	Hierarchical	Clan	Adhocracy	Market	Hierarchical
MGT	Mean	17.00	39.00	25.00	19.00	37.00	30.00	20.00	13.00
	N	5	5	5	5	5	5	5	5
	Std. Dev	6.708	6.519	6.124	6.519	4.472	6.124	3.536	4.472
	Sum	85	195	125	95	185	150	100	65
EMP	Mean	9.55	16.36	27.73	47.27	58.18	27.73	8.82	4.82
	N	11	11	11	11	11	11	11	11
	Std. Dev	3.560	12.323	8.475	10.090	10.068	5.641	4.400	3.219
	Sum	105	180	305	520	640	305	97	53
STU	Mean	27.43	14.64	39.21	18.57	45.21	21.50	18.64	14.64
	N	14	14	14	14	14	14	14	14
	Std. Dev	2.311	3.586	3.423	5.694	7.886	9.646	6.709	7.459
	Sum	384	205	549	260	633	301	261	205
Total	Mean	19.13	19.33	32.63	29.17	48.60	25.20	15.27	10.77
	N	30	30	30	30	30	30	30	30
	Std. Dev	9.047	12.027	8.676	15.870	11.364	8.418	7.329	7.267
	Sum	574	580	979	875	1458	756	458	323

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Similarly with the above two analysis, the mean effects were also scored in those three clans in management of employees dimensions. As of all groups preferred to have clan organizational culture with the mean of 48.60, the current situation is also dominated by market type with 32.63 mean score. Particularly managers label the present management style as adhocracy (39.00) while employees and students opted to make it hierarchical and market with a mean value of 47.27, and 39.21 respectively. As matter of fact employees are those who score the highest mean (58.18) and the managers 37.00 and students 45.21 score to seek for clan type organizational culture under management of employee organizational cultural dimensions.

d) Organizational Glue

As one dimension, organizational glue is much concerned about factors that hold the organization together. Here loyalty and mutual trust, innovation and development, achievement and goal accomplishment, and the like are the citable ones. The following table summarizes the data obtained in this respect.

Table 12 : Organizational Culture in terms of organizational glue

The working level of respondents		Current culture				Preferred			
		Clan	Adhocracy	Market	Hierarchical	Clan	Adhocracy	Market	Hierarchical
MGT	Mean	13.00	44.00	17.00	24.00	40.00	24.00	22.00	14.00
	N	5	5	5	5	5	5	5	5
	Std. Dev	4.472	6.519	4.472	5.477	6.124	4.183	6.708	5.477
	Sum	65	220	85	120	200	120	110	70
EMP	Mean	8.45	17.45	29.55	44.55	65.45	25.00	7.09	4.27
	N	11	11	11	11	11	11	11	11
	Std. Dev	3.643	5.126	6.876	5.681	14.397	10.000	5.665	4.777
	Sum	93	192	325	490	720	275	78	47
STU	Mean	25.64	17.50	37.00	19.86	49.29	16.71	16.50	17.50
	N	14	14	14	14	14	14	14	14
	Std. Dev	4.568	5.273	5.159	6.815	10.042	7.226	6.981	7.272
	Sum	359	245	518	278	690	234	231	245
Total	Mean	17.23	21.90	30.93	29.60	53.67	20.97	13.97	12.07
	N	30	30	30	30	30	30	30	30
	Std. Dev	9.119	11.333	9.108	13.116	14.698	8.763	8.442	8.582
	Sum	517	657	928	888	1610	629	419	362

In terms of organizational glue, the management group of respondents characterizes their college's culture as adhocracy with a mean value of 44.00. Hierarchical and market type of organizational cultures on the other hand have been also identified as a major cultural typologies with a mean value of 44.55 and 37.00 in the rest employee and students category of respondents respectively. All in all, market type of organizational culture is currently there in AU based on organizational glue dominant characteristics (a mean value of 30.93)

In the preferred environment both groups favor clan type with 40.00, 65.45, and 49.29 mean value in those management, employee and student categories respectively. The aggregate figure is 53.67. Here employees are still with the highest mean score.

e) Strategic Emphasis

The fifth category of dominant organizational characteristics is strategic emphasis. Here the point of concern is for digesting areas where the organization put much emphasis whether it is on human development, acquiring new resources creating new challenges, and/or maintaining permanence and stability. Below is the analysis of AU under those different working levels.

Adhocracy, hierarchical, and market types with 48.00, 49.55, and 40.79 mean values were the dominant current cultures found in management, employees, and students participant of the study. The cumulative highest mean value of 33.53 was obtained and characterizes the current cultural image of the university as market under strategic emphasis cultural dimensions. Clan, as usual, exists in the preferred situation as a dominant culture type for both kinds of respondents. The overall mean values of 44.00, 57.91, and 51.07 were obtained in this regard under clan cultural typology in management, employee, and students responses respectively. The total figure (mean value obtained is) 52.40.

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Table 13 : Organizational Culture in terms of strategic emphasis

The working level of respondents		Current culture				Preferred			
		Clan	Adhocracy	Market	Hierarchical	Clan	Adhocracy	Market	Hierarchical
MGT	Mean	14.00	48.00	19.00	21.00	44.00	31.00	17.00	14.00
	N	5	5	5	5	5	5	5	5
	Std. Dev	4.183	7.583	5.477	5.477	5.477	8.216	2.739	4.183
	Sum	70	240	95	105	220	155	85	70
EMP	Mean	9.18	11.27	30.91	49.55	57.91	28.91	9.55	5.00
	N	11	11	11	11	11	11	11	11
	Std. Dev	3.920	5.985	7.355	7.568	9.544	6.789	5.574	3.715
	Sum	101	124	340	545	637	318	105	55
STU	Mean	26.36	13.43	40.79	19.64	51.07	18.57	13.93	17.14
	N	14	14	14	14	14	14	14	14
	Std. Dev	3.934	3.673	5.452	6.033	9.236	7.703	5.609	5.447
	Sum	369	188	571	275	715	260	195	240
Total	Mean	18.00	18.40	33.53	30.83	52.40	24.43	12.83	12.17
	N	30	30	30	30	30	30	30	30
	Std. Dev	8.979	14.443	10.027	15.816	9.916	9.134	5.790	7.245
	Sum	540	552	1006	925	1572	733	385	365

f) Criteria of Success

Development of human resources, teamwork, employees' commitment, having the most unique or newest products, winning in the marketplace and outpacing the competition would be some of the criteria devised to measure success in its operation. This could also lead member to have and/or mend the organizational culture in some different form.

Accordingly, 42.00 in management category, 45.91 in employees' category, and 38.14 in students' area were the mean scores obtained to characterize the current culture as adhocracy, hierarchical and market type respectively in criteria of success paradigm. The total effect has made the culture market with a mean of 30.47. On the other hand all members choose to have clan culture with a scored mean value of 44.00, 60.45, 51.00 in both management, employee and student categories. The total mean value which makes the preferred culture clan under criteria of success dimension is 53.30.

Table 14 : Organizational Culture in terms of criteria of success

The working level of respondents		Current culture				Preferred			
		Clan	Adhocracy	Market	Hierarchical	Clan	Adhocracy	Market	Hierarchical
MGT	Mean	15.00	42.00	19.00	24.00	44.00	31.00	15.00	14.00
	N	5	5	5	5	5	5	5	5
	Std. Dev	5.000	9.083	4.183	6.519	11.402	6.519	5.000	4.183
	Sum	75	210	95	120	220	155	75	70
EMP	Mean	8.09	19.64	25.91	45.91	60.45	26.36	9.64	4.00
	N	11	11	11	11	11	11	11	11
	Std. Dev	5.665	16.108	12.004	22.563	16.040	10.975	6.054	3.633
	Sum	89	216	285	505	665	290	106	44
STU	Mean	26.14	15.14	38.14	20.93	51.00	20.14	15.00	14.57
	N	14	14	14	14	14	14	14	14
	Std. Dev	5.545	5.475	5.803	5.313	9.759	10.855	4.707	7.439
	Sum	366	212	534	293	714	282	210	204
Total	Mean	17.67	21.27	30.47	30.60	53.30	24.23	13.03	10.60
	N	30	30	30	30	30	30	30	30
	Std. Dev	9.949	14.405	11.233	18.320	13.646	10.859	5.738	7.609
	Sum	530	638	914	918	1599	727	391	318

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X. Analysis of the Result Gained through Document Analysis

One of the tools available to transfer the preferred and aspired organizational documents is through formal methods like organizational documents including policy, strategic document, procedures and other working manuals. Particularly strategic plan documents have a section for the organization to declare what it wants to be hold as values and norms by all members of the organization. Given this basic fact, the team has tried to secure some information about the formal values exist in the university.

According to the strategic document of AU, the university values customer satisfaction, quality and excellence, sprit of collaboration, involvement and transparency, secularity, equity, gender sensitivity, reliable partnership, academic freedom, diversification, expansion, and efficiency at the organizational level. These values are to be indulged in every employees mind set while they are doing every task on the behalf of the university and its management. Likewise, the brochures, bulletins and other formal communicating Medias preach those issues as a relevant and key success factors for the overall organizational effectiveness. In addition professional integrity and commitment, good governance, creativity and self initiation, competence, equal opportunity has some of the value elements been founded under individual employees. Anyone who is working with AU has been at least in paper respecting these values.

As the document revealed also, values both at organizational and individual levels are equally important and need due attention from both management, and employees angle to make the overall goals of the university realistic and attainable. Besides, the required image before the public is to be strengthened when the internal culture totally immense itself on the planned and desired one, like that of stated in the strategic document.

Finally, the document analysis was designed to take a look on those entertaining and extracurricular engagements of the university. In this regard graduation bulletins, occasional news letter, leaflets, and the like were addressed as much as the team can. However, as per the researcher reading, this documents had not the power to reflect the actual culture exist in the university. Rather they are almost copying what is already stated in the strategic document. All in all the values, norms , feelings and attitudes transmitted via these documents have their own effect, in one way or another, on the overall cultural image of the university.

a) Analysis of the Result Gained Observation and Informal Interviews

Along with checking formal organizational documents, the researcher has made an informal talk with some members of university and observed its working atmosphere at those value, belief and norm dimensions of organizational cultural.

When I chat informally with some of the instructors, they are almost respecting some informal norms like respect the boss, enter the class lately, leave the class early, and wait for delayed salaries. They value also professional independence, career advancement, and just money/salary. As those instructors told as much of their friends have believed as their students are disrespectful and incompetent, their bosses are selfish and cruel, and they desperately need proper treatment. I have witnessed these since I have seen teachers when they bow the head for any passer by boss, get late to enter and early to leave their class and treat their students dictatorially to avert the happening of what they dislike, improper act.

As per the my observation students value acquiring certain qualification most than gaining the knowledge required to gain what they are looking for. They also hold an informal belief unconsciously like they don't need fierce reading and their monthly payment lead them to graduation, deserve appropriate care and treatment like any other customer, and have vital position to magnify or little the university image in the external environment.

I also tried to observe the university administration through both formal and informal fissures I have got to address them. According to the information I have got, good will/positive image, perpetual profit, acceptance and accreditation, and creation of competitive enterprise are those that the university management value most. They also respect giving emphasis to tasks, holding power at the top, and magnifying the status and reputation of the university as a norm. Besides, unconscious beliefs like the authority/owners deserve all the power, independent decision making, and respect from both students and the university management holds instructors. The interaction observed in the university. Olympia campus also manifests the issues roused above. The macchiato I had with instructors and students could whisper and witness what I have observed both in the university lounge and offices regarding the their culture.

b) Summaries of Findings and the Dominant Culture Strength

As the above sections clearly presented, the current and preferred dominant culture of Admass University has different feature for those different members of the university. Though the analysis conducted in management, employees and student group of respondents reveal apparent disparity in the current situation of the university; both groups aspire and wish to have almost one kind of organizational culture their preferred situation. The following table summarized this figures.

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Table 15 : Summary of Dominant Culture Strength

	Current Situation					Preferred Situation				
Culture Type	Mean	S.D.	df	F	p	Mean	S.D.	df	F	p
Clan	18.56	9.23	27	1.584	0.169	51.32	11.94	29	1.955	0.089
Adhocracy	20.11	12.48	21	1.698	0.139	24.37	8.77	29	1.641	0.153
Market	32.03	9.59	28	1.125	0.350	13.82	6.78	29	1.031	0.402
Hierarchy	29.36	16.07	29	0.754	0.584	11.49	7.67	29	0.444	0.817
* $p < .05$	*Note: Mean scores could range from 0 to 100. Representing a percentage out of 100.*									

Market type organizational culture is with the highest mean (32.24) and dominates the current situation of AU. On the other hand clan type is the dominant one in the preferred situation with 51.32 mean score.

As described earlier however, in both four culture types, the respective Sig. values are greater than the critical value (α) stated by the researchers, which is 0.05. Thus the effects are found to be non-significant, then the differences between the means are not great enough to allow the researcher to say that they are different and no further interpretation is to be attempted either. Similarly the corresponding F values have been bouncing in between 0 and 2 but none of them foot on 1.00. Theoretically F-ratio can be thought of as a measure of how different the means are relative to the variability within each sample. The larger this value, the greater the likelihood that the differences between the means are due to something other than chance alone, namely real effects. If the difference between the means is due to only chance, that is, there are no real effects, and then the expected value of the F-ratio would be one (1.00). In the AU situation however, the highest F-value (1.955) with the corresponding probability level of 0.089 was scored at clan culture type under the preferred environment. Though it is not as such significant, the figures would indicate the existing significant difference in perception of the university culture among different work groups probably due to reasons other than chance. This might open the gate for further in depth analysis with large sample size.

Meanwhile, the analysis has been also triggered to each dimensions of organizational culture. In this respect, the entire current situation in light of the six dimensions failed under market type of organizational culture. Contrary, clan type was preferred in both areas in the coming AU work environment. The summarized figures of respondents mean score under the six organization dimensions both in the current and preferred situation is presented in the following table.

Table 16 : Summary of dominant culture strength in terms of organizational dimensions

	Current Situation			Preferred Situation		
Dimension	Mean	S.D.	Culture Type	Mean	S.D.	Culture Type
Dominant Characteristics	31.80	8.942	Market	48.17	10.71	Clan
Organizational Leadership	32.80	9.342	Market	51.77	10.546	Clan
Management style	32.63	8.676	Market	48.60	11.364	Clan
Organizational Glue	30.93	9.108	Market	53.67	14.698	Clan
Strategic Emphases	33.53	10.027	Market	52.40	9.916	Clan
Criteria for Success	30.47	11.233 s	Market	53.30	13.646	Clan
* $p < .05$	*Note: Mean scores could range from 0 to 100. Representing a percentage out of 100.*					

These facts seem prevalent in the AU in light of the information gained through formal documents analysis and informal chat and observation with different members of the university. As it can easily be inferred from the above analysis, the management of the university agrees as they have adhocracy kind of culture in the current situation. This tendency is a complement of those values and other cultural elements found in the strategic and other documents of the university.

On the other hand what instructors speak out, for the researcher in their informal talk, supplement the analysis result of Cameron/Quinn tool with the highest mean score to label their university culture as a hierarchical type. Employees' informal norms, like respect the boss, enter the class lately, leave the class early, and the like might be and indicator for the existence of hierarchical culture as per instructors feeling.

Students have also scored a highest mean at market type of organizational structure. Some of the information, like concerning on achieving some professional qualification and taking themselves a respected customer as that of any other market place, grasped through observation and informal talks could validate the mean score and add on the reliability of the findings. The cumulative score of all the three categories finally make the organizational culture as market type.

The difference in perception of those individuals participate in the research can also indicate the strength and weakness of the existing culture. According to

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employees, the current hierarchy type of dominant culture may label AU as institute with weak organizational culture. However, a relative different interpretation would be inferred from the management side. Generally, the disparity of information and culture classification of various members of the university at least shows something wrong that is going in the university. Heterogeneity of group members, short time of group membership, dynamics of group membership, and little intensity of group experience among member would be the reason for the different figures found in the analysis. All in all the researcher can say the current organizational culture of the university is not strong but not to say it's weak.

XI. Conclusion and Recommendations

Generally speaking, organizations have to take a close look on their organizational culture and make possible change to cope with environmental developments. In this regard, the evaluation on the organizational cultural typology of Admass University is versatile from managers, employees and students point of view. The following points summarize and conclude what the team has got in the assessment.

- As the highest mean score reveals the current organizational culture is dominated by market type and all category of respondents are aspiring to have clan culture the preferred situation.
- Particularly adhocracy, in the management group, hierarchical, in the employee group and market in the students group are the dominant cultures mean scores obtained in the separate analysis of respondents as per their working level in the university.
- Regarding the analysis made on the six dimensions of organizational culture, market type dominate the current situation in all polar sides and clan particularly preferred to be installed in the future interaction of AU members.
- The informal talk and observations conducted in the college proof the fact gained through the analysis of the standard culture assessment tool. Meanwhile, the documents assessed back up the information particularly found in the responses of the management group of the study participants.
- The existing contradictory responses by the three groups of respondents indicate that something wrong is there in the actual cultural pitch of the university. Besides, the dominant type exist in employees' category, that is hierarchical , and the overall control of market type induce the researchers to say the AU doesn't currently have strong culture and not even be in the position to label it as weak.

Spiraling merits and amplifying remedies for weaknesses is the key to walk in success track. As the current state of organizational culture reveals, it's possible to say that AU has a culture which is not perceived equally in a similar fashion by all members of the university. Besides, the paradoxical views of individuals particularly that of employees and management indicate the possible misunderstanding and disparity exist in the overall organizational culture of the AU. This might in return has a negative effect on the performance and productivity of employees. Given the current situation, the university has to:

- Invest much time and effort on providing awareness creation and information exchange sessions for all members of the university on culture and related matters. This might help build common understanding on the current cultural typology of the college on the building up of the preferred one.
- The informal norms held by students, managers and instructors have a negative effect on the overall performance of the university. Striving to create conducive work environment and relationship among members in the university might reduce the information gap exist between them and the antagonistic view held particularly by employees on managers.
- Programmed get-togethers, celebrations and entertaining sessions will help gather organizational members together at least for sort of short time and this might contribute on the creation of smooth relationship and coordination among employees, managers and students of the university.
- All in all informal meetings, workshops, learning forums and the like can reduce the existing difference in perception of the university organizational culture and paves the way for all to the new and preferred state, clan.

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Leadership Challenges for Women Managers in Public Universities in Saudi Arabia

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Abstract- Recent deliverances by king Abdullah in Saudi Arabia (SA) has opened many doors for women over the past seven years. Women joined the consultative assembly in 2013, in the same year three women were named as deputy chair persons of three committees. In 2011 King Abdullah announced that women would be allowed to vote and run for office in the 2015 municipal elections. All these actions grant Saudi women the chance to occupy managerial positions in many organizations. However, Saudi women in managerial positions face many challenges. The purpose of this study is to recognize the challenges that female managers in public Saudi universities face in their managerial positions. The paper adopted an in- depth personal interviewsmethod in order to gain a deep understanding of the specific challenges faced by female managers in public universities. Nineteen female managers of which 10 were in high managerial positions of universities were interviewed. The study found that Saudi female managers face a number of challenges, the most important challenge is the long working hours, dealing with different natures of subordinates and lack of authorization. The study provided a number of recommendations to decision makers in order to alleviate those challenges such as the limitation of female long working hours by decentralization and better distribution of work load. Training programs in management and communication skills would help female managers to better manage and communicate with subordinates. Authorization should be given to female managers in order to be able to issue decisions necessary for their departments.

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Leadership Challenges for Women Managers in Public Universities in Saudi Arabia

Lama Al-kayed

Abstract- Recent deliverances by king Abdullah in Saudi Arabia (SA) has opened many doors for women over the past seven years. Women joined the consultative assembly in 2013, in the same year three women were named as deputy chair persons of three committees. In 2011 King Abdullah announced that women would be allowed to vote and run for office in the 2015 municipal elections. All these actions grant Saudi women the chance to occupy managerial positions in many organizations. However, Saudi women in managerial positions face many challenges. The purpose of this study is to recognize the challenges that female managers in public Saudi universities face in their managerial positions. The paper adopted an in- depth personal interviewsmethod in order to gain a deep understanding of the specific challenges faced by female managers in public universities. Nineteen female managers of which 10 were in high[1] managerial positions of universities were interviewed. The study found that Saudi female managers face a number of challenges, the most important challenge is the long working hours, dealing with different natures of subordinates and lack of authorization. The study provided a number of recommendations to decision makers in order to alleviate those challenges such as the limitation of female long working hours by decentralization and better distribution of work load. Training programs in management and communication skills would help female managers to better manage and communicate with subordinates. Authorization should be given to female managers in order to be able to issue decisions necessary for their departments.

I. Introduction

Women over the world are not represented in leadership positions, for example, in 2004 only 7% of the universities were managed by women world-wide (Zinyemba, 2013). In Saudi Arabia (SA hereafter), recent deliverances by king has opened many doors for women over the past seven years. Women joined the consultative assembly in 2013, occupying 30 seats. In the same year, three women were named as deputy chair persons of three committees (Al Qahtani, 2013). For many decades, women could not vote or run for office in the country's municipal elections, but in September 2011 King Abdullah announced that women would be allowed to vote and run for office in the 2015 municipal elections. Women are now allowed to hold positions on boards of chambers of commerce. In 2010, the government announced female lawyers would be allowed to represent women in family cases. Moreover, SA is the home of Princess NourahBintAbdulrahman university (PNU), the world's largest women-only university. PNU is the only university that is run entirely by women in SA.

According to manpower research bulletin (2013) published by central department of statistics and information, 14.6% of employed persons are women in SA. According to the education bulletin (2013) 17.1% of Ph.D holders are females, 22.6% of master degree holders are females, 42% of university degree holders are women, while 8.63% of women are illiterate. These figures show that women in SA are becoming more educated and are penetrating workforce in an increasing percentage. All these actions grant Saudi women the chance to occupy managerial positions in many organizations. However, Saudi women in managerial positions face many challenges.

II. Purpose of the Study

The purpose of this paper is to recognize the challenges that women in government Saudi universities face in their managerial positions to bring awareness and discuss possible solutions, it is hoped that the results of the study would help alleviate the challenges that female managers face by increasing awareness, and illustrating the predominance of several factors prohibiting females' advancement within the educational industry. It is prospected that the study findings will not only be of academic concern, but will also be beneficial for industry leaders and policy makers.

III. Literature Review

Traditionally, the vast majority of top leadership positions in both the USA and throughout the world have been held by males rather than females. Even though there is an increasing number of women who enter the workforce and an increasing number of managerial positions, women's access to leadership positions remains limited (Black and Rothman, 1998; Eagly et al., 2003; Oakley, 2000; Ridgeway, 2001; Stelter, 2002 from Weyer, 2007).

Women worldwide face challenges related to the expectations placed upon them because of their gender. These gender role expectations require women to take care of their home, husband and children while

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[1] High managerial positions refer to vice-dean positions or higher (vice-deans, deans of faculties, vice-presidents of universities).

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men spend most of the time away from home (Zinyemba, 2013). Women face the challenge of balancing work and life, and at work women managers face challenges related to gender prejudices. Women are seen as soft and weak and less committed to work thanmen (Zinyemba, 2013).

Weyer (2007) provided the theoretical explanation for the persistence of the glass ceiling keeping women from assuming leadership positions. Two theories were discussed; social role theory and expectation states theory, both theories belong to the structural/cultural models describing differences between the genders. The two theories explicate diverse reasons for the emergence of these differences. However, both theories propose that gender differences will result in evaluation bias against women. Both theories are based on the concept that men and women are allocated different roles in society due to their gender. According to the social role theory, women and men leaders behave somewhat differently because gender roles exert some influence on leadership roles in terms of the expectations they and others hold (Eagly, 1987 from Weyer, 2007). Expectation states theoryexpands upon social role theory and implies that "it is the status element of genderstereotypes that cause such stereotypes to act as distinctively powerful barriers towomen's achievement of positions of authority, leadership, and power" (Ridgeway ,2001, p. 638 from Weyer, 2007).While social role theory proposes that bias in evaluations is based upon theincongruence of roles held by women, expectation states theory proposes that the lowerstatus of women causes bias in evaluations (weyer, 2007).

A number of studies examined the challenges females face in their work. Zinyemba (2013) examined the challenges that women face in the hospitality and financial services sectors in Zimbabwe where women have traditionally been found in supportive low level positions. The research identified a number of challenges which related to gender role expectations as wife and parenting. The study established that women managers in the hospitality and financial services sectors in Zimbabwe face challenges of balancing work and life due to culture and gender role expectations placed upon them and the pressures of full time employment. The challenges make it difficult for women to break the glass ceiling[2].Gartzia (2012from Zinyemba, 2013) established the same findingwhich concluded that motherhood impacted significantly on career opportunities forwomen. Gartizia's (2012) study concluded that the younger the age of childrenthe greater the relative disadvantage in career progression.

A study conducted by Stanton Chase International (2009) in Serbia asked 300 women managers about their career challenges. The study found that the majority of women in managerial positions hold a university degree and are in the most productive time of their life (30 – 45 years of age). Usually they have held a managerial position for over 5 years, are ready to change their job if this will bring them a promotion and new challenges, and they have proved themselves professionally in a number of different companies. The study also found that the basic limiting factor for developing a career is the decision to start a family, i.e. family obligations that require additional time and energy that women need to balance together with their work obligations on a daily basis. A large number of women think that they are less competitive then men of the same profession and level of education. The other obstacle that the study has found is the traditional Serbian society which has not fully accepted the role of a woman as a professional. Gender and age biases are readily present in the society and this is also a hindering factor for career development.

Al-Ahmadi (2011) conducted a study on 160 Saudi women leaders in various government sectorsto identify challenges that female leaders face in Saudi Arabia.Al-Ahmadi (2011) found that structural challenges, particularly those associated with the centralization of the decision-making process, lack of authority and participation in the formulation of strategy, are found to be the most important challenges facing women leaders in SA. This may be due to the fact that women's access to leadership positions in SA is relatively recent, so there may still be concerns regarding their capabilities and managerial efficiency. Contrary to the prevailing perspective, the study found that cultural challenges are less importantcompared to the other challenges faced by women leaders. This is an indication ofchanging perception of the role of women in society and a reflection of the policy ofKing Abdullah who calls for the integration ofwomen in decision-making positions.

This study differs from Al-Ahmadi (2011) study in that it focuses on Saudi female leaders in public universities in specific, while Al-Ahmadi sample composed female leaders from various government sectors. The study therefore, will provide findings which are not only be of academic concern, but will also be beneficial for industry leaders and policy makers in forming policies concerning public universities. The teaching sector is one of the main fields of working opportunities for Saudi women and one with particular attention from government leaders, thus, this study will provide guidance and awareness of current challenges and possible solutions.

[2] Glass ceiling is a political term used to describe "the unseen, yet unbreakable barrier that keeps minorities and women from rising to the upper rungs of the corporate ladder, regardless of their qualifications or achievements." (Federal Glass Ceiling Commission. *Good for Business: Making Full Use of the Nation's Human Capital.* Washington, D.C.: U.S. Department of Labor, March 1995, p. iii.)

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Abdalla (1996) investigated the attitudes towards women in Kuwait and Qatar, he found that despitethe appearances of opulence, moderate advancement and educational achievements, Arabian Gulf women are lockedin restrictive traditional roles. Abdallah (1996) suggested that the Arabian Gulf women, particularly thosewho are in the same situation as the Qatariwomen, may have not taken the first step inthe road to genuine equal rights and opportunities. However, Abdallah (1996) concluded that there are many indicatorsthat the situation may change in favor ofwomen in the near future, particularly interms of the educational and employment opportunities.

Al-Lamki (1999) addressed the role of Omani women in management positions in the Sultanate of Oman and the obstacles hindering Omani women's progress into managerial positions. Her study indicated that while in principle women in Oman have been accorded equal educational and employment rights;in practice, discrimination against women exists in the workplace. Thissituation made it more difficult for women who aspire to be in managementpositions. Several of the respondents have articulated that merely being a woman is a major obstacle to professional development.

Mostafa (2005) investigated United Arab Emirates (UAE) society's attitudes towards women managers held by a sample of 186 participants. Mostafa (2005) concluded that there exists a moderate change from expected restrictive traditional attitudes towards women managers in the UAE to a more liberal view. Despite the liberal view reflected by participants in his study, the results of the research should by no means be interpreted as the UAE moving away rapidly from a patriarchal and traditional society, Emirate's society is generally regarded as highly patriarchal, with clear-cut gender role differences. The UAE's society still generally value patriarchy.

IV. Research Methodology

The study employed an in-depth personal interviews method to qualitative research in order to gain a deep understanding of the specific challenges faced by female managers in public universities. The study was based on an in-depth personal interviews of 19female managers of which 10 were in high managerial positions of universities. The sample of 19 managers is a random sample that was chosen randomly from 2 public universities in Riyadh. The qualitative data was processed and analyzed using SPSS computer software program.

Beside personal questions to the interviewees, the specific questions asked in the research study were:

1. To what extent are you satisfied with your role as managers atwork?
2. To what extent are you satisfied with your roleas wife and mother at home?
3. What challenges do you meet at work?
4. Do you think that the decision to start a family can be a limiting factor for the development of a career and why?
5. Are you a member of a business association or do you hold more than one managerial position?
6. Do you think you have been able to balance your career with the obligations in your private life? [Yes, No]
7. Who do you think is more efficient in decision making, men or women? Why?
8. Do you think you are rewarded equally as men on similar positions? [Yes, No]
9. Do you think it is harder for women than for men to build a career? Why?
10. Do you have a servant at home? [Yes, No]

V. Research Results

Tables (1-13) show the descriptive statistics for the interviewees, Table (1) shows that most of the interviewees were in their late thirties and forties, 8 managers were of the ages 35-44 and 8 were more than 44 years. This is the normal age of a person to hold a managerial position, an employee starts in low level positions and gradually promotes to high levels when they gain experience.

Table (1) : Age of participants: How old are you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-35	3	15.8	15.8	15.8
	35-44	8	42.1	42.1	57.9
	more than 44	8	42.1	42.1	100.0
	Total	19	100.0	100.0	

Table (2) shows the distribution of experience of the interviewees, most female managers interviewed (10 managers) have more than 5 years of experience. This shows that public universities appoint the most experienced in managerial positions, and shows that females in public universities spend at least 5 or more years in order to advance and promote to managerial positions.

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Table (2) : Experience: How long have you been in the managerial position?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 3 years	7	36.8	36.8	36.8
	3-5 years	2	10.5	10.5	47.4
	more than 5 years	10	52.6	52.6	100.0
	Total	19	100.0	100.0	

Table (3) below shows the educational degree for female managers in public universities, where most managers were either PhD holders of bachelor degree holders. The PhD holders were usually in positions as deans of faculties or vice president of university agencies. Bachelor degree holders were in positions of office or department managers in university's head offices.

Table (3) : Educational degree: What is your educational degree?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	9	47.4	47.4	47.4
	PhD	9	47.4	47.4	94.7
	Other	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Table (4) below shows whether female managers in public universities were members of other organizations outside the university. It was found that (5) out of the 19 interviewees were members of other organizations. This indicates that female managers tend to be active in the Saudi community beside their managerial roles at universities.

Table (4) : Are you a member of other organization?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	26.3	29.4	29.4
	No	12	63.2	70.6	100.0
Missing	System	2	10.5		
Total		19	100.0		

Table (5) below shows the marital status of interviewees where most of the female managers were found to be married. This shows that female managers tend to be successful in their private life as well as at work.

Table (5) : Marital status: What is your marital status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not married	3	15.8	15.8	15.8
	married	15	78.9	78.9	94.7
	divorced	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Table (6) below shows that most of the female managers (11 out of 19) felt satisfied and (5 out of 19) felt very satisfied towards their roles as managers, this indicates that females in public universities can handle managerial positions very well without frustration from the job or work load.

Table (6) : To what extent are you satisfied with your role as a manager?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very satisfied	5	26.3	26.3	26.3
	satisfied	11	57.9	57.9	84.2
	Neither satisfied nor unsatisfied	1	5.3	5.3	89.5
	unsatisfied	1	5.3	5.3	94.7
	not satisfied at all	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Table (7) below shows that most female managers (11 out of 1) were satisfied with their role as wife, mother and member of family. This indicates that female managers can handle managerial positions without affecting their roles at home.

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Table (7) : To what extent are you satisfied with your role as a mother and wife at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very satisfied	2	10.5	10.5	10.5
	satisfied	11	57.9	57.9	68.4
	neither satisfied nor unsatisfied	3	15.8	15.8	84.2
	unsatisfied	1	5.3	5.3	89.5
	not satisfied at all	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Table (8) shows that most of the female managers (16 out of 19) believe that the decision of marriage and starting a family is not a limiting factor for the development of a career. This result differs from the findings of studies in other countries, Stanton Chase (2009) found that women in Serbia, regardless of the different family status and age, were unanimous in their view that the natural decision to start a family is the basic limiting factor, primarily due to pregnancy leave and the later care of the young offspring. However, Saudi female managers do not perceive marriage as a limiting factor for the development of a career or managerial position. In fact participants view marriage as the first step to start a career. Because of the culture of Saudi Arabia a female cannot work unless she has permission from her guardian (father, husband or brother).According to the interviewees, the Saudi society has changed lately to appreciate woman's work and perceive that when a woman is a producing factor in society, she produces more at home and becomes a model for her children to be productive.

As long as women are able to balance their work-family obligations, marriage will not be a limiting factor for her career. Some managers believe that a woman's fate is linked to man, for example teaching assistants cannot travel on a scholarship if her guardian refuses. Marriage is not considered a limiting factor unless the man is the obstacle, some husbands refuse a woman to be higher in academic degree or managerial positions than they are.

According to participants who believe that marriage is a limiting factor, the reason is increased attention towards family and children. Family might pressure the female manager because of her new responsibilities.

Table (8) : Do you think that the decision to start a family can be a limiting factor for the development of a career?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	16	84.2	88.9	88.9
	3	2	10.5	11.1	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

Table (9) below shows that most female managers in public universities were able to balance their family and work obligations, 9 out of 19 were able to balance, while 4 said they were able to balance to some extent and 6 said they could not balance their work-family life. Participants who couldn't balance and those who balanced to some extent had feelings of dereliction towards their families and home because their work took most of their time. Some participants said even in social occasions there is dereliction since they spend most of their time at work. Interviewees who couldn't balance their work-family life felt that Saudi women are in a phase of proving themselves at work which leads to no balance since female managers give most of their time to work in order to prove themselves.

Table (9) : Do you think you have been able to balance your career with the obligations in your private life?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	47.4	47.4	47.4
	no	6	31.6	31.6	78.9
	To some extent	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

Table (10) below shows that most female managers (11 out of 19) believe that men are more efficient in decision making compared to women, while only one out of 19 believed that women are more

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efficient, and 6 out of 19 think that there is no difference between men and women and that it all depends on personality characteristics.

Most females perceive men as efficient decision makers because the Saudi society is a patriarchal society.Most females believe that men have general personal characteristics in men such as endurance, flexibility and wisdom. Men better know of the requirements of professional and family life. Because men have been given more opportunities, they have more experience and high education which makes them efficient decision makers. Women are viewed as emotional and moody, according to participants, this is because of changing hormones in women, which affects their decision making. Women also suffer social fear which affects their confidence in their decisions. A lot of variables affect a females' decision, for example, women suffer social fear because there is still concern about their efficiency in managerial positions. However participants agree that SA is in the era of women's empowerment, especially in the last two years, women are given great work opportunities.

Six out of 19 interviewees believe there is no difference in efficiency in decision making because it depends on experience and personal characteristics. In some cases,women are more efficient, such as in teaching where participants believe that women are more efficient and more punctual.

Some opinions of participants:

"a woman doesn't lack efficiency or merit in holding managerial positions but she is exposed to a lot of physiological variables. Man has the ability of making quick decisions and taking responsibility for it more than a woman"

"society still limits women's work, there is importance for females' work but her participation in society is still limited to the educational or health sectors. Society has to spread the culture of supporting woman's' work inside and outside the home"

"man can be more flexible but not necessarily more efficient, females always have feelings of inferiority, therefore, they tend to be inflexible in order to prove themselves. Men on the other hand are easier to deal with and more flexible especially in government organizations".

Table (10) : Who do you think is more efficient in decision making, men or women?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	men	11	57.9	61.1	61.1
	women	1	5.3	5.6	66.7
	no difference	6	31.6	33.3	100.0
	Total	18	94.7	100.0	
Missing	System	1	5.3		
Total		19	100.0		

Table (11) shows that most female managers (7 out of 19) believe they are not rewarded equally as men in similar positions. These participants believe there is still prejudice towards women although things have changed recently. Participants believe that since women work inside the house there shouldn't be equality in working hours because men are also capable of enduring long working hours.

Participants who answered "yes" believe that there is equality because the Saudi society has changed and now there is no difference in woman's appreciation compared to men as it was before. Some interviewees believe that although there is equality, society still gives priority to men. Those who answered "No" believe there is prejudice towards women although things have changed lately. Men have greater opportunities and are taking control over certain opportunities. Sometimes men perceive that certain positions are too high for a woman to hold. One of the participants stated:

"there is no difference in rewards. However, in universities were there are both female and male departments, we find that women have not yet received managerial or leadership positions except in Princess Nourah university because it is the only university run entirely by women. Men have more opportunities, we find them consultants and we find them getting the needed funds for their research more than women".

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Table (11) : Do you think you are rewarded equality as men on similar positions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	15.8	20.0	20.0
	no	7	36.8	46.7	66.7
	depends	5	26.3	33.3	100.0
	Total	15	78.9	100.0	
Missing	System	4	21.1		
Total		19	100.0		

Table (12) below shows that most female managers (11 out of 19) think that it is harder for women than for men to build their career and managerial positions. Women face more challenges because they have to balance between work and home and they have greater responsibilities. Circumstances are not easy for women because if the guardian is against the idea that a she be higher in educational or managerial position than him, then they won't let her achieve anything. Some participants believe that women burrow into the rock until now, sometimes family is against female education, sometimes even if close family supports female's education then broader family or society itself limits it. Women face more challenges because she has double roles, restrictions and dependency of family. The Saudi culture has great dependency on the mother, therefore, her responsibilities inside home are tremendous.

Six participants believe that men face more challenges because they are responsible for building a family, if a woman cannot build a career she can still build a family but men can't. Some participants have noted:

"women have taken their positions and more, they don't face challenges"

"females face more challenges but it depends on the ages of the children, when children are young women face a lot of challenges balancing work and family but when children grow up and she is able to balance, things get easier. Women in the first 10 years of marriage should take care of their children only."

"no, females don't face challenges nowadays. Nowadays things are much better, even scholarships for females are more than for males."

Table (12) : Do you think it is harder for women than for men to build a career?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	11	57.9	64.7	64.7
	no	6	31.6	35.3	100.0
	Total	17	89.5	100.0	
Missing	System	2	10.5		
Total		19	100.0		

Table (13) below shows that most female managers (14 out of 19) have servants at home. This result can explain the ability of female managers to balance their work-family obligations. Great number of Saudi females depend on servants at home which enables them to balance their work and family life and gives them the opportunity to hold and accept managerial positions.

Table (13) : Do you have a servant at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	73.7	73.7	73.7
	no	5	26.3	26.3	100.0
	Total	19	100.0	100.0	

The most important challenges that female managers in public universities face are as follows (ranked by importance according to interviewees):

1. Work pressure with long working hours.
2. Dealing with the human element, dealing with different natures of employees and lack of communication skills.
3. Lack of authorization to implement what female managers think as important for their departments or faculties. Lack of administrative powers and absence of financial powers.
4. Higher management do not appreciate workers, there is no appreciation for employees time or family circumstances.
5. Higher management do not clearly or accurately know of university regulations and ordinances.
6. Continuous change of university forms.
7. Continuous change of teaching staff.
8. Interference of higher management in the work of lower level managers.
9. Conflicting decisions, conflicting demands at the same time and lack of coordination between decision makers in high management levels.

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10. Lack of available facilities especially of teaching staff.
11. Lack of motivation in subordinates.
12. Balancing work and family.
13. To keep update of continuous developments.
14. Bureaucracy.
15. Combining teaching with managerial work at the same time.

Women in managerial positions with administrative experience are frustrated with the fact that they don't get the same opportunities and privileges as the academic staff. There is more attention and care for the academic staff compared to administrative officers. In consistency with the findings of Al-Ahmadi (2011) ,the study found that balancing work-family obligations is not the major challenge for Saudi female managers. This can be the result of dependency on servants at home to take care of house duties.

The most important challenges mentioned by most female managers were lack of authorization for females in their managerial positions and difficulties in dealing with the human element. Some interviewees mentioned:

"we lack administrative powers and there is a complete absence of financial powers, therefore I don't see a need for a manger with a high degree such as a professor to run a faculty, any administrative employee can do the work since there is a lack of authorization in the managerial position."

"we suffer conflicting decisions, there is no coordination between university departments. One decision from a university department contradicts another decision from another department."

"There's lack of work motivation in subordinates and negativity in others, so when there is work that needs to be done I have to sit for hours convincing them to finish their work."

"my acceptance to hold a managerial position while my specialization is not in management. My experience is in teaching and not in management. My ambitions are higher than capabilities. There's lack of possibilities, for example as a faculty we have limited facilities but acceptance of students is much more since the specialization is more wanted and there is lack of human staff also."

"I wish for the creation of a ministry that cares about children's rights, there should be a limitation for women's working hours with children because it affects the psychology of the children and she would have feelings of dereliction."

"Improvement and wanting to improve yourself is a challenge because working hours are too long that you cannot go training programs outside your organization, training programs should be part of the job. We want to update and keep update with all new in the field but there is no time."

VI. Policy Implications

Most female workers face the challenge of long working hours, there should be a limitation of working hours for females to overcome this challenge. This limitation is especially important for female manages with children less than 4 years old because mother's absence affects the psychology of children and the mother would be overloaded by feelings of dereliction. Limitation of working hours can be done by avoiding excessive administrative work required from female managers. Decentralization and the better distribution of work would also help in the limitation of long working hours for female managers.

The second important challenge for female managers is dealing with the human element and the different natures of subordinates. Training programs should be given to managers to improve and provide them with the required communication skills that enable them to manage and deal with subordinates. Moreover, females in managerial positions have teaching experience and lack the skills of management. Therefore, training programs in managerial skills should be given to females in managerial positions to provide them with the required managerial skills that enable them to handle managerial work.

Female managers in public universities should be given the authorization to make decisions that are important for their departments. Most managers are frustrated with the centralization of decision making and the fact that they do not have the required authority to issue decisions important to their departments. There should be decentralization of decisions and enough authority in the hand of managers. Interference of higher management in the work of lower level managers is another challenge for female managers. There should be a limitation of the interference to supervisory roles only.

Administrative officers who have long experience but do not have higher degrees feel frustrated because they cannot promote to high level positions. There should be an orientation to train administrative officers and open opportunities for them to hold managerial positions.

There should be empowerment programs for women to give them the required confidence and also training programs in management and leadership to help them in decision making.

Bureaucracy and conflicting decisions should be solved for in universities. Academic environments should improve in a way to untangle bureaucracy. There should also be coordination between high level managers at universities to avoid conflicting decisions.

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Moreover, university rules, regulations and laws should be clear and well known by all employees.

VII. Conclusion

This paper aimed at recognizing the challenges that women in government Saudi universities face in their managerial positions to bring awareness and discuss possible solutions in hope that the results of the study would help alleviate those challenges.The study found that Saudi female managers face a number of challenges, the most important challengesare the long working hours, dealing with different natures of subordinates and lack of authorization. Balancing work-family obligations is not the major challenge for Saudi female managers due dependency on servants at home to take care of house duties. Other challenges female managers in public universities face are continuous change of university forms and teaching staff, interference of higher management in the work of lower level managers, conflicting decisions, conflicting demands at the same time and lack of coordination between decision makers in high management levels, lack of available facilities especially of teaching staff, lack of motivation in subordinates, bureaucracy and having to combine teaching with managerial work at the same time.

The study provided a number of recommendations to decision makers in order to alleviate those challenges such as the limitation of female long working hours by decentralization and better distribution of work load. Training programs in management and communication skills would help female managers to better manage and communicate with subordinates. Bureaucracy and conflicting decisions should also be alleviated by better distribution of tasks and better coordination between high level managers.

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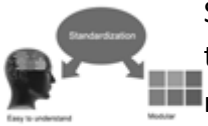

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It is vital, that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

Format

Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.

Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

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.

Structure

All manuscripts submitted to Global Journals Inc. (US), ought to include:

Title: The title page must carry an instructive title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) wherever the work was carried out. The full postal address in addition with the e-mail address of related author must be given. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining and indexing.

Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

Many researchers searching for information online will use search engines such as Google, Yahoo or similar. By optimizing your paper for search engines, you will amplify the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in a further work. Global Journals Inc. (US) have compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Key Words

A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy and planning a list of possible keywords and phrases to try.

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art.A few tips for deciding as strategically as possible about keyword search:

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

Acknowledgements: Please make these as concise as possible.

References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

References to information on the World Wide Web can be given, but only if the information is available without charge to readers on an official site. Wikipedia and Similar websites are not allowed where anyone can change the information. Authors will be asked to make available electronic copies of the cited information for inclusion on the Global Journals Inc. (US) homepage at the judgment of the Editorial Board.

The Editorial Board and Global Journals Inc. (US) recommend that, citation of online-published papers and other material should be done via a DOI (digital object identifier). If an author cites anything, which does not have a DOI, they run the risk of the cited material not being noticeable.

The Editorial Board and Global Journals Inc. (US) recommend the use of a tool such as Reference Manager for reference management and formatting.

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Tables: Tables should be few in number, cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g. Table 4, a self-explanatory caption and be on a separate sheet. Vertical lines should not be used.

Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.

Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. Please give the data for figures in black and white or submit a Color Work Agreement Form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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6. AFTER ACCEPTANCE

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TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

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.

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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.

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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.

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

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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

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Abstract:

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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.

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- 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

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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.
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- Shape the theory/purpose specifically - do not take a broad view.
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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.

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- 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:

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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.

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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.

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- 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

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- 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
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- 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
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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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