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Social Capital and Enhanced Rural Community Livelihoods in Oron and Eket Local Government Areas of Akwa Ibom State, Nigeria

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Abstract

Objectives: To better understand the social capital indices of membership in formal and informal networks (association), social trusts and civic engagement that enhance rural community livelihoods in order to ascertain the role of social intercourse in community development.

Methods: This study adopts the survey design. Two local government areas in Akwa Ibom State, Nigeria are studied: Eket (Oil producing) and Oron (non oil producing). The study uses interview method to elicit data from 400 inhabitants of the study areas.

Results: Results reveal that membership in community association is a significant predictor of positive community changes. Social trust allows villagers to overcome barriers associated with community development projects. Civic engagement binds villagers together and improves livelihoods processes.

Conclusion: Evidence suggests that in order to enhance rural community livelihoods in rural areas without government support, social ties must be harnessed to sustain individual and community wellbeing.

Keywords: Social capital, Rural Community Livelihoods
Introduction

Enhanced rural community livelihood is about improving literacy, promoting information, technology, better nutrition and health; a more supportive and cohesive social environment; more secured access to and better management of natural resources; better access to basic and facilitating infrastructure; more secured access to financial resources and a policy and institutional environment that supports multiple livelihood strategies and promote equitable access to competitive markets for all. A livelihood comprises the capabilities, assets and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and asset both now and in the future while not undermining the natural resource base (DFID, 2000).

Interest in enhancing rural livelihoods in Nigeria is not new. What is new however are the unprecedented concerns as the overall economic, political and socio-economic reasons have accelerated structural change in rural areas during the last few decades causing positive but also some negative impacts. A series of problematic tendencies are particularly evident in our rural areas such as unemployment, over-aging, brain drain, poverty, social exclusion, loss of infrastructure and services, environmental degradation, loss of cultural tradition and local identities. The experience of rural Nigeria has been that of complete severance of the grassroots from the process of development. This has precipitated rural decay where over 70 percent of the population reside and earn their livelihoods. This is unhealthy for the overall growth and development of the rural economy (Nkpoyen, 2008).

For a long time unsustainable rural livelihoods has been the centre of attention for rural development initiatives, rural sociology and rural policy studies. This failure to enhance rural community livelihoods could be due to local and global political reasons (missing or insufficient rural development measures, globalization, and telecommunication) also may be due to neglect of the “intrinsic aspect” which coincide with the social structure and sociological patterns of local community (Fox, 1996).

Rural livelihoods reveals no clear correlation between the quantity of input in terms of budget, political instruments or other efforts undertaken and output in terms of improved income, health, literacy and overall quality of life. Despite huge financial resources and numerous macro-development policy and measures, the rural livelihoods remain unsatisfactory or at least not sustainable in many localities.

Although these livelihoods programmes of government testify to the priority attention rural areas have received, there has been no visible, concrete and significant impact on rural livelihoods. However, poor state of rural livelihoods may be largely explained by projects and programmes incompatible with felt needs, unfavourable local condition and misapplied/misdirected resources, not entirely and in all areas. Some communities/ localities with poor economic resources have proved to be even more viable than areas which are better off.

It is possible that some kind of intangible assets seems to be involved in the rural livelihoods dynamism. It is a dilemma of indicator econometrics which may be explained by social capital. Staveren (2003) stated that social capital has been introduced as a tool or “missing link” to explain this rather sophisticated and complex relationship. For instance, why are some communities able to do better with a given set of resources and what influences shape community confidence in achieving goals? What roles does social capital play in shaping these outcomes?

Social capital offers a way to bridge sociological and economic perspectives and to provide potentially richer and better explanations of rural livelihood development. One important way it does this is by showing that the nature and extent of small interactions between communities and institutions shape economic performance. This, in turn, has important implications for development policy, which has long focused exclusively on an economic dimension. Similarly, understanding how outside agencies can work to alleviate poverty in diverse and poorly understood communities remains one of the great challenges of development. A social capital perspective stresses that technical and financial soundness is necessary but insufficient condition for acceptance of a project by poor communities.
Moreover, the public infrastructural deficit and services in the contemporary Nigerian society is affecting remote rural areas most severely and weakening rural economy. Socially weak and underprivileged people suffer most from the dearth of infrastructural services. Rural poverty and social exclusion are widespread incidents. Therefore it has become more popular to address the endogenous potential of rural areas. Mutual assistance and self empowerment are rural transformation drivers and could foster democratic participation on a local level. Local inhabitants could rely on their own power and less on public support. Importance of societal ties and shared norms, civil associations and voluntary organizations to the achievement of rural livelihoods has been emphasized.

This paper therefore investigated the extent to which social capital affects sustainable rural livelihoods.

**Hypotheses**

1. Membership of informal and formal networks (association) has no impact on enhanced rural community livelihoods in terms of access to productive resources
2. Social trust does not relate to enhanced rural community livelihoods in terms of encouraging local innovation and entrepreneurship
3. Civic engagement is not associated with rural community livelihoods.

**Literature review**

**Social capital and enhanced rural community livelihoods**

Different types of capital exist that describe the range of resources that communities potentially have access to: natural capital; produced economic capital; human capital and institutional and social capital. Individuals, groups and communities may have access to and use varying amounts of each type of capital, and there are also significant interactions that occur between the uses of different types of capital.

OECD (2001) has identified some important ways in which social capital differs from other types of capital. Firstly social capital is one relational rather than the property of any one individual, whereas some other forms of capital (human, produced economic and natural) can either belong to or be appropriated by individuals or businesses. Also important is that social capital is produced by social investments of time and efforts, but in a less direct fashion than is human or produced economic capital. Social capital is the result of historical, cultural and social factors which gives rise to norms, values and social relations that bring people together in networks or associations which result in collective action (Common Wealth of Australia, 2012).

Aspects of social capital are seen as having benefits for the economy, particularly in terms of its potential to decrease transaction cost, encourage cooperative behaviour and trust. For example, transaction costs may be lowered as a result of cooperation and trust embodied in networks. Costs associated with negotiation, imperfect information and unnecessary bureaucracy are likely to be lower (OECD, 2001). Relationships between business people in a local centre marked by initiative, trust and expectations of reciprocal support can be useful in times of need and through cooperative planning assist the centre to remain viable. The flow of knowledge through formal and particularly informal networks is seen as highly productive in a knowledge based economy. The extensions of these relationships to draw together business, government agencies and community groups is seen as making an important contribution to local communities especially in terms of the potential to solve problems collectively (Winter, 2000).

Social capital is widely recognized as a multi-dimensional concept such as relationships, trust, reciprocity and action for a common purpose. Three types of relationships are described by Woolcock (2000): bonding, bridging and linking. Bonding capital are resources available within networks whose members are alike with respect to class, ethnicity and other sources of social identity. Bridging capital are ties enabling individuals and communities access their resources outside their class position. Linking social capital enables individuals and community groups to leverage resources, ideas and information from formal institutions beyond the immediate community radius (Szeter & Woolcock, 2004).
**Rural community livelihoods**

Reducing rural poverty and hunger are two fundamental challenges. More than a billion people still exist in conditions of abject poverty. Most of them more than 800 million live in rural areas. Thus increasing the well being of rural people and sustaining the improvement are key goals of development agencies (The World Bank, 2011).

Rural communities are endowed with land and water (natural capital) but they often do not have the skills (human capital) and organizations (social capital) which are needed to turn the natural resources into physical assets. The World Bank (2011) argues that social capital is significant because it affects rural people’s capacity to organize for development. Uphoff (1996) states that social capital helps groups to perform the following key development tasks effectively and efficiently: Plan and evaluate- make decisions, mobilize resources and manage the, communicate with each other and coordinate their activities and resolve conflicts. These four tasks must be done in order to sustain individual and community well being.

Townsend (1994) asserts that rural communities depend on social capital to achieve enhanced livelihoods. In rural communities, social ties are often strong and long standing. Informal ties and social norms provide essential safety nets. These safety nets are especially important because: Income and the availability of food vary with seasons and depending on weather, in many countries there are no formal social programs or existing safety nets do not reach people in villages.

According to Townsend (1994) in India, the presence of local associations and networks enhance the ability of poor villages to allocate resources efficiently and increased their resilience to hazards. Social capital is a mediator for collective action and can help people build common property resources, not only can social capital improve access to natural resources, it can also improve access to physical capital. Uphoff, Esman and Krishna (1997) argue that the Gram (Rural) Bank of Bangladesh provides access to credit to poor people in 35,000 villages. Members have developed rules to maximize repayment of loans, but trust plays a critical role in the 98 percent success rate, particularly in the absence of collateral. Narayan (1999) stresses that perhaps one of the most telling contributions of social capital is that it adds a social dimension to the development equation of capital that has been mostly ignored in economic explorations of determinants of poverty and household welfare. The positive impact of social capital is now recognized by governments and development agencies that increasingly use decentralization and participatory strategies in their rural development activities. Those communities endowed with a diverse stock of social networks and civic associations are in a stronger position to confront poverty and vulnerability (Moser 1996; Narayan, 1995), resolve disputes (Schafft 1998; Varshney 2000) and take advantage of new opportunities (Isham,1999) cited in Woolcock and Narayan (2000). Conversely, the absence of social ties can have an equally important impact. Office workers, for example, fear being left out of the loop on important decisions. A defining feature of being poor, moreover, is that one is not a member of or may even be actively excluded from certain social networks and institutions.

At the micro level, a livelihood can be considered as the assets (natural, physical, human, financial and social capital), the activities and access to these assets (mediated by institutions and social relations that together determine the living gained by the individual or household (Ellis, 2000). Because rural households typically cannot obtain sufficient food and income from farming alone, they depend on a diverse portfolio of activities and income sources, nurturing of social networks of kin and community that enable such diversity to be secured and maintained. Diversity or multiplicity of food and income sources requires a complex network of social relations to buttress it.

The conceptualization of the role of social relationships in development represents an important departure from earlier theoretical approaches and therefore has important implications for contemporary rural development research and policy. Hanifan (1916) in Woolcock and Narayan (2000) described social capital as “those tangible substances (that) count for most in the daily lives of people; namely, good will, fellowship, sympathy and social intercourse among the individuals and families who make up a social unit…. If (an individual comes) into contact with his neighbour, and they with other neighbours, there will be an
accumulation of social capital, which may immediately satisfy his social needs and which may bear a social potentiality sufficient to the substantial improvement of living conditions in the whole community.

**Membership in informal and formal associations and networks**

According to Putnam (1993; 1995a; 1995b; 2000), it is through experiences of interaction face to face with people from different background that we learn to trust each other. These voluntary associations represent one of the main arenas for interaction of this type. Associations create networks that allow social trust to spread throughout society. Moreover, they are thought to generate civic engagement and further the ability of their members to influence public affairs, by being ‘schools of democracy’. Consequently, Putnam regards associations as the prime sources of trust, horizontal social networks and civic engagement (Wolleback and Selle, 2003).

Social capital is important as a set of horizontal associations between people, consisting of social networks and associated norms that have an effect on community productivity and wellbeing. Social networks can increase productivity by reducing the costs of doing business. Social capital facilitates coordination and cooperation in community development affairs (The World Bank, 2011). As institutions, relationships, norms, formal and informal associations and networks, social capital shapes the quality and quantity of a community’s social interactions. Increasing evidence shows that social cohesion is critical for communities to prosper economically and for rural livelihood to be sustainable. Social capital is not just the sum of the institutions which underpin a community- it is the glue that holds them together for sustainable socio economic wellbeing (The World Bank, 2011).

Voluntary association is an important form of horizontal interaction and reciprocity. Association foster robust norms of reciprocity and facilitate communication and improve flow of information about the trustworthiness of individuals. They allow reputations to be transmitted and refined and also embody past success at collaboration which can serve as a culturally defined template for future collaboration (Siisiainen, 2000). The economic, social and symbolic “profit” that follows from belonging to the association establishes a concrete base for the growth of solidarity and development investment.

Organizational membership include church related groups, school service groups (mostly parent-teacher associations), sports groups, professional societies, literacy societies, labour unions, fraternal groups, veterans’ groups, service clubs etc. Multiple affiliations means more and broader interaction. Consequently, these have a cumulative effect on the level of trust and civic engagement and extend the scope of networks, which eases their diffusion into community. Almond and Verba (1963) stated that memberships held by an individual affects civic competence cumulatively.

**Sustainable livelihoods frameworks (SLF)**

The concept of sustainable livelihood began to emerge as a relatively coherent, integrated approach for guiding development efforts (Annen, 2001). Sustainable livelihoods frameworks focus on poverty reduction, recognizing the importance of local knowledge, assets and capabilities as well as people’s hopes, dreams and problems. These approaches can be used to encourage local innovation and entrepreneurship and to strengthen individual and institutional capabilities. Local empowerment, one of the keys to sustainability is evidenced when local people initiate development activities in which they believe. Sustainable livelihoods frameworks can help to conceptualize the multi-dimensionality of life and to facilitate greater social equity, ecological integrity and economic efficiency (Butter and Mazu 2007).

Chambers and Conway (1992) in Carney, Drinkwater, Rusinow, Neefjes, Wamali and Singh (1999) stated that a livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from shocks and stresses and maintain and enhance its capabilities and assets both now and future, whilst not undermining the natural resource base. It means people’s capacity to generate and maintain their means of living.
The sustainable livelihood (SL) approach and the various tools and methods entailed is a holistic, people-centered approach that can inform program planning and development. SL unites concepts of economic development, reduced vulnerability, environmental sustainability and linkages with social institutions and processes. This framework offers a practical way to understand and respond to the diverse worlds of the poor. Analysis can include the various forms of capital to which people may have access or transforming structures and processes that serve as entitlements such as policies, agencies or the private sector. Various opportunities may emerge beginning with the people themselves and encouraging community members to set their own agendas and to develop unique plans (Butler and Mazu, 2007). The strength of the SL approach lies with the diverse framework it brings for understanding the ways that families derive their livelihoods from different capacities and assets, then for working with community members and other organizations to reduce household vulnerability. Even with the SL framework, development is a human process for which there are no shortcuts. What works in one location may not necessarily work in another setting.

Methodology

The ex-post factor research design was adopted for the study. Simple random sampling procedure was used to select 4 villages from Oron and 4 villages from Eket Local Government Areas. These two local government areas are located in Akwa Ibom State of Nigeria. These eight villages constituted the 8 clusters of the study. Systematic sampling procedure was adopted in selecting 40 respondents from each cluster. This amounted to 400 respondents who participated in the study. The sample was selected using Taro Yameni’s formula.

Traditionally, Eket people are fishermen, hunters, weavers and farmers. The people have a rich and enviable cultural heritage. The presence of oil exploration activities by oil giant Exxon Mobil and other service companies is noticeable here. The multinational oil presence has significantly affected the pace of socio economic wellbeing here. In Oron, land is a communal property resulting from close kinship and friendly ties. Land is categorized into residential, agricultural and forest. The people are predominately farmers and fishermen. Production is backed by the need for subsistence and little surplus for exchange. Crop cultivated include cassava, yam, vegetable etc. Oil palm is the main source of revenue. No multinational development agent is operating here.

This qualitative investigation of social capital and rural livelihoods was conducted in these eight villages (rural localities) in the study area. Qualitative data for this study was collected using an analytic induction approach. Key Informant Interview (KII) with adult men and women and Focus Group Discussions (FGD) conducted between July and December 2013. All those who volunteered to participate received an explanation of the purposes of the study and provided verbal informed consent. The KII and FGD were conducted in English language but the research assistants were recruited from these localities. They assisted in interpreting the items to non-literate subjects. The interview guide consisted of 24 multifaceted open-ended questions covering a range of issues including: density of informal and formal associations, heterogeneity of membership in association, degree of active participation in association, norms and values that facilitate exchange, community (civic) engagement, charitable involvement, voluntarism, feeling of trust and safety, neighbourhood connection, tolerance of diversity, work connection, intercommunal networks.

The investigator used probing and question-rephrasing techniques to clarify questions and obtain details from the respondents. Participants were not required to answer all the questions. Interviews/discussions were taped recorded and field notes served as a backup method of retrieving data. Interviews were conducted until a saturation point was reached when no new information was obtained.

Field notes were written in English language by the researcher throughout the tape recorded interviews. Preliminary analysis was conducted throughout the data collection process, allowing for early recognition of themes. All interviews were transcribed and subsequently analyzed thematically. Each interview was coded using unique thematic in vivo codes systematically applied throughout the text. The conceptual codes that evolved from the text and were used in this analysis were related to membership in informal and formal networks, social trust and civic engagement.
Table I indicates distribution of respondents on demographic data. 54.5% (n=218) were males while 45.5% (n=182) were females. Thus, more males were involved in the study. Respondents of the age bracket, 30-39 constituting 44.5% (n=178) were the highest number of participants. Married people, 54.25% (n=217) were more interested in rural capital and livelihood resource. In the same manner, those with secondary education, 48% (n=192) constituted the highest number of respondents. In terms of occupation, 22.75% (n=91) were people of various skills and tradesmen, 17.5% (n=70) were civil/public servants. It was observed that 35.75% (n=143) were members in various associations. However, the active members, 58.75% (n=235) were the majority. This means majority of respondents were active members of formal and informal associations.
Membership in formal and informal networks and rural community livelihoods in Eket and Oron LGAs

Membership in voluntary association is significant in villages in Oron local government areas. Although they play active role in initiating projects to alleviate poverty, they are constrained to some extent by being unconnected to resources outside their locality. Existing associations are indigenous groups with strong solidarity. One Association leader, Odongide James age 46 lamented thus:

In this community most of the community groups have the interest of developing our community but we are economically excluded because of lack of resources and we cannot access political power to do things in our favour. Community groups are suffering from political exclusion.

In Eket local government area, participant from the four communities agreed that their community associations, groups and networks are vibrant and have been able to effect some positive changes in community livelihoods. The presence of Exxon Mobil, a multinational oil corporation and other oil servicing companies have acted as a pivot for these networks. Communities are able to establish contact with outside resources. Their incessant agitations for better community life from the oil corporations as their corporate social responsibility have enhanced social solidarity. They are not excluded economically because they have access to resources and power through government’s local content policy. The lots of the poor are better here. Thus social capital is rich at the local level here and they have been able to compel companies operating here to fulfill their corporate social responsibilities (CSR).

A community secretary of Council in Ikot Usuekong in Eket local government area, Mr. Pius Jackson, aged 48 years said:

We have over twenty associations in this village. The associations have embarked on several projects but with the assistance of Exxon Mobil such as, the village borehole, community school, and road project and others.

In Oron, the villagers reported that although there is relatively little public investment in social capital, existing associations have endeavoured to introduce new technologies to village schools, health services, hygiene latrine through activities of various associations. They also confirmed that the building of the community health centre was purely our collective effort. Susan Attah, President of Catholic Women Association (CWA), aged 43 years said:

My association and infact other village groups are often employed to meet project labour requirement, such as clearing of land for community rice farms; promoting mutual aid in planting and harvesting agricultural procedure, manage various levels of risks. In fact, village groups have assisted in ensuring food and income security especially as our government is not helping us. We collectively help ourselves to carry out anti poverty projects. We are proud of our grass roots organizations and
inter-family cooperation in efforts to improve our socio economic life.

Social trust and enhanced rural community livelihoods

Social trust allows villagers to overcome logistical barriers associated with community development projects. A rural dwellers involvement in project initiation and execution was facilitated by trust. The level of average trust among the villagers in Oron was found to be high particularly in agricultural, fishing and financial assistance. It was revealed that the loyalty dimension of social trust in community affairs was more important than faith in competence in Oron while the faith n competence was found to be higher than the faith in loyalty in Eket particularly in the area small scale businesses and company oriented community development services.

In Oron local government area, Grace Timothy Ayara, age 44 years, an agriculturalist reported:

My fellow farmers keep their words and they will not do any harm to one another. It is possible for a villager to help another in need; it is not difficult for our villagers to lend money to sick neighbour in need. We feel a strong sense of belonging to the village.

In Eket, villagers will participate in development activities which benefit the village especially if sponsored by environmental oriented companies. This has instigated change in the level of trust among villagers over past few years. Mr. Ekong Jones, aged 51 years, an entrepreneur reported:

I trust that if any of my villagers provides equipment work to me, I will do it at the most appropriate time. Also in my village here, if a fellow villager receives resources for community development project, he or she will apply with due precaution under given conditions for the benefit of the community.

Civic engagement and enhanced rural community livelihoods

Many villagers stated that lack of governmental interest in helping them is not actually affecting their development efforts. Civic engagement through participating in decision making at village development meetings, mobilization of information resources have assisted in transforming most villages. Successful outcomes in alleviating poverty at the village level in such fields as education, unemployment, health services, sanitation etc have been more likely in civicly engaged communities in Oron local government area. The men here are engaged more in social activity and they do so more frequently. Civic engagement of neighbourhood residents is seen as the glue that helps to bind together a village and stimulate periodic development. In Eket, the density and its traditional nature of networks have provided an environment which has helped to advance community action of groups found within the core oil communities. These networks promote involvement in community life and they continue to be advocates for their own community. In terms of voting behaviour, readership of news material in daily newspapers and political interest as indicators of civic engagement was found to be higher in Eket than in Oron local government areas. Available oil resource that is usually activated for socio economic gains usually fosters collective community action in Eket.

Discussion

The study examined the role of social relationships in development within the cultural context of Eket and Oron local government areas of Akwa Ibom State, Nigeria. The study has identified bonding, bridging and linking capital that have been shown to be important in other cultural contexts. The findings indicate that those communities endowed with a diverse state of social networks and civic associations are in a stronger position to ensure sustainable rural community livelihoods. While previous studies in Akwa Ibom State have
addressed traditional social relationships and ways of life as impediments to rural socio economic wellbeing. No study has previously addressed membership in formal and informal networks, social trust and civic engagement as bearing a social potentiality sufficient to the substantial improvement of the living conditions in the whole community.

In the study setting, the vitality and significance of community ties have been demonstrated. The centrality of social ties in helping the rural community dweller to participate in development has been acknowledged. The study agrees with Loges (2005) that reported that interaction and reciprocity in relationships foster cooperation which leads to trust. Locally integrated social networks (Wenger, 1991) can facilitate rural community livelihoods. Formal and informal associations instill in their members habits of cooperation, solidarity and public spiritedness needed for community development. Active members play a significantly higher level of civic competence. Civic engagement expressed in civic and political interest exerts a positive impact in community life. Civic engagement inculcates skills of cooperation as well as a sense of shared responsibility for collective community endeavours ( ). The study confirms Ostron (1990) that social capital is a mediator for collective action and can help people build common property resources. Not only can social capital improve access to natural resources, it can also improve access to physical capital.

**Conclusion**

Social capital, expressed in membership of associations, social trust and civic engagement adds a social dimension to the development equation of sustainable livelihood resource. This has been mostly ignored in economic exploration of determinants of poverty and household welfare. The increasing use of participatory and decentralization strategies by development agencies for rural development activities attest to the significant impact of social capital. It helps rural communities build infrastructure and access resources.
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A Typology of Systems of Building Design Utilizing Plants

Sema Karagüler

Abstract

In the current century, living conditions are changing rapidly. Most of these changes convert the environment we live in to concrete surfaces instead of green areas and plants. Thus, we are faced with many climatic, environmental, sociological and psychological problems. Plants and planted areas can be useful not only for buildings but also for cities in terms of improving urban climates and urban landscapes. Therefore, it is important to approach the matter of getting away from nature in the cities with a combination of architecture and urbanism. According to the architectural design process, buildings are divided into various components, such as foundations, roofs, floors, doors, windows and equipment. Currently, due to green requirements, plants and planted areas are considered a component of buildings and building sites with regard to the design process. The usage of plants as a component of building design can present new possibilities for city planning to help overcome the difficulties caused by the problems of green requirements. This paper describes the building functions that are addressed by plants, that is, the objectives of plant usage in building design. Then, considering these objectives, a typology of the design of buildings utilizing plants is developed by presenting a classification of design combinations comprising buildings and plants.

Keywords: Green architecture; green requirement; building design with plants; green buildings; green roofs
1. Introduction
Scientific, technological and social developments introduce some influence on our lives. Generally, these influences are initially negative, but in the course of time, they can also be eliminated by new solutions.

It is known that contemporary cities, which increase the density of services and the variety and quantity of infrastructure, have brought with them more intensively structured settlements and a faster pace of life.

This process has been converting the physical space we live in from a natural environment to an artificial one.

Consequently, both the quantity of plants and the accessibility of green areas, which are important to city health, have been reduced.

This problem can be considered negative effects of rapid developments in the cities. To solve this problem, the planning and implementation can be controlled to minimize this decrease. But, most of the time these classical solutions are insufficient. As planners, when we approach to the problem with new solutions the above-mentioned, it can be clearly said that it was important to support these classical solutions with new, more efficient design methods.

The strategy of plant usage in buildings that facilitates the accessibility of green space for daily use is also appropriate for homogeneous green distribution in cities. Therefore, this approach can be accepted as a highly effective method of rebuilding and reestablishing the disturbed balance of land use in favor of green areas in cities.

Generally, the strategy of plant usage in buildings can take place within the context of green architectural concepts. Nevertheless, it is essential to systematize the approach to plant usage in buildings, in terms of building design, within the framework of the desired objectives.

2. The Meaning of Systematize
Currently, plants are used in buildings for various purposes. However, the great majority of plants are used for visual appeal.

For years, ecological buildings have been built using plants for the purposes of heat and solar control. The purposes of these buildings are ecological preservation, energy savings and the use of clean energy sources.

Once the relationship between building design and plants is established, it becomes evident that vegetative arrangements can serve very different purposes.

In this sense, when the use of plants in buildings throughout the world is examined, it can be found in a wide variety of styles and types of applications with different purposes. Some examples are given below:

Examples:
(1) Hanging Gardens of Babylon. First example in history 0.

(2) Friendship House Project in İstanbul. This project was designed by Hans Poelzig in 1916. Multi-story building project was developed for a competition in Istanbul. The roof of each floor is composed of high trees and green terraces 0.

(3) An apartment building in Paris. Auguste Perret’s project was built in 1930. The roof of the building was planned as a roof garden 0.

(4) Buildings with roof gardens and green terraces designed by Le Corbusier between 1910 and 1933. Examples include Apart-Villa 0, Twin-housed in Stuttgart 0, and a block of duplex apartments 0.
(5) Raymond House built in Tokyo. The roof of the house is covered with plants that do not require any care.

(6) “Casinoterasse” built in Bern in 1937. Chestnut trees were planted in a 150 cm-deep layer of soil on the roof terrace of this building.

(7) Kaiser Centre in Oakland, California. Designed by Osmundsen and Staley. The garden is located on the roof of an underground block that combines with the natural ground, forming a great urban park with large trees and creating a very pleasant view from the top of the high block of the complex.

(8) The Underground Garage in Cadogan Place in London, designed by Philip Hicks. The original roof garden design for the top floor of the garage was intended to be a city park.

(9) The roof garden over the underground garage of Constitution Plaza in Hartford, Connecticut is a typical park location full of trees and covered with dense flora on the upper level of the garage.

(10) Many terrace house examples built on sloping land between 1960 and 1970 in Switzerland.

(11) "Residential Tower" built in Germany in 1967 by architects Peter Faller, Hermann Schroeder, and Roland Frey. This building has higher floors but smaller residential areas and expanded green terraces.

(12) “Tsuwano Community Center” built in 1979 in Japan. This building is two stories. The rooftop of the conference room on the first floor was planned as a roof garden.

(13) A weekend residence planned and built by Le Corbusier in Paris in 1935. The roof is built with arches and completely covered with plants.

(14) A school, club and workshop complex. All buildings’ roofs are built with arches in reinforced concrete and completely covered with plants.

(15) Gelco Presidency Building in Minnesota. All the flat roofs are covered in soil and cultivated plants, resulting in ecological roofs that are effective energy savers.

(16) “Peak Competition in Hong Kong” project. This project was designed in 1982 and is formed as a natural planted hill that meets the contemporary comfort conditions (burial in the ground).

(17) The Walter C. Mackenzie Health Science Center project (1986, Canada). In this project, all the floors have been cut in the center of the building to form two large atriums, forming a winter garden.

(18) The Union Underwear Corporate Headquarters building in Kentucky. There is an atrium with trees, a pool and rocks in the building.

(19) The Gallery at Harborplace building in Baltimore, Maryland. There is a very large atrium with large trees, and water; the atrium is covered by transparent material.

(20) The Citicorp Center in New York, planned by Hugh Stubbins FAIA and his group. There is a large green area on the seventh floor.

(21) The NMB Bank building in Amsterdam. Interior of the building has been arranged to have numerous plants.
(22) Issum Solar House in Germany. Planned by architect Haefs Platen, designed to save energy. The building’s roof is covered with shrubs and grass.

(23) Underground houses designed by Donaltz Metz in New Hampshire. The roofs are at the same level as the ground and are covered in flora.

(24) Underground buildings built by Malcolm Wells in New Jersey and Ohio. These buildings are recessed into the ground and covered with vegetative soil.

(25) A half-sunken Llaveneres house designed by architect F. Javier Barba in Catalonia. The roof, covered with vegetative soil, merges with the ground on the ground and protects the building from heat.

(26) Row houses around the underground garage in Munich designed by Herbert Hochta. The top of the garage is covered with dense flora and trees and serves as a public green area.

(27) The Water Pump Station in Rio de Janeiro. This building was built in 1949. The roof of the pump house slides by going down to the ground level and combines with the natural ground.

(28) A two-story housing project. In this project, 20 percent of the total floor area has been designed as a greenhouse.

(29) A two-story housing project. In this project, 15 percent of the total building floor area has been designed as a greenhouse.

(30) A single-story house in the U.S.A. There is an open-air garden that is surrounded by the house.

(31) Plaza Mikado in Tokyo (1990). In this building, there is an atrium on the ground floor and a roof garden on the top of the building. In addition, there are bamboo trees in greenhouses in front of each floor.

(32) The office building of the Daido Life Insurance Company in Osaka (1972). The complete ground floor was designed as a greenhouse in the form of an atrium.

(33) Plaza Atrium in Kuala Lumpur. In this tall building, planted terraces, atriums, and indoor and outdoor gardens are present in combination.

(34) A hotel and congress center in Warsaw. There are different types of planted areas in this large and tall building, both inside and outside.

(35) Cameron office buildings in Australia. These buildings include semi-closed vegetated courtyards and roof gardens that comprise mixed-use systems of plants.

(36) An exemplary building where mixed-use systems of plants are applied in Darmstadt.

(37) Soft and Hairy House in Tsukuda City (1994). A single-story house. The building has a roof garden with full of intensive plants that can be accessed from the central courtyard.

(38) Nine Houses in Dietikon (Switzerland). These single-story houses were designed by Architect Peter Vetsch in 1993 and have earth surfaces instead of a roof on top.
(39) Buildings at Fraenkelufer in Berlin (1980). The facades of the buildings, designed by the STERN Architects Group, are full of vegetation that creates a vertical green system.

(40) Brunsell Residence in California (1987). This building, designed by Obie Bowman, was built based on the idea of not disturbing nature. Therefore, the roof appears as to be natural ground with vegetation.

(41) Novartis Car Park, designed by Foreign Office Architects in Basel, Switzerland (2004). This project was designed to convert a parking lot into a garden, so the top of the car park has been integrated with the natural ground.

(42) An office building in Berlin. The fifth floor of this building has been converted into a city park that can be used by the surrounding office buildings.

(43) A renovation of residential building constructed in 1912 in New York. In this renovation, the garden rooms on the various floors enlarge the living areas and create a green world around the residence.

(44) An architectural competition project for a health clinic designed by Harold Deilmann in Bad Lippspringe (1963). There is an open-air atrium in the center of the building.

(45) An architectural competition project for a concert hall designed by Harold Loebermann in Nurnberg (1963). There is an open-air atrium in the center of the building.

(46) A congress building in Biel. The garden of this building covers half of the site.

(47) Houses that have gardens inside.

When the above-mentioned buildings and similar ones are examined, it can be seen that plant usage in buildings has been employed for different purposes and in different combinations. The different systems of plants that are combined with buildings can be classified based on their common characteristics. However, the various aims of including plants in buildings should be identified to generate this classification.

3. Usage of Plants in Building Design and Its Objectives

The objectives of plant usage (noise control, privacy control, solar control, etc.) should be identified to emphasize the important contribution of green areas to building design.

Generally, there are two main aims behind the creation of green areas. The first aim is environmental protection and control, and the second aim is social and psychological well-being.

The various types of objectives and their influence on building design will be expanded upon in the following section.

3.1 Environmental Control

Generally, “environmental control” should be understood as the control of conditions in both natural and artificial environments.

Protecting living things in nature and sustaining ecological conditions by preventing air, soil and water pollution, as well as reducing the negative effects of natural disasters, such as earthquakes, storms, avalanches, floods, and landslides, are all essential to the preservation of green areas.

Green areas are the most important tool for the improvement of city climates, owing to their control of wind, humidity, rain, solar radiation, and temperature, as well as for the control of indoor temperatures, air pollution, humidity and air movement. In addition to these improvements, green areas are also necessary for noise control and acoustic design in the environment.
Thus, green areas help achieve all of the above-mentioned improvements, which are related to the control of natural and physical environmental conditions.

### 3.2 Social and Psychological Well-Being

Currently, using green areas to provide security and privacy in open spaces created for sports and recreation is considered to contribute to social well-being.

Green areas can address several psychological objectives, including providing aesthetic and visual appeal, preventing visual pollution, and approaching nature and the human scale.

The classification of all these objectives is illustrated in Figure 1.

![Figure 1: Main reasons for green area requirements.](image)

### 4. Effects of Objectives That Are Achieved By Using Plants in Building Design

Because the selection and arrangement of plant groups can be a means of achieving various aims, as explained above, most of the decisions in urbanism and architecture that affect social activities and the overall physical environment, which includes plants and buildings, will contribute to achieving these objectives.
Establishing the relationships between architectural design decisions and objectives of plant usage in buildings, the range of the sub-objectives of plant usage in buildings, has been determined as follows in Table 10.
Table 1: Range of sub-objectives of plant usage in buildings.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visual appeal</td>
<td>(a)</td>
<td></td>
</tr>
<tr>
<td>2. Solar radiation control</td>
<td>(b)</td>
<td></td>
</tr>
<tr>
<td>3. Energy control</td>
<td>(c)</td>
<td></td>
</tr>
<tr>
<td>4. Masking undesirable views</td>
<td>(d)</td>
<td></td>
</tr>
<tr>
<td>5. Space perception</td>
<td>(e)</td>
<td></td>
</tr>
<tr>
<td>6. Wind control</td>
<td>(f)</td>
<td></td>
</tr>
<tr>
<td>7. Noise control</td>
<td>(g)</td>
<td></td>
</tr>
<tr>
<td>8. Security</td>
<td>(h)</td>
<td></td>
</tr>
<tr>
<td>9. Privacy</td>
<td>(i)</td>
<td></td>
</tr>
<tr>
<td>10. Air pollution control</td>
<td>(j)</td>
<td></td>
</tr>
<tr>
<td>11. Emphasizing views</td>
<td>(k)</td>
<td></td>
</tr>
<tr>
<td>12. Secrecy</td>
<td>(l)</td>
<td></td>
</tr>
<tr>
<td>13. Protecting bioclimatic conditions</td>
<td>(m)</td>
<td></td>
</tr>
<tr>
<td>14. Protecting the ecosystem</td>
<td>(n)</td>
<td></td>
</tr>
</tbody>
</table>

Plants can be used in making of architectural design decisions that are related to these objectives by planning planted areas in buildings and on building sites, as well as by arranging them in accordance with various systems.

The arrangement of plants in buildings can be determined during the architectural design process based on the technical knowledge required.

5. Classification

Once the objectives of plant usage in buildings have been established in relation to architectural design decisions, two main combinations of plant usage systems in buildings are possible. In addition, these major combination systems contain sub-systems of combinations, as seen in Table 2.

Architectural designs that include systems of plant usage may be classified typologically according to a combination of the planted areas and the buildings themselves, as shown in Figure 2.

Table 2: Combinations of plant usage systems and their relationships to objectives.

<table>
<thead>
<tr>
<th>System</th>
<th>Example Numbers</th>
<th>Related Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plant usage on ground of building site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Atriums without covers on building grounds</td>
<td>(30), (44), (45)</td>
<td>a, b, c, e, i, j, k, n</td>
</tr>
<tr>
<td>1.2 Gardens surrounding the building</td>
<td>(46), (47)</td>
<td>a, b, c, d, e, f, g, h, i, j, k</td>
</tr>
<tr>
<td>2. Plant usage on building surfaces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Plant usage directly related to the outdoors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1 Plant usage on floors above ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1.1 Roof gardens, terraces, balconies used as open spaces of buildings</td>
<td>(1), (2), (3), (4), (6), (10), (11), (12)</td>
<td>a, b, c, d, e, f, g, h, i, j, k</td>
</tr>
<tr>
<td>2.1.1.2 Green roofs not used as open spaces</td>
<td>(5), (13), (14), (15), (22)</td>
<td>a, c, d, h, j, k, l, n</td>
</tr>
</tbody>
</table>
### 2.1.2 Plant usage on roof cover of underground

<table>
<thead>
<tr>
<th>Subsystem</th>
<th>References</th>
<th>Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.2.1 Green platforms on rooftops of first basements at ground level</td>
<td>(7), (8), (9), (26)</td>
<td>a, b, c, d, e, f, g, h, i, j, k, l, n</td>
</tr>
<tr>
<td>2.1.2.2 Planted cover of building spaces that are buried in the ground</td>
<td>(16), (23), (24), (25), (27)</td>
<td>a, c, d, f, g, h, i, j, l, n</td>
</tr>
</tbody>
</table>

### 2.2 Plant usage indirectly related to the outdoors

<table>
<thead>
<tr>
<th>Subsystem</th>
<th>References</th>
<th>Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1 Winter gardens, such as atriums covered by transparent roofs</td>
<td>(17), (18), (19), (20)</td>
<td>a, b, c, d, e, h, k, l, m</td>
</tr>
<tr>
<td>2.2.2 Greenhouses</td>
<td>(28), (29), (31), (32)</td>
<td>a, b, c, d, e, k, m</td>
</tr>
<tr>
<td>2.2.3 Other types of plant usage in buildings</td>
<td>(21)</td>
<td>a, b, d, e, i, m</td>
</tr>
</tbody>
</table>

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**Figure 2:** Typologies of systems of plant usage in buildings.

These systems can be explained as follows:

**5.1. Plant Usage on the Building Plot**

Green areas and plants are located not on the building floors and surfaces but on the natural ground of building plot in this system. It can be mentioned about two kinds of subsystems in this system as “atriums without cover” and “gardens surrounding the buildings”.

**5.1.1 Atriums without cover**

In this system, green areas and plants are inside the buildings and located on natural ground and are not covered. External walls of the buildings surround these inner gardens. This system allows all kinds of open space functions. It is very convenient especially in hot-dry regions due to its stabilizing effect.
5.1.2 Gardens surrounding the buildings
This is the most common plant usage system. The garden is located on the plot out of the building coverage area and is convenient for all objectives that are achieved by using plants in building design.

5.2. Plant Usage on Building Surfaces
All the planted areas are located on floors and the other surfaces of building in this system. The important point in this system is to place the plants over the building instead of natural ground. There are two kinds of subsystems as “plant usage directly related outdoors” and “plant usage indirectly related to the outdoors”.

5.2.1 Plant usage directly related to the outdoors
In this system, plants are over the building but, are associated with external environmental conditions. This system is convenient for almost all objectives that are achieved by systems of plants usage on natural ground. However, it can be applied in case of the construction of building floors were suitable for living of outdoor plants. It has two kinds of subsystems as “plant usage on floors above ground” and “plant usage on roof cover of underground spaces”.

5.2.1.1 Plant usage on floors above ground
This system means that plants can take place on the building floors which are above the natural ground. All kinds of platforms and roof surfaces that are used as open spaces of building are in this system. Therefore the system has two kinds of subsystems as “roof gardens, terraces, balconies as open spaces of buildings” and “green roofs as not used as open spaces”.

5.2.1.1.1 Roof gardens, terraces, balconies used as open spaces of buildings: This system contains all kinds of terraces and roof gardens that can be walked on. These platforms are open spaces arranged with plants. This is the most prevalent plant usage system due to its multifaceted benefits for buildings and very important contributions for cities.

5.2.1.1.2 Green roofs not used as open spaces: In this system, the roofs covered with dry and sun–resistant plants and do not need intensive care as much as roof gardens. This system is important mostly in terms of balancing the urban ecology, urban climate and control of water reserves. Most important characteristics in this system that is also referred to as “extensive green roofs” are self-renewing plants and easy care.

5.2.1.2 Plant usage on roof cover of underground spaces
This system is based on the principle of the integration of natural ground and plants with the roof cover of building. This system is very important in terms of nature and ecology protection and separated two subsystems. These are “green platforms of rooftops of first basements on ground level” and “planted cover of building spaces that are buried in the ground”.

5.2.1.2.1 Green platforms of rooftops of first basements on ground level: These platforms are at the same level with natural ground but need special construction details which are the same with roof gardens. These platforms and roof gardens are almost same type of systems, but green roofs over the basement platforms have some important differences with respect to the roof gardens. These are:
- Increasing the appearance of the natural garden by combining with the ground.
- Ease of maintenance
- Not requiring the security elements like parapet, prevention of acrophobia etc.
- Being open to the other people besides the users of building, if it is necessary.

5.2.1.2.2 Planted cover of building spaces that are buried in the ground: Vegetative cover created by combining the ground with the outer envelope of the building that a large part of it has been constructed under the ground, can be counted a different kind of plant usage system in buildings. This system is
significant in terms of protecting the ecological balance and topographical and landscape qualities of nature, owing to the construction system of burying the building in the ground. Currently, this system can be more appropriate for rural areas with sloping and very bumpy terrain topography. This system is consistent with idea of "touch lightly the earth while changing the environment" belong to architect Glenn Murcutt [11].

5.2.2 Plant usage indirectly related to the outdoors
This system, expressed as "plant usage, indirectly related to outdoor" is practically means plant usage inside of building. Because, the plants and planted areas inside of the building are open to the interior ambient conditions and they are indirectly associated with outdoor conditions. Therefore this system is convenient for well-being of bioclimatic and psychological conditions and passive energy control as the objectives that are achieved by using plants in building design. There are three kinds of subsystems that are suitable for this system as “Winter gardens, such as atriums covered by transparent roofs”, “Greenhouses” and “Other types of plant usage in buildings”.

5.2.2.1 Winter gardens, such as atriums covered by transparent roofs
These systems are most prevalent plant usage systems inside of the building as indirectly related to the outdoors. Winter gardens and atriums are intensive vegetated interior spaces covered with transparent surfaces. In these systems, natural light comes inside of the buildings by filtration from transparent surfaces.

5.2.2.2 Greenhouses
These volumes adjacent to the south facade of the building and, separated from the external environment by glass surfaces, are plant usage systems in buildings. Throughout the year, greenhouses provide maximum solar radiation into the buildings. Plants use the energy of this radiation, plays a regulatory role in the building's bioclimatic comfort conditions.

5.2.2.3 Other type of plant usage in buildings
This system can be considered plant arrangements inside of the buildings as fixed or portable. These arrangements are mostly effective in terms of space perception, psychological and aesthetical requirements. At the same time, while plants inside of the buildings help well-being of bioclimatic conditions can be undertaken some functions of limiting, separator, screener, unifying etc.as well.

Evaluating the plant usage systems based on building examples presented in Table 3. It is apparent that the systems can be ranked according to the number of related objectives. The effectiveness in Table 3 means the multiplicity of objectives achieved by systems. Table 3 was transformed into a graph, as shown in Figure 3, for illustrative purposes.

Table 3: Systems of plant usage in buildings ranked according to their effectiveness.

<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>System of plant usage in buildings</th>
<th>System number</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Gardens surrounding the building</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Green platforms on rooftops of first basements at ground level</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Roof gardens, terraces, balconies used as open spaces of buildings</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Planted cover of building spaces that are buried in the ground</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Winter gardens, such as atriums covered by transparent roofs</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Atriums without covers on building grounds</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Green roofs not used as open spaces</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Greenhouses</td>
<td>8</td>
</tr>
<tr>
<td>1</td>
<td>Other types of plant usage in buildings</td>
<td>9</td>
</tr>
</tbody>
</table>

27
Figure 3: Graph of the systems of plant usage in buildings according to their effectiveness.

6. Discussion

This classification in the study has been developed to emphasize the effects of different plant and building combinations on architectural design decisions. Therefore, a building does not have to have only one combination system; often, there may be more than one system in a building, with a mixed-use form, as described in examples (21), (33), (34), (35), (36), (37), (38), (39), (40), (41), (42) and (43). In these cases, all of the objectives of plant usage can be achieved.

This classification should not be considered as static and unchangeable. Because, as long as new techniques and design possibilities develop, different plant-building combinations may occur. Consequently, based on these new combinations, plant usage systems in buildings can vary and can be divided into new subsystems. In this regard, the subject that is desired to emphasize is this typological classification was open to developmental. Recently, planting on the outer vertical surfaces of buildings is an increasing application. Therefore, this application as a new combination of plant-building can be added to the plant usage systems of directly related to the outdoors though it is not horizontal surface. A typical example of this application is Caixaforum Vertical Garden in Madrid that is designed by Patrick Blanc [26].

7. Conclusion

Plants can help meet the various functions required by buildings. These functions have been determined and ranked according to the frequency of their usage in buildings, ranging from “providing visual appeal” to “protection of bioclimatic conditions”.

The importance of different construction details and different compositions of buildings with plants have led to the classification of plant usage systems in buildings in order to use in architecture.

First, “building design with plants” indicates plants that are not only combined with building but also located on building plot.

Therefore, in creating the classification presented herein, two distinct groups have been identified: “plant systems in buildings” and “plant systems on building plots”.

Following the separation of these groups into sub-groups, nine different plant-usage systems have been classified as follows:

- Gardens surrounding the building
- Green platforms on rooftops of first basements at ground level
- Roof gardens, terraces, balconies used as open spaces of buildings
- Planted cover of building spaces that are buried in the ground
- Winter gardens, such as atriums covered by transparent roofs
- Atriums without covers on building grounds
- Green roofs not used as open spaces
- Greenhouses
- Other types of plant usage in buildings

The systems are ranked according to the number of objectives that are appropriate. A decrease in efficiency occurs over this range. For example, “Gardens surrounding buildings” and “terraces, balconies and roof gardens” have the highest efficiency levels, whereas “greenhouses” and “other indoor plant arrangements” have the lowest efficiency levels.
7. References

Karagüler S. Usage of Plants on the Buildings in order to Relief the Harms of Lessening the Green Areas because of Buildings [PhD]. Istanbul: İ.T.Ü; 1993.


Impact of Early Marriage on Girl – Child Education: A Study of Calabar South Lga of Crs, Nigeria.

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This research work attempts to examine the impact of early marriage on girl-child education in Calabar South Local Government Area of Cross River State - Nigeria. The objectives of the study include; identifying the causes of early marriage; to determine the problems and consequences of early marriage, and suggest ways for solving the problems. To collect necessary data for the work, the researcher administered 20 items questionnaire to female students in 10 schools out of 20 secondary /commercial schools selected from the area. The responses were statistically analyzed using percentage distribution, chi-square, and Pearson product moment correlation analytical tools. The result showed that the causes of girl- child early marriage include among others, parental pressure, accidental pregnancy, poverty, death of parents etc. From the findings highlighted, effects of early marriage on girl child education is rather enormous and consequently results in dropping out of school and total disorganization of education prospect of girls. The researcher made some recommendations based on the findings to include: scholarship to girls from very poor family background; public lectures to unveil dangers in early marriage on young girls; government’ sanctions on girl-child marriage below the age of 20 years. This research work will serve as a basis for further research in similar subject matter and will be of great significance to policy makers as proffered recommendations would be applied to reduce the problems of early marriage to the barest minimum and help to salvage the educational system of the country.

Keywords: Girl, Education, marriage, poverty.
Introduction

The falling standard of education generally is one of the major concerns of Nigerians and has assumed an alarming proportion in recent time. In several occasions, there have been serious complains about the problems resulting to poor educational performances by youths in general. Nigerians are perturbed about the problem of low or poor educational performances and a large proportion of the population feel challenged by this worrisome situation. The problem may not be as a result of inadequate educational resources nor poor teaching methods but because the children especially the young female adolescents may be victims of some circumstances such as early marriages. According to Rosenfield (1998), the Nigerian society is dynamic and changing and so is the Nigerian education system. Such changes are in the scope, curriculum, organization and method of educational system. If this is so, then one should wonder why youths (females) indulge in early marriage that hitherto hampers their education.

The ugly trends of the traditional preservation of cultural practices of who should be educated and what should be taught and to who, seem to seek a permanent stay in the minds of the people and culture to the detriment of the dynamic society of Nigeria. Marriage, as is well known, brings about establishing a family and accepting family responsibilities. This new marital demands may not leave adequate room for academic responsibilities and of course there is an inevitable gap between them, thereby resulting in the students’ poor educational performances and eventually dropping out from school system. Early marriage, according to Olayide (2000), in the light of modern world has ruined many aspiring and promising youngsters. In Nigeria, this practice and incidence is most prevalent in the rural areas though it is also frequent in the urban where one hears gruesome stories of how under aged girls are being forced into marriages to offset family financial problems etc. This negative attitude towards girl-child education despite government efforts through legislation, efforts of non-governmental organizations, organized conferences, talk shops, seminars etc. aimed at improving educational standard of Nigerian citizens became the focal point of concern to the researcher to carry out a study in order to identify and understand factors which influence the prevalence of early marriages.

Literature Review

The Concept of Early Marriage.

Early marriages are marriages conducted by youth of the ages between 13 and 19 years. Girls are more of the victims because they are most vulnerable of the sexes. At this age most unfortunate ones are yet to finish their secondary school education. Bachman (1997), opined that early marriage involve a union of couples without the requisite psychological development. According to him, it is a marriage contracted without experience on either the side of the husband or wife. Marriage as is well known is one of the societal values practiced universally. From early adolescence, young people generally seek to get married soon after attaining puberty.

In practice, this means that women especially in the rural areas are expected to give priority to taking care of a husband and rearing children than to pursuing education and career outside the home (Hooglund 2007). According to UNICEF report (2000), in Africa and Asia, girls are married shortly after puberty and 60% of the girls in these regions marry before age 19. In Nigeria, marriage occurs before the age of thirteen and 48% marry before reaching the age of 20 years. Amadi (2006), frowned at the traditional custom of early betrothal and marriage in most Nigerian cultures. He stated that marriage is not a game but a real life event that is intended to forge a permanent bond between man and woman and so requires maturity both physically and psychologically to prevent most tragic flaws. In essence, marriage as pointed out by these scholars is not designed for immature persons with immature minds but for individuals who have attained a mental, physical, emotional and moral height of maturity.

Possible causes of early marriage.

Marriage before the age of 18 is a reality for many young women. In many parts of the world, parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit
them both financially and socially while also relieving financial burdens on the family. (Etuk 2004). Actually, child marriage is a violation of human rights compromising the development of girls not sufficiently mature to make an informed decision about life partner. Discussing the causes of early marriage, Nwankwo (2005), stated that the causes of early marriage are too broad, depending on the nature of the problem. He mentioned poverty, superstitious beliefs, death of parents, desire for independence from control of parents as predisposing factors that expose young girls to early marriage.

In Nepal, a study showed that young girls marry early because of family and economic pressures, they are forced to drop out of school, so they can support their parents, husbands and others, help with the house works and other chores. (Lewis 2007). Another appraisal of the situation by Asuquo (1991), shows that a sense of satisfaction derived from marrying a popular boy can be argued as a potential factor which encouraged increasing rate of teenage marriage. Therefore, most of these marriages contracted owe their origin to childish emotions and desires without reasons. Anderson (1982) had a similar opinion with Asuquo (1991), he felt that “out of innocence and childish fantasies, teenagers have married”. Therefore a consideration of the age at which most of these marriage take place nowadays support the psychological fact that an adolescent is always full of emotions and desire to be associated with greatness and independence in all aspects of human endeavour. Hence childish expectations of matrimonial advantages push young people to marry early.

**Consequence of early marriage on girl child education:**

Early marriage can be a violation of children’s basic right to a childhood, to an education, to good health and to make decisions about their own lives. The physical, emotional and social effects of early marriage in diverse societies vary, but one of the most common outcomes is the withdrawal of girls from formal education. (Lewis 2007). While marriage does not have to mean that a girl’s education ends, the attitudes of parents, schools and their partners in many societies interpret that it often does. Etuk (2004), opined that husbands of young wives are often older men, who expect their wives to live according to tradition, stay at home and undertake household chores and child-care duties.

Most times, a girl may be unable to go against her husband wishes and the husband’s family may refuse to invest their scarce resources in the wife’s continued schooling.

Omotunde (2006), observed that schools often have a policy of refusing to allow married or pregnant girls or girls with babies to return. They may believe that it will set a bad example to other pupils or that other parents will be angry to see the school go against the traditional beliefs. Even if they do permit girls to return, in Nigeria, the school environment – rules, time tables and physical conditions etc can make it too difficult for a girl to attend school and perform her duties as wife and mother at the same time forcing her to give up on schooling. Early marriage as stated by Long (2006), cause girls to become baby mothers who end up not completing their education while those of them who managed to get back or stay in school are often trapped in the syndrome of failure, low academic performance, frustrations and unwanted pregnancies.

According to Isangedighi (1998), early marriage has the potential of reducing one’s chances of having higher education, getting high paying job, and increase the degree of her dependency on others. On her part, Lewis (2007), view early marriage as resulting in early pregnancy and social isolation, with little education and poor vocational training reinforcing the gendered nature of poverty. The Convention on the Elimination of all forms of discrimination against Women (2012) declared that young married girls are unique though often invisible group. They are required to perform heavy amounts of domestic work, under obligation to demonstrate positive signs of fertility and responsible for raising children while still children themselves, married young girls and child mothers face constrained decision – making and reduced life choices.

**Effects on the nation’s economic growth**

The national economic of any country is a very important aspect of any given country and should be considered vital. In advancing the economy of any country, there is need for joint efforts of both males and females. The United Nations Commission on the status of women (1990), frowned at factors that hold many
setbacks for girls’ education such as early marriage and child rearing which according to them culminate into low level of women’s participation in the work force causing economic setbacks in many countries such as Nigeria, Libya, Iraq, Egypt.

Social effects of early marriage:

Discussing the social effects of early marriage, River and Brisbana (1997), opined that early marriage “short circuits a woman’s choice to develop a role alternate to that of house ferry and motherhood”. They cannot fit well in the community because their sights are limited and their marriages are less adjusted and stable which leads to early divorce. Aye (1995), stated that young girls in early or forced marriage become a victim of what he described as immaturity in judgement which is a common cause of failure in marriage and leads to wrong selection of partners, with dreadful predisposition to a bleak future. Marriage contracted by two opposite sex without first studying the marriageable qualities of each other makes room for marital disorganization and it brings constant conflict in homes (Rivers and Brisbana 1997; Archibong, 2014).

Early marriage causes premature pregnancy which often times results in untimely deaths of young girls who fall victim to it. Nwakwo (1990) stated that because of the tender age and poorly developed structures; girls go through different forms of difficulties such as caesarian operation, prolonged labour, maternal death etc. Scholars and researchers have observed with dismay that it is usually girls that marry too early, and this takes place for economic, cultural, religious, social, emotional reasons in Nigeria especially among poor and peasant communities. Therefore while most boys have a say in matters that concern their lives, girls often lack life skills and negotiating power to fend for theirs and do not get the chance to make their decisions.

Research Methodology

The survey design was adopted for the study. This method was chosen because of the inherent widespread variables involved and useful also for describing a population that has diverse characteristics. The population consists of female students in secondary school that is, SS 2 in Calabar South area of Cross River State. The schools are mainly government and private schools within the area of study. Calabar South Local Government Area has twenty secondary schools with a total population of SS 2 students being six thousand, four hundred and twenty students (6,420). (State Secondary Education Board 2012).

Ten secondary schools were systematically chosen by simple random sampling method – balloting without replacement. Twenty (20) schools in the Local Government Area were written and wrapped into a bag from where ten (10) were drawn out to represent the total population. From the ten schools drawn out for selection, twenty (20) students were selected randomly from SS class. From this method, 200 female students were selected as the sample size for the study. From this method, 200 questionnaires were administered to 200 respondents (20) from each school that made up the sample size for the study. Information gathered from respondents were coded, analyzed and presented in tables. Pearson Product Moment Correlation and Chi-square analytical tools were used to test the hypotheses.

Data Analysis, Results and Discussions

Based on the responses gotten from 200 respondents out of 200 questionnaires administered in 10 (Ten) secondary schools in Calabar south Local Government Area, the following are the characteristics of the collected data.

Table 1: Distribution showing respondents by age

<table>
<thead>
<tr>
<th>Age</th>
<th>No. of respondents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13-15</td>
<td>70</td>
<td>35%</td>
</tr>
<tr>
<td>16-18</td>
<td>100</td>
<td>50%</td>
</tr>
<tr>
<td>19-21</td>
<td>20</td>
<td>10%</td>
</tr>
</tbody>
</table>
Table 1 shows that 70 (35%) of the respondents were between age 13-15 years, 100 (50%) were between the range of 16-18 years, 20 (10%) were between 19-21 years while 10 (5%) were between 22-24 years.

Table 2: Percentage distribution of respondents by marital status.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>No of respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>195</td>
<td>125%</td>
</tr>
<tr>
<td>Married</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey 2014

Table 2 shows that 15 students representing 75% were married while 185 (92.5%) were single.

Table 3: Percentage distribution of respondents by occupation of parents

<table>
<thead>
<tr>
<th>Parents occupation</th>
<th>No. of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>Civil servant</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>Traders</td>
<td>80</td>
<td>40%</td>
</tr>
<tr>
<td>Business</td>
<td>20</td>
<td>`10%</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey 2014

From table 3, 60 students indicated their parents are farmers, 40 (20%) respondents said their parents were civil servant; 80 (40%) responded that their parents were traders while only 20 (10%) said their parents were into business.

Table 4: Percentage distribution of respondents by family type

<table>
<thead>
<tr>
<th>Family type</th>
<th>No. of respondents</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monogamous</td>
<td>60</td>
<td>30%</td>
</tr>
<tr>
<td>Polygamous</td>
<td>90</td>
<td>45%</td>
</tr>
<tr>
<td>Separated</td>
<td>50</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Field survey 2014

Table 4 shows that majority of the students came from polygamous homes 90 (45%); while 60 (30%) students are from monogamous family and 50 (25%) had parents that are separated.

Hypothesis 1

H₀: There is no significant association between poverty and girl child early marriage.

H₁: There is a significant association between poverty and girl child early marriage.
Table 6: Chi-square analysis of the cause of girl-child early marriage.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Observed Yes</th>
<th>Expected</th>
<th>Observed No</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>70</td>
<td>66</td>
<td>50</td>
<td>54</td>
</tr>
<tr>
<td>High economic background</td>
<td>40</td>
<td>44</td>
<td>40</td>
<td>36</td>
</tr>
</tbody>
</table>

\[ X^2 = \frac{(O-E)^2}{E} \]

At the df of 1 and significance level of 0.05, The critical value is 3.041.

The calculated is > critical value : Ho hypothesis is rejected and alternate H1 accepted. This implies therefore that there is a significant association between parents economic background, poverty and girl-child early marriage.

Hypothesis 2:

There is no significance relationship between early marriage and poor academic performance.

Table 8: Pearson product moment correlation analysis (r) of the relationship between early marriage and academic performance.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Σx</th>
<th>Σx²</th>
<th>Σxy</th>
<th>df</th>
<th>r - cal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage (x)</td>
<td>348</td>
<td>6364</td>
<td>5578</td>
<td>198</td>
<td>0.332</td>
</tr>
<tr>
<td>Student academic (y)</td>
<td>303</td>
<td>4843</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant at 0.05; critical (r) = 0.161 df = 198

Decision rule:- since calculated value is x critical value (r) the null hypothesis is therefore rejected to accept the alternate hypothesis. This infers that there is a significant relationship between early marriage and academic performance.

Hypothesis 4

Creation of heightened awareness, education of parents are not significantly related to prevention of early marriage of girls.

Table 9: Pearson product moment correlation analysis of the relationship between education, awareness and prevention of early marriage.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Σx</th>
<th>Σx²</th>
<th>Σxy</th>
<th>df</th>
<th>r - cal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The result above shows the outcome of the correlation analysis of the relationship between education (public) awareness and prevention of early marriage.

The calculated value 0.122 being greater than critical t-value 0.117 rejects the null hypothesis and accepts the alternate hypothesis. This implies that parents and youths education, creation of public awareness on the ills of early marriage of young girls is related significantly to the prevention of the act thus will go a long way in enhancing academic performance of our youths especially girls and improve their educational outlook.

Discussion of findings

This research work was carried out on the influence of girl-child marriage on education in Calabar South Local Government Area of Cross River State. In order to achieve maximum result the findings are summarized by analyzing each hypothesis.

Hypothesis 1: There is no significant association between poverty and girl child marriage.

Judging from the analysis in table 7 it is clear that many girls are married out to men because of the low socio-economic condition of the parents and poverty. These variables occupied the highest position among factors influencing girl-child early marriage in Calabar South Local Government Area. This association points out the barriers to schooling and those that marry have not the will power to pursue their education, are easily laid off by pregnancy and problem of motherhood. This finding confirmed the assertion made by Etuk (2004), that parents encourage the marriage of their young daughters while they are still children in the hope that it will benefit them financially, socially and relieving financial burden on the family. Lewis (2007), confirmed that young girls marry early so that they can support their parents financially and so is used as a strategy for economic survival.

Hypothesis 2: There is no significant relationship between early marriage and poor academic performance.

From the Pearson product moment correlation analysis in table 8, it reveals there is a significant relationship between early marriage and academic performance as early marriage of girls tend to affect academic performance negatively.

According to Lewis (2000), early marriage implies the violation of children’s basic right to education and other rights. He also observed that the most common outcome of this action is the withdrawal of girls from formal education. Early marriage has greater effect on their academic ability and educational ambitions are cut off.

Hypothesis 3: There is no significant relationship between enlightenment, advocacy and early marriage.

From the Pearson Product moment correlation analysis in table 9, it showed that there is a positive correlation between enlightenment and the prevention of early marriage. Therefore it follows that adequate creation of awareness and education of parents and youths both in rural and urban settings will go a long way in reducing and curbing the menace of girl child marriage and lower its numerous negative impacts on education to the barest minimum level. This finding confirmed the suggestion made in UNICEF report (2005) that youths should be encouraged through recreation and other time-engaging activities towards economic, social and cultural development as these will reduce the lust or exposure to early marriage.

Conclusion

This study became necessary in view of the alarming rate of younger girls marriages. It was carried out to ascertain its effect on the education of young girls in Calabar South Local Government Area. The study
sought to identify the causes or factors that promote early marriage of young girls, determine the consequence it has on their education and explored practical solutions in attempt to lower or eradicate the menace. Data was generated from the study revealed that parents pressure, poverty, death of parents, accidental pregnancy were seen to have negative influence on girls’ education and acted as predisposing factors to girls’ early marriage. Based on the findings, parents perceive early marriage of their girl-children as having no significant influence on academic performance and career building. The fact holds as reflected in the study that early marriage impact negatively on girl child education and is capable of encouraging gross decline in socio-economic and educational stability of the society; it becomes obvious that social actions are needed to control its progression. Thus, if attention is carefully directed towards the various recommendations made, there is that hope that educational failure or backwardness associated with early marriage of girls will be subdued and society will gain some level of educational stability leading to societal growth and development.

From this backdrop therefore, there is a serious need for government, non-governmental organizations, private sectors to organize public talks, enlightenment seminars and programmes to create greater awareness as regards the ills of girl-child marriage, consequences on their education and the general, economic and social well being of the nation.

- Government should place a strict social sanction abolishing the practice of early marriage and betrothal exercise by parents on their children below 20 years age.
- The Information, Youth and Sport and Culture Ministry should organize seminars, and public lectures at different locations in all local government areas unveiling the dangers of early marriage on the well being of the youths.
- Government and philanthropists, NGOs should assist in awarding free education to students from very poor homes at least to finish post primary education.
- There should be public enlightenment involving parents’ education and other parenting education to reduce illiteracy, ignorance and poor parenting style which are common precipitating factors to girl child early marriage.
- Poverty alleviation program should be implemented justifiably in Calabar South with adequate monitoring and evaluation services by the governmental agent so that the exercise would not be politicized.
- Girls’ education should be encouraged and emphasized in all public gatherings such as churches, schools. The media, especially television, radio can help create adequate awareness on the importance of girls’ education and the need to improve on their social status through education.
References


Etuk, G (2004). *Violence against women*. Calabar; Clear Lines Publication


APPENDIX 1

QUESTIONNAIRE

National Teachers Institute
MDI Study Centre
Calabar

Dear Respondent,

I am a student of the above named school carrying out a research on the implication of early marriage on girl child education.

The research needs your help by way of giving answers to the questions below.

Your responses will be treated in strict confidentiality.

Thanks for your cooperation.

Archibong, E. P

SECTION A – PERSONAL DATA

1. Which age group do you belong? 10-14 ( ) 15-19 ( ) 20-24 ( ) 25-29 ( )

2. Marital status. Single ( ) married ( )

3. Family type. Monogamous ( ) polygamous ( ) separated family ( )

4. Occupation of parents. Farmers ( ) traders ( ) civil servants ( )

5. Religion. Christianity ( ) Moslem ( ) others (specify).

SECTION B.

6. If you are married, how long has this been? 1-2 years ( ) 3-4 years ( ) 6month – 1 year ( )

7. If married, what was your reason? Accidental pregnancy ( ) death of parents ( ) parental pressure ( ) poverty ( )

8. Are you the only daughter in the family? Yes ( ) No ( )
9. If you are not married, are you willing to marry now if you are approached? Yes ( ) No ( )

10. Do you think early marriage will hinder your educational pursuit?  Yes ( ) No ( )

11. Early marriage is good because it does not affect girls academic performance. Yes ( ) No ( )

12. Youths (girls) should be encouraged to marry early since they have limited time to make their family. Yes ( ) No ( )

13. Marital responsibilities are easily combined with educational responsibilities. Yes ( ) No ( )

14. Parents poor economic background and poverty are major reasons for girls early marriage. Yes ( ) No ( )

15. Married students can perform better academically than unmarried ones. Yes ( ) No ( )

16. Having children at early age does not disrupt learning in any way. Yes ( ) No ( )

17. When do you feel girls should be encouraged to get married? 15-20 ( ) 21-25 ( ) after secondary school ( ) after university ( )

18. Does early marriage of girl pose any problem to society? Yes ( ) No ( )

19. Would you like to dissuade your friends from marrying too early before completing secondary school? Yes ( ) No ( )

20. In your own opinion, do you consider early marriage worthwhile? Yes ( ) No ( )

**APPENDIX II**

<table>
<thead>
<tr>
<th>Variables</th>
<th>yes</th>
<th>no</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>70</td>
<td>50</td>
<td>120</td>
</tr>
<tr>
<td>Parents pressure</td>
<td>40</td>
<td>40</td>
<td>80</td>
</tr>
</tbody>
</table>
Learning Experiences of Libyan Master’s Students at a UK University: A case from Post-Conflict Situation

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Abstract
This paper examines the learning experiences of Libyan students studying master’s courses in different disciplines at a UK University. Libyan students as a case represent a group of people seeking higher educational experiences, but coming from a country that is a post-conflict. The paper uses situated learning in communities of practice theory as a framework to highlight the significance of the knowledge and skills that are developed through social interaction. The research questions are what are the main challenges that Libyan students encounter? And to what extent do their previous experiences educationally, socially, culturally and politically affect their strategies for adaptation and development? This study is primarily a qualitative study. The methods employed are: semi-structured interviews, and observations. The findings reveal that Libyan students encounter challenges as a result of their post-conflict situation. Libyan students’ previous educational, cultural, political, experiences affect their educational experience in the UK. The findings also indicate tutor’s pedagogy plays a significant role in assisting their integration with their peers.

Keywords: Libyan students; post-conflict situation; international education; intercultural interaction; gender; pedagogy; integration
Introduction

There is being quite a lot of work and research around international students’ experiences in the UK and Australia (Berno and Ward, 2004; Ward and Masgoret, 2004; Campbell and Li, 2008; and Aldoukalee, 2013), but very little of it has focused specifically on Libyan students and most particularly it has not focused on students coming to Western education from a post-conflict situation. Therefore, this study aims to evaluate the expectations of Libyan students coming to study in the UK in the wake of conflict; to explore the perception of their previous educational and socio-cultural experiences on the HE acculturation process and their learning; to investigate how Libyan master’s students adjust and adapt to a western learning environment; and to consider their perceptions of identity and of change. This paper includes: literature review, qualitative interpretive approach, case study approach, sample, methods used to generate data that are semi-structured interviews and observations, data transformation and the main findings.

Literature Review

Studying abroad can be an exciting and challenging experience for international students because they encounter different social and cultural norms and values from the ones they have known, different modes of teaching and learning and different expectations and conventions about participation and performance (Janjua et al. 2011). There are many factors that might affect international students’ adaptation to the host culture, including the cultural distance between international students’ culture of origin and the host culture. In other words, the closer the student culture is to the host society, the easier interaction and adaptation is (Ward et al. 2001 and Mehdizadeh and Scott, 2005), and this is enhanced by the amount of time students have been exposed to the host culture; the length of time students have lived in the host country; the better their language and social skills, and the more social networking and support to which they have been exposed. Each will greatly ease the everyday life for students (Russell, Rosenthal, and Thomson, 2009). While international students engage in ‘cultural learning’, they attempt to make academic adjustments in a host learning context where there are different patterns of tutor-student relationships, academic requirements and expectations, and different views of what is considered good teaching and learning (Ward et al. 2001). This study seeks to understand Libyan students’ prior learning experience and its effect on their adaptation to their master’s programmes in the UK HE system. It will explore the effect of cultural distance between Libyan culture and the English culture and the significance of time on Libyan students’ adaptation since they are only in the UK for a one year for master’s course.

Most of the studies about the experiences of international students have problematized the common stereotypes about the challenges of international students. Trahar and Hyland (2011) and Ryan and Viete (2009) indicate that international students entering higher education system in English speaking countries encounter a number of challenges in their new learning environment. Many of these challenges are associated with a lack of intercultural interaction and difficulties with particular classroom activities, such as group work. Sulkowski and Deakin (2009) have argued that the challenges that international students face at British universities are quite likely to be related to language problems; mismatch between teaching and preferred learning styles (Smith and Khawaja, 2011) and different views about the interaction between tutors and students and among peers (Maxwell, Adam, Pooran, and Scott. 2000). However, Janjua et al. (2011, p.1360) identify the major challenges, they are the educational culture differs between advanced country and developed country; the difference in teaching styles and approaches between the home and the host university; and language competence is regarded as a challenge because it affects students’ understanding of lectures and leads to a lack of confidence which in turn inhibits them from participating in class discussions. It can be inferred that failing to understand the implications of culture and language on students’ approaches to learning might lead to misconceptions about their intellectual abilities and motivation. The current study seeks to explore the challenges that Libyan students encounter during their master’s taught programmes as people coming from a post-conflict country and the reasons behind them. Whether or how they manage all of these challenges and adapt to the UK HE system.

Campbell and Li’s (2008) study about Asian students’ experiences at a New Zealand University has revealed that Asian students are satisfied with their learning experiences in terms of educational quality and
the programme offered, but they encounter challenges that affect their learning experiences. These challenges comprise language barriers, intercultural communication barriers, and unfamiliar western culture of learning where questioning, criticising, arguing and persuading are valued (Ward and Masgoret, 2004, Major, 2005, and Campbell and Li, 2008). However, Gu and Schweisfurth (2006), Ryan and Louie (2007) and Ryan and Viete (2009) criticise the stereotypical representation of international students from China. For example, Ryan and Louie (2007) state that the unhelpful binary description of Western and Confucian paradigms lead to ill-informed debates and lost opportunities for a mutual and respectful exchange of ideas and an integration of knowledge from one culture into another. The study of Kingston and Forland (2008) about bridging the gap between international students and academic staff has revealed that Asian students are deep, reflective and autonomous learners, and this contradicts the Western stereotype that students from Confucian culture are passive, obedient, dependent and rote learners. The issue is more complex than east and west stereotypes. It is worth stating here that Libyan students might share some cultural values with their East Asian fellows. There is a similarity that makes this research about Asian students relevant. However, the challenges might differ from one group to another. People come from Libyan; African and Islamic culture might encounter challenges that differ from others. Therefore, this study will explore the main challenges that Libyan students as a case encounter.

Methodology

This research is a qualitative study to examine the learning experiences of Libyan students, their perceptions, perspectives, expectations and aspirations in the UK HE system. The main characteristics of qualitative research are: it provides in-depth understanding of the participants’ experiences, perspectives, perceptions and histories; it allows using different methods to generate data; it includes using methods that promote close contact between the researcher and the participants; it answers ‘what’, ‘how’ and ‘why’ questions; uses small-scale sample, and it takes into consideration the reflexive role of the researcher (Ritchie and Lewis, 2003, pp.4-5). These characteristics fit the current study because the researcher intends to focus on a small group of Libyan students in order to gain in-depth understanding of their experiences. Furthermore, conducting qualitative research enables the researcher to use different methods to generate data that require close contact between the researcher and being researched. This is due to the fact that according to ‘constructivism paradigm’ knowledge is socially constructed through interaction between the researcher and being researched. The distinct point in qualitative research is that it takes into consideration reflexivity ‘the role of the researcher’ in the research as the researcher plays a significant role in the research process.

Case study approach

Case study is defined as “an inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2009, p.18). It can be inferred that the case study aims to describe and explore an event or phenomenon in depth and in its natural context. Stake (1995, p.3) characterised two main types of case study: “intrinsic and instrumental case study”. For the purpose of this study, intrinsic case study has been chosen because the researcher is interested in the case. Crowe, Robertson, Huby, Avery, and Sheikh state that “The case is selected because of its uniqueness, which is of genuine interest to the researchers” (Crowe et al. 2011, p.5). This research forms a case study because it focuses on Libyan students. As a case, they represent a group of people seeking higher educational experiences, but coming from a country that is a post-conflict and at a point of development and change. Libyan students comprise a case, but within that case, there are narratives and strands that comprise the different disciplines and experiences. The researcher selects a number of cases carefully, and this offers the advantage of allowing comparisons to be made across cases.

The Sample

For the current study, purposive sampling was utilised because the researcher selected a small number of participants to get in-depth into the cases. The sample had been selected according to the following criteria: they are full-time Libyan students who are studying master’s taught courses in the Yorkshire university (pseudonym) in different disciplines (Education, Humanities, Computing and Engineering, Applied Science,
and Business) in order to compare and contrast any differences that might emerge in their perspectives or perceptions; they obtained Bachelor’s degrees from their home countries before joining master’s courses in the UK; this is the first time they have travelled to the west for study; they are from different cities in Libya; and they volunteer to participate in the study. However, they are different in terms of age, gender, starting dates of their master’s courses, and their period of settlement in the UK.

For the questionnaire sample in this study, 30 Libyan students: 15 male and 15 female aged 26-45 years old had been selected intentionally for the purpose of sampling. However, it is important to consider Adler and Adler (2012), who suggest “saturation” is crucial to any qualitative sampling. In this study, of the total sample, 14 participants: 5 males and 9 females who participated in questionnaire were interviewed three times and observed in classroom. The number was reviewed after the first phase of research process in order to ensure there is sufficient and appropriately rich data.

Data generation

Semi-structured interviews

There are three types of interviews, they are: “structured, semi-structured and unstructured interviews” (Robson, 2011, p.278). For the purpose of the present study, semi-structured interviews with open-ended questions were the main source of a significant data because Libyan students were interviewed over a period of time: in the first semester, in the middle, and in the dissertation stage in order to monitor change and development during their educational experience. Semi-structured interviews were appropriate for this study because semi-structured interviews should allow the researcher to be flexible and responsive because a participant might supply additional information stimulated by the situation and in doing so develop her/his thinking. Semi-structured interviews also allow the researcher to follow up the interviewees’ answers and provide an opportunity to ask for clarification if necessary or to probe unexpected responses (Kvale, 2007). By employing semi-structured interviews for the current study, students appeared to feel free to discuss the wider issues that particularly concerned them, rather than having their responses guided or limited by a more structured format.

The questions that the researcher asked to every interviewee were designed to address the research questions and aims. The questions in the first phase focused on initial thoughts and feelings, students’ motivation, their attitudes to the UK HE system, their expectations, their challenges and academic and socio-cultural adjustments. The questions in the second stage of interviews which were conducted during the next semester intended to evaluate their course experience, what they have learnt. They considered settling into life at the university, their experience of classroom activities, their perceptions and opinions about their learning experience in the UK, and relationship with their tutors and colleagues. The questions in the third phase of interviewing were more focused on their thoughts and perceptions about going home, what they might feel they can contribute to the new Libya after an overseas experience and how they have developed. Sensitive questions about the post-conflict in Libya were asked at the end after the participants answered neutral questions, and a rapport and trust had been established through the research process. Therefore, in the early stages I approached it in a quite subtle way. However, I did not want to ask people specifically about the post-conflict situation and politics, but when they offered something, I gently probed it. The Libyan post-conflict context is significant in my investigation, but I would not wish to ask questions with which people will feel uncomfortable when discussing their experiences. However, by interviewing the same participants three times, by the third time they were more open to talk and they chose to be more revealing.

All the interviews had been carried out one-to-one and face-to-face. Face-to-face interviews were chosen because they have the potential to provide the researcher with an opportunity to listen to the interviewees’ voices and to view facial expressions, and physical responses which might be significant (Kvale and Brinkmann, 2009). On each occasion, the interviews lasted approximately one hour and had been conducted in a university tutorial room which is quiet and comfortable place.
Observations

Some Libyan students in the various and separate master’s classes were observed in the classroom during a number of taught sessions which last two hours during the first and the second semesters. The observations include the nature of the interaction between Libyan students and their colleagues (British, international and Libyan colleagues) and tutors. I chose observation method because it offers the researcher an opportunity to observe directly and closely the participants in classroom and to gather first-hand data, rather than asking the participants or relying on second-hand data as stated by (Robson, 2011). Furthermore, I chose observation to be supplementary and supportive method to the interview data to explore the impact of the context as Robson states that “observation can be used as a supportive or supplementary method to collect data that my complement or set in perspective data obtained by other means” (Robson, 2011, p.317). There are different roles that researchers adopt in the natural setting: “Complete participant, participant-as-observer, observer-as-a participate, and complete observer” (Gold 1958, cited in Hammersley and Atkinson, 2007, p.82). In this study, I assumed complete observer role because I did not want to be obtrusive in order not to affect the context that being observed in any way. I want to observe things as they are without my intervention and my role was overt to the group. I observed the participants by sitting near them, I observed what happened, interacted with the participants, talked to them in the break time, listened to what is said and asked the participants to explain different aspects about what is going on. The insights gained in the classroom helped to inform the questions that I subsequently used in interviews. Time on site was essential to gain trust and to establish rapport. I was to consciously observe and to keep fairly detailed field notes (Silverman 2005, p.174) on what I observed from the participants during and after interviews. Detailed field notes were recorded directly after the end of the sessions to avoid disrupting the naturalness of the setting. For this role, permission had been gained from the tutors to observe the participants in class.

Data transformation

In the current study, data transformation was done manually and undertaken through identification of apriori themes and emergent themes and codes. Thematic analysis was selected because it is flexible, appropriate for novice researchers and it has the potential to produce many interpretations of the data and give rise to more insightful interpretations than other (Braun and Clarke, 2006).

Results

Lave and Wenger describe the process of legitimate peripheral participation as a linear process in which newcomers move from peripheral to become full participant and part of the community gradually (Lave and Wenger, 1991, p.64). They do not address the challenges that newcomers encounter. The findings of this study reveal that Libyan students encounter many challenges in their master’s community as a result of the impact of their previous experiences:

1. The main challenges facing Libyan students in the UK and the impact of their backgrounds and dispositions

Lave and Wenger ignore what newcomers bring to communities of practice from outside because “Lave and Wenger implicitly treat their newcomers as tabula rasa” (Fuller et al. 2005, p.66). Previous studies by Fuller and Unwin (2004) and Hodkinson and Hodkinson (2004) argue that the backgrounds and dispositions of newcomers are important for research because they are culturally rooted and these are likely to have an impact on the extent to which students are engaged to learn.

1.1. Fear

The findings of the current study suggest that most Libyan students had previous experience of fear because of the impact of war, so they bring fear with them to the UK. This will be explained in detail.

1.1.1 Culture and lack of security

Fatima, for example, recalled fear when she first came to the UK. Life in her Libyan village had been framed by Libyan traditional cultural values, including those that differentiate between males and females:
My father took care of me more than necessary. He said ‘This is part of our culture, habits and customs. If I allowed you to do whatever you want, our reputation would be undermined.’ (Fatima1)

Fatima’s father was protective owing to Libyan traditional cultural values that consider giving freedom to females would affect family’s reputation negatively. It could be that there was lack of trust between Fatima and her father because he was aware of the shame that would affect family’s reputation. The findings suggest that fear was reinforced because not only did Fatima come from a country with traditional cultural values, but also she came from a post-conflict situation. In Libya, Fatima had little freedom and was socially dependent on her father, as a result, arriving in the UK University:

I encountered fear in dealing with people, fear from new things. I was in a box. I didn’t know anything, and everything was done by my father. I found myself needing to be responsible on everything; I didn’t know even how to walk in the street. My father prevented me from walking on the street even if the place isn’t too far. He took me in his car, he guided me. Even all the documentation that related to my study, registration for a new semester, results, photocopy papers and if I needed any document from my tutor, my father would go to speak to him, not me. My father said ‘There is no security, no safety and kidnapping women is widespread in the country and on university campus.’ Before, he didn’t come with me in university campus. (Fatima1)

Fatima’s father was over protective. This is a particular case in post-conflict situation and coming from climate of fear. Fatima’s father before the war would allow her to be in university by herself and because of the war, he has become more protective. There is danger in Libya because weapons are widespread. Fatima who came from non-safe place back in Libya, where she had been protected was too frightened. There was real contrast between what Fatima had experienced previously and her situation on arrival in the UK where she had to be responsible and independent. Because of the way that she had been grown in Libya, when she came to the UK, she could not take part straightaway:

I encountered many challenges (tears). I found myself I have to be responsible on everything. (Fatima1)

I was self-contained and if I want anything in a shop, I ask another person to say things instead of me. (Fatima3)

It was clear that Fatima had struggled with the independence even though to asking other people to talk when she went shopping. The impact of that on Fatima’s learning experience in the UK will be discussed in relation to gender section.

1.2. Gender

Gender has had limited attention by previous studies about international students. In the previous literature, only Morita (2009) finds that difference in gender affects participation and socialisation of international students in a significant way. However, the findings of this study reveal that all women had no an opportunity interacting with males in Libya. Nora, for example, reported:

In primary and secondary schools, males didn’t study with females in the same school; there were schools for males and others for females. We studied together only in the University, but the class was divided into two groups: one for males and the other one for females. I didn’t interact or sit together with males because of our culture. I just say ‘Salam Alikom’ (Peace be Upon You) and, if any male asked me, my response was restricted. You are Libyan and you know how people misinterpret the interaction with the opposite sex. (Nora3)

Nora’s comment shows that interaction with males is not acceptable in Libya. Although males and females study in the same university and meet regularly, there is limited to no interaction between them.
Therefore, Nora’s socialisation with her male colleagues in the UK was affected by the Libyan traditional cultural values:

> When my colleagues from mixed genders went to the cafe together, I didn’t go with them. I am aware of other Libyans. If any of them saw me sitting with another male, my reputation would be undermined. (Nora3)

Nora was aware that in the eyes of other Libyan students sitting with males in an informal setting such as a cafe would adversely affect her reputation. Libyans would think that she had rejected her heritage and traditional cultural values whereby women should avoid eye-contact to show politeness and respect to the men. Therefore, she was uncomfortable interacting with males:

> I didn’t feel comfortable as I interact with females. I tried to avoid eye-contact in interacting with males, particularly with Libyan males because we understand each other. (Nora2)

Nora indicates that she particularly felt uncomfortable with Libyan males because she should take more care of her behaviour with regard to eye-contact and interaction. Therefore, she preferred interacting with females to be comfortable. This has also been confirmed through observation:

> When the tutor gave task and asked students to work in groups. Nora joined group of female international students. (Field note 14 March first semester Applied Science)

And Aziza was reluctant to go to the tutorial with her male tutor:

> I didn’t go to the tutorials with male tutors. I can stay with him alone in a room. This is part of our habits and customs. I explained that to my tutor and I suggested attending my female friend with us, but he didn’t accept that. (Aziza2)

Aziza illustrates that sitting in a room with the opposite sex was not acceptable in the Libyan traditional culture. As a result of that Aziza could not attend one-one tutorial and discuss her feedback with her male tutor. It appears that Aziza’s tutor lacked of cultural awareness as he rejected her suggestion of calling her friend to attend with her. Clearly, Aziza wants to take advantage of one-one tutorial to discuss various issues with her tutor, but coming from a conservative society with traditional habits and customs prevented her from getting advantage of tutorials with male tutor. Sitting of different genders (one female and one male) in one room was prohibited in the Libyan culture.

Fatima who is women in the past had been protected by her father, for her coming to CoPs and Western men was challenge:

> When I came to the UK, I didn’t understand the recording if speakers were males. When speakers were females, I completed all of the tasks and got full marks. My ears are unfamiliar with listening to males because I never interact with males in Libya [smile] because of our habits and customs. (Fatima1)

It can be seen from the above that life in Fatima’s Libyan village had been framed by Libyan traditional cultural values, including those that differentiate between males and females and deem interaction between males and females as unacceptable. Therefore, Fatima found that listening to males and understanding them was a challenge in the UK. However, Fatima praised her English tutor who helped her to overcome her difficulty:

> My tutor helped me a lot. She divided us into groups and she said ‘You need to join a group mixed with males’. She also gave me CDs in which most of the speakers are males to listen to them. Alhamdulillah (Praise be to God) I overcame this difficulty. (Fatima2)
of Zhou, Jindal-Snape, Topping, and Todman (2008) who identified cultural synergy in which a tutor seeks to understand students’ cultural traditions and values in order to interpret their behaviour and facilitate their way of learning.

1.3. Feeling out of touch
The findings of this study suggest that outdated curriculum and poor learning environment in Libya were the main reasons for that feeling:

1. **Outdate curriculum**
Laila, Omar, Najmi and Majed who are studying in The School of Computing and Engineering reported that the outdated curriculum in Libya affected their experience in the UK. For example, Laila said:

   I was embarrassed when I said that in 2012, I had studied ‘Pascal language’. It was dated and isn’t used any more in computing. I am doing The “Designing Websites” module that needs knowledge of language programs to design a website such as Java. I didn’t study these languages in Libya. My English and international colleagues studied that language. The use of e-learning and Information and Communication Technology (ICT) in Libya were in the early stages even before the 2011 conflict; however, the post-conflict situation has held back the ICT progress. (Laila2)

   The above comments show that in Libya access to resources has been and is limited. It was especially limited because of the conflict and because Laila did not have easy access to the internet. Coming to the UK relatively soon after the conflict, Laila felt even more out of touch than other students from overseas. She perceived the home students and other international students as more experienced colleagues who had access to more recent resources prior to coming.

2. **Poor learning environment**
For some of the participants, the impact of war is about not feeling safe and about feeling frightened. For other students such as Ghada, Ali, Majed and Amina, it is not really about fear; it is about lack of resources. For example, Ghada, who came from a small village in the south of Libya to the UK, did not stop crying while she was telling about her educational experience in Libya:

   My last two years of study were in shipping containers. No internet, no library, we didn’t have proper labs. One of the containers was used as a lab, and they brought us essential materials [silence]. Believe me we used toxic gases without consideration of safety. Students went on strike and lectures stopped for a week. They promised things would improve and there would be better facilities, but I finished my study without there being anything new [tears]. (Ghada2)

   Ghada’s response reflected her poverty of experience because her university lacked facilities and had poorly equipped laboratories and safety issues, especially since the conflict. When Ghada arrived in the UK, she had feeling of nervousness:

   From a small village in Libya to the UK, it is a significant transition. I am in the Britain, I can learn in a good place, but I feel nervous. In the laboratory, all students were familiar with the devices apart from me. They said ‘They worked on them in their home countries. (Ghada1)

   Ghada’s comment shows that studying in the UK was an opportunity for liberation from the limitations of Libyan education system. Because Ghada came from post-war environment where there was lack of resources, she was unfamiliar with using the devices in the laboratory. It appears that she was unfamiliar with learning by doing. Therefore, she felt nervous. Surely she did not mean it in the same way as people who experienced physical violence in the earlier section. Similar to Laila, Ghada coming to the UK relatively soon after the conflict felt even more out of touch than other students from overseas. She perceived
the home students and other international students were familiar with modern devices in the laboratory prior to coming to the UK.

**Conclusion**  
People coming from post-conflict situation face challenges in the new academic environment, such as fear, gender, and feeling out of touch. Libyan students bring with them their prior cultural, educational and political experiences that affect their educational experiences in the UK. However, tutor’s pedagogy is crucial because it assists students to integrate with their colleagues and to overcome gender challenge.
References


Shiblian Method (Sm) an Exploratory Technique to Generate Thematic Contents in the Form of Religious Preference among Participants Belonging To Various Religions

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Abstract
Shiblian Method (SM) is a semi projective psychological technique consisting of a semi subjective open ended questionnaire and a semi structured projective story that generates various thematic contents among the followers of various religions was studied in the present study to assess the applicability of SM as an assessment tool to gather data about religious orientations of the followers of different religions those belief in and worship superhuman controlling power. The results support the use of SM for gathering facts about various religions.

Key words: Shiblian Method (SM), Thematic Contents, Religion
Introduction

Religion or ‘the belief in and worship of superhuman controlling power’ considered to be related with civility (Masuzawa, Tomoko 2005) and anthropology connects it even with ancient magic days (Cassirer, Ernst 1944). Till today in the modern world the influence of religion as ‘social phenomenon’ (John 1925-26) is significant and millions of followers of ‘various religions’ (CIA 2012) are there in the modern world justifying the need and device for exploring religion as an influential factor in human life that is capable of influencing human survival (Naveed 1 2014) and unprecedented group cohesion and in-group strength (Naveed 2014).

Method

The basic sources of various existing old and new religions, monotheistic and polytheistic studied to form basic assumptions for the ‘questionnaire used in the present study. At first Judaism, Christianity and Islam, the Abrahmic religions were selected from existing monotheistic religions and Hinduism was selected as a polytheistic religion keeping in view a large number of followers of these religions in the world whereas from new religions Ahamadiyya religion and Sikhism both having the origin of subcontinent those emerged less than a few centuries ago selected for testing assumptions about the present study. After religion selection the basic and authentic sources of selected religions consulted, those included Torah, (Judaism) Gospel, (Christianity) Quran, (Islam) Bagwat Gita, (Hinduism) Khutbaat-e-Ahamadiyya, (Ahamadiyya religion) and Guru Granth (Sikhism) to finalize contents for the questionnaire and story used in SM. After literature review of each religion needed contents related with each religion structured into a semi structured projective story to get the assumed thematic contents in response to semi structured open ended questions formed into a ‘questionnaire’ a successful social sciences technique to gather social data (Gordon B. Willis et al 1991). The SM questionnaire and story based on various selected religions was administered to the followers of various religions through internet (Don 2007) and by interviewers both. In the light of responses collected from a reasonable number of volunteer participants belonging to various religions results were finalized for assessing the usability of SM as a measure capable of generating various thematic themes among the participants belonging to various religions with reference to their religions.

Procedure

The study of the basic resources of selected religions revealed that all selected religion hold that, “religion descends from heavens ‘with the help of ‘one or many spiritual leaders’ and ‘all religions are related with particular places those are sacred for the believers and all religions are preserved in particular holy writings and such are always helpful for human beings” In the light of gathered facts following projective story was evolved.

Stage One Statement of Projective Story SM (PSSM) was presented to all participants for reading all the minute details of the story

‘A spiritual person descended from heavens in a holy place in the world announcing peace prosperity, happiness and success for mankind’

Stage Two: After going through the (PSSM) all participants were asked to read the questions like the following very carefully to write right answers to the subsequent questions about religion in stage three.

Question No.1. The spiritual person who descended from the heavens was

Question No.2. The spiritual person was send by

Question No.3. The holy place where spiritual person was appeared in the world was…. 

Question No.4. All the details of what the spiritual person communicated is available in

Question No.5. The name of the place to worship superhuman controlling power is

Stage Three:

Question No.1. The spiritual person who descended from the heavens was
a) Moses  
b) Jesus  
c) Muhammad  
d) Mirza Ghulam Ahmad  
e) Guru Nanak  
f) Ram  

Question No.2. The spiritual person was send by  
a) God  
b) God Father  
c) Allah  
d) Allah  
e) Ik Onkar  
f) Brahma  

Question No.3. The holy place where spiritual person was appeared in the world was  
a) Jerusalem  
b) Jerusalem  
c) Makah  
d) Qadiaan  
e) Water/Lotus  
f) Rai Bhoi Ki Talvendi  

Question No.4. All the details of what the spiritual person communicated is available in  
a) Torah  
b) Gospel  
c) Quran  
d) Vedas/Bagwat Gita  
e) Khutbaat-e-Ahamadiyya  
f) Guru Granth  

Question No.5. The name of the place to worship superhuman controlling power is  
a) Synagogue  
b) Church  
c) Mosque  
d) Temple/ Maunder  
e) Ahamadiyya Jamaat Khana  
f) Gurudawara  

**Result** 70% respondents belonging to various religions irrespective of gender, income, age, education, nationality significantly choose options on SM that are related with their religion revealing a significant preferential tendency among human beings for ‘selective’ religious preferences.

**How to Use SM for future studies**

The use of SM by any researchers is very easy. Select any religion that is needed to be explored. Than workout details that are needed like Judaism, (Jacobs2007), is a religion of Jews those believe in one God. The religion Judaism was introduced to mankind by Prophet Moses. The basic religious source of Judaism is holy Torah, the worship place of Jews is called Synagogue, Christianity (Briggs1913) is a religion based on the teachings of God mother and son Jesus Christ, the religious book of Christians is named holy Gospel that is the part of Bible the worship place of Christians is named as Church, Islam (Campo 2009) is the religion of Muslims is based on a belief in one God Prophet Muhammad the last prophet of God introduced Islam to mankind, the name of the holy book of Islam is Quran the worship place of Muslim is called Mosque, Sikhism( Singh 2006) is a religion that believes in creative being Ik Onkar it is based on the teachings of Guru Nanak the founder and other Gurus, the religious book of Sikhs is named Guru Granth (Dr Gopal 1960)
and worship place of Sikhs is known as Gurudawara, Hinduism (McLain 2009) is a religion of India consist of many gods and goddesses including Brahma the supreme being the religious books of Hindus are known as Mehabahraat (Weightman 1998) and Gitta (Aurobindo2000) the worship place of Hindu religion is called Mundar, Ahmadiyya religion (Valentine 2008) is based on the teachings of Mirza Ghulam Ahmad who claims to be Mahdi or promised messiah. Ahamdis believe in one God their basic religious book is consist of various speeches by its spiritual leaders and is known as ‘Khutbaat’, beside others the followers of this religion name their worship place as Mosque (however such is not permitted by the constitution of Pakistan 1973 because the word Mosque there can be used only for the Muslim worship places).

After finalizing such details about the selected religions relevant questions for the areas those needed to be studied could be framed accordingly.

Conclusions/ Discussions:

SM is a workable technique to explore various basic facts about various religions of the world.

The human tendency for preferential religious selection reveals deep impact of religion in human internal life and probabilities to explore human mind with reference to religion comparing secular and religious mind and it impact on the products of human mind.

The study provides and opening for scientific applications in religion to convert certain qualitative religious concepts to be explained in quantitative terms to facilitate future studies in religion.
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The Strategy of Construction Business Entrepreneurs Affecting the Success of Professional Management

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Abstract
The purposes of this research were 1) to study the perception of building contractors about the components of the professionally successful management; and 2) to study the strategies and managing directions of the professionally successful construction business. The qualitative research was used in this research. The research result shows that the strategies of the professionally successful construction business consists of (a) the vision of the entrepreneur to seek the business opportunities and the factors that succor the business in order to take advantages from them; (b) the good operating plan, the entrepreneur considers the relationship between the success of the work, working period, and the cost, including the preparation to find solution of problems; (c) the human resources management, giving the opportunity and support to the prosperity in the working position of personnel at all levels, including the welfare of personnel and their family; (d) the financial management, the entrepreneur should have the financial discipline or systematic financial plan and the standard accounting system; (e) the quality management, the construction business should emphasize on creating the quality work, the quality inspection and the guarantee; and (f) the morality and the ethics in conducting business, the consciousness in the occupation that requires loyalty, honesty, responsibility, fairness to the customers, partners, and officers, including sharing benefits to the society and environments.

Keywords: Strategy, Construction business, Professional management, Qualitative research
1. Statement of the Problem

Nowadays, the currents of change in the business world force every type of business to always practice self-adaptation for creating the competitive advantage. This drives the business organization to change the managing style in the aspect of the reaction and the adaptation to the demand of the customers, the organizational management, the attention in the quality of goods and services, the decentralization, the empathy in human resources, the modern boundless administration, the right vision-setting and the teamwork. Moreover, the pressure from these factors leads to the increasing uncertainty of the business situation because of the increasingly confusing competitiveness including that the consumers have more choices about goods and services (Dessler, 2000).

In Thailand, there are a large amount of construction business entrepreneurs in various sizes; small, medium, and large which the value of the project is over billions baht, and of both public and private sectors, and both in domestic and in the international level. The managing style is different, such as the management by one person and the partnership. The different managing styles depend on the administrator, the policies, and the internal management which is effective and in standard to compete with other organizations. For some organizations that has much fund enough, they can hire the effective personnel to manage the organization to sustainably grow (Lamom, 2011).

The construction industry group has an important role in Thai economic system; with its 20% of GDP which is approximately two trillion Baht. The majority is the small and medium enterprises. To join the international competition, the construction industry must be internally strong first (Department of Industrial Promotion, 2012). The success of the construction business these days comes from the operation under the good governance; the explicit direction of management in order to set the long-term goals. Thus the important policy of business operation is to produce the good-quality work to be reliable to the customers by mainly using the readiness of the officer team; it also should be concerned about the marketing situation of the construction business in each period. However, the good organizational management should come from good personnel team, there must be the quality monitoring process in setting the working process under the management and the scooping of the responsibility and the decision making authority to be the framework of the organization, because to rely on the personal self-tactic more than the systematic working will lead to the discontinue in working which can link to the lack of the work efficiency. Moreover, the good financial management is one of the good organizational management; the good financial management leads to the high flexibility, especially the cash-flow management. Thus the good capability in managing the cash-flow enables the continuity of the construction operation; the fund is absolutely important because a lack of fund causes the risk in the rotating flow and maybe also the construction project management (Tanumattaya, 2008).

It can be seen that the success or the failure in the construction business come from many factors; the management and the entrepreneurs. The researcher is interested in studying the strategies of the building contractor for broadcasting the knowledge to the entrepreneurs to develop the business management to be professionally successful in the construction business.

2. Previous Research

The success of professional management, case study: construction business; the researcher revised the theories and the related research covering all the aspects in this research as below;

Silpsuwan (2006) presented that being professional require 2 characteristics; the internal traits and the leadership. The internal traits are to have vision, to always move forward, to be ingenuous and self-confident, to focus on the results more than the process, to realize the problem and apply the intellect to find the solution, to dare to make a decision, to be able to negotiate, to work in team. While the characteristics of leadership are to have wide and deep thought, to be initiative, sensible, responsible, patient, able to self-adaptation, to have good mental, honesty, fairness and occupation ethics. This is relevant to Pahe (2000) who suggested the characteristics of the professional administrator that (1) to have wide vision and to be ready to cope with the changes, to be able to indicate the strategic management, to have the important skills in setting the explicit working goal, policy and direction; (2) to be able to analyze the situations for setting the strategy and working
plan to reach the goal; (3) to be sensitive and to know how to analyze the reliability of the news happening both inside and outside the organization; (4) to be able to manage the human resources, the nomination, the selection, the setting of expenditure, the advance in the occupation and the development of human resources; and (6) to have morality and ethics in the management.

Ti-yao (2007) mentioned that the human resources management is the heart of the organization management due to the reason that the prosperity and the efficiency of the organization partly depend on the good human resources management. The entrepreneurs should focus on 3 main aspects; (1) to encourage the officers to have commitment in developing the work quality, this also improve the overall work efficiency of the company, this is relevant to Kaplan and Norton (1996) that there should be the decentralization to every department of the organization which must be explicitly compatible with the role and duty of each department. It should set the explicit strategic human resources management roadmap for provoking the officers to actively work. (2) the officers training which is still necessary no matter how the economic situation is; the more there is the severe competition, the more skills and knowledge the officers must have, and also the ceaselessly change, this is relevant to Kaplan and Norton (1996) that the important thing in applying the strategy to be effectively practical is that the officers should have genuine knowledge, understanding, working skills. (3) The reasonable wage management, this can encourage the great officers to work with the organization, by that the entrepreneur relies on these 3 principles; 1) Pay for Performance, 2) Market Competitiveness, and 3) Communication.

Panyarachun (2011) defined business ethics that it is the combination between the economy and the ethics for supporting the policy and the operation of the business sector in creating the success to the organization with the responsiveness and the sustainability, and also in helping balancing between the stakeholders of that business; this is relevant to Suk-aram (2011) that the ethics is one of the important components in increasing the products. The service provider who has ethics in conducting business would receive the reliability from the customers, seller, shareholders, competitors, officers, the governments and the general people, this enables the business to sustainably continue because the ethics would not only prevent the unfair encroachment, but also create the advantage for everyone, this brings about the happiness to the organization, the society, and the country. The 10 characteristics of having business ethics are not to encroach the customers, the suppliers, the officers, the shareholders, the colleagues, the creditors, the competitors, the governmental officers, the society and the environment.

Office of the Civil Service Commission (as cited in Harncharoenkij, 2002) defined performance standard that it is the working results in the satisfying level or in the level that the major officers can achieve. The designation of the performance standard is the agreement between the commanders and the followers by having the criteria in considering many aspects of the standard such as the quantity, the quality, the period, the cost or the officers’ behavior, that the performance standard should be appropriate with each type of work, Meesutha & Satchukorn (2009) said that the benefits of having performance standard are that (1) the working capability; having performance standard helps the officers to correctly work which is explicit and productive. (2) the motivation creation; the performance standard is as the stimulator to occur the intention, the challenge and the attempt to reach the standard. (3) the work improvement; the performance standard helps the officers to know how to create the quality work, and helps not to indicate the working detail all the time, and also see the direction to improve and develop the capacity of the officers. (4) the work control; the performance standard is as the tool for the commanders to control the working operation, the order transmission, the working plan, and the control is easier. (5) the work assessment; the performance standard helps setting the criteria of the assessment to be more explicit and the result is more acceptable.

Srimook (2008) explained that to operate the business to reach the goal for creating the long-term wealth to the proprietor requires the funding and use it to purchase the assets such as building, machine, material, and the operation cost to hire the officers or the managers, to pay for the public utility. The duty to seek the funding sources or to make a decision in the investment is up to the financial manager. Preedawiphat, Bunyasophon, Ruijiwit, & Yimwilai (2012) found that the entrepreneur would have 2 main strategies; (1)
Liquidity management; Sumethiprasit (2011) described that the strictly liquidity management in the crisis situation or even in normal situation is really necessary, also the plan to find the funding sources for the emergency situation, the grading of the financial risk and the development of the strategy to manage the risk which is appropriate with the organization policy, and also find the financial risk which actively works. (2) The cost management to be lower than the competitors for increasing the capability in creating the profit and extract the overload demand of the new-born competitors including the financial cost management and the cost from the estate purchasing; all these are the strategies to be successful in the real estate business.

The effective strategy of management leading to the success in working presented by Ti-yao (2007) that (1) the systematically aggregated management which is complete in all aspects; (2) the management that is complete with the effective “working plan” through the “goals” as the tools, the effective working plan comes from the participation of the officers to set the goals; (3) the management that is complete with the technique in creating the plan, the assessment, the motivation, the control, the administrator development, and the advantage finding from the changing surroundings.

3. The Strategy of Construction Business Entrepreneurs Affecting the Success of Professional Management

The results of the in-depth interview comes from the key informants consisting of (1) Dr. Veera Ladnongkun, (2) Wichai Lansuthi, (3) Nanthapol Thanthira, (4) Somchai Laowatthanaphong, and (5) Surawut Wirojanaphirom, who are the building contractors in the small, middle and large size in the area of Bangkok and the east of Thailand. The research results show that the components of the success of professional management are as follow;

3.1 The vision of the entrepreneur
Seeking the business opportunities and the factors that succor the business is in order to take advantages from them such as the surrounding of the business, the location, the customer sources, and the related business, including the growth trend and the future. Moreover, the business should not concentrate only on the profit, which is called “no pain, no gain”. This is relevant to the concept of Silpsuwan (2006) presented that being professional require 2 characteristics; the internal traits and the leadership. The internal traits are to have vision, to always move forward, to be ingenuous and self-confident, to focus on the results more than the process, to realize the problem and apply the intellect to find the solution, to dare to make a decision, to be able to negotiate, to work in team. While the characteristics of leadership are to have wide and deep thought, to be initiative, sensible, responsible, patient, able to self-adaptation, to have good mental, honesty, fairness and occupation ethics.

3.2 The good operating plan
The good operating plan in which the entrepreneur needs the precision, carefulness, and the tightness in considering the relationship between the success of the work, working period, resources, technology, and the cost of the construction, including the preparation to find the solution to the problems during working by prioritizing the work quality. This is relevant to Ti-yao (2007) summarizing the effective strategy of management which enables the management to be successful in every situation and condition that (1) the systematically aggregated management which is complete in all aspects; (2) the management that is complete with the effective “working plan” through the “goals” as the tools, the effective working plan comes from the participation of the officers to set the goals; (3) the management that is complete with the technique in creating the plan, the assessment, the motivation, the control, the administrator development, and the advantage finding from the changing surroundings. Moreover, Kaewjamnong (2008) also presented that the analysis of the strategy and the modern managing techniques have the connected basic from the concept of the management about the executive to recognize or always keep in mind in the managing operation. The management mission of the executive was reflected from these basics, which in the part of planning is “to manage the opportunity” by planning to do the best things for the organization.
3.3 The human resources management

The construction business requires a large amount of workers, especially the skillful workers both Thai and foreigners. The success strategies of work come from hiring the skillful workers with the experience, the entrepreneur gives the opportunity and support to the prosperity in the working position of the personnel at all levels, including from the welfare of the personnel and their family to have good life quality. This is relevant to Ti-yao (2007) that the human resources management is the heart of the organization management due to the reason that the prosperity and the efficiency of the organization partly depend on the good human resources management, which is mostly about the employee service to persuade the officer and the workers to have relationship and the motivation or the loyalty to the organization is about the welfare, the relaxing zone, the cafeteria; the health and safety in working, to prepare the method to prevent the accidents; the personnel development which means the process to increase the knowledge, the skills, and the capacity of the personnel in the organization; the relationship between employers and employees, it is empirical that “human” is one of the most important resources of the world because every development basically depends on workers, thus the employer has to take care of the employees, not to mainly focus on the task or the labors.

3.4 The financial management

The entrepreneur should have the financial discipline or systematic financial plan due to the reason that the construction business ceaselessly requires the revolving money during the working period for the expenditure in supplying the construction materials and the wages, if there is the problem about the liquidity management, it will affect the efficiency of the work and the working of the workers. Thus, the professional financial management needs the standard accounting system for controlling the income and outcome of each project. This is relevant to the study of Jintaphitak (2008) about relationships between levels of financial management capability and success in operation of contractors in Chiang Mai, found that Chi-square analysis of relationships between levels of financial management capability and personal information about manager of contractor found that the relationship between level of financial management capability and manager has important result that level of financial management capability are relate to the education of manager is significant 0.05. Chi-square analysis of relationships between levels of financial management capability and 9 fields of achievement in contractor shows that the relationship between level of financial management capability and achievement has important result that level of financial management capability are relate to the factors in organization like number of permanent employee, capital and registration form of organization at significant 0.05.

3.5 The quality management

The construction business should emphasize on creating the quality work, the quality inspection and the guarantee by considering the work responsiveness and the overall quality management consisting of the quality of personnel, the quality of materials, and the quality of each type of work. This is relevant to Meesutha & Satchukorn (2009) said that the benefits of having performance standard are that (1) the working capability; having performance standard helps the officers to correctly work which is explicit and productive. (2) the motivation creation; the performance standard is as the stimulator to occur the intention, the challenge and the attempt to reach the standard. (3) the work improvement; the performance standard helps the officers to know how to create the quality work, and helps not to indicate the working detail all the time, and also see the direction to improve and develop the capacity of the officers. (4) the work control; the performance standard is as the tool for the commanders to control the working operation, the order transmission, the working plan, and the control is easier. (5) the work assessment; the performance standard helps setting the criteria of the assessment to avoid the subjective assessment.

3.6 The morality and the ethics in conducting business

The morality and the ethics in conducting business are the essential components of the professional construction business management to be sustainable. The professional construction business should place first priority on the consciousness in the occupation that requires loyalty, honesty, responsibility, fairness to the customers, partners, and officers, including sharing benefits to the society and the environments, which will
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make the business gain good reputation and acceptance from the society. This is relevant to Bangmo (2006) that the scope of responsiveness in conducting business with ethics consisting of being good business person, having conscience, morality such as to be honest, hard-working, patient, responsive, generous, fair, grateful, and not to associate with corrupt person. The business management or the business operation is to apply the principles to be practical, that every process should rely on the ethics. To be good business organization means to have vision, mission, goals, purposes, and strategy, which are created with the concept and the principles of management and lead to the practice with responsiveness to the officers in the organization, to the external organization, this is to legally business operation, not to destroy the environments, to correctly pay the tax to the government, and to be responsive to create the society.

4. Conclusion and Summary

The strategy of construction business entrepreneurs affecting the success of professional management from this research is genuinely transmitted from the wisdom, knowledge, ability, skills, and experience of the entrepreneurs combining with the theories about management in many dimensions and lead to the new knowledge for the professional building contractor who should have vision and management skills in various dimensions which is important in the similar level; the good operating plan, the human resources management, the financial management, the quality management, and the morality and the ethics in conducting business such as the honesty.

5. Recommendations

1. The research results should be used in developing the new-generation building contractor to be more professional in conducting the business

2. The research results should be used in cultivating the new-generation building contractor to recognize the morality and the ethics in conducting business for creating the sustainably professional success.

3. There should be more study in other related components covering the different size of construction business.

4. There should be the quantitative research for increasing more completion of the qualitative data.

5. There should be more study about the relationship between the components of the professionally successful construction business and the development of the competitiveness of the construction business in Thailand.
References


Good Governance for Buddhist University Administration

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Abstract
The purposes of this research are 1) to study an application of good governance for Buddhist University administration, 2) to study the perceptions of participants towards the Buddhist University administration in each aspect classified by demographic profiles, 3) and to study the causal relationship between the good governance and the Buddhist University administration. The research results showed that with regard to good governance for the Buddhist University administration, the aspect with the highest mean value is the equality, followed by the transparency, the consensus, the rule of law, the morality, the worthiness, the responsibility and the participation respectively. With regard to the Buddhist University administration, the aspect with the highest mean value is being the University of the Buddhists, followed by being the non-profit organization, being the university good in the Buddhist academic, and being the university providing the high-quality services respectively. The results also showed that good governance has the relationship with the Buddhist University administration with the statistical significance at the level of .01. The correlation between the noticeable variables in the form of the causal relationship of the factors influencing the Buddhist University administration, was found that the overall of the model, Chi-square = 855.496 (P-Value = 0.000) and RMSEA = 0.216 (P-Value = 0.000) R-SQUARE = 0.914 (P-Value = 0.000). This showed the components of good governance has the causal relationship with the Buddhist University administration with the statistical significance at the level of .000, and components of good governance is important to Buddhist University administration at 91.4%.

Keywords: Good governance, Buddhist University, administration
1. Introduction

Good governance is an important concept for management and administration these days. Due to the globalization and many alterations stimulating the public organization to be a well-managed organization, the development of the administration’s centered target is people. For leading to the country sustainable development, the activities or the businesses cannot be conducted without any concern about social, people and environments, thus the good management took an important part (Burikul, 2003). For example, the new government management prioritized the participatory democracy and people, aiming to have good management is the center of concept and practice (Denhardt and Denhardt, 2003).

Talking about the higher education management, it was improved to the knowledge revolution and knowledge economic. The management with good governance for that institute of higher education can proudly survive in the midst of the severe educational competition, and also maintains the identity of the country and the local community (Karnchananit as cited in Kaewphijit, 2008). In Thailand, there was the education reformation; “Education Act 1999” influenced the education management had to follow the law, and the great adjustment of learning process, the relevant of the education had to make the understanding about the new law plus with the economic crisis in 1997, the society lost faith in public sector; the administration, the corruption of education and also the drugs problem and the aggressive behavior of students reflecting the trouble of Thai education system (Watthanachai, 2003). These are the duty of the administrator of the educational institute and teachers to participate in developing the education system to be in good quality following the Education Act, with the concept “education is the heart of country development”, aiming to create “unity of policy, variety of practice”. The working style is proactive, heading to the analysis of surroundings and the new demand to provide all kind of development to the higher education by emphasizing the good governance. Thai higher education had to be improved by developing the position of university council and the administrator and to restructure the university council and having the all-time secretariat office (Office of the Higher Education Commission, 2011).

The education system of the Buddhist University in Thailand; Mahamakut Buddhist University and Mahachulalongkornrajavidalaya University, Office of Higher Education Commission is responsible to these two Buddhist University, proving the high school and higher education. For high school, these two institutes use the teaching system from Department of Education Buddhism Group. For the higher education, the teaching is being followed Office of Higher Education Commission, Ministry of Education. Thus the Buddhist University has to set the strategies following the obligation; 1) to produce the Buddhist graduate, 2) to provide the academic to society and local community, 3) to research and to develop the in-depth academic about Buddhism, and 4) to collect the data about Buddhism and the art and culture (Office for National Education Standards and Quality Assessment (Public Organization), 2008). Therefore, the administration of Buddhist University, as the institute to instruct the monk and the novice and also ordinary people, does not only teach about Buddhist subject but also the role and the practice complying to the discipline, especially the administration with the good governance including the knowledge, behavior of the right view “learning and happiness” (Phraphraiwit Chittatonto, 2012).

The researcher is interested in studying the applying of the good governance; a good administration, for integrating in the education management of the Buddhist University to reinforce the standard and the quality of the management system of the university reaching the obligations in managing performance development for the sustainable advance of the Buddhist University.

Purposes of the Study

1. To study an application of good governance for Buddhist University administration.
2. To study the perception to Buddhist University Administration in each aspect of demographic profiles.
3. To study the causal relationship between the good governance and the Buddhist University administration.
Research Hypotheses

1. There is statistic significant in the difference of the demographic profile toward the perception of Buddhist University Administration.
2. There is statistic significant in the relationship between the good governance and Buddhist University Administration.
3. There is statistic significant in the causal relationship between the variables of the good governance and Buddhist University Administration.

2. Literature Survey

2.1 The concept about good governance

Definition of good governance

Kofi Annan in his function of secretary general of the UN said about good governance that it is perhaps the single most important factor in eradicating poverty and promoting development (United Nations University, 2002). Chaicharoenwatthana and Li (2001) defined the good governance as the mechanic, the tools, the direction that connect the sector of economic, social, and politics by highlighting the necessary of the earnest continual cooperation from the public sector, the private sector and the people sector in order that the country has the strong democratic basis, the justice of law, the stability, the effective working structure and process, the transparency which will lead to the sustainable development of the country. Burikul et al (2002) also said that good governance is about the new public management emphasizing the principles of working, not the principle in theories, and the application would bring the good results: the justice, the honesty, the effectiveness. Additionally, Kaewphijitr (2008) presented that good governance is the administrative principle in the way of fair democracy, having the good rules based on the correctness and reality, the goodness, the stability, the transparency, and the morality and professional ethics. The staffs in the organization can present their opinions; every work process can be verified, being responsible for their actions, and the efficiency in resources management, so that people can live happily together.

The components of good governance

The 2000/64 Resolution of the UN Commission on Human Rights mentions the following four characteristics of good governance UNESCAP (2011); 1) Transparency: Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations; 2) Responsibility and accountability: Responsibility and accountability means that the private sector and civil society are accountable to the public and/or to their institutional stakeholders; 3) Participation: It means that the public can participate in the decision-making and the implementation of public projects or other government activity; and 4) Responsiveness to the needs of people: Good governance requires that institutions try to serve all stakeholders within a reasonable timeframe. These characteristics can be complemented with the following additional elements: 5) Effectiveness: It means that processes and institutions produce results that meet the needs of society; 6) Equity and inclusiveness: This principle requires that all groups have opportunities to improve or maintain their well being; 7) Rule of law: This principle requires fair legal frameworks; and 8) Consensus oriented: Good governance requires mediation of the different interests in society.

The good governance frameworks consist of 4 main principles and 10 sub-principles; 1) New public management, consisting of Efficiency; to worthily use the material and budget to gain the most profit, Effectiveness; to have the quality standard work process to reach the goal, Responsiveness; to provide the satisfaction to people or the relevant; 2) Democratic value, consisting of Accountability; to be responsible for actions, and ready for the verification, Transparency; to be honest to broadcast the news or information to people, Rule of Law; to hold on the law, the rule, the obligation of the organization, Equity; to equally provide service to everyone impartially; 3) Participatory state, consisting of Participation / consensus oriented; to let the relevant to participate in the action of the organization, Decentralization; to distribute the power, the responsibility to other sector; 3) Administrative Responsibility, consisting of Morality; there are 8 principles
of desirable characteristics (I AM READY); I – Integrity, A – Activeness, M – Morality, R – Responsiveness, E – Efficiency, A – Accountability, D – Democracy, Y – Yield.

2.2 The concept of the good university administration

The good university administration is to apply the good governance in the administration for that the organization has the transparency and fairness from the cooperation from many sectors influencing the effectiveness of the university. For the higher education, the Ministry of Education (2008) declared the standard of the higher education institute, consisting of 2 principles; 1) the standard of the performance and the readiness of the education management, consisting of 4 standards; the physical, the academic, the finance, the administration; 2) the standard of the operation according with the obligation of the higher education institute, consisting of 4 principles; the production of the graduates, the research, the academic service to society; the institute can serve the society by supporting the society about their study such as the research, the seminar, or the consult, and the preservation of the art and culture.

According with the standard of the higher education institute, many other academicians also had the relevant concept;

Wonganutroj (2001 as cited in Kaewphijit, 2008) said that the importance of university administration is the main mission of the administrators to systematically set the plan, the process. Unless the working process is effective, the other sector would be affected. The work operation cannot be succeeded by one but the cooperation from other sectors; and the administrator should appoint the work which suits the staffs in order to reach the expected goal of the institute.

Panyarachun (1999) mentioned the good governance in the university that there should consist of these 4 components; 1) the freedom in the administration and the educational policy; 2) the responsibility to their decision; 3) the responsiveness to the need of the society; and 4) the educational quality: the quality of instructors, the students, the curriculums, and the budget and expenses.

Amanchukwu (2011) also said that since quality education has all there is to offer, it becomes pertinent that good governance should be taken more seriously by the people in power. It is the duty of power that is to make provisions to achieve results in our various schools and to ensure that discipline is the order of the day among the officials who supervise projects and activities of various sorts. Good governance requires a lot of discipline on all tiers of government. Its characteristics incorporate participation; rule of law; transparency; responsiveness; Consensus-Oriented, effectiveness and efficiency; equity and inclusiveness and accountability. Though it is a bit difficult to achieve this entirely, effort should be made to give it a serious trial. Increased citizen participation can take a variety of forms to bring about quality education. Parents and community groups can play the following parts; serve as education resource providers, advocate for education reform, monitors of teachers and school performance and school managers (USAID 2002).

2.3 The concept about the desirable university administration

Areejitranusorn (2000) presented that the weak point of the university is the materialism, to rely on the buildings, the numbers of curriculum and the degree, the academic work as the success indicators of the university. Indeed, the success indicators of the university should be to manage the university to reach the expected goal of the university and responsive to the intention in founding the university, how the university is accepted from society and community to reach the expected goal or the purposes; 1) Non-profit organization, 2) The university for the community, 3) The high-quality university, and 4) The institutional strength.

However, the university administration which strengthens the organization should be consisted of the effective working principles and the good governance; 1) Having the same goals and purposes, 2) Having the highly effective university council, 3) The talented administrators, 4) The quality officers, 5) Itself academic freedom, 6) Having the appropriate technology; for example, the information technology, the automatic system in order to support the learning, and the teaching including the administration to be effective and acceptable, 7) Having the freedom in administration, 8) Having the ability in the intercommunication, 9) The
good governance; it is the heart of the organization development accepted in the international level with the important principles; legitimacy, transparency, accountability, equity, responsiveness, participation, decentralization, efficiency and effective, strategic vision, and consensus orientation, and 10) Internationalization.

3. Research Methodology

This research used both qualitative and quantitative method as a technique to analyze demographic profile, good governance, and the Buddhist University administration. The primary data were derived from the research questionnaires, which were responded by the samples of populations of 324 people. Secondary data were derived from books, academic articles, journals, previous researches, and other reliable references. Statistics used in this research included frequency, percentage, analysis of mean and standard deviation, correlation, and structural equation model: SEM, and using the content analysis in analyzing the data from the in-depth interview of the three key informants.

4. Results of the Research Findings

4.1 Demographic profiles

With regard to the demographic profiles, 67.28% of the samples are monk or novice, and 32.72% are general people; 52.47% of the samples are studying in the Buddhist University, and 47.53% used to study in the Buddhist University respectively.

4.2 The results analysis of the good governance

With regard to good governance for the Buddhists University, the results show that in total, the samples have the opinion in the very strongly agree level with mean score of 4.30 (S.D. = 0.538). In particular, the samples prioritized the equity with mean score of 4.38 (S.D. = 0.596), followed by the transparency with mean score of 4.37 (S.D. = 0.631), the consensus with mean score of 4.31 (S.D. = 0.538), the rule of law with mean score of 4.29 (S.D. = 0.588), the morality with mean score of 4.29 (S.D. = 0.595), the efficiency with mean score of 4.29 (S.D. = 0.623), the responsibility with mean score of 4.26 (S.D. = 0.607), and the participation with mean score of 4.26 (S.D. = 0.613) respectively (see table 1).

Table 1: Mean and Standard Deviation of Good Governance for the Buddhists University in Total and in Particular

<table>
<thead>
<tr>
<th>Good Governance for the Buddhists University</th>
<th>$\bar{X}$</th>
<th>S.D.</th>
<th>Translation</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>The transparency</td>
<td>4.37</td>
<td>0.631</td>
<td>highest</td>
<td>2</td>
</tr>
<tr>
<td>The rule of law</td>
<td>4.29</td>
<td>0.588</td>
<td>highest</td>
<td>4</td>
</tr>
<tr>
<td>The responsibility</td>
<td>4.26</td>
<td>0.607</td>
<td>highest</td>
<td>7</td>
</tr>
<tr>
<td>The equity</td>
<td>4.38</td>
<td>0.596</td>
<td>highest</td>
<td>1</td>
</tr>
<tr>
<td>The consensus</td>
<td>4.31</td>
<td>0.538</td>
<td>highest</td>
<td>3</td>
</tr>
<tr>
<td>The morality</td>
<td>4.29</td>
<td>0.595</td>
<td>highest</td>
<td>5</td>
</tr>
<tr>
<td>The efficiency</td>
<td>4.29</td>
<td>0.623</td>
<td>highest</td>
<td>6</td>
</tr>
<tr>
<td>The participation</td>
<td>4.26</td>
<td>0.613</td>
<td>highest</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>4.30</td>
<td>0.538</td>
<td>highest</td>
<td></td>
</tr>
</tbody>
</table>

4.3 The results analysis of the Buddhist University administration

With regard to the Buddhists University administration, the results show that in total the administration is at the highest level with mean score of 4.28 (S.D. = 0.572). In particular, university for the Buddhist is at the highest level with mean score of 4.33 (S.D. = 0.550), followed by non-profit organization
with mean score of 4.31 (S.D. = 0.640), Intensive Buddhist University with mean score of 4.24 (S.D. = 0.606), and High-Quality University with mean score of 4.23 (S.D. = 0.621) respectively (see table 2).

Table 2: Mean and Standard Deviation of Buddhist University Administration in Total and in Particular

<table>
<thead>
<tr>
<th>Administration of the Buddhist University</th>
<th>$\bar{X}$</th>
<th>S.D.</th>
<th>Translation</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Profit Organization</td>
<td>4.31</td>
<td>0.640</td>
<td>highest</td>
<td>2</td>
</tr>
<tr>
<td>University for the Buddhist</td>
<td>4.33</td>
<td>0.550</td>
<td>highest</td>
<td>1</td>
</tr>
<tr>
<td>High-Quality University</td>
<td>4.23</td>
<td>0.621</td>
<td>highest</td>
<td>4</td>
</tr>
<tr>
<td>Intensive Buddhist University</td>
<td>4.24</td>
<td>0.606</td>
<td>highest</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4.28</td>
<td>0.572</td>
<td>highest</td>
<td></td>
</tr>
</tbody>
</table>

4.4 The Hypotheses Testing Results.
With regard to the comparison the administration of the Buddhists University in the aspect of intensive Buddhist University, the results show that the different status of the samples has the opinion in the same way with the statistical significance at the level of .05 in total and in particular (see table 3).

Table 3: Comparison of the Difference between the Status of the Samples and the Opinion to Buddhist University Administration

<table>
<thead>
<tr>
<th>The Status</th>
<th>Monk / Novice</th>
<th>General people</th>
<th>t</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
<td>SD</td>
<td>$\bar{X}$</td>
<td>SD</td>
</tr>
<tr>
<td>Non-profit organization</td>
<td>4.28</td>
<td>.635</td>
<td>4.35</td>
<td>.653</td>
</tr>
<tr>
<td>University for the Buddhists</td>
<td>4.31</td>
<td>.554</td>
<td>4.37</td>
<td>.5643</td>
</tr>
<tr>
<td>High-quality university</td>
<td>4.23</td>
<td>.606</td>
<td>4.24</td>
<td>.653</td>
</tr>
<tr>
<td>Intensive Buddhist University</td>
<td>4.21</td>
<td>.602</td>
<td>4.29</td>
<td>.615</td>
</tr>
<tr>
<td><strong>Administration of the Buddhist University</strong></td>
<td>4.26</td>
<td>.567</td>
<td>4.32</td>
<td>.582</td>
</tr>
</tbody>
</table>

** p < .05

With regard to the comparison the administration of the Buddhists University in the aspect of intensive Buddhist University, the results show that the different relationship to the institute of the samples has the opinion in the same way with the statistical significance at the level of .05 in total and in particular (see table 4).

Table 4: Comparison of the Difference between the Relationship to the Institute of the Samples and the Opinion to Buddhist University Administration

<table>
<thead>
<tr>
<th>Relationship to the Institute of Samples</th>
<th>Studying</th>
<th>Used to study</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bar{X}$</td>
<td>SD</td>
<td>$\bar{X}$</td>
<td>SD</td>
</tr>
<tr>
<td>Non-profit organization</td>
<td>4.29</td>
<td>.635</td>
<td>4.33</td>
<td>.648</td>
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<td>University for the Buddhists</td>
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<td>.549</td>
<td>4.36</td>
<td>.552</td>
</tr>
<tr>
<td>High-quality university</td>
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<td>.586</td>
<td>4.24</td>
<td>.659</td>
</tr>
<tr>
<td>Intensive Buddhist University</td>
<td>4.20</td>
<td>.604</td>
<td>4.28</td>
<td>.608</td>
</tr>
<tr>
<td><strong>Administration of the Buddhist University</strong></td>
<td>4.26</td>
<td>.562</td>
<td>4.31</td>
<td>.583</td>
</tr>
</tbody>
</table>

** p < .05
4.5 Correlation of the relationship between good governance for Buddhist University and Buddhist University administration

With regard to the results of correlation of the relationship between good governance for Buddhist University and Buddhist University administration; they have the relationship with the statistical significance at the level of .01 in all aspects in total and in particular.

With regard to the results of the internal correlation analysis between good governance for Buddhist University; the correlation is between .653 and .887, the highest internal correlation is the relationship between the morality (MOR), and the participation (PAR).

With regard to the results of the internal correlation analysis between the administrations of the Buddhist University; the correlation is between .653 and .887, the highest internal correlation is the relationship between the high-quality university (HQU), and the intensive Buddhist University (IBU).

With regard to the results of the internal correlation analysis between good governance for Buddhist University and the administrations of the Buddhist University; the correlation is between .641 and .853, the highest internal correlation is the relationship between the responsibility (RES), and the university for the Buddhists (UFB) (see table 5).

Table 5: Correlation of the Relationship between Good Governance for Buddhist University and Buddhist University Administration

<table>
<thead>
<tr>
<th>RA</th>
<th>AW</th>
<th>ES</th>
<th>QU</th>
<th>ON</th>
<th>OR</th>
<th>FF</th>
<th>AR</th>
<th>GA</th>
<th>ON</th>
<th>FB</th>
<th>QU</th>
<th>BU</th>
<th>UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA</td>
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<td>760&quot;</td>
<td>731&quot;</td>
<td>795&quot;</td>
<td>751&quot;</td>
<td>672&quot;</td>
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<td>783&quot;</td>
<td>760&quot;</td>
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<td>826&quot;</td>
<td>853&quot;</td>
<td>771&quot;</td>
<td>699&quot;</td>
<td>766&quot;</td>
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<td>794&quot;</td>
<td>820&quot;</td>
<td>857&quot;</td>
<td></td>
</tr>
<tr>
<td>ES</td>
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<td>841&quot;</td>
<td>766&quot;</td>
<td>776&quot;</td>
<td>801&quot;</td>
<td>910&quot;</td>
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<td>752&quot;</td>
<td>852&quot;</td>
<td>872&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QU</td>
<td>761&quot;</td>
<td>710&quot;</td>
<td>712&quot;</td>
<td>679&quot;</td>
<td>853&quot;</td>
<td>785&quot;</td>
<td>758&quot;</td>
<td>688&quot;</td>
<td>757&quot;</td>
<td>792&quot;</td>
<td></td>
<td></td>
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<tr>
<td>ON</td>
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<td>766&quot;</td>
<td>904&quot;</td>
<td>787&quot;</td>
<td>814&quot;</td>
<td>803&quot;</td>
<td>778&quot;</td>
<td>838&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>808&quot;</td>
<td>823&quot;</td>
<td>903&quot;</td>
<td>833&quot;</td>
<td>785&quot;</td>
<td>817&quot;</td>
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<td>866&quot;</td>
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</tr>
<tr>
<td>FF</td>
<td>887&quot;</td>
<td>895&quot;</td>
<td>807&quot;</td>
<td>735&quot;</td>
<td>641&quot;</td>
<td>729&quot;</td>
<td>775&quot;</td>
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</tr>
<tr>
<td>AR</td>
<td>901&quot;</td>
<td>802&quot;</td>
<td>714&quot;</td>
<td>694&quot;</td>
<td>750&quot;</td>
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<tr>
<td>GA</td>
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<td>825&quot;</td>
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<td>920&quot;</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ON</td>
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<td>834&quot;</td>
<td>848&quot;</td>
<td>943&quot;</td>
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<tr>
<td>FB</td>
<td>875&quot;</td>
<td>870&quot;</td>
<td>952&quot;</td>
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<td></td>
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</tr>
<tr>
<td>BU</td>
<td>954&quot;</td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| UA  | ** Statistical Significance at the level of .01 **

Considering the overall model referred from the book of Hair, J.F. et al. (2010). “Multivariate data analysis: A global perspective”. (7th ed.). New York: Pearson International. When the numbers of the samples are 324 people, it can be found that Chi-square = 855.496 (P-Value = 0.000) and RMSEA = 0.216 (P-Value = 0.000) R-SQUARE = 0.914 (P-Value = 0.000).

4.6 The causal relationship between the good governance and the Buddhist University administration

With regard to the components of good governance has the causal relationship with the Buddhist University Administration with the statistical significance at the level of .000 (see table 6).
Table 6: The Standard Influencing Correlation between the Noticeable Variables in the Form of the Causal Relationship of the Factors Influencing Good Governance for Buddhist University and Buddhist University Administration

<table>
<thead>
<tr>
<th></th>
<th>Good Governance for Buddhist University (GGA)</th>
<th>Buddhist University Administration (BUA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The transparency (TRA)</td>
<td>.862**</td>
<td>.928**</td>
</tr>
<tr>
<td>The rule of law (LAW)</td>
<td>.921**</td>
<td>.935**</td>
</tr>
<tr>
<td>The responsibility (RES)</td>
<td>.916**</td>
<td>.920**</td>
</tr>
<tr>
<td>The equity (EQU)</td>
<td>.842**</td>
<td>.859**</td>
</tr>
<tr>
<td>The consensus (CON)</td>
<td>.906**</td>
<td></td>
</tr>
<tr>
<td>The morality (MOR)</td>
<td>.883**</td>
<td></td>
</tr>
<tr>
<td>The Efficiency (EFF)</td>
<td>.840**</td>
<td></td>
</tr>
<tr>
<td>The participation (PAR)</td>
<td>.858**</td>
<td></td>
</tr>
<tr>
<td>Non-profit organization (NON)</td>
<td></td>
<td>.928**</td>
</tr>
<tr>
<td>University for the Buddhist (UFB)</td>
<td></td>
<td>.935**</td>
</tr>
<tr>
<td>High-quality university (HQU)</td>
<td></td>
<td>.920**</td>
</tr>
<tr>
<td>Intensive Buddhist University (IBU)</td>
<td></td>
<td>.939**</td>
</tr>
</tbody>
</table>

** Estimate: p < .01

Considering the relationship between the noticeable variables, found that the components of the good governance has the causal relationship with the Buddhist University administration with the statistical significance at the level of .000, therefore it can be concluded that the Buddhist University administration with the good governance is 91.4% (R-SQUARE = 0.914) which is relevant to the empirical data.
6. Conclusion and Discussion

The good governance has the causal relationship with the Buddhist University administration. The good governance for the Buddhist University administration with the highest mean is the equity, followed by the transparency, the consensus, the rule of law, the morality, the efficiency, the responsibility, and the participation respectively; this is relevant to the concept of Office of the Civil Services Commission (2011) about the good governance framework in the aspect of equity that the government officers should equally provide services without any bias of gender, nationality, language, age, physical condition, the personal status, the wealth, the social status, the religion, or the education level. The equity to reach the public services of the disadvantages in the society should also be granted; as the Buddhist University is the public institute which has to equally provide the academic service to monks, novices, and general people. This is also relevant to the concept of Kwanmuang (2005) that the components of the good governance in the aspect of equity and inclusiveness; the distribution of the development and benefits of the government, people can reach the opportunity in the society. The Buddhist University administration with the highest mean is the university for the Buddhist, followed by the non-profit organization, intensive Buddhist University, and the high-quality university; the relationship between the responsibility and the University for the Buddhist have the statistic significance which is relevant to the hypotheses. From the definition, good governance is the direction for the good administration, it is the new public management emphasizing the principles of working, not the principle in theories, and the application would bring the good results: the justice, the honesty, the effectiveness (Burikul et al, 2002). The use of good governance in the Buddhist University administration is relevant to the desirable concept of university administration aiming to be excellent according with the obligation of each university to effectively manage the system, to develop the advance in academic, and to response the need of the society; this is related to the interview of Phrakruvisuthinonthakhun (interviewee on 29 March 2014) and Phrakrunonthaworakij (interviewee on 8 April 2014) that “…the Buddhist principles should be applied with the good governance to be updated to the current situation…”, and Phrakrusophitdammarangsi (interviewee
on 15 April 2014) that “… the morality and the ethics should be used in the administration…” Phranakprasit Kalanayo (interviewee on 29 March 2014) also presented that “… in addition to the use of the good governance in the Buddhist University administration, general people should apply the morality in the daily lifestyles…”

The concept of Areejittranusorn (2000) was that the form of the university in the bureaucracy, the semiofficial system, and outside the bureaucracy is not necessary because all types of the university can develop to reach the expected goal or obligation under the different organization culture; it should be the non-profit organization due to the reason that education is important for everyone to increase the wisdom, intelligence, and the occupation. To be the quality people is the duty of the government to support. The higher education is the public service that should be mostly supported from the government as the fundamental education, but due to the limit of the financial budget of the country, the university fee should be as least as possible only enough for the effective operation of the university, to be the university of the community, nowadays the community requires the fundamental academic assistance and the advance academic. While the university aims to study, to deeply research for the advance of teaching and academic by neglecting the need of the society, the development and the resolution of the country; this is because most universities discriminate themselves from the community. Therefore the future development of the university would be opened and distribute the knowledge to the community, and to let the community leader to participate in the university administration; to consult, to ask for suggestion and support including the assessment. From these concepts, the Buddhist University is the university for the Buddhists aiming to broadcast the knowledge about Buddhism and support to conduct the research about the Buddhist principles to be useful in many dimensions of the society to sustainably propagate the Buddhism.

7. Recommendations

1. The Buddhist University can apply the research results to develop the administration to strengthen the organization leading to the effectiveness of the administration.
2. The Buddhist University can apply the research results as the organization model of the good administration of other social organization.
3. The Buddhist University can apply the research results showing the equity and the university for the Buddhists as the distinctive point in promoting in order to increase the numbers of the students in the future.
4. There should be the application of the Buddhists principle with the good governance for the administration in other public organization.
5. There should be the study other components of the administration such as the components of the administrator and the staffs of the Buddhist University in order to receive the complete information about the Buddhist University administration.
6. There should be the comparison study based on the Buddhist University and compare to other public university and the private university in order to gain the knowledge about new dimension of the administration.
References


Phrakhrunonthaworakij (interviewee) (8 April 2014)

Phrakhrusophitdhammarangsi (Interviewee) (15 April 2014)

Phrakhruvisuthinonthakhun (Interviewee) (29 March 2014)

Phranakprasit Kalanayo (Interviewee) (29 March 2014)


