EDITORIAL

Post hoc ergo propter hoc

Researchers are often captivated by the desire to discover associations, correlations and causation between different variables in their research studies. This drive to establish correlation and causation is particularly high among novice researchers, as evident in student research topics and research questions. Some examples may include: Does a particular style of teaching lead to better learning outcomes for students? Does a certain type of leadership improve employee performance? Does incentive X increase staff motivation? These questions are premised on the assumption that any observed change in the dependent variable is caused by the independent variable. And therein lies the rub!

Establishing causality is one of the most difficult and problematic tasks undertaken by researchers, although this is often taken frivolously by many. For example, let's say hypothetically (because I don't have real data for this) that the Maldivian national football team has lost 90% of the matches they have played wearing the blue jersey, while they have has won 80% of the matches played with the red jersey. Now, we may be tempted to believe that there is some probable causation here – that wearing the red jersey causes the team to win, while wearing the blue causes the team to lose. While it may be appealing to venture into finding this type of causation even in the research arena, we must not be driven by our everyday flimsy assumptions about the nature of reality and the cause-effect relationships.

As a rule, to establish causality between two (or more) variables, 3 jointly necessary and sufficient conditions are identified by research scholars. They are temporal sequencing; non-spurious relationship; and eliminating alternate causes. Temporal sequencing requires that variable X happens before variable Y. This means that the data must be absolutely clear as to the sequence in which variables happen and are observed. The condition of non-spurious correlation requires that the possibility of an observed relation between variable X and variable Y could not be attributable to chance. Additionally, it is essential to eliminate the possibility of a mistaken association between the variables that defy the logic and internal consistency of the causational assumptions (I discussed spurious correlation in the December 2021 issue of VC Research Digest). And lastly, any possibility of an alternate cause such as a confounding, intervening, moderating or intermediary variables and their effects must be eliminated. Following these rules is indispensable to establish causality in research.

It is vital to remember that while correlation denotes that a given measurement tends to be associated with each other, causation can be established only if there is a complete chain of cause and effect. We must keep in mind that correlational does not imply causation and that causation is always more difficult to prove than correlation. Just because a thunderstorm started last Thursday immediately after I had a large bolognaise doesn't mean the bolognaise caused the thunderstorm.

Given the metaphysical difficulty of ascertaining causality, as researchers, we must pursue it with considerable humility and intellectual effort and ensure that sufficient empirical evidence is produced to rigorously establish the epistemological position. We must not be fooled by the post-hoc fallacy - post hoc ergo propter hoc, means "after this, therefore because of this".

Dr. Ahmed Shahid
Editor (VC Research Digest)

Psychological Effects of Romantic Relationship Breakups

Ahmed Mifzah Rasheed

Bachelor of Psychology Student, Faculty of Education, Villa College

Romantic relationships between adolescents can be of very short duration and can often result in relationship breakups. The frequent breakups may be explained by the adolescent's romantic development stage or the adolescent's romantic relationship stage. Relationships fail due to lack of time, attention, and personality clashes. Lack of maturity is also a major cause of breakups. Number of stressful situations such as infidelity, and negative interactions (increased rates of conflict and lower levels of support) all lead to the failure of relationships (Bravo, 2018). Majority of adolescents do not take relationships seriously. The study conducted on adolescents by Bravo (2018) concluded that the lack of romantic affiliation, intimacy, and autonomy issues were highlighted as major causes for breakups among all adolescents.

Impact of Breakup

Some adolescents have a hard time getting over breakups. This is because the person whom we are in love with is emotionally involved in our lives and seeing them with someone else breaks our heart. During adolescence our brains have not yet learned to contextualize experiences like a break-up because our brains prefer patterns, consistency, and order, experiencing anything unusual or upsetting such as being dumped or seeing your partner out with someone else is likely to take longer to digest (Savin, 2019). As a result, adolescents who experience a love breakup suffer from mental and physical breakdowns. Field (2011) states that romantic breakups can trigger broken heart syndrome.

Broken heart syndrome is defined as physical ache in the heart or chest following the death of someone or after losing someone you love. Symptoms of broken heart syndrome includes severe chest pain, shortness of breath, arrhythmias, hypotension, and the main sign is the weakness of the left ventricle of the heart (Mayo Clinic, 2021). Broken heart syndrome is completely different from heart attacks. Immunological dysfunction is caused by decreased vagal activity and elevated cortisol and catecholamines and it elevates inflammatory cytokines while decreasing natural killer cell activity (Field, 2011). According to a study conducted by Verhallen et al. (2019), it shows that the end of a romantic relationship can be viewed as an emotionally unpleasant occurrence that can result in a variety of symptoms linked to melancholy, grief, and depression. Additionally, study conducted on 10,509 adolescents from China shows that breakups in romantic relationships were a significant contributor to the negative mental and psychological outcomes (Chen et al, 2009). Likewise, Verhallen et al. (2019) study findings also revealed that girls experience high level of depressive symptoms than boys. If adolescent mental disorders caused by relationship stressors are not addressed, it may have long term consequences on their adult romantic relationships. Adolescents need to be taught about healthy romantic relationships, to help them to better adjust in the inevitable romantic dissolutions.

Summary

Increased conflict and lower levels of support contribute to relationship failure (Bravo, 2018). Adolescents have a difficult time moving on after a breakup because they are emotionally attached to their partners. Adolescents who experience romantic relationship dissolutions without support and

guidance of parents, teachers, counsellors and therapists can result in long term mental health issues and relationship difficulties in adult life. Breakups cause depression, grief, and a variety of other mental health issues and disorders, including adolescent suicide. Hence, those working with adolescents need to have a better understanding of reasons for romantic breakups among adolescents, and support them through depression and relationship difficulties.

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FROM THE WORLD OF RESEARCH

Urban tourism and climate change: Risk perceptions of business tourism stakeholders in Johannesburg, South Africa

by

Wayde R. Pandy and Christian M. Rogerson

ABSTRACT

The nexus of climate change and cities is acknowledged as of growing importance for inter-disciplinary research. In this article the focus is upon the perceptions of climate change and responses by tourism stakeholders in Johannesburg, South Africa's leading city and major tourism destination. Using semi-structured qualitative interviews with 30 tourism stakeholders an analysis is undertaken of the risk perceptions of climate change. Overall the results suggest a major disconnect between the climate change threats as openly recognised by Johannesburg city authorities and of the risk perceptions as revealed by local tourism stakeholders. The predominant view articulated by tourism industry stakeholders is that climate change responses and associated sustainability initiatives are something of a 'nice to have' rather than a necessity given current the current state of awareness and of climate change risk perceptions by businesses.

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The idea of inclusive tourism development: is that the solution for Small-Island States? (Part 1 of 4): defining the concept

Mohamed Shafy Rasheed

Research Assistant, Institute for Research and Innovation, Villa College

This is the first article in a four-part series presented, that will explore the concept of inclusive tourism development and its impact on Small-Island-States. This series will present:

1. Defining the concept of inclusive tourism development.
2. Comparing the concept with other tourism and development concepts.
3. Practicality of inclusive tourism development in Small-Island-States.
4. Major challenges in achieving inclusive tourism development in island destinations.

Introduction

Poverty and wealth inequality remains one of the largest challenges to inclusive tourism in developing small island states, reflected in exclusion of community members and their agency to determine tourism development in their community. Referring to the research paper published by UNU World Institute for Development Economic Research, it is stated that global poverty could increase by half a billion people or 8 percent of the total population (Summer et al., 2020). This denotes, the gravity of poverty and wealth inequality and its impact on global communities and economies.

Income inequality is a prominent subject being addressed by world leaders on summits and conferences, but it has been on the rise for the past 3 decades (Chancel et al., 2022). To overcome this challenge, the Sustainable Development Goals developed by UN prioritizes ending the poverty line as its number one goal (United Nations, 2022a). However, this endeavour has been challenged by unforeseen events of COVID-19 leading to over an additional 119-124 million people pushed back into extreme poverty in 2020, and it is expected that the global poverty rate would increase by 7 percent by the end of 2030 (United Nations, 2022b).

Considering the plethora of strategies used by economic giants to overcome this inequality, economic growth alone is not sufficient to reduce poverty across the world. First, it is important to understand that not all people are included in the growth process and due to how an economy of a country is structured, not all are equally benefited from it either. For example, considering Maldives as one of the most popular tourist destinations, the GDP per capita reported is USD 6,924 (The World Bank Group, 2022), which in reality, does not account for the inequalities present within the society.

Today we see economic strategists straying far away from the trickle-down theory, and this establishes the need to integrate inclusive growth strategy among developing countries. It can be deduced that any economic growth which is not inclusive can have a long lasting and devastating impact on the social and political stability of a country, and a bigger threat to the sustainability of the growth experienced. This may not be experienced within a short span of time, however the derelict effects of it will be seen and experienced by the growing generations of the future.

Many of the Small Island States, such as the Maldives considers tourism as integral to their way of getting out of any economic hardship, which in turn is sought as an opportunity to further venture into growth and diversification (Puig-Cabrera & Foronda-Robles, 2019; Vítová, et al., 2019). Nonetheless it is difficult to gauge how much of an impact does tourism have on the inclusive development strategy of such destinations. These are quite new concepts and even though it is frequently used among the policy documents and among discussions about tourism initiatives, the holistic outcomes of it are not distinct among such destinations. Such outcomes are likely to happen due to misrepresentation of the concepts in tourism initiatives, disjointed alignment in pursued projects to instil the strategy in a destination, and due to the misunderstandings about the concept among the policy makers, state regulators and actors, private sector entrepreneurs, and the communities.

Conceptualizing and defining inclusive tourism

The notion of inclusive tourism has been talked on about among various scholars (Bakker & Messerli,

2017; Churilina, et al., 2021; Gillovic & McIntosh, 2020; Kadi, et al., 2019; Scheyvens & Biddulph, 2018), however it is important to point out that there is no universally accepted definition of it. The disjointed understanding of the concept therefore leads to the establishment of a poverty-growth-inequality triangle within the destinations. The relationship between poverty, growth, and inequality is affected by the variables such as income growth, distribution, and the magnitude of distribution is spread over a country.

The concept of inclusive tourism can be defined as a 'transformative model' implying that the model can be used to overcome challenges such as barriers of geographical dispersions, income inequality, stereotypes, and widening the perspectives of a society regarding the situations of minorities in a country.

To fulfil the need arising from the challenges, inclusive tourism development can be defined as tourism initiatives that are innovative and transformative which integrates marginalized groups in a society by establishing a mechanism to engage in ethical product and consumption of tourism products and services. It can be therefore, argued that the concept assists to establish a platform that collectively shares the benefits among all classes in a society. The definition therefore indicates the significance of creating a mechanism that can govern and sustain tourism initiatives by prioritizing minority groups within a society. Minority groups will be distinct from one country to another however, it can include the very poor, ethnic minorities, women and girls, differently abled people, and others who lack power and voice in a community.

Throughout the last 50 or so years, the concept of tourism has been widely critiqued by researchers for being exclusive (Scheyvens & Biddulph, 2018; Gillovic & McIntosh, 2020). It is argued that tourism is dominated by the few interests of the private sector. Scheyvens (2011) brought Maldives into the limelight by stating that the industry is mainly controlled by the industry elites within the private sector, and they have a significant amount of control how laws and policies are revised and acted upon in the country.

It can be said that the structure of tourism practices overlooks and hinders the growth of local people and resources by exploiting them, thus creating an over-dependency to tourism. Such is the case of Maldives, as the country's GDP shows the significance of tourism to its economy (Ministry of Tourism, 2019). The global pandemic showed a glimpse of how it can impact the country without tourism and the country is still bearing the losses of the 'halt' in movement, even in 2022. In a manner, this shows the need of reinventing tourism by integrating the concept of inclusive tourism in the Maldives.

Such a step is the concept of 'homestay' tourism that was recently introduced here in Maldives (Abdulla, 2022). However, establishing the initiative does not change the track of Maldives tourism growth toward inclusive tourism development. Much investment is needed to the development of raising awareness and practicality of it among island communities, showcasing that this venture is lucrative and beneficial. Within the first few hours of its announcement, the social media trended with hostile responses toward it by stating that it would incite religious degradation here in Maldives (Naseer, 2022). Criticism has been pivotal to the development of Maldives if one looks back on its history, whether it is through the political regime changes, or the social community development.

Pursuing development and growth by including the progressive development of the communities and leading them towards the goal, needs an inclusive approach to tourism development to be adopted by not only the regulatory and governing institutes, but also among tourism investors, financiers, resort developers, employees, and the communities as well. Considering that, one could wonder how in reality it can be feasible and practicable in a Small-Island-State, such as the Maldives. This will be the area of question and examination in the next article in this series.

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THE GOOD THING ABOUT SCIENCE IS THAT IT'S TRUE WHETHER OR NOT YOU BELIEVE IN IT

Neil deGrasse Tyson

FROM THE WORLD OF RESEARCH

Corruption, fairness, and inequality

Gal Ariely and Eric M. Uslaner

ABSTRACT

This study examines two prominent arguments underlying perceptions of corruption – Uslaner's "inequality trap" thesis, according to which high inequality leads to low trust and thus greater corruption *ad infinitum* – and the unfairness theory. The perception of corruption was measured across 31 countries via the 2006 Role of Government module of the International Society Survey Program (ISSP). The findings indicate that, in line with the "inequality trap" thesis, countries with higher levels of income inequality evince a higher degree of perception of corruption and, in correspondence with the unfairness thesis, that people who believe that public officials treat them fairly are less likely to perceive corruption to exist. Combining these two explanations, we employed a multilevel model to examine whether the negative correlation between fair treatment and perceptions of corruption vary in accordance with the level of country income inequality. The results indicate that the link between these variables is weaker in less equal countries than more egalitarian countries. In unequal countries, fairness does not matter quite so much for corruption perceptions.

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ދިވެހިބަސް "ހަމަވައްތަރު" -1

Thoha AbuBakur, Lecturer

Villa College

Mohamed Amir
(Fares)

ގޮތުގެ ދަރާ:

"ޚުސްރުވާނީގެ ސަރޫދު އެހުމަން އެންމެ މޮޅީ
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ޚުސްރުވާނީގެ ސަރޫދަކީ ފާރިސީންގެ މިއުޒިކެވެ. ޚުސްރުވާނީ މިނަން ނިސްބަތްކުރެވޭ ފާރިސްކަރައިގައި (މިހާރުގެ އިރާނުގައި) އޮތް ސާސާނީ ރަސްކަލުގެ ރަސްގެފާނުގެ ރަސްކަލެއްކަމުގައިވާ ޝަހަންޝާހް ޚުސްރޫ 2 ވަނަ (590މ. އިން 628މ. އަށް) އަށެވެ. މި ރަސްގެފާނަކީ ތަފާތު މިއުޒިކަން ވަރަން ލޯބިކުރެއްވި ރަސްކަލެއްކަމުގައިވުމުން ރަސްކަލުގެ ދިވާނަށް (ރަސްކަލުގެ ދަރުބާރަށް) މިއުޒިކާ ތަފާތަށް ވަރަށް ޚާއްސަކަމެއް ދިނުމަށް އެއް ތަނަކަށް. ބެލެވޭ ގޮތުގައި ޚުސްރުވާނީ މިއުޒިކާ އުފެއްދެވީ އަރަސްތޫގެ ދަރުބާރުގައި ތަފާތު މިއުޒިކާ ކުޅޭ ސަރޫދު ފެނިފައިން ހުންނަ ބާރުބަދު ކިޔާ ބޭފުޅެކެވެ.

ބުސްނުބާރުދަކީއެވެ. ފާރިސީންގެ މަޝްހޫރުވެރިކަމެއް ކަމުގައިވާ ބާރުބަދު ޗާއި ފަރަކައިގައި ބުސްނުބާރުދުގެ ވަރަކަ އައުދިއެވެ. (ބާޖާ މުޙައްމަދު ދީދީ މިފޮތުގެ ތެރޭގައާއި ފިހާރަތަކުއިވެއެވެ. ނަމަވެސް އެކޮޅު ކިޔައިދޭފައި ނަމާއި، މައްސަލާތަކުގެ ނަން 1830 ވަނަ އަހަރުގައި ޝާއިޢުކުރައިވާ އިން ގަދަރާ ކޮފިއަކުންނެވެ.) ބުސްނުބާރުދު އަކީ ޚުރާސާނުގެ މުއްސަނި ދި ސައުދީގަރަށް ކަމުގައިވާ ބޮޑުޖެހުމުގެ ފާރިސްކަރައިގެ ހަރިވައްކަށް ދަރިކަސްބޮފިނުނެވެ. ދުނިޔޭގެ މުއްސަނިދިކަމާ އެނގޭ ކަރިމަތީގައި އަގުއަހަރި އެއްޗެއް ނުނެވެ. ސަލާމަތަށް ނިޔައިފައިވުމުން ބުސްނުބާރުދުގެ މުދައް ހަދިކަރުމުން ދިޔައީ ދަރުމައަށެވެ. ޝަހުއްބަރީ ކިޔާ ސަރަޙައް ބުނުކަން އެތަނައި ޢާރާ ތިއްޔަރުކަ ބަޔާންގައި އެނގޭ ދިރިތީކަމުން ހުރިހައިކަމުން މިއުޒިކުނަށް ހާ ފުރުސަތުދެއްވީ. ދަތުރުވެރިންނަށް އެނގޭ މުހުރުސަރަޙައްގައި ހުރުމުކުރަން، މުހުނުދިރި ޢާކީކަން އެކަރަން ފޮނުވާރަން ކައިނުބައިން ފުރުސަތުދެއްވީ. ފުރުސަތުދިނުން ދަތުރަން ބާނުނުވާ ހުރުދުބަރު ހަޖީއްސުމަން ރަނގުގެ ދިނުޖަހަން ދިޔައީވެ. ވާހަކައިގައި ދާޚިލުވުން މިކަހަލަމުން ހުސްނުބާރުދުގެ ނަންފެނީ ދިނިޔޭގެ ހަލުއިބަލުން މަޝްހޫރުވެ ދިޔާ ބަޔާތަށްވެއެވެ.

އެންމެ ފުރަތަމަ ކަމަކަން ގެދުގައި ބާރުންކަރަށްވީ ފަރިމަވެސް، އަތުގަސް ޖެހުން އަހާން އެންމެ ކަމުދަސް ފާރިސް ފަތަކަމަނެވެ. ގެންފިޔާ ސިފަކަރުއްފަރިމަވެސް ދިފެހިޖާނުން ހިހޮވެސް ބާރޫ މިއުޒިކާއިވަކަން ކަމެނެވެ. އަތުގަސް ޖެހުން ރާރުވަރިވެސް މަނުދިފި އެއްޗެހި ދުރުތަ ބާރުކަރަކާރަގެ އެއްޗެއްސަނުކަމެނެވެ. ދިފި ވަޖިރުނުމަތާއި ސަފާ ފިހާނިވަރުމީކަޔަ ދުރައްޗެކިކަމަން ދިފުނު ޒުބާފުރުކަމަނެވެ. މަޖިކަރުދާއި ބާކަރުގޮތުގައި ވަގުތީ ދުމުގެ ފުނިބަށުން ގުނިބަދުނުދުކަމެނެވެ. ގެންފިޔާގެ ކަރަ ޔީފިލީކަން ފަރަކަރުމަނާ ދިފިރިބަޔާ ދިފިރިޖައުދިއާއި ދިފިރިފަނުތަ ރިވި ސިފައަށް ދިވެހިންނަށް ކަމުންގެސް އެކަތަށްތަށް ޖުވާން ޖީވުން ވަނީ ވަމުންދާތީ އެކި ކަށްބައިވުމުއްކަމަށް ފެނެއެވެ.

ގެންފިޔާ ދުން ބާރުންކަރަށްވީ ދިފެހިން އުދުނަކަމަ ބުސްނުބާރުދުގެ ބަޔާނީ ދުރުނަކަމެވެ. ބުސްނުބާރުދުގެ ޖޯރުގައި އެކަރަން ހުރިހާކަމެއް ހިފާ ފިބުމަރުވެ. މިދު ބުއިންކާއި ރަހަމިރު ކާކީކަނި ހިފާ ފިބުމަރުވެ. ކާރީނުޖެހާ ހުރިދުބަރުދު ހަމަޖެހިއްސަން ބުނިމާ ވައިސާކަށްފެސް އަކޮންފައިން މަސައްކަތް އިކުރީން ނުމަކާރި ފިބުމަރުވެ. މިކޮޅައި ގެންފިޔާ "ބުނުފިރިކަމުގެ ރަނގަ ގަބަފުއީ" ޖާއިސްފަރުން އިޝްނަކާރަކިއްސަ ފައިމީފަސް، އެފުއިދުނުކާރި، ހުނިރުފިރި، ހިފާގެ، މަސައްކަތްކުރި ބާރުކަން ފުރުގެ ރުބޫ ޖާފުނުގެކަރުއިން ކަޖެފުމުނަކަމަން ފަސަގަކަރުއްފުފަކަމަތް. އަމިއްލައާއިޖުނުކިރުކަން ހުރުމަން މަސައްކަތްކުރުން ޖާފުނުން ފަސްޖެހިފައި މިބަކަމަސްޖެ. އަކިއަހަރުއްތުފައިއިއްސަ މިފަސް މުޖުތަމަޢުގައި ކަނިނުނުކަމަ އެނގުމުފަނުނު މައްސަލަތަކެއްވެ.

(ނުނިމޭ)

ރިފަރެންސް:
ޖެންސަން ފްރާންސިސް، (1830މ.) ޑިކްޝަނަރީ އޮފް ޕާރޝިއަން އަރަބިކް. ފަރަންޖެން
މުޙައްމަދު އާމިރު އަހްމަދު، (2022މ.)، ޖާމިޢާގެ ވިސްނުން، ހަފިނިވްސް.ކޮމް

ދިވެހިން
1

Researcher Positionality: The Insider/Outsider Perspectives

Dr Fazeela Ibrahim

Research Associate, Institute for Research and Innovation, Villa College

The qualitative researcher's perspective is perhaps a paradoxical one: it is to be acutely tuned-in to the experiences and meaning systems of others—to indwell—and at the same time to be aware of how one's own biases and preconceptions may be influencing what one is trying to understand. (Maykut & Morehouse, 1994, p. 123)

What comes to mind when you think of the research process? What does your research process look like? More often than not, the external aspects of research are usually highlighted when the research process is being referred to or illustrated. You might have imagined one of these aspects in your research process – working in a lab, conducting an in-depth interview, or searching through a library database. While searching for information, and conducting fieldwork, etc., are the more well-known parts of research; internal factors influence where we search for information, how we evaluate the resources we find, and what information we produce ourselves. We often refer to these factors as our social identities, including our educational background, race, ethnicity, first language, gender, sexual orientation, geographic location, life history, lived experiences, and home environment (Jacobson & Mustafa, 2019). These identities are given meaning and are socially influenced by our societies. Hence, they affect how we interact with other people and how other people see us.

Researchers refer to interconnection between social identities, self-understanding, and relations to people as positionality. Our positionality comes with experiences and perspectives that afford us unique insights into the research process – our feelings, values, place in the research, beliefs, approaches, preconceptions, attitude, benefits, privileges, etc. These experiences and perspectives bias us in the research journey by influencing which resources we do or do not select, shaping our criteria for determining what counts as a good source, and affecting how we present or articulate our research (Flores, 2018).

Insider versus Outsider

We can never achieve complete neutrality or objectivity in qualitative research and will always carry these experiences and identities and the biases they come with (Jacobson & Mustafa, 2019). Thus, the goal of a qualitative researcher is to be aware of how and where biases are at play in our research. We can make sure we are not overlooking certain voices or making assumptions about experiences that are not our own (Pannucci, & Wilkins, 2010). Before moving on to strategies that help us remain mindful of our positionality in research, let us spend some time reflecting on the identities that make up our positionality

A vibrant debate continues around the question of whether "insiders"—researchers who share a similar background as the group they are studying—have an advantage in collecting qualitative data over "outsiders" who do not share similar backgrounds or experiences with the group under study. Over the years, this debate has shifted from analysing positionality as a binary question of insider versus outsider to a more constructivist perspective that recognises the researcher's broader range or continuum (Flores, 2018). For example, one positionality issue that often comes up in present research is what Kevin Williams (2009) called guilty knowledge. Guilty knowledge is when researchers do insider research within one's own organisation. The researcher brings all sorts of contextual understandings to the data that an outsider would not be privy to. But even those understandings will be tempered by the researcher's own views about the context. In other words, it is not what you are looking at but where you are looking from that matters.

Positionality and Reflexivity

Why would we reflect on where we come from as a researcher? Why would we reflect on the people we are engaged in with the research? Take Zaina, for example.

Zaina belongs to a middle-class family with three brothers. Growing up, she witnessed a lot of injustice. Her interests lie in reading historical fiction, volunteering at orphanages, and organising CSR (Corporate Social Responsibility) fundraisers. She works in justice reform and anti-corruption. Zaina draws on critical theories to work towards change through advocacy. And she is always looking to see whose interests are being served

in any context.

So, which of these positions will hold the most influence on her research? Some might be more in the background, depending on the specific nature of her research. Perhaps the aspects of her data collection might be affected by her position at her organisation. Giametta (2018) says that the words researchers use and where they are situated influence their sensibilities as investigators of the society. The seminal article by Haraway (1998) argues that knowledge is always situated in a specific context. So, it is not just who Zaina is that constitutes her positionality in a study, but it is also what theoretical lenses she chooses and what those lenses allow her to bring into focus.

Positionality emerges from our own assumptions and blind spots; therefore, thinking through one's positionality entails a lot of reflexivities (Jacobson & Mustafa, 2019). Since research design, data collection, and analysis are, to some extent, a product of the researcher's positionality, it is crucial that the researcher makes the influences on subjectivity as apparent as possible.

Dealing with Bias

Identifying and reflecting critically on how personal bias affects research is difficult to teach and learn (Pannucci & Wilkins, 2010). The common approaches practised by researchers vary – it can be part of the self-discovery of epistemology, an 'after the event' occurrence, reflecting on the reflections, etc. Nevertheless, planning and dealing with personal bias is a crucial part of human subject research methodology.

Bias can occur in the planning, data collection, analysis, and publication phases of research. Understanding research bias allows readers to critically and independently review the scientific literature and avoid potentially harmful decisions. Accordingly, researchers should begin reflecting on their positionality very early in their research – possibly as early as research questions design (Lay & McGuire, 2010), followed by writing it up to advise and reflect on possible effects.

"Bracketing" is a method that can be used to mitigate the potentially harmful effects of biases that may taint the research process, which means refraining from judgment or staying away from the everyday, commonplace way of seeing things (Gearing, 2004). A common approach to bracketing is maintaining a reflective journal – a technique used to describe the researcher's experiences from their own perspective, reactions to situations and reflections on the research process, and the consolidation of ideas about data collection and the study's interpretive framework (Morrow, 2005). Aspects to explore in a reflexive journal include (not limited to): the researcher's reasons for undertaking the research; assumptions regarding gender, race/ethnicity, socioeconomic status; the researcher's place in the power hierarchy of the research; the researcher's personal value system; potential role conflicts with research participants; and feelings such as blame or disengagement that may indicate presuppositions (Morrow, 2005).

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Qualitative Data Analysis – Part 2: Grounded Theory Coding process – Open, Axial and Selective Coding

Dr Aishath Nasheeda

Senior Lecturer, Faculty of Educational Studies, Villa College

The two most popular approaches to grounded theory data analysis (Creswell & Poth, 2018) are; systematic procedures proposed by Strauss and Corbin (Corbin & Strauss, 1990) and the constructivist approach by Kathy Charmaz (Charmaz, 2006).

Systematic Procedures to Coding

The systematic procedure to data analysis associated with Anselim Strauss and Juliet Corbin is known as a meticulous procedure that seeks to systematically apply specific types of codes, which leads to a development of a theory, explains a process, action or interaction on a topic (Creswell & Poth, 2018; Ormston et al., 2013). Hence, the process involves sequential stages to coding known as Open coding, Axial Coding, and Selective Coding. This process involves looking at data from different angles and comparing different pieces of data (constant comparison) from the field with the emerging categories. For Strauss and Corbin (Corbin & Strauss, 1990; Creswell & Poth, 2018) a category comprises of events, and the happenings of the data being collected in a ZigZag (from the field to the office) to saturate the categories.

Open Coding

Open Coding involves coding data for the major categories. This is an interpretive process and requires the researcher to have an open mind about what the researcher is trying to find in the data (Saldana, 2016; Williams & Moser, 2019). Therefore, determining what data to display is critical to this process. Any words, word phrases and sentence fragments of different emergent themes can be listed.

This meaning making process involves comparing the events, actions and interactions with others for similarities and differences. By doing so, the conceptual labels are attached to similar events, actions and interactions which are later grouped together to form categories and subcategories. Later these identified categories and sub categories form the basis of the theoretical ground.

Axial Coding

Axial Coding is the second stage coding. In this stage, the researcher looks for interconnection of categories to their subcategories which are tested against data – constant comparison (Corbin & Strauss, 1990). In this stage, the researcher looks for indications of further development of categories.

Selective coding is the final stage of coding. In this stage all categories are unified around a core category that provides descriptive detail. The core category represents the central phenomenon of the study. The core category emerges from and/or among categories already identified. The subcategories will assist in bridging the relationship with the core category. During this process, diagraming can be useful, as the diagram will facilitate in identifying the poorly developed categories, during the initial coding stages (for example see: Bingham & Witkowsky, 2021; Miles & Hunerman, 1994; Saldana, 2016). If the developed core category has no relationship with the sub categories or does not explain conceptual density, perhaps it is best to return to the field to collect data that will allow gaps in the theory to be filled.
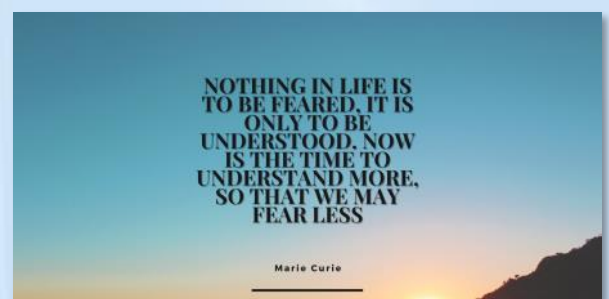
NOTHING IN LIFE IS TO BE FEARED, IT IS ONLY TO BE UNDERSTOOD. NOW IS THE TIME TO UNDERSTAND MORE, SO THAT WE MAY FEAR LESS

Marie Curie

Table 1. Coding process

Excerpts from a 21-year-old on situational self esteem	Open coding	Axial Coding	Selective coding
I didn't have any accomplishments in my life but getting good grades…yeah…but not really very good but, just ok…like when I get good grades in subjects others find it difficult and I just manage to pass in one sitting makes me feel better when compared to others. For instance, calculus, many say it is tough, but I managed to pass, whereas many of my friends failed, some very good students failed. I felt good about myself when I can get good grades than others	**I get good grades in subjects others find it difficult and I just manage to pass in one sitting makes me feel better when compared to others… good grades than others**	Getting good grades	Academic situations
While doing assignments, I don't know what the lecturer expects. I feel bad, like I don't know how to do it and my self-esteem and confidents is a bit shaken. On a positive note, for example when I give a presentation and when I know I am doing ok, I feel good about myself	**…I don't know what the lecturer expects. I feel bad, like** I don't know how to do it and **my self-esteem and confidents is a bit shaken**. …	Expectations	

Constructive Approach to Coding

Although, the ultimate goals of grounded theory data analysis are to generate a theory, framework, or a policy; unlike Strauss and Corbin (*as cited in* Given, 2008); Charmaz (2009) states that theory development results from a co-construction process between the researcher and the participant. In this approach, the emphasis is on the diverse multiple worlds, values, beliefs, feelings and assumptions of the participants. Data involving multiple realities of participants poses a challenge for interpretation. Thus, language plays a crucial part in how and what gets coded. Therefore, codes arise from meanings, perspectives and experiences of the participants. The coding process is pivotal in constructive grounded theory and takes place in four phases (Charmaz, 2006).

Phase 1- Initial coding. This is a similar process to open coding ((Corbin & Strauss, 1990). The initial coding entails that data is read closely and carefully while keeping an open mind to all possible theoretical directions indicated from data. Therefore, during this process it is important to ask what does the data suggest? Whose viewpoint is this? What theoretical category does this data indicate? Answers to potentials questions can be obtain through careful reading, word by word, line by line and incident by incident of the participants. The idea is to keep coding as close to data. The initial process allows researchers to see gaps in data at an early stage.

Phase 2 – Focused coding is intense scrutiny of the codes that emerged from data providing more meaningful interpretations. Hence, these codes are more directed, selective, and conceptual than word by word, line by line, and incident by incident of the data collected. In this phase, the researcher looks for salient categories from the initial coding process. The focused coding process requires decisions such as which initial codes will be used for analytical sense making. The sense making is complete through constant data to data, and data to codes comparison process which helps to refine the codes (Charmaz, 2006; Saldana, 2016).

Phase 3 – Axial coding. Similar to Strauss and Corbin (see Corbin & Strauss, 1990) axial coding is relating and interconnecting categories and subcategories. Asking critical questions such as when, why, how, what can help the researcher describe the subjective realities, world views, beliefs, and values of the participants.

All in all, the approaches employ the similar data collection process such as interviews, documents, artifacts, etc. What stands out in each process is the emphasis and the extensive steps in involved in the approaches. The general reporting structure is similar across both approaches (systematic procedure and constructive approach) by describing the process of the intended theory. Hence a model can be helpful in displaying the conceptualized theory followed by a

description of the theory with regard to literature from previous studies.

Helpful Articles with Examples. Click links below

1. The Art of Coding and Thematic Exploration in Qualitative Research
2. Open Coding
3. Chapter 17: Qualitative Data Analysis

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FROM THE WORLD OF RESEARCH

Security, Islam, and Indonesia: An Anthropological Analysis of Indonesia's National Counterterrorism Agency

Aria Nakissa

ABSTRACT

This article provides an anthropological analysis of counterterrorism in Indonesia. In doing so, it draws on several complementary ideas which have shaped anthropo-logical scholarship on security, addressing 'states of exception', 'securitization', 'governmentality', and 'human security'. The article develops its analysis through the first ethnographic study of Indonesia's national counterterrorism agency. Data comes from special access to the agency's facilities and events as well as interviews with agency personnel and ex-terrorists. The article also argues that post-9/11 security agencies frequently embrace a distinctive 'Muslim security strategy' built upon several contestable assumptions. Hence, it is assumed that Islam poses extraordinary threats to physical safety, human rights, and national identity. These threats justify suspending ordinary laws, making enormous investments in security measures, and extending such measures across the globe. It is also assumed that measures to prevent threats should focus on combating radical Islamic ideas, especially in educational institutions and on the Internet.

SCAN ME

A Multi-modal Approach to Teacher Professional Development in Low-Resource Settings: An IDRC Project Overview on Aims, Objectives, Research Activities and Expected Outcomes

Villa College Research Team, International Development Research Centre Project
Villa College

Project Background

Professional development of teachers is an area that requires significant attention in South Asian region, especially in low resource settings. Hence, this project was initiated to identify and act on the urgent need to address these gaps in the professional development of Teacher Educators (TEs) and teachers in Afghanistan, Maldives, and Nepal, particularly in response to the requirements of the evolving educational reforms in these countries. The use of distance learning technologies, action research, and professional communities of practice remain largely untapped opportunities for Teacher Professional Development (TPD) in these countries.

This project is funded by Canada's International Development Research Centre (IDRC) and aims to improve policy practice, further research in distance TPD in South Asian countries. Villa College of Maldives is the leading institute for this project in Maldives, working in collaboration with the Tata Institute of Social Sciences (TISS) of India and the Swedish Community of Afghanistan (SCA).

Problem Statements from Consortiums

Despite belonging to the same regional grouping, Afghanistan, Maldives, and Nepal have considerable differences in the issues relating to TPD.

Maldives

The Maldives, a dispersed island nation, joined the Global Partnership for Education in 2019 with the aim of improving quality of teaching, curriculum development, and education infrastructure. The country struggles with teacher shortages (Shibana, 2017) and faces a high turnover rate among teachers (Ministry of Education (MoE), 2019) resulting in hiring of foreign teachers from neighboring countries. Efforts are being made by the government to provide better professional development opportunities for teachers to improve teacher practices since there exist many teachers who have insufficient content and pedagogical knowledge and skills to meet the curriculum requirements and individual learning needs of the children (MoE, 2019). Additionally, there is a severe shortage of qualified teachers in geographically isolated islands with tiny populations (MoE, 2019). Due to the uneven demographic dispersion and teacher distribution, equity in the education system is another area that needs to be addressed.

To overcome skills shortage, Google classroom trainings were conducted for teachers to reduce inequity by using digital teaching and learning facilities (United Nations International Children's Emergency Fund (UNICEF), 2021). Additionally, Information, Communication & Technologies (ICT) training done prior to the pandemic, facilitated the effective implementation of online classes. The new competency-based curriculum mismatches with the aspects of the Maldives education system, but teachers struggle to comprehend the curriculum enough to implement it (Network for International Policies and Cooperation in Education and Training (NORRAG) & IDRC, 2020).

Afghanistan

Afghanistan suffers from high levels of poverty that influence other aspects of human welfare, particularly access to education and other services that create inequalities in human capital development (World Bank, 2015). One of the major challenges to education in Afghanistan is the shortage of skilled teachers. While 14.1 percent of government expenditure is allocated to education, only 1 percent is spent on teacher training (Ministry of Education (Afghanistan), et al., 2018). Afghanistan struggles with an inadequate number of female teachers and significant gender gaps in enrollment (United Nations

Educational, Scientific and Cultural Organization (UNESCO), 2017). Hence, the country faces numerous challenges in providing inclusive quality education.

Nepal

Nepal is diverse with respect to topography, climate, and religion with disparities in access to education and learning outcomes among gender, especially girls, and vulnerable children in geographic locations (National Institute for Research and Training (NIRT), 2016). One of the alarming issues Nepal faces is that 50 percent of students fail to pass in Science, Mathematics, and English, which impacts their human capital development (NIRT, 2016). There are two major challenges to Nepal's teacher development mechanism: 1) failing to effectively utilize the available provisions and 2) ensuring 21st-century teaching and learning is incorporated in their teacher development programs (Asian Development Bank (ADB), 2017).

Project Aims and Objectives

The project aims to influence the policy, practice, and further research in distance TPD through action research and communities of practice. The specific objectives of the Project are as follows:

- Generate knowledge about the enablers for an integrative distance TPD model in low resource settings; Maldives, Afghanistan, and Nepal.

- Enhance the capacity of TEs and teachers by developing their leadership skills and knowledge in the constructive use of new media and technology to enhance their practices.

- To mobilize the support of and share insights with relevant stakeholders on adapting, adopting, and sustainability of pedagogically rich TPD approaches.

Guiding Research Questions of the Project

The research questions will pave the way to delve deeper and progress towards the core intended outcomes of the initiative. They are as follows:

1. What are the levers for and barriers to delivering pedagogically rich distance TPD experiences at scale?

2. How can media and technology be used to enhance and develop leadership skills in TEs and teachers?

3. How can TEs and teachers take ownership of adapting and adopting the proposed innovation along with the support of relevant stakeholders in the education system?

Proposed Project Activities

The project plans to implement two innovative approaches to TPD, specifically designed in and for under-resourced and developing communities. The use of diverse technologies and various TPD modalities integrated with action research and social learning are some of the elements of the two approaches developed by TISS and collaborated with partnered countries (Afghanistan, Maldives, and Nepal) to adapt them to their respective national contexts. Furthermore, along with other elements, learning communities will be formed simultaneously with communities of practices, among professionals through mobile-based chat groups.

The main activities of the project are described as follows:

1. A Landscape mapping study will be organized in two stages. The first stage is to conduct in-depth interviews with key informants in each country, including policymakers, TEs, and teachers. The second stage is conducting an extensive secondary literature review on TPD.

2. A study of change in attitude, beliefs, perceptions, and skills of TEs. This study will conduct pre and post-tests to understand development in content, pedagogy, inclusion, and distance education.

3. Teacher education training course for research fellows. As part of their coursework, they will be expected to record and analyze interventions with approximately 6-10 school teachers assigned to them.

4. A compendium of case studies/action research reports will be prepared based on the coursework of research fellows mentioned in the previous activity.

5. A guideline document will be developed that consists of perspectives for policy and practice of distance TPD in the South Asia region.

Expected Outcomes

Based on the analyses of comparative data, this study will generate knowledge relevant for improving the quality of Distance Teaching and Learning (DTL) in developing country contexts. Training for teacher educators and teachers will enhance TEs' competency and skills as they will get an opportunity to engage in hands-on practices and knowledge sharing with teachers. This is in addition to the coursework on a meaningful integration of new media and technology for DTL, action research, design thinking, mentoring, and leadership. It will also foster the 21st-century skills of critical thinking, problem-solving, collaboration, and digital literacy in learners, thereby, making space for iteration and dynamism in the TE's and teachers' practice.

The case studies and action research reports will provide emerging insights and a deeper understanding of the reflections of the fellows based on the training program and peer interactions. Also, it gives an opportunity for TEs to get authorship and showcase their work as a knowledge product. Lastly, the guideline document will supply a conscious observation and recommendations for governments and other stakeholders tasked and involved in distance teaching and learning.

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" THE SECRET OF YOUR FUTURE IS HIDDEN IN YOUR DAILY ROUTINE. "

Want to submit an article to VC Research Digest?

We wish to publish at least one issue of VC Research Digest every two months. Hence, we invite all academics and students of Villa College to submit their papers/articles as soon as they are ready. There are no submission deadlines. We will review the submissions in the order they are received.

All submissions will be received through an online platform, as below.

Submissions to the VC Research Digest should meet the following guidelines:

- Be between 700-850 words in length

- If a completed research project, it must at minimum include:

    ⇒ Research title
    ⇒ Research background and problem statement (including lit. review)
    ⇒ Aims and Objectives
    ⇒ Research question/hypothesis
    ⇒ Methodology
    ⇒ Findings
    ⇒ Conclusions

- If an ongoing research project, it must at minimum include:

    ⇒ Research title
    ⇒ Research background and problem statement (including lit. review)
    ⇒ Aims and Objectives
    ⇒ Research question/hypothesis
    ⇒ Methodology
    ⇒ Expected findings and implications

- Articles on research methods should focus on any one (or few) aspects of high quality research and provide in-depth and practical insights

- Contributors can also forward links or details of significant research articles published in refereed journals to be included in the Research Mesh section.

- Submissions can be in either English or Dhivehi.

Submit your papers/ articles by going to this link.

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Or by scanning this QR code
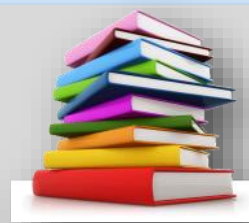
FROM THE WORLD OF RESEARCH

What Are Human Rights? Four Schools of Thought

Marie-Bénédicte Dembour

ABSTRACT

A close reading of academic literature reveals that we do not all conceive of human rights in the same way. This contributon proposes that "natural scholars" conceive of human rights as *given*; "deliberative scholars" as *agreed upon*; "protest scholars" as *fought for*, and "discourse scholars" as *talked about*. The position of each of these four schools on the foundation, universality, possible realization, and legal embodiment of human rights is reviewed, as well as is the schools' faith, or lack thereof, in human rights. Quitatons from academic texts illustrate how the four school model cuts across the academic disciplines with examples drawn from philosophy, politics, law, and anthropology.

Dembour, M.B., 2010. What are human rights-four schools of thought. Hum. Rts. Q., 32, p.1.

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