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A Woman's Tragedy in a Revolution: Love and Marriage in *The Epic of a Woman*

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Abstract

This paper examines Chinese women's love and marriage during a political and cultural revolution, and the impact on women's livelihood. This paper discusses how changing in political ideology and culture is affecting love and marriage for a female figure. The paper takes the respect, responsibility, care knowledge (RRCK) model of love to exam the female's one-sided love from a lens of Fromm's theory of the four elements of true love to shed the light on the dysfunctional relationships among in China that results in gender violence and as demonstrated in the novel *The Epic of a Woman*. This paper sets forth options for love and marriage in the mid-20th century Chinese literary and to re-examine gender violence against women. *The Epic of a Woman* (Yige nüren de shishi), by Chinese American woman writer Yan Geling (b. 1958), narrates the experiences of female protagonist Tian Sufei and her relentless pursuit of love throughout her life. The female protagonist in this novel is a reflection of Yan Geling's mother's personal experiences. Yan's mother was a popular dancer in an art troupe in the revolutionary army when she was young. The novel is set in the period from the 1940s to the 1970s, with her husband being sent to a labor camp during the Cultural Revolution.

Keywords: one sided-love, female fragmentation, oppression, sexuality

1. Introduction

1.1 Research Question

Women's love and marriage in their life make decisions about their wellbeing and personal lives. This paper reformulates the RRCK model to offer a definition of love that can encourage healthy growth without the narcissistic overtones of self-esteem, which psychology can fall into, or a mechanical set of doctrines and ideologies into which the majorities can fall. In this paper, the nature of love is considered from psychological and literature sources. The nuances of love are explored in relationship to marriage and revolutions applied to examine the female hero's personal growth and love stories. Women's love and marriage experiences establish an important foundation and interrelation for women's occupational trajectories and persona development. Thus, the paper examines fragmented self-image at work and at home. Through analyzing the case study, results further psychological insight into women's dysfunctional relationships settings outcomes in the RRCK model. This paper provide understanding to broadly inform future research in organizational and societal interventions focused on helping women thrive at work and home.

This setting leads to central questions of this paper: how did the national political ideology and local culture affect the female protagonist's—a teenage girl's—daily livelihood and long-term life choices? Does love and marriage still play a central role for the female protagonist?

1.2 Model of Love and Marriage

Love has been widely discussed and re-defined in many different approaches. Love and relationships for a female partner have been studied both quantitatively and qualitatively, often by breaking the complex issue into components that are measurable and describable. Thoman and Zelin (2020) examined behaviors at work and home among 182 employed, heterosexual, young adult women in the US. Their quantitative analyses show unique configurations of agentic and communal behaviors among women with implications for the women's job performance and the level of her romantic relationship satisfaction. *The Art of Loving* by Fromm argues there are four basic elements for true love: respect, responsibility, care, and knowledge, abbreviated as the RRCK model

of love elements. Each element is difficult to define and can differ markedly depending on the circumstances of the people involved. This book describes love as a skill that can be taught and developed, rejecting the idea of love as a mysterious and magical sensation. Fromm presents love as a permanent state of being, rather than the short-lived experience of "falling in love" or being unempowered in the face of infatuation. The belief is that a couple should be a good team, both functionally and sexually, with each having a common aim to work towards. Zhi Dan's 之丹 article, "Love, Equality and Agreement", discusses the importance of respect and understanding to love that "respect in love means the knowledge and understanding of the personality of the loved one." Based on this mutual respect and understanding, both parties can share their joy, interest, humor, sorrow, and knowledge, so that the vitality of both parties—that is, their sense of life—can be refined and sublimated in this emotional exchange. By contrast, Amy Burge argues that romantic love and sexualization are mutually dependent in a modern context and examines our current cultural sexualization crisis as part of a longer pattern of gender normativity and inequality. William R. Clough (2006) in the article *To be Loved and to Love* examines the various nuances of love that are explored with attachment theory, altruism, therapeutic schools, and some Biblical perspectives.

Marriage considered as a compulsory to Chinese women through generations till today's society; however, several research clearly demonstrate a positive relation between women's love, marriage and gender violence as followed. Scholarly literature offers a variety of perspectives on female marital quality, inequality, toxic relationships, and the culture of marriage. Wilcox and Nock (2006) discover that how men's marital emotions work is an important determinant of marital quality for women. Patricia Buckley Ebrey (1947-) examines the relationship between marriage and these social, political, and economic inequalities. Tierney and Fox (2011) investigate women's chance of enduring domestic violence; parallels become clear when analyzing women who are trapped in a toxic relationship. Cao and Lin (2019) address the relationship of neoliberal ideology to cultural values of parenting and masculinity. Young fathers' aspirations for their children's upbringing are simultaneously influenced by reading through the lens of 'yang' (raise/feed, 养) and 'jiao' (educate/cultivate, 教). Yeung and Hu (2016) point out in their article that patterns and determinants of marriage values cross different birth cohorts of men and women. Analysis reveals that across birth cohorts, there is an increase in acceptance of premarital sex and cohabitation, but little change in attitudes toward out-of-wedlock childbearing and singlehood, and, surprisingly, there is a decline in approval of divorce. Wang and Zhou (2017) point out that for generations born during the 1940s–1960s, Chinese culture dictated that marriage was a must-do. All individuals reaching adulthood were expected to get married and would otherwise face heavy social pressure from families and workplaces. Thus, choosing a partner became an important social, economic, and political issue. The literature reviews in this subsection lay a foundation for this paper.

1.3 Historical Content

Yan Geling's historical setting for *The Epic of a Woman* spans forty years from the 1940s to the 1970s, a time of great social and political turmoil resulting in the deaths of millions of people in China. The tragic tales of intellectuals' lives during this turbulent history of China have been well documented. However, very little has been written about the tragedy of ordinary individuals and their sorrowful lives. This paper discusses the female protagonist's humble story during that chaotic period in China, and in particular the teenage girl's life story as set forth in Yan Geling's fictional world.

Related studies on Yan Geling's novel on *Flowers of War* describing female youth's image during the Sino-Japan war has been done by Li, K (2021), and Yan Geling's novel on *Female Grassland and Celestial Bath* describing female sent-down youth in the waning years of the Cultural Revolution has been done by Li, K (2022). A series of revolutions shaped the fate of ordinary Chinese people between 1940 and 1970. These revolutions were launched in rapid succession after the Chinese Communist Party took power in 1949. All manner of political movements were introduced by their leader, Mao Zedong, over the following 30 years, including the "Land Reform Movement" 土地改革 (1950-1953)¹, "Anti-Rightist Campaign" 反右运动 (1957-1959)², "Great Leap Forward" 大跃进 (1958-1962)³, "Up to the Mountains and Down to the Countryside Movement" 上山下乡运动 (1950-1978)⁴, and the "Cultural Revolution" 文化大革命 (1966-1976)⁵.

Following the liberation and the unification of China in 1949, the central government of the People's Republic of China published a Land Reform Law on June 30, 1950. The law abrogated ownership of large farming lands by landlords and wealthy farmers, introducing peasant land ownership. The Three-anti Campaign (1951) and Five-anti Campaign (1952) (三反五反) were reform movements issued by Mao Zedong after the founding of the People's Republic of China to get rid of corruptions and enemies of the state. The result turned into a series of campaigns that consolidated Mao's power by weakening corrupt political opponents and wealthy capitalists. These campaigns negatively impacted the economy of big cities such as Beijing, Shanghai, Tianjin, and

Chongqing. Those campaigns forced many businessmen to lose their assets, and some even committed suicide (Chen, 1953). The Great Leap Forward 大跃进 (1958–1962)⁶ was a nationwide craze for catching up with the West in terms of the production of iron and steel that eventually led to large-scale starvation. A popular slogan of the movement was "metal donation is patriotic". However, metal donation became a compulsory requirement, and citizens would be regarded as 'traitors' if they don't donate.

The ambition of "total domination by the Communist Party" under authoritarian rule demanded absolute individual loyalty to the nation. These constant political movements featured intellectuals as a prominent target, aiming to discipline and punish those who were politically and socially non-conformist, anti-revolutionary, and dissident. Absolute loyalty to the nation was the mantra for individuals. However, this short period of socialism has not been sufficient to change many attitudes and customs given the preceding two thousand years of Confucianism. Chinese women's liberation is difficult and complex. Many tragedies against womanhood arose throughout a series of revolutions.

This paper examines Chinese women's love and marriage during a political and cultural revolution, and the impact on women's livelihood. This paper discusses how changing in political ideology and culture is affecting love and marriage for a female figure.

2. Love And Marriage Pressure During Chinese Revolution:

2.1 A Girl's Revolutionary Army Journey

The Synopsis of *The Epic of Woman: The Epic of a Woman* (Yige nüren de shishi 一个女人的史诗)⁷ describes the female protagonist Tian Sufei's 田苏菲 relentless pursuit of love throughout her life. Tian Sufei (see Figure 1) is a 16-year-old girl from a small town who joins the *Eighth Route Army* 八路军⁸ and becomes an actress in an army performance troupe during the 1940s. She falls in love with a male intellectual and later marries him after her accidental pregnancy in the 1950s. Despite this marriage, she struggles to win her husband's love for the rest of her life during decades of political ups and downs.



Figure 1. The innocent Tian Sufei joining the revolutionary army in *The Epic of a Woman* The innocent female protagonist joining the revolutionary army (episode 2 in the TV series)

The Epic of a Woman narrates Sufei departing from her small town, joining the revolutionary army, and finding her favorite career. This story *The Epic of a Woman* starts in the year 1947, introducing its female protagonist, Tian Sufei, as an ordinary 16-year-old girl who lives in a small town (see Figure 2). Sufei is later convinced by her ambitious childhood friend to join her in leaving their hometown to enlist in the Eighth Route Army. Thus, at the age of 17, the heroine Sufei has no idea about her life but blindly joins the revolution, because she is considered a failure in her small town by missing her sweater and other valuable items. Sufei, an ordinary girl, blindly joined the revolution from peer pressure. This revolution journal of Sufei leads her to new experiences and growth.

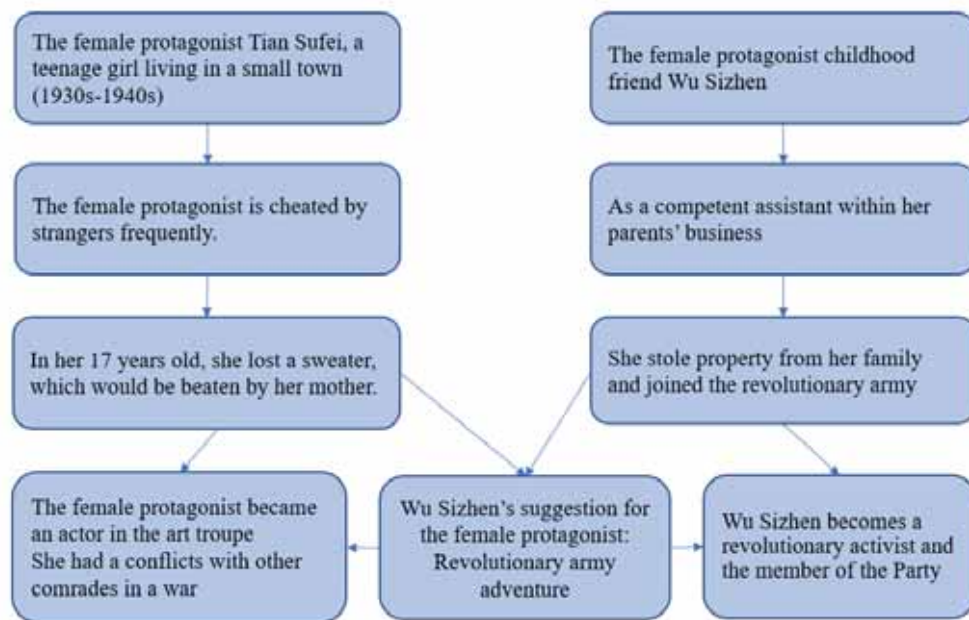


Figure 2. The Plotlines in The Female Protagonist Sufei’s Narration (1930s-1940s)

2.2 One Sided Love from the Heroine’s Pursuer

The novel describes that the female protagonist has an idealist suitor, Du Han 都汉, who would like to advocate for socialist patriotism. Du Han is a desirable marriage partner socially, culturally and politically. His brand of socialist’s patriotism promotes men and women to marry with a shared mindset of sacrificing for the political revolution. This mindset is supported by Zhao Suisheng 趙穗生 (a Chinese novel writer of this era), who points out that individuals should subordinate their love to the interest of the state, the socialist system, and the future of the communist cause.⁹ Du Han is a brigade commander who later is promoted as a deputy commander governing the local army. A marriage with an official leader like Du Han is an honor and leads to political accolades for his contribution to the revolution. The leaders from the Art Troupe inform Sufei that Du Han's proposal is great news for her. Considering the power and personal prestige that comes with such a match, Sufei’s potential marriage to Du Han would be a source of envy and jealousy among her female comrades. Wu Shanzhen says to Sufei (Yan, 2010; my translation): “You are going to become the wife of the official leader. Your elevated social position is beyond my reach.”¹⁰ The mother of Sufei supports Du Han because he helps solve her practical problems. Du Han imagines himself as her future husband, looking after Sufei and her mother. Sufei’s mother recommends Du Han’s proposal: “A clever woman will always find a good man for herself when she is young. How lucky you are! The good man has found you.”¹¹ As Zhi Dan states: “find a rich man so that a woman can avoid working hard” (1996).¹² Sufei is initially tempted to compromise and satisfy her mother's wish for her to marry Du Han, especially considering her mother’s painstaking struggle to raise her alone for so many years. Sufei’s mother and her colleagues place great stock in Du Han’s financial and social status.

Also, by using the RRCK model of love elements—respect, responsibility, care, and knowledge¹³— we can see the heroine’s pursuer Du Han loves the heroine. He respects Sufei’s career and wants to take responsibility and care for Sufei. Du Han loves Sufei’s drama performance: “I have watched operas for so many years. Never have I seen a person who is as energetic as you. Your performance is very relaxing for me.”¹⁴ Du Han also comments that: “another attractive quality of Sufei is that she always stays true to herself.”¹⁵ This is how Du Han admire the heroine during Chinese revolution. According to the stimulus-value-role theory proposed by Murstein Bernard (1929-) (1970¹⁶,1976¹⁷) in the stimulus stage, potential mates first evaluate attractiveness by perceiving each other’s external attributes such as beauty and behaviors (Murstein, 1970, 1976). Du Han thinks Sufei is “his dream girl, with white skin, bright eyes and graceful eyebrows...” Therefore, despite Communists' rhetoric during the revolution to the effect that political awareness was the most important characteristic in forming personal relationships, women's social standing and marriage prospects were still dependent on their appearance. (Ip, 2003).¹⁸ Du Han considered the heroine as his idealized women because he appreciates Sufei’s personality, appearance, and performance. Therefore, it is common to consider having partner as Du Han would guarantee a

good life during the revolution.

2.3 The Heroine's Love and Marriage

This subsection discusses national political ideology and local culture do not dominate Sufei's love and marriage option after joining to a revolution army.

1) Oppression from One-sided Love: Tian Sufei

Sex is still sensitive and negative in Chinese modern context where sex can be toxic to loose a job and reputation. Women's sex freedom is limited during Chinese revolution Sufei and Ouyang worked together and had a sexual relationship without using contraceptives. Sufei ends up getting pregnant. Sex outside marriage was illegal and classified as "hooliganism" until 1997, according to sociologist and sexologist Li Yinhe (1991)¹⁹. Sufei is punished by the authorities because of her pregnancy which later leads to Ouyang and Sufei losing their careers within the local army.

The female protagonist during the Cultural Revolution, chooses to disobey mainstream popular ideology and to support her husband.²⁰ Stephanie Tierney's theory investigates women's work and how women can elevate satisfaction with their romantic relationships (2011). Here we can see Sufei's work experience and how it bears on her romantic life.

The novel described Sufei's husband Ouyang 欧阳庾 is persecuted during the Cultural Revolution, where intellectuals are denounced as the "stinking ninth category"²¹, and were either purged or had their work heavily edited for political "purity". Ouyang Yu is politically criticized and sent to remote labor camps for "reform through labor". When Ouyang is punished and sent to remote labor camps, the heroine could give up her work to challenge political authority and bravely rescues her husband. Together she and her husband go through many political ups and downs in the period from the 1940s to the 1970s, during the Cultural Revolution, and struggle under harsh labor reform camps whose aim was to purge his capitalistic tendencies.

Tian Sufei's choice, her unconditional love, and her care for her intellectual husband, obviously flies in the face of the Party's attitude toward intellectuals. It shows her courage and strength, however it worth nothing to be laudable from a feminist perspective As Ni Yan, a Chinese critic, points out, Sufei's love is crazy because she doesn't worry about her own life, her destiny, or herself (2009).²²

In *The Epic of a Woman*, although Sufei indeed wins the opportunity to work in the public sphere at the Art Troupe and thereby gains fame, her only goal in life is to look after and cook food for Ouyang Yu during these difficult years. Wilcox and Nock (2006) point out that housework is considered a feminine task, which masks an inequality in the division of household labor. The feminine task of domestic housework is unfairly burdensome to women.²³ In addition to her career, domestic duties are ever present, as Ouyang Yu's wife, Tian Sufei is demoted to a boiler office from the local drama troupe because she refuses to denounce him, becoming the only breadwinner for their family. Sufei's burdens further increase when she is forced to enter traditionally male occupations, earning a low salary and inflicting physical hardship on herself for almost ten years.

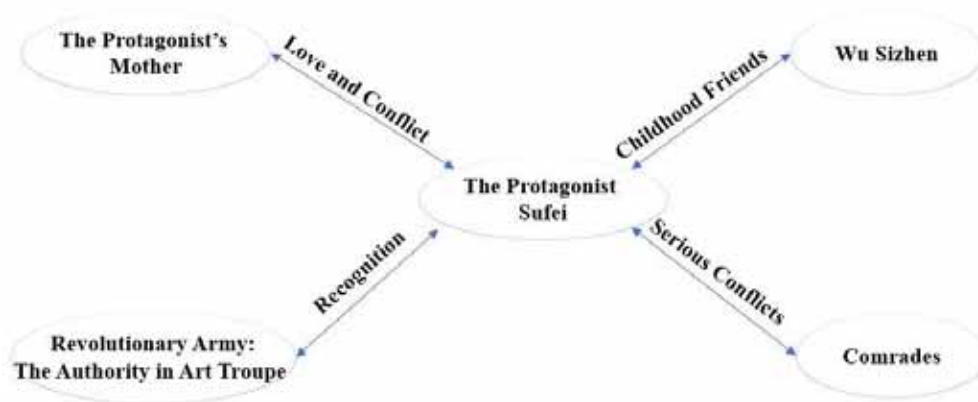


Figure 3. The Female Protagonist Relationship in *The Epic of a Woman*

From this point, both the political revolution and her marriage victimize Sufei during the revolution. A woman has to encounter with both requirements: on one hand, women is forced to work outside; on other hand, the

exploitation of love and marriage has not been established.

It also describes how the exploitation of marriage lead to an obstacle of advancing her career late in life. However, Ouyang Yu, on the other hand, becomes more successful as his career progresses with age.

Using the RRCK model, we can see that Ouyang doesn't respect nor take responsibility for Sufei and her suffering. He is unable to support the family. However, From Sufei's side, by contrast, she respects and takes responsibility for the care of Ouyang, but she lacks the intellectual capabilities that Ouyang desires. Ouyang does have the intellectual knowledge that Sufei deeply respect. As a result, the relationship between Sufei and Ouyang becomes a one-sided love relationship through the RRCK analysis.

In summary, despite attempts to liberate women, the series of political movements in modern China not only failed to provide adequate protection for women like Sufei but increased their oppression and responsibility through what an RRCK analysis reveals to be a one-sided love.

2) To Love in the Revolution

This section examines her gender violence she experiences. Although she challenges the control of authorities, including her mother and local communist leaders, her love neither grants liberation nor equality through describing her love and marriage. The female protagonist's romantic journey: how she finds someone whom she loves, before pregnant and later marrying her lover. In her marriage, she is willingly oppressed by an irresponsible husband.

The novel is set during the 1950s, when a new marriage law in China had banned polygamy and arranged marriages, purporting to promote women's equality and freedom of choice in spouse selection. Sufei has the right to select her own choice of spouse, but the question then becomes: what is her standard for selecting the spouse of her choice?

Sufei's quest for love by marrying Ouyang, and giving up an idealized communist suitor Du Han, breaks from the traditional formula of revolution and love. Sufei has no political motive; therefore, she prioritizes her love towards Ouyang Yu based on personal instincts. Despite the financial and political advantages of Du Han, Sufei marries Ouyang for sheer affection. In the end, pressure from her mother and the Party is not enough to dissuade Sufei from pursuing her idealized image of a good-looking and well-educated man reflected in Ouyang Yu, who comes from an aristocratic and metropolitan family background in Shanghai because Du Han is much older than her, with a 20-year age gap, and he is not intellectually adroit. This significant difference between Sufei and Ouyang brings a significant gap in the balance of this love and relationship, this forms an imbalanced one-sided love as discussed in the RRCK model of love.

The novel describes that Sufei's heart is captured by Ouyang Yu at first sight, particularly by his attractive appearance and native intelligence. The heroine's idealized version of a husband is very different from the popular perception of that era in terms of how a husband was to be chosen.

Love and marriage have intertwined to a revolutionary woman in the revolution. Although the pressure from the society, Sufei bravely pursues her choice of partner. However, her love and marriage are ultimately one-sided under the RRCK model of love elements. This subsection exams her love and the gender violence during her marriage.

She becomes infatuated with Ouyang after just their first encounter and immediately wants to marry him. She not only proposes to Ouyang straightforwardly by putting a slip of paper in a book with the message: "I want to marry you", she risks pregnancy and shame to be close to him. Due to the cultural pressure to get married for the sake of their unborn child, Ouyang submits to marriage. Yeung and Hu (2016) observe that due to the higher social costs of engaging in premarital sex, women are more conservative or traditional with regard to premarital sex and cohabitation. The female protagonist still wants to marry Ouyang Yu, although she knows that Ouyang Yu does not love her. However, Sufei willing to be oppressed for one-sided love and unequal marriage.

A well-educated man is also restrained by a woman's pregnancy. Ouyang Yu marries Sufei because of her pregnancy although he is in love with another woman. Having children outside wedlock was regarded as heinous and made it difficult for an unmarried pregnant woman to get married. Qualitative interviews in 2009 with adults aged 18 to 39 in the Chinese cities of Zhejiang 浙江, Guizhou 贵州, and Yunnan 云南 suggest that young Chinese describe premarital sex negatively as "shameful," "immoral," or "not good". (Zheng, 2011) pregnancy ruins the female protagonist's reputation, however the female protagonist views her pregnancy as her opportunity to marry Ouyang Yu.

Ouyang comes from a bourgeois class whereas Sufei is from a working-class background. He looks down on her

and has no respect for her career. Unlike Du Han (her other suitor), who admires the female protagonist, and says “Tian Sufei is a famous performer, having performed almost every role and thus making her No. 1 in the number of appearances on stage”. In the early 1940s, when Deng Yingchao 邓颖超 (1904-1992) discussed romantic love, she presented compatibility between two adults in age, ideology, and personality as the basic criteria for spouse choice. Ouyang never watches Sufei’s performances even though she asks him to come. Ouyang tells Sufei: “You overreact on the stage, and you can try to be more reserved”, considering her exaggerated performance to be boorish and uncultured. Ouyang’s educational background is used as a tool to suppress Sufei.

Wilcox and Nock (2006) argue that in marriages, women should feel like they have the power to speak their minds and men should feel a greater responsibility to shoulder their share of the emotional work associated with marriage. The novel narrates that Ouyang refuses to acknowledge Sufei’s intellectual growth and does not engage in any intellectual conversations with her. Intellectual incompatibility oppresses her. However, even while Sufei works difficult jobs to ensure her family survives through difficult times, she is regarded by Ouyang Yu as “stupid” because she fails to live up to the ideals of free love, gender equality, and female independence.

Moreover, Ouyang Yu has numerous romantic affairs, both before and after marrying Sufei. His marriage does not cause him to be a loyal husband. The novel narrates that although Ouyang’s good looks and literary talent are attractive to numerous women, none of them wish to marry him because as discussed earlier, he is not an idealized marriage partner. The heroine is the only one who wants to marry him.

However, Ouyang Yu has no hesitation in betraying Sufei through these affairs. Therefore, Sufei is insecure about their relationship and remarks: “You also love her and other women, don't you?” The pain of the heroine result from their different attitude between love and marriage. The novel narrates that Ouyang Yu retains his loneliness and sexual desire toward every woman. As Zhi Dan indicates, one can “reduce human love to the satisfaction of material and sexual desires. Under those desires, a human being’s dignity degrades to the level of animal desires.”(1996)

Ouyang and his family later become a financial burden to Tian Sufei because of their unrealistic lifestyle. Although as intellectuals they were not officially in a separate social class, they usually regarded themselves somewhere within the bourgeoisie according to Suzanne Pepper (1939-) (2000).

Sufei’s husband’s concern about the politics does not take domestic issue into account. the heroine’s husband is depicted in the novel as an oppressor against the heroine’s gender equality. Ouyang Yu’s extreme hypocrisy is highlighted by his sustained concern for politics and the state of society contrasted against his distance from reality in his personal life. When he suffers isolation and persecution under Mao Zedong’s political movements, he desperately says to Sufei: “How many people have starved to death?”

Rather than mutual equality and mutual independence, the female protagonist regularly engages in her one-sided love and sacrifice under the RRCK model. During the Cultural Revolution, Sufei commits to her love of Ouyang regardless of the political pressure and financial consequences she may suffer. The novel narrates that Ouyang Yu is persecuted due to his newly tarnished status as a scholar. The leaders of the Art Troupe order Sufei to report Ouyang Yu for his anti-revolutionary behaviors, and her childhood friend (Wu Shanzhen) urges Sufei to distance herself from Ouyang. Tian Sufei not only refuses to abandon Ouyang Yu because of his lowered social status and the resulting adverse effects on her work and life, but secretly rejoiced that she could possess such a man as Ouyang Yu by herself. She says to her daughter, “Your father has been punished and made to work in the countryside. Now, he has a low social status, and no woman will love him except me. Then, we can move to a quiet village, and live a life.” All this shows Sufei’s one-sided love for Ouyang despite the danger to her and her family that such a love could bring. Love becomes an addict without boundaries with Ouyang Yu during her entire married life. This kind of life is referred to as ‘limerence’, a term coined by psychologist Dorothy Tennov (1928-2007) in her 1979 book *Love and Limerence: The experience of being in love*. (1998) “Limerence is considered a cognitive and emotional state of being emotionally attached to or even obsessed with another person and is typically experienced involuntarily and characterized by a strong desire for reciprocation of one's feelings a near-obsessive form of romantic love.” (De Munck Victor C. 1998) Sufei requests Ouyang’s love, however, she cannot receive it from him due to his dysfunctionality.

She comes to place greater importance on Ouyang Yu’s state of mind than upon her own suffering. Sufei immerses herself in pitying Ouyang; her compassion for his desperation and worries leads her to become not only submissive in their marriage, but also self-sacrificing in the extreme. The inequality between Sufei and Ouyang only grows, until Sufei completely lives her life through her husband. After the Cultural Revolution, Sufei’s husband becomes popular again and he starts to develop a romance with Sun Baihe, who is scholarly and fits his ideals of a woman.

The Epic of a Woman shows one-sided marriage relationship between Sufei and Ouyang Yu can be examined the backdrop of Zhi Dan's article, "Love, Equality and Agreement", which love can also be regarded as the unilateral satisfaction of one's desires, with the other party reduced to a tool of desire and satisfaction. In this case, both parties are driven by loneliness and sexual desire and can easily fall in love, but this kind of love in the end comes and goes, and people are always swinging between emptiness and boredom. (1996) Over time, love makes Sufei has lose her self-concept to the point that she believes she is her husband's inferior in every respect. She views Ouyang Yu as her idealized reflection, blindly staying in love with him and sacrificing for him, which shows her loss of boundaries, identity, liberty, and equality.

The outcome of novel differs from that of Yan's mother's real-life love story. Although Yan's mother did not want the divorce, her marriage ultimately failed, and the divorce happened right after the Cultural Revolution ended when Yan was still a teenager. (Zhuang, 2006) Yan's mother never recovered from the pain of this divorce. There is clear evidence that Ouyang always wished to divorce Sufei, which echoes Yan Geling's own parent's story. One alternative interpretation of *The Epic of a Woman* is that it arguably emphasizes the greatness of love in ultimately breaking down barriers between partners from different social classes. This implies that Sufei is finally able to win Ouyang's love and appreciation after a lifetime of sacrifice. However, the end of the novel leaves everything open and ambiguous. There is much to explore beneath the contradiction of Sufei's seemingly lifelong tragic experiences and the theme of women's pursuit of freedom and independence. Her lifelong love and marriage struggle is symptomatic of women's liberation in the context of the Chinese communist revolution.

These small variations in the character between the book and movie have led to speculation that the female protagonist in this novel is a reflection of Yan Geling's mother's personal experiences. Yan's mother was a popular dancer in an art troupe in the revolutionary army when she was young.

This contrasts with Yan Geling's comment about Tian Sufei's choice: "Women do not care about the history, they only care about their emotional world. No matter how many times Sufei's love encounter fails, she still looks for her romantic partner. Thus, Sufei's pursuit of love is her epic story, and she is eager to be loved. Therefore, in her eyes, everything in her surroundings is a blur; she does not know what has happened in history." (Jin, 2009)

Chinese scholar Wu Xueli 吴雪丽 describes this outcome as depicting "gender utopia" (2012), where women could perceive the revolution as a way to receive love and to soften the gender conflict. Their relationships could be amended after a series of events, and the novel *The Epic of A Woman* closes with: "Ouyang Yu holds her hand in his arm more tightly (Yan, 2010)" Ouyang Yu's behavior evokes in Sufei, as well as the reader, the hope and expectation of a new paper of their life after sending their daughter to study abroad. This hope criticizes the cruel reality of love and marriage towards women.

This section revealed the struggle and confusion of Chinese women in their pursuit of love and marriage during the Chinese revolutions, where raises the awareness of women's independence and liberation. Most women's love and marriage were unequal and oppressive in modern society.

3. Love and Marriage: A Chinese Woman's Impasse

This section discusses the hopeless situation about Chinese women's love and marriage. The female heroine is the misinterpretations of women's liberation depicted by Yan Geling, laying bare the internal and external reasons which perpetuate traditional gender roles in Yan's books and render her heroines incapable of being liberated. This pressure to assume traditional Chinese gender roles was assumed by Sufei because of the pressure of culture, her immature personality, and her lack of education leads to a self-fragmented image.

3.1 A Traditional Role Model of Women

The female protagonist's submissive status in her marriage is strictly informed by her mother as a role model. The novel narrates that although her mother repudiated Ouyang Yu before her marriage, Sufei's mother fully accepts and acts out her role as an elderly mother regulating Sufei's affairs, such that she ensures that Sufei dutifully serves Ouyang as his wife (see Figure 3). This role of mother and wife follows centuries of Chinese customs and norms. As his mother-in-law, Sufei's mother takes her son-in-law into a privileged status, and teaches her daughter to prioritize Ouyang Yu above all else in the name of marital harmony. The novel narrates that earlier within their marriage, Sufei fights with Ouyang Yu in her effort to obtain reciprocal love and attention. When he is disloyal to her, she takes revenge by having an affair with Chen Yiqun, an actor from the Drama Troupe. At that time, Sufei's mother harshly scolds Sufei and tells her to be a good mother and wife: "If you destroy the family, I will never forgive you."

The female protagonist's mother does not scold her son-in-law for infidelity but rather harshly yells at her daughter to compromise for her family. In her youth Sufei reflects a strong commitment to the advancement of

women's freedom and is imbued with a consciousness of women's rights when her husband is disloyal to her. Sufei confronts Ouyang over his infidelity. However, Sufei's mother represents traditional Chinese culture and norms which she unyieldingly passes on to Sufei. These traditions obligate Chinese women to honor her parents-in-law, serve her husband, raise her children, and perform housework, and claim no other rights as a human being.

Moreover, Sufei's mother set a typical sacrificial model during the period of famine: she saves meat, vegetables, and oil for Sufei's family while she suffers from the pain of malnutrition, leading to her eventual death by starvation. Sufei's mother acts as a role model of sacrifice, never complaining about her own deprivation. Despite the fact that Sufei's generation was supposedly representing a new sense of freedom and liberation for women, Sufei's way of life is virtually indistinguishable from that of her mother's.

Sufei's mother scolds the heroine even as she teaches her to eat less and to save food for her husband and daughter. In Sufei's mother's view, Sufei does not adequately sacrifice as a wife and mother and instructs her to prioritize the family above all else, even to the extent of bearing her own starvation.

Sufei's mother also aids and abets Ouyang Yu's carefree and irresponsible lifestyle, no matter the cost to the family. Sufei's mother does not only sacrifice for the wellbeing of their family, but also in affirmatively upholding Ouyang Yu's impractical lifestyle and social image. Sufei's mother cannot discard the antiquated dogma that places higher value on the lives of men more than of women. To this end, she constantly urges the heroine Sufei to be a submissive wife and play a traditional role both practically.

3.2 The Heroine as a Chinese "Nora"

The section discusses how Ouyang Yu encouraging Sufei to be an independent woman by coining the term "Nora" to describe Sufei. The novel describes that Sufei believes that Sufei's rejection of her suitor Du Han and her intention of proving herself as independent for Ouyang. Nora embodies strong feminist independence despite living in an oppressive male-dominated social environment. Henrik Ibsen's play *A Doll's House* 玩偶之家 (1963) features a female protagonist called Nora 娜拉, who is referenced in *The Epic of a Woman*. After realizing her husband is not the one who she thought she knew, Nora divorces her husband. After *A Doll's House* became well-known, the protagonist Nora has become one of the most significant characters for feminist discussions during this era.

As Dong Na, a Chinese scholar, points out, Sufei is a rare character who seems to show great courage in pursuit of free love (2016). However, it does not demonstrate the female protagonist is a liberated woman by rejecting Du Han's proposal:

"You (Ouyang) said I have no bravery to become a Nora, I will let you realize my fearlessness to resist with a brigade commander. You said that all Chinese of four hundred million are to have matters decided from them. Today I will let you know I will become the exception as the four hundred million and first" (Yan Geling, 2010)

Despite Sufei's hard work to achieve financial independence without her husband, she is unliberated because of her cognitive and cultural limitations. The female protagonist understands her husband's betrayal and ill-treatment of her, yet she is willing to still compromise and play the role of the devoted and obedient wife.

As Chinese critic Peng Jixiang points out, "*The Epic of a Woman* is a rare work in that it represents a woman's love without any correlation to politics." (Peng, 2009) He argues that Sufei does not have gender equality because gender equality is the result of political awareness. Hong and Tao state that in *The Epic of a Woman*, women created by Yan Geling are not inferior, and they are independent. (Hong & Tao, 2015) However, it is these authors' view that the female protagonist's love reflects generally upon Chinese women's confusion in pursuing love. Love illusions manipulate women within marriage; Sufei is trapped in the illusion of her love, which restricts her into a traditional, patriarchal family role, rather than as an independent and free-thinking woman. Even when Sufei achieves a level of wisdom at around 50 years old, she still chooses to love Ouyang against all odds. That appears to be her free choice, and in the end, her story seems to some to be heroic. However, whether it arises from ignorance or from a conscious freedom of choice, it is tragic. My early discussion shows Sufei is still not inspired by the character of Nora's image because of her tolerance of gender violence caused by her one-sided love and marriage. There is a cognitive block to Sufei's belief that her pursuit of Ouyang's love is equivalent to her pursuit of equality and liberty. Love and marriage significantly represent a culture-wide hurdle to gender equality among all Chinese women because of overlapped pressures as discussed in early sections. Sufei's love is summarized by Liu Huiying 刘惠英, a Chinese critic, regarding Chinese women generally, "women's love in patriarchal society only leads to losing themselves." (2007) Overall, Sufei

becomes subordinate and loses her self-worth in marriage.

Moreover, any version of Nora living in China is bound for tragedy. Lu Xun 鲁迅 (1881-1936) held a pessimistic view of Nora in the context of Chinese women's liberation. In 1924, Lu Xun wrote a story titled "What happens after Nora leaves home?" 娜拉走后怎样? This tale suggests that any woman as a Chinese version of Nora will eventually lead to misery and despair unless there is a structural and systemic reform in how women are perceived in Chinese society. (Chien Ying-Ying, 1995)

4. Conclusion

This paper explores the configuration of the protagonist's work and romantic love by analyzing her choice over whether to be loved or to love, and the life experiences through which she ultimately becomes a submissive wife in a Chinese modern context. It shows that a woman's love and marriage, partly caused by her cognitive limitation but stemming in large part from the unfairness and despair of her social environment. By employing the RRCK model, the paper represents the female protagonist's marital fate as that of a slave to her husband, fueled by a one-sided love. In the end, she is forced into an unsatisfying marriage governed by years of tradition and an uncaring husband.

The image of a sacrificing traditional wife represents an unliberated woman in the 20th century. This one-sided love relationship under the RRCK model shows a fragmented relationship between wife and husband. She is enslaved in the illusion of her love, which restricts her within the confines of a traditional, patriarchal family. This enslaved woman wants to be a traditional wife, being influenced by her mother and her husband within the context of the Cultural Revolution. Her mindless pursuit of love without consideration of her own needs causes her a lifetime of fragmentation and a loss of self-concept.

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Notes

¹ Chinese Land Reform Movement 土地改革, is a profound social revolution by the Chinese people under the leadership of the Communist Party of China (CPC) to completely eradicate the feudal system of exploitation. During the democratic revolution, the Chinese Communist Party put forward a thorough agrarian revolution program and led the land reform in the liberated areas. It abolished the land system of feudal and semi-feudal exploitation and implement the land reform for farmers; confiscated land from landlords and distributed them to farmers to ensure all farmers have their land. For a detailed account of the "Land Reform Movement", see Wong, J. (1973). *Land Reform in the People's Republic of China: Institutional Transformation in Agriculture*.

² The Anti-Rightist Movement 反右运动 is the first large-scale mass counterattack rightist attack launched by the Communist Party of China (CPC) after the founding of the People's Republic of China (PRC) in 1957 and affected all walks of life. The anti-rightist movement was initiated by the top leaders of the Chinese Communist Party (CPC) who believed that the rightists were attacking wildly. Mao initially set 5000, people but it was later severely expanded. The main result was that an unprecedented large number of intellectuals and democratic parties who responded to the party's call and spoke out righteously were identified as "rightists" and were discriminated against and persecuted. For a detailed account of the "Anti-Rightist Movement", see Vidal, C. (2016). *The 1957-1958 Anti-Rightist Campaign in China: History and Memory* (1978-2014).

³ The "Great Leap Forward" movement 大跃进, refers to the extreme "Left" movement carried out by the Communist Party of China across the country from 1958 to 1960. In the "Second Five-Year Plan" of 1958, it was proposed to catch up with and surpass the United Kingdom in the output of major industrial products in 15 years or less. The steel output in 1958 should be based on the 5.35 million tons in 1957. Doubled to 10.7 million tons.

The nationwide movement of steelmaking and communalization of rural people began. In the Great Leap Forward, the high targets, blind command, and ostentatiousness have disrupted the order of the national economy, wasted a lot of manpower and material resources, caused a serious imbalance in the proportion of the national economy, and caused major losses to China's socialist construction. For a brief account of the "Great Leap Forward", see Hsu, I. C. Y. (1983). *Rise of Modern China*. Oxford University Press. p. 655.

⁴ The Up to the Mountains and Down to the Countryside Movement, (referred to as "Down to the Countryside Movement", commonly known as "decentralization" and "jumping the queue") 上山下乡运动, is a political movement in the history of the People's Republic of China (PRC). The government organizes tens of millions of urban educated youths (simplified as "Educated Youth") to settle and work in the countryside and "to receive re-educate from the poor, lower and middle peasants". For a brief account of "The Up to the Mountains and Down to the Countryside Movement", see Bernstein, T. P. (1977). *Up to the Mountains and Down to the Villages. The Transfer of Youth from Urban to Rural China*.

⁵ The Great Proletarian Cultural Revolution 文化大革命, commonly known as the Cultural Revolution 文革, is a political movement in the history of the People's Republic of China. It took place in mainland China from May 16, 1966 to October 6, 1976. The Cultural Revolution was an all-round class struggle initiated by Mao Zedong, then chairman of the Central Committee of the Communist Party of China (PRC), who mobilized thousands of Red Guards from top to bottom in mainland China. Because it lasted as long as ten years, it was also called "decade of turmoil" or "decade of catastrophe" by later generations, causing huge losses to Chinese politics, economy, and culture. For a brief account of the "Cultural Revolution", see Hsu, I. C. Y. (1983). *Rise of Modern China*. Oxford University Press. p. 689-706.

⁶ The "Great Leap Forward" movement 大跃进, refers to the extreme "Left" movement carried out by the Communist Party of China across the country from 1958 to 1960. In the "Second Five-Year Plan" of 1958, it was proposed to catch up with and surpass the United Kingdom in the output of major industrial products in 15 years or less. The steel output in 1958 should be based on the 5.35 million tons in 1957 and doubled to 10.7 million tons. The nationwide movement of steelmaking and communalization of rural people began. In the Great Leap Forward, the high targets, blind command, and ostentatiousness have disrupted the order of the national economy, wasted a lot of manpower and material resources, caused a serious imbalance in the proportion of the national economy, and caused major losses to China's socialist construction. For a brief account of the "Great Leap Forward", one may read Hsu, I. C. Y. (1983). *Rise of modern China*. Oxford University Press. p. 655.

⁷ Yan Geling 严歌苓 (2010). 一个女人的史诗. 作家出版社. *The Epic of a Woman*. The Writer Publishing House.

⁸ The Eighth Route Army 八路军, short for the Eighth Route Army of the National Revolutionary Army, was later renamed the Eighteenth Group Army of the National Revolutionary Army. It was an anti-Japanese armed force directly led by the Communist Party of China (CPC) during the Sino-Japanese War and one of the predecessors of the Chinese People's Liberation Army (PLA). For a brief account of the "Eighth Route Army", see Snow, E. (1994). *Red Star Over China: The Classic Account of the Birth of Chinese Communism*. Atlantic Books. pp. 411-413, 414, 417.

⁹ Refer to the description of the policy of socialist patriotism of the Communist Party of China pointed out by Zhao Suisheng (2004.) in *A Nation-State by Construction: Dynamics of Modern Chinese Nationalism*. Stanford, California, USA: Stanford University Press, 28.

¹⁰ Original text: 您将成为正式领导人的妻子。您的社会地位过高是我无法企及的。

¹¹ Ibid. Original text: “一个聪明的女人总是在年轻的时候就为自己找到一个好男人。你真幸运！好男人找到了你。”

¹² Zhi Dan 之丹 (1996). 爱情·平等·契约, 社会. *Love·Equality·Contract, Society* (8), 36-37.

¹³ Fromm, E. (2000). *The Art of Loving: The Centennial Edition*. A&C Black.

¹⁴ Yan Geling 严歌苓 (2010). 一个女人的史诗. 作家出版社. *The Epic of a Woman*. The Writer Publishing House. Original text: “我看了很多年的歌剧。我从未见过像你这样充满活力的人。你的表现对我来说很轻松。”

¹⁵ Ibid. Original text: “女主角都汉的另一个吸引人的品质是，她始终忠于自己。”

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- ²¹ During the Cultural Revolution the "Nine Black Categories" were: Landlords, rich farmers, anti-revolutionaries, bad influences, right-wingers, traitors, spies, capitalist-roaders and (ninth) intellectuals
- ²² Ni Yan 倪妍 (2009). 为爱谱写的史诗—解读电视剧《一个女人的史诗》. 电影评介. An epic written for love—Interpretation of the TV series "A Woman's Epic", *Film Review*. 23, 74.
- ²² Ibid. Original text: “我想跟你结婚。”
- ²² Yan Geling 严歌苓 (2010). 一个女人的史诗. 作家出版社. *The Epic of a Woman*. The Writer Publishing House. Original text: “田苏菲是一位著名的表演者, 几乎扮演了所有角色, 因此在舞台上的表演次数排名第一”。
- ²² Ibid. Original text: “您在舞台上反应过度, 可以尝试保持更多的保留”。
- ²² Yan Geling 严歌苓 (2010). 一个女人的史诗. 作家出版社. *The Epic of a Woman*. The Writer Publishing House. Original text: “所以你也爱她和其他女人, 不是吗? 看到您与他们有太多谈论的话题, 我认为您不是一个试图用鼓掌来取悦公众的人。一旦任何女人恭维你, 你永远是第一个取悦他们的人”。
- ²² Yan Geling 严歌苓 (2010). 一个女人的史诗. 作家出版社. *The Epic of a Woman*. The Writer Publishing House. Original text: “有多少人饿死? 昨天刚刚向我打招呼的那个老人昨晚去世了……田苏菲, 这个国家怎么了? 有这么多的干部吹嘘地方经济的繁荣。他们无视群众的死亡。在淮北, 一个接一个的村庄空了。村民要么逃避饥荒要么饿死了……。”
- ²² Yan Geling 严歌苓 (2010). 一个女人的史诗. 作家出版社. *The Epic of a Woman*. The Writer Publishing House. Original text: “您的父亲受到惩罚并被迫在农村工作。现在, 他的社会地位低下, 除了我, 没有女人会爱上他。到那时, 我们可以搬到一个安静的村庄过上生活。”
- ²² Jin Liwei 金力维. “Yan Geling's *The Epic of a Woman*”, Jan. 2009. Accessed date: 2 Oct. 2020. <http://ent.sina.com.cn/v/m/2009-01-06/17392330824.shtml> Original text: 严歌苓在访谈中所言: “女人不在乎历史, 只在乎心里的情感世界。她的情感世界多少次被颠覆, 多少次寻找情感的疆土和版图。女人的情感史就是她的史诗。特别是苏菲这样重感情的人, 这么希望得到爱的女人, 其他的东西, 在她眼睛里模糊一片, 她不清楚外部的历史长河发生了什么。”
- ²² Yan Geling 严歌苓 (2010). 一个女人的史诗. 作家出版社. *The Epic of a Woman*. The Writer Publishing House. Original text: “田苏菲觉得这是欧阳与她之间婚姻生活的开始。黑暗加深, 树木和人物在黑夜中融化。欧阳瑜更紧紧地握住他的手臂。”
- ²² Ibid. Original text: “您整天在外面疯了, 我非常清楚……三个月来, 您无视女儿的课程。我的孙女就是我的生活。如果您破坏了家庭, 我将永远不会原谅你。”
- ²² Yan Geling 严歌苓 (2010). 一个女人的史诗. 作家出版社. *The Epic of a Woman*. The Writer Publishing House. Original text: “你们(欧阳)说我没有勇气成为娜拉, 我会让您意识到我的无畏无惧与旅长的抗衡。您说过, 四亿中国人都要由他们决定事情。今天, 我会让你知道, 我将成为四亿和第一。”
- ²² Liu Huiying 刘惠英 (2007). “妇女主义”: 五四时代的产物-五四时期章锡琛主持的《妇女杂志》, 南开学报(哲学社会科学版). “Feminism” as the Offspring of May Fourth Time: Focusing on Funu Zazhi. Edited by Zhang Xichen. 6: 1-8, 38.

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Research on Clothing Narrative of White-Yarn-Ground Female Coats with Sprinkled Thread Embroidery of Drama Characters: Based on Clothing Representation and Narrative Expression of Clothing Pattern

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Abstract

This paper studies the inherent representation of "white-yarn-ground female coats with sprinkled thread embroidery of drama characters" and the narrative of the clothing pattern. Through the in-depth analysis of its inherent characteristics, the identity of its consumption and the process of production sequence can be inferred, which can provide a basis for the subsequent researchers to refine the study of the figure pattern. Through the narrative structure of multiple scenes, it is proved that the layout of the clothing pattern is an extension variant of "Tuanke", and made an in-depth interpretation of the narrative content in "TuanKe".

Keywords: Late Qing Dynasty, Women's Clothing, Patterns, Romance of the West Chamber, Clothing Narrative

1. Introduction

"White-yarn-ground female coats with sprinkled thread embroidery of drama characters" (hereinafter referred to as "female coats with drama characters") is based on sprinkled thread embroidery and embroidering the patterns of drama story characters. At present, there are few studies on the refinement of drama story patterns, which is only a branch of clothing patterns. This paper interprets the dress representation in the "female coats with drama characters" and the spatial narration of the drama scene, which provides a new research direction for the detailed research of the drama story patterns.

2. Basic Information of "White-Yarn-Ground Female Coats with Sprinkled Thread Embroidery of Drama Characters"

"White-yarn-ground female coats with sprinkled thread embroidery of drama characters" is now stored in China Silk Museum, No.2015.12.6, length of 84cm. The style is characterized by a stand-up collar and wide flat sleeves. The collar and shoulders are inlaid with four-sided cloud-shaped shoulders, three-button loops are sewn on the placket, with flower and animal pattern upturned sleeves, the cuffs and the outer edge of the hem are inlaid with sky blue floral pattern. The cloth is lined with cream-colored diameter yarn and embroidered with geometric pattern patterns through several yarn holes. The main colors are blue, green, and orange, and embroidered with more than 10 colored threads, cashmere, and twisted gold threads. The clothing body part is embroidered with the characters' stories of the drama "The Story of the West Chamber", pavilions, lakes, stones, flowers, landscapes, etc., the hem and both sides are embroidered with character scene patterns. The overall layout is dense and orderly, and the color tone is harmonious and elegant.

It is worth noting that these "female coats with drama characters" are named for their multi-themed embroidery patterns of drama characters, not for drama performances. The shapes of their costumes, such as the shoulders and necks with cloud shoulders, the wide straight sleeves with front stitched and upturned sleeves, and the ruyi cloud heads at the hem of the clothing, are all typical of the Han nationality in the late Qing Dynasty. In addition, according to the ancient books of the Qing Dynasty: "You should not wear bright gauze in summer. It's evil to

see the skin, and replace it with solid gauze, as a tribute." Although women can wear gauze in summer, it is indecent to wear a bright gauze to reveal the skin, and it is necessary to wear dense gauze on ceremonial occasions. Therefore, the white-yarn-ground is full of embroidered geometric patterns and drama figures. In addition to being beautiful, it can also cover the skin inside the gauze furthermore. In conclusion, this cloth should be worn by women in the late Qing Dynasty when they attended ceremonial occasions in summer.

3. Inherent Representation of "White-Yarn-Ground Female Coats with Sprinkled Thread Embroidery of Drama Characters"

3.1 Clothing Shapes

3.1.1 Cloud Shoulder

According to the "Yiwei Clothing Color" in "Yuan Dynasty Yu Fu": "The cloud shoulder, shaped like a four-sided cloud, with blue edge, yellow and red and other five colors, inlaid with gold." Four-sided cloud shoulder, that is, "Sihe Ruyi" style, seen earlier in the Sui Dynasty Dunhuang painting Guanyin. In the Qing Dynasty, the cloud shoulder was gradually fixed on the clothing and became a part of the clothing, mostly made of colorful embroidery. In the early Qing Dynasty, Li Yu stated in his "Occasional Love": "It must be sewn with thread and not separated from clothing", In the middle and late Qing Dynasty, cloud shoulders were not only popular among diverse groups of people, but also combined with clothing as a decorative pattern, making the whole cloth more delicate and elegant because of the cloud shoulder decoration. The "white-yarn-ground female coats with sprinkled thread embroidery of drama characters" is fixed on the clothing body with the "Sihe Ruyi" style cloud shoulder as a decorative pattern, and the cloud shoulder is embroidered with the theme pattern of "Dream of Red Mansions", scenes including "Daiyu buried flowers", "Baochai fluttering butterfly" and so on.

3.1.2 Upturned Sleeves

Upturned sleeves began in Qianlong and became popular in Tongguang. The sleeves are distributed symmetrically in a long strip shape, with various patterns and themes. After unfolding, the sleeve length passes through the hand. The inside of the cuffs is stitched with embroidered patterns and rolled wide edges; the fabrics on the outer edges of the cuffs are stitched together according to the principle of economy, and the gorgeous embroidered part of the sleeves can be exposed by pulling up, and the plain fabric stitched outside the sleeves is covered.

Unlike the Manchus, which are generally folded many times, the Han women's clothes are often rolled up once, and the folded cuffs are sewn on the sleeves. ^[5]In the article, the sleeves of the "female coats with drama characters" are spliced together, symmetrical to the left and right, embroidered with small scenes of flowers, plants, and animals, and the colors are in harmony with the clothing as a whole, which highlights the exquisiteness of the clothing.

3.1.3 Edging

Edging refers to the use of cut cloth or lace as edge decoration on clothes. It is usually placed in the collar, underpants, sleeve edge, hem, and other parts. Before the Ming Dynasty, there was one edge, and in the Qing Dynasty, there was more than one edge. If embroidery patterns are encountered during edging, the embroidered fabric shall be cut according to the required shape, and then inlaid on the edge of the cloth. In the "female coats with drama characters", the wide edge is outside, the narrow one is in the middle, and the inner layer is light-colored ribbon; The edge of the hem is mainly blue and green, embroidered with the figure landscape pattern with the theme of a dream of Red Mansions, emphasizing the sense of left-right symmetry.

3.2 Weaving and Embroidery Technology

Sprinkled thread embroidery is a variety of Beijing embroidery. According to the needs of the pattern, the needles are regularly moved according to the length of the stitches. The embroidery thread can be processed with different lengths between the yarn holes. The pattern shape is mostly symmetrical up and down, left and right. When embroidering, the holes between the patterns must be aligned, and the diamond grid is used as a unit. In some cases, the bottom of the yarn is all embroidered into small geometric flowers, and then the main velvet flower is embroidered on the geometric small flowers. Sprinkled thread embroidery can not only beautify the appearance of the fabric, but also enhance the strength of the fabric with a compact process.

Sprinkled thread embroidery style fabrics were formed in the late Tang Dynasty and prevailed in the Ming and Qing dynasties. In the early Ming Dynasty, the technique of sprinkling thread embroidery was mostly used in court costumes, especially in the clothing of emperors and empresses of the Ming Dynasty, and embroidered the pattern of Baizi on the geometric ground pattern. Then it gradually spread to the people. There are many records

about sprinkled thread embroidery clothing in the novels of the Ming and Qing Dynasties. According to the descriptions, the wearing class is wealthy women.

The "white-yarn-ground" on the body part of the "white-yarn-ground female coats with sprinkled thread embroidery of drama characters" clothing uses a variety of colored threads to embroider geometric flowers in the gauze holes as the base, and embroider figures, scenes, and other patterns on it to present a full and gorgeous visual effect. The embroidery of the character scene pattern changes the color from the outer depth to the inner light or the upper depth to the lower light utilizing de-blooming. The edge of the pattern is bordered with twisted gold thread to highlight the layering and three-dimensional sense. Because the patterns of the "female coats with drama characters" are precisely aligned and have clear edges, it is presumed that the patterns were embroidered in advance and then the shading was embroidered with sprinkled thread.

4. Clothing Patterns and Spatial Narratives

4.1 Weaving and Embroidery Technology

"White-yarn-ground female coats with sprinkled thread embroidery of drama characters" is based on the pattern of "The Story of the West Chamber", supplemented by "A Dream of Red Mansions" and other landscape patterns. The clothing body is embroidered with the characters of the drama "The Story of the West Chamber", the shoulders and the hem, embroidered "Dream of Red Mansions", and the sleeves are embroidered with flowers, plants and animals. and the embroidery techniques are different from the motifs, reflecting the multi-themed features of the patterns of women's clothing in the middle and late Qing Dynasty.

The pattern on the clothing body is a relatively symmetrical ring with an open outline, similar to an unclosed "TuanKe" (the position marked by the red circle in Figure 1). The TuanKe pattern is a common pattern form in the fabrics of the Tang, Song, and later generations. It is a circular or approximately circular, relatively independent pattern. This cloth is surrounded by landscape green plant patterns, and the interior is filled with figures patterns, which are more open than traditional circle patterns. Therefore, the author believes that the cloth pattern of the "female coats with drama characters" is an extension variant of "TuanKe".



Figure 1. Front and back of "white yarn texture embroidered female coat with opera characters"

4.2 Spatial Narratives

Each "Ke" in the dress body of "White yarn embroidery Female gown of Drama Characters" is an independent drama story scene, which is connected in series to form a relatively complete narrative space, reflecting the narrative and carrying capacity of the clothing.

Different drama story scenes of the romance of the west chamber were embroidered on the clothes of "female coats with drama characters". There are five obvious repertoire information, namely "waiting for the moon", "Cui Yingying chasing butterflies", "Hongniang sending a letter", "Farewell at long pavilion", and "listening to the guzheng" on the back of the clothes (Figure 2). From the perspective of narrative layout, although the character dynamics are full of changes, the overall narrative layout is symmetrical and balanced (the red square mark in Figure 1 is the character position), and the pavilions, pavilions, and other fabric patterns are also absolutely symmetrical, continuing the traditional Chinese aesthetic standard. In addition, famous fragments in drama novels are more popular. Story fragments with large scenes and many characters will be embroidered on the clothing body with large pieces, while story fragments with few characters and small scenes are mostly embroidered on the embroidery or edge. Therefore, the embroidery scene on the clothing body should be the

subject of clothing expression. The several story fragments on the front and back of the clothes present dramatic twists and turn in an intuitive external form. The "TuanKe" pattern in the center of the front and back clothes occupies the visual focus. From the perspective of narrative techniques, due to the low density of yarn holes and high embroidery difficulty, in order to present a relatively complete storyline during embroidery, embroidery processing methods such as simplification and abstraction are used for different opera scenes.



Figure 2. Pattern summary

From the narrative meaning, the left and right lapels of the "female coats with drama characters" are deformed, and the "TuanKe" pattern is almost symmetrical, embroidered with plantain trees and double lotus. Plantain is often associated with loneliness and sadness in ancient poems. For example, Li Qingzhao once used plantain trees to express her depression and sadness in her poems. Lotus symbolizes purity and love, and expresses the continuous feelings of the hero and heroine. The willow tree is embroidered at the bottom of the cloth. In the original play, "willow" is used to express the sadness that is hard to stay. Therefore, the willow tree pattern here has the meaning of farewell, rendering and laying the tone of the sad love story. The two sleeves are embroidered with symmetrical non-closed annular pavilions and green plants, interspersed with flowers, grass, lakes and stones, which is also similar to "TuanKe". Ancient literati often used pavilions to mean parting, so the repeated appearance of "long pavilion" or pavilion patterns in clothing can be interpreted as highlighting the protagonist's love and farewell through the language of clothing. A pair of dancing butterflies are embroidered on the middle and lower parts of the left and right clothes respectively. Butterflies, especially paired butterflies, were mostly used to celebrate love in ancient times and were also recognized as a symbol of auspiciousness. The paired butterflies here echo the theme of opera.

Throughout the scene patterns in "female coats with drama characters", most of them use objects to describe feelings, which not only cover auspicious meanings, but also render the dramatic atmosphere, and fully express the producer's emotional expression in a variety of costume languages. Based on the above analysis of body patterns and their spatial narrative, the conclusions are as follows: First, situations with dramatic conflicts are

often placed in the center of vision; second, simplified embroidery patterns are used to present a relatively complete story chain; third, in addition to the decorative significance of the surface layer, the cloth patterns also have deep symbolic meaning, which creates an emotional mood for the clothing and reflects the spatial narrative of the clothing. The fourth is that the pattern of the West Chamber in the "female coats with drama characters" is different from the character scene patterns in the same type of women's coats, which shows that the embroiderers also added personal awareness and innovation when embroidering.

5. Conclusion

In the late Qing Dynasty, the patterns of drama characters in the women's coats were basically consistent with the content of the stories of the drama, and a relatively complete story chain was often presented in a "TuanKe" style narrative structure through simplified embroidery patterns. This paper firstly analyzes it in detail from the perspectives of clothing shape, weaving and embroidery technology and clothing patterns; secondly, it discusses the layout and artistic techniques of drama scenes in the clothing body, and holds that the clothing pattern is an extension and deformation of "TuanKe" The epitaxial variant of the clothing, with the flat clothing as the carrier, presents a three-dimensional and coherent narrative situation, which fully reflects the cultural bearing and transmission function of clothing.

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Capacity Building Initiatives as a Predictor for Sustainability of Projects: A Study of Public Borehole Water Project in Kitui County-Kenya

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Abstract

This study focuses on capacity building initiatives influences sustainability of public boreholes water projects. The following was the objective; to assess the extent to which learning from capacity building initiatives, influences the sustainability of public borehole water projects in Kitui County-Kenya. The study tested one null hypothesis to establish whether the association among the study variables was significant. The target population was 366234 project beneficiaries, 396 chairpersons and 8 undertakers. A sample was drawn from this population using a formula adding to 383 project beneficiaries and 167 chairpersons. Purposive sampling was employed to select 8 undertakers in charge of public boreholes in each Sub counties. With $R^2=0.52$, $r=0.721$, $F(2,506) =39.01$ at $p=0.000$, the hypothesis that there is no significant relationship between capacity building initiatives and sustainability of public borehole water projects in Kitui County-Kenya is therefore rejected. The study findings are expected to evidently demonstrate how capacity building initiatives program should be undertaken in public borehole water projects to enhance project sustainability.

Keywords: capacity building initiatives, internal benchmarking, competitive benchmarking, strategic benchmarking, training in M&E

1. Introduction

All over the World, project management strategies are growing bit by bit yet in Sub-Saharan Africa, the majority of the water supply projects are not sustainable (Kaliba, 2002). UNICEF (2013) indicates that 758 million people globally have no access to safe drinking water. WHO/UNICEF (2013) further indicates that 89% of the global populations have access to safe drinking water. The coverage is high in developed states with 99% and 87% in developing countries. WHO/UNICEF (2013) indicates that Brazil has 84% improved water coverage in rural areas and India has 89 % improved water coverage in rural areas. Globally, access is lower in rural regions than in urban regions, and such disparities are predominantly large in Sub-Saharan Africa, where 49% of rural dwellers have access to safe drinking water, compared with 83% of urban dwellers (JMP et al., 2012). Therefore, the water crisis excessively affects rural Africans countries. However, local and global experiences continue to reveal that access to water in all these dimensions is an uphill task requiring planning and rigorous strategic actions at international and local levels (UNDP, 2006).

Rural water supply systems such as water point, piped water-point, and boreholes have been definitely considered as the most viable water systems for water supply (AFDB, 2012). The sustainability of any water supply system is mostly linked with functional status. Fitts & Sanders (2011) indicate that there are considerably many borehole projects in Africa, but it is projected that less than half of them are operational while the others are non-operational. The same study indicated that more than 80% of borehole hand pumps were totally non-operational just one year after installation. WHO (2011) also reported that more than 30% of borehole projects in developing countries may be broken down at any time. Lack of improved water supplies in the rural region of Sub-Saharan Africa has highly motivated non-governmental organizations, government and other entities to greatly invest in this sector (Harvey & Reed, 2004).

1.1 Learning from Capacity Building Initiatives

Capacity building initiatives in monitoring and evaluation are severely limited in many countries. In many non performing projects, whether initiated by private or public sector, the questions that arise include the following; human resource development, presence of seminars and workshops, quality of M&E training and significance of field visits focusing on M&E content (Cornwall et al., 2000). Capacity building initiatives has yielded success in developed and developing countries. The Overseas Development Institute Report (2011-2012) in Honduras indicated that capacity building initiatives in terms of M&E training enabled farmers to increase their production and sustained their production. The meeting held in Cote D'Ivoire attended by senior officials from African countries in collaboration with international organizations for assistance in development approved initiating capacity building program in monitoring and evaluation in African countries can bring about good governance and eventually advocated training in M&E. Another meeting held in Morocco resolved that African institution must do more to strengthen their capacity in monitoring and evaluation in order to improve skills and create awareness in the African continent on the need for M&E in project management (AFDB, 2012).

Community empowerment and community participation are strengthened through capacity building program (Jovan, 2012). According to Sajiwandani (1998), Platteau (2004), Tonts and Haslam-McKenzie (2005), to achieve community empowerment and community participation, capacity building programs must be strengthened to manage local community projects. McLaughlin et al. (1997) argued that delivery of capacity building to the community can take the form of provision of abilities or skills through strengthening relationships between organizations, training, engaging community members to form new or join existing organizations and changing organization practice or policies which are realized through monitoring and evaluation capacity building. Benchmarking is a way of monitoring and evaluation of different projects in different regions. It entails comparison between its own and the most organization that would possibly contribute *to the execution of best practice or methodology solutions, new technologies and the quality of products, increase of productivity, cost savings, innovation, creativity and competitiveness on the market which leads to satisfying the needs of clients. Through capacity building initiatives, best practices, new technologies and creativity are realized* (Jovan, 2012).

Learning through internal benchmarking involves monitoring and evaluation process in which projects stakeholders or project manager's monitors and evaluates its own operations or business in order to determine the best style or practice for carrying out a particular assignment or duty. The main aim of conducting an internal benchmarking is to establish best practice or methodology available to get task or a certain assignment done with the least resources and effort. In addition, internal benchmarking entails looking inwards as a way of attempting to learn from their own projects. The organization tries to compare similar practice within the organization. For instance, the financial management department can be compared to operation and maintenance department in a given public borehole water project. Internal benchmarking is the benchmarking process across the corporation leading to improved competence hence building the capacity of the participant. Further, internal benchmarking focuses on continuous improvement which leads to increased knowledge and skills. The basic idea of internal benchmarking is to gain knowledge and skills in all processes throughout the organization (Jovan, 2012).

Learning through competitive monitoring/benchmarking involves monitoring and evaluation of all the competitor's tactics or moves, particularly the product prices or market. With this, an industry or business can adjust their product prices along with the competition and market in order to maintain or gain new clients. Competitive monitoring is an approach for the organization that needs to maintain an edge. It's a way of establishing the best strategies, processes, and techniques for realizing organization goals through a set of metrics. The approach is valuable to an organization because it allows project managers to monitor closely the performance of competitors. Through identifying gaps in processes as well as examining how other competitors are accomplishing their objectives, the organization can maintain an advantage and stay on top of significant moves (Vorhies & Morgan, 2005).

2. Literature Review

2.1 Sustainability of Public Borehole Water Projects

This concept of sustainability is an idea that external agents can intercede to initiate a project or process, which will go on indefinitely once project implementers withdraw financial support and other support. Sustainability is central to much development practice and policy, and this is the exact meaning of sustainability most often used in the literature on rural water systems (Chown, 2014). The concept of "sustainable development" discovered after the World Commission on Environment and Development's Landmark report. Sustainability later was adopted by those providing sanitation and water services to ensure service and management are cost effective and to guarantee the availability of financial resources (Black, 1985). In the context of rural water supply,

sustainability is defined as the water resources that are not over exploited but naturally replenished, water facilities are maintained regularly in a condition which guarantees consistent and adequate supply, the benefits of the water supply continue to be realized over all prolonged period of time by the users, and the service delivery process demonstrates a cost effective use of resources (Harvey & Reed, 2003). In the context of water projects, Pollnac and Porneroy (2005) defined sustainable water projects as a project with minimal external support in the long term; financing of regular O&M costs by beneficiaries and a continued flow of water over a long period.

From the reviewed literature, the research adopted project sustainability that was based on four indicators of sustainable borehole water projects that comprises maintenance, functionality, community ownership and affordability. The four indicators implied that the borehole water projects facilities was functional and water can be accessed easily by all the consumers. This indicates that the facilities were always in good working condition in order to deliver a satisfying quality, color, and quantity of water to all the consumers (Carter, 2009).

2.2 Capacity Building Initiatives

The period 1950s to 1960s is well-known for the capacity building movement strictly focusing on enhancing the self-help and technological capacities of local communities in rural areas for development projects. In the 1970s, following a sequence of reports on global development, the emphasis was set on building capacity for technological skills in rural areas, and also in the managerial sectors of developing countries (Smillie, 2001). Shahid and Mallick (2013) defined capacity building as a methodical as well as an integrated approach to develop and continually improve institutional and individual competencies and abilities necessary for achieving secure, safe and sustainable projects. Capacity building initiatives involves equipping project stakeholders with monitoring and evaluation skills and data to enable them to perform their activities effectively and sustainably. This view is confirmed by CLEAR (2012) when indicated that for any sustainable developments, there is a need for effective capacity building program to sustain and support M&E information for educating project stakeholders.

A study of the determinants of effective monitoring and evaluation systems in non-governmental organizations conducted by the Wanjiru (2013) revealed that M&E training contributed to the success of the M&E system and greatly enhanced the staff's competence. The target population of the study was 200 NGOs, who mainly implemented projects successfully. The study findings revealed that the M&E training as the best strategy to improve effectiveness in the M&E system as it provides sufficient knowledge and skills to the project beneficiaries and project managers. The study concluded that to ensure sustainable projects, capacity building policy should be introduced across the NGO sector as well as the professional association of M&E.

Strengthening monitoring and evaluation and building sustainable health information systems in resource limited countries, a study conducted by Mpofu et al. (2014) indicated that training in M&E of the new cadre of health worker enhanced health worker competence to monitor and evaluate all projects within the districts; Enhanced data quality; increased utilization of health data for disease examination and planning purposes. The study used interviews and focus group to collect data from M&E district officers. The focus group discussions and interviews were recorded and later transcribed. The study revealed that the district M&E officers managed to build M&E capacity within the districts by providing mentoring and in-service training to all health workers based and civil society organizations. The capacity building efforts were focused on the importance of M&E, data quality and data analysis. Health workers received training on the existing data collection tools and data management and this strengthened project management leading to sustainable health services. In addition, the health workers were able to keep track of all projects implemented.

Learning from benchmarking involves monitoring and evaluation activities that allows participants to monitor and assess what others are doing, share ideas and technical skills which a very critical in project sustainability (Brown et al., 1989). A study on Community Capacity Building: Creating a Better Future Together conducted by Noya & Clarence (2009) revealed that benchmarking mainly focuses on facilitating all committees' members, including the most disadvantaged and the poorest, to develop competencies and skills so as to take greater organization and control of their own lives and possibly contributes toward inclusive local development through monitoring and assessing what others are doing. Benchmarking enables the community to be more cohesive, resilient and better placed to tackle social and economic challenges hence enhancing the sustainability of community projects. Benchmarking as a performance management method, a study conducted by Goncharuk et al. (2015) proved that a range of benchmarking lies in its kind or types, which permits or allows the improvement of different aspects of the organization due to different sources of information. Goncharuk et al. (2015) revealed that the main purpose of benchmarking is to ensure continuity as well as sustainable performance of an organization.

External and internal benchmarking is mainly used when organizations start their operations or activities with the internal, and finish it by employing external benchmarking. Nevertheless, this kind of benchmarking produces the best results if the collected data is used effectively. The main purpose of external and internal benchmarking in any organization is to ensure that their performance is improved and sustained (Brown et al., 1989). The strategic benchmarking is another kind of benchmarking which involves the successful approach already formed and defined by the competitive organization. The strategic benchmarking guides the organization towards attaining successful results by comparing its' practices with other organizations as well as their strategies. Additionally, strategic benchmarking is mainly used to align organizational strategies that can no longer used due to the changes in consumers' demands and technology (Jovan, 2012). For sustainable development projects, strategic benchmarking is very critical particularly in developing projects stakeholders' competencies and skills (Goncharuk et al., 2015).

2.3 Conceptual Framework

The conceptual framework identifies the influence of capacity building initiatives learning strategy on sustainability of public borehole water projects. The dependent variable in this study is sustainability of public borehole water projects. The indicators that used to measure sustainability of public borehole water projects were: training in M&E, learning from internal benchmarking, learning from competitive benchmarking, learning from strategic benchmarking, implementation of benchmarking lessons and utilization of capacity building lessons.

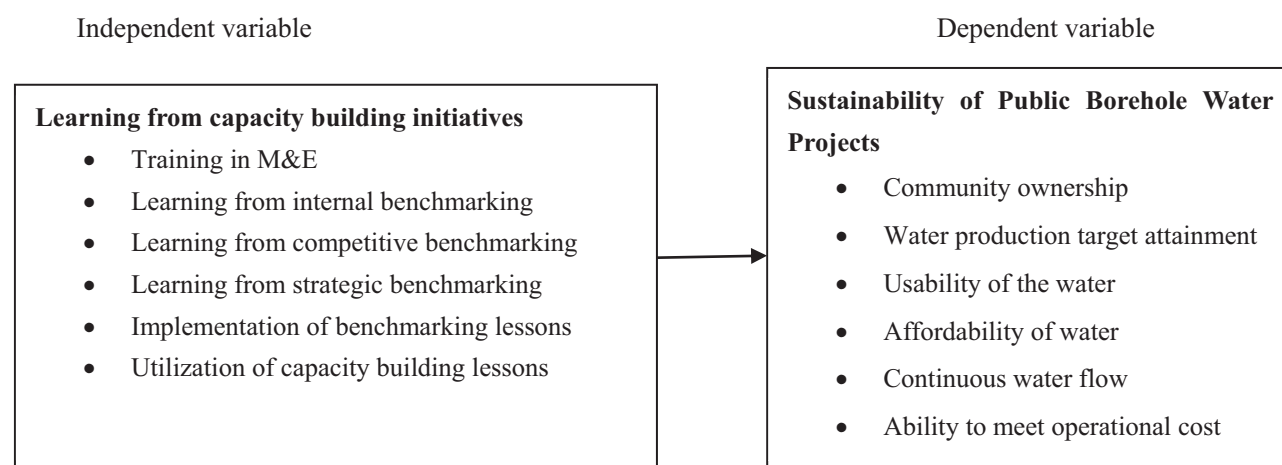


Figure 1. Conceptual Framework on the Relationship between Capacity Building Initiatives Strategy and Sustainability of Public Borehole Water Projects.

3. Research Methodology

3.1 Research Design

Mixed methodology design was employed in this study as it takes the advantage of both the quantitative and qualitative paradigms (Bryman, 1996). The descriptive survey design was integrated in this study in order to describe the phenomena as it exists in the population without manipulating the variables (Mertens & Wilson, 2012). The phenomena that exist in the population as per this study were capacity building initiatives and sustainability of public borehole water projects. In this study, the respondents were asked to provide their views or opinions concerning the magnitude of these variables as they exist in the population under study. According to Mutura, Mwangi, Nyairo and Wambugu (2015), the descriptive survey design is associated with establishing the relationship between variables. As a result, this descriptive survey design enabled the researcher to find out the relationship amongst the independent variable (Capacity building initiatives) and dependent variable (Sustainability of Public Borehole Water Projects).

3.2 Research Instruments

The study used multi-method approach which involves use of different research instruments such as questionnaires and interview guide (Decrop, 1999). The questionnaires were used for collecting quantitative data and interview guides for collecting qualitative data. The combination of questionnaires and interview guide were necessary for further cross-checking of the results in order to increase reliability as well as assess their internal consistency.

3.3 Sampling Technique and Sample Size

The study employed simple random sampling as well as purposive sampling method to select suitable respondents for the study. Simple random sampling was employed in order to pick the required numbers from each of the public borehole water projects. Purposive sampling was used to select undertakers because all of them were knowledgeable on the technical aspect of the public borehole water projects (Mugenda, 2008). The target population for this study comprised: project beneficiaries, undertakers and chairpersons of each public boreholes water projects.

3.4 Data Processing and Analysis

The data collected was coded by assigning numerals to the answers provided by the respondents and arranged in a logical order. For the purposes of preliminary data analysis technique, the researcher read through the data collected in order to obtain a sense of the data as well as emerging themes. The data was entered into the Statistical Package for Social Sciences (SPSS) program version 20.0. Arithmetic mean and standard deviation were used to describe the variable of the study. Thus sustainability of public borehole water projects and capacity building initiatives were subjected to these statistical techniques in order to describe their occurrence in the populace (Bierman, Bonini, & Hausman, 1991). The Pearson product moment correlation coefficient and stepwise regression were employed purposely to describe the relationship between the independent variable and dependent variables. For easy interpretation of the results for the hypothesis, the strong correlation, (r) will range between + 0.5 to +1.0; for moderate correlation, (r) will range between + 0.3 to +0.49 and for weak correlation, (r) will range between +0.10 to +0.29 (Shirley et al., 2005). Pearson’s Product Moment Correlation (r) and Stepwise Regression (R²) values were carefully considered while interpreting the results and a confidence level of 95% was required in the tests of hypothesis (Kinyanjui, 2014).

According to Agarwal (1998), the following regression and correlation models guided the data analysis:

β_0 – Constant Term

$\beta_1, \beta_2, \beta_3, \dots \beta_n$ – Coefficients Path

y – Dependent Variable

$X_1, X_2, X_3, \dots X_n$ – Independent Variables

ϵ – Error Term

3.5 Correlation Models for Research Objectives (H₀)

For research objective, the hypothesis was formulated and corresponding correlation model was developed because the relationship to be tested is linear.

Hypothesis: H₀: There is no significant relationship between learning from capacity building initiatives and sustainability of public boreholes water projects.

Sustainability of public boreholes water projects = f (learning from capacity building initiatives)

$$y = \beta_0 + \beta_1 X_1 + \epsilon$$

3.6 Test of Hypothesis

The test of the hypothesis was conducted in order to arrive at an empirical conclusion. Tables 1 represent the research objective, research hypothesis, type of analysis as well as the interpretation of the results summary.

Table 1. Summary of Statistical Test of Hypothesis

Research Objective	Hypothesis	Type of Analysis	Interpretation of the Result
1. To examine the extent to which learning from capacity building initiatives influence sustainability of public borehole water projects in Kitui County-Kenya	H ₀₁ : There is no significant relationship between learning from capacity building initiatives and sustainability of public boreholes water projects.	Pearson’s Correlation Regression	-For $p < 0.05$, H ₀ was rejected; and H ₁ accepted -For the strength of the relationships, the (r) values will be considered as follows: Strong correlation; + 0.5 < r < + 1.0 Moderate correlation; + 0.30 < r < + 0.49 Weak correlation; + 0.10 < r < + 0.29;

4. Data Analysis

The composite mean was 2.91 with a standard deviation of 2.53. This implies that the respondents were more neutral that the learning from capacity building initiatives strategy influences the sustainability of public borehole water projects. The correlation results revealed that, there is a significant positive relation between capacity building initiatives and Sustainability of Public borehole water Projects ($r=0.721$, $p=0.000$). The multiple regression were $F(2,506) = 39.01$ $p < 0.000$ and $R^2 = 0.52$. This implies that there is a very strong association between capacity building initiatives and sustainability of Public borehole water Projects. From the multiple regression analysis, the study established that part of the variations in sustainability of public borehole water projects is influenced by capacity building initiatives while the other variations are determined by other factors. From the regression analysis, the study revealed that, there is a significant relationship between capacity building initiatives and sustainability of public borehole water projects in Kitui County-Kenya. The hypothesis that there is no significant relationship between capacity building initiatives and sustainability of public borehole water projects in Kitui County-Kenya is therefore rejected.

5. Conclusion

The study used both correlation and regression to establish the relationship between capacity building initiatives and sustainability of public borehole water projects. The correlation results revealed that, there is a significant positive relation between capacity building initiatives and Sustainability of Public borehole water Projects ($r=0.721$, $p=0.000$). The multiple regression were $F(2,506) = 39.01$ $p < 0.000$ and $R^2 = 0.04$. This implies that there is a very strong association between Capacity building initiatives strategy and Sustainability of Public borehole water Projects. From the multiple regression analysis, the study established that part of the variations in sustainability of public borehole water projects is influenced by Capacity building initiative while the other variations are determined by other factors. From the regression analysis, the study established that, there is a significant relationship between capacity building initiatives and sustainability of public borehole water projects in Kitui County-Kenya. This shows that there is need to strengthen learning through capacity building initiatives strategy. This study therefore concluded that capacity building initiatives should be taken seriously in all public borehole water projects.

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Analysis on the Development of China's Modern Silk Industry

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Abstract

As the old idiom “men’s farming and women’s weaving” lays out an original picture of a traditional Chinese family organization, the silk weaving industry in China has experienced a long history and formed a well-rounded, stabilized technical system. Since the modern times, with the introduction and application of new looms, raw materials and advanced techniques, Chinese silk industry has gradually completed modernization. This article, based on historical materials and comparative analysis, aims to explore the co-evolution of science, technology and social structure by analyzing the technological and social changes in the modern silk industry. It has been found that essentially stakeholders in either the upstream or downstream value chain of the industry will all influence how such business is shaped, and at the same time, be affected by the result of product and process innovation. This might result in the business prospect where small family based farmers tend to be reluctant to the technological changes in order to protect their own business interests locally.

Keywords: Chinese silk weaving industry, technological development, technical import, silk export, comparative analysis

1. Modernization of Chinese Silk Industry

After Shanghai opened the port in 1843, a large amount of raw silk was exported from the Shanghai. Both the production scale and technology of hand processing natural silk in the renowned Eastern Zhejiang product area have been greatly improved compared to before the Opium War. With the export of raw silk booming, in order to meet the technical requirements in the foreign silk industry, silk merchants in Nanxun (in Huzhou) and Zhenze distribute native silk bought in to local farmers and workshops to reel into wrap yarn, which later was known for foreign wrap for that it was exclusively for export. For the sake of such production, manual silk reeling in Zhejiang Area was fairly busy, with production in Nanxun, Huzhou area especially famous. While the influx of foreign machinery to some extent forced the traditional handcraft industry to decline or reform, there were still traditional craft industries which experienced gratifying growth because of the lack of domestic competition and the stimulation by export requirements. Instead of a recession, such industries showed a boom in production and sales. According to statistics in 1912, “Silk is mainly made by hand by farmer weavers in silk-producing areas and each weaver uses a unique silk from different types of natural silk. Jiangsu province and Zhejiang province are known for top-quality silk. Suzhou, Wuxi, Nanjing in Jiangsu and Shaoxing and Hangzhou in Zhejiang are known as major production centers, for a wide range of silk output covering 200 to 300 different categories.

At the same time, the sericulture industry in Yunnan province as the foundation of Chinese silk weaving industry, has also been greatly improved through vigorous promotion. The improvement can be demonstrated in different aspects. First, the increased output of silk, has provided sufficient raw materials for the silk industry, and more opportunities for border areas development. During the reign of Guangxu, opium smoking and poppy cultivation have been strictly banned in Yunnan, forcing local people to turn to other industries to make a living. Sericulture in this way, was greatly promoted to help with the economy. The silk produced in Yunnan was mostly exported to Myanmar, making it an important export commodity. In addition, silk produced in the province was also distributed within Yunnan, facilitating the establishment of local silk market. Second, using scientific methods to improve the sericulture industry has introduced high quality mulberries and silkworm eggs, as well as advanced breeding technology to improve the capability of the sericulture technology. Before, the sericulture industry in

Yunnan was mostly a family-based, extensive handicraft industry. With the government-led development and promotion, scientific methods were adopted to continuously improve sericulture technology. In the twenty-eighth year of Guangxu (1902), Yunnan provincial government established a sericulture school, bringing in faculties appointed by Zhejiang province, and quality mulberries and silkworms from Zhejiang. Apart from importing from Sichuan and Zhejiang, Silkworm eggs nurtured in Yunnan were also imported from overseas. In 1921, Su Rongli brought two boxes of French silkworm eggs to the provincial agricultural school for testing. Such French silkworm eggs were bred for about 30 days. The color of the cocoons was yellow and white, producing a volume silk with high-quality strength and elongation, which is especially graceful compared to Sichuan and Zhejiang originated silkworm species.

After the 1920s, in the efforts of technical personnel, Yunnan silkworm industry achieved a major breakthrough of being able to cultivate local silkworm eggs locally. Third, promoting the popularization of sericulture education became the beginning of modern agricultural education in Yunnan. In the twenty-eighth year of Guangxu (1902), counties in Yunnan began to establish sericulture schools, facilitating development of Yunnan sericulture industry and turning the underdeveloped situation around. One effective means has been found, which was to establish county-level sericulture schools, run on the apprenticeship system. After the apprentices graduated, he/she would return home and use new techniques to cultivate silkworms, while at the same time, impart the newly adopted technology within the neighborhood, so as to raise the overall production capacity for the sericulture industry.

The main reason for the promotion of sericulture in Yunnan in modern times is that as an alternative to planting crops after the ban on opium smoking, Yunnan's climate considered suitable for the development of sericulture, making the area an important national sericulture base at the time, especially after the Anti-Japanese War. At the same time, the promotion of sericulture in Yunnan was also a strong means to facilitate industrial restructuring, as well as improve the overall economic income.

The prosperity of China's silk industry in modern times can also be reflected in foreign trade exports. According to statistics, the total value of China's silk and satin exports in 1880 was 5.42 million customs tael (a currency unit mainly used in foreign trade in Qing Dynasty). The number was increased to 7.98 million in 1894 and to 10.87 million in 1914, showing a trend of increasing year by year. Apart from the European and American markets, there is also a substantial demand emerged in various markets of Southeast Asia.

2. The Technological Innovation of Modern Silk Weaving Industry

The rapid development of the silk weaving industry and silk fabrics in the Republic of China is directly related to the introduction, digestion and application of modern textile technology, as well as the modern evolution of the industrial base of new techniques of silk reeling, silk weaving, dyeing and finishing. Technological advancement has been one of the main supporting conditions for silk fabric development. The introduction and widespread use of new looms, changes in production relations, production materials and consumption structure are all key underlying factors.

2.1 Application of Technology Development

China's silk weaving industry has a long history. By the end of the 13th century, the silk loom had been shaped. Before the end of the Qing Dynasty, machinery was stagnant in the wood materials for a long time. The only improvement to the wood machine in the Qing Dynasty was to install a wooden frame on the bamboo reed to increase the force when beating up the weft. The weaving of broché had been using the "flower machine", that is, the Hualou bundled jacquard machine described in *Heavenly Creations of Things* ("Tiangong Kaiwu") by Song Yingxing in Ming Dynasty. The long-term rigidity and lack of improvement of the machinery construction and production technology would inevitably impose restrictions on the improvement and innovation of silk fabrics. At the beginning of the 19th century, the hand drawn machine invented by the French came out and was introduced to China. Hangzhou Weicheng Co., Ltd. took the lead in introducing such France originated hand-pulling knitting machines. Thanks to the advanced machinery, the well-known "Weicheng satin" and other products were not only flat and even with better quality than wood knitting machines, but also able to yield remarkable production efficiency of more than double.

In the early 1920s, about 10 major silk mills were using the French hand drawn machine, together with the Japanese input of jacquard devices and texturing technology, becoming fully capable of producing relatively more complex jacquard fabrics. This to some extent, has widened the category of light and thin products, and raw materials.

2.2 Update of Industrial Characteristics

By 1937, taking Suzhou as an example, the number of silk mills had increased to 93, having nearly 2,100 electric looms, 500 hand-pulling machines, and 700 wood machines. Within the 15 years of time, Chinese silk weaving industry had completed the modernization process of which the same level progress was made by Europe and the United States in 100 years, and by Japan in almost 30 years. In some silk and satin mills, decentralized manual production had gradually phased out and been replaced by the modern factory production and management. This has successfully set a solid industrial foundation for Suzhou silk weaving industry later. It is worth mentioning that after 1912, the business model of traditional satin firms also changed. Managers in charge of the finance were not necessarily responsible for production planning at the same time. Instead, they chose to hire well-managed and proficient personnel as production managers. There emerged a trend of approaching the manager system commonly found in a modern capitalist enterprise.

2.3 Iteration of Consumer Demand

After the Revolution of 1911, due to the abolition of the clothing system in the Qing Dynasty, the promulgation of the "Clothing Code" and the "Clothing System Policy" of the Republic of China, silk fabrics have also undergone major changes in consumption structure, social needs, and popular culture. On the one hand, many traditional varieties were eliminated, such as: xianchun (a silk fabric with a geometric pattern), shuluo (a refined silk), official silk gauze (a fabric as a tribute to the imperial), and mitong fabrics. After the power loom was put in use, new varieties that adapted to the market and consumption trends accounted for more than half of the products on the market including: single crepe, double crepe and georgette. On the other hand, the use and sales channels of some traditional varieties also went through major changes. For example, plain satin had been widely used in clothing and hats, but with the market continuously shrunk starting the early years of the Republic of China, it started to be mainly applied as a base material for embroider. In addition, due to the large demand for worsted or woolen fabrics in modern clothing, a variety of fabrics similar to wool started to take over the silk weaving industry in Suzhou. In order to understand how different trends might influence products on the market, business owners in Suzhou conducted thorough research on fashion, silk quality, patterns and color preferences in different silk markets around the globe, so as to "introduce hot-selling fabrics according to the sales locations and consumer preferences".

3. Comparative Analysis on Chinese and Japanese Silk Reeling Techniques

Taking the silk reeling industry in Southern China as an example, the first person contributing in improving the hand-reeling technology is known to be Chen Qiyuan. He targeted the flaws in the traditional cocoon cooking technology and adopted steam ovens in production. He proposed the use of a steam oven in Ji Chang Long Reeling Mill. Although Ji Chang Long Reeling Mill has been considered by the academia as a representative of Chinese national industrialization, in fact, the steam oven was never used as a power plant. Instead, its main functions are, 1) to start the water absorber in order to drain outside water into the plant; 2) to boil water, and convey the boiled water to each reeling station through the steam pipe. At the time, the steam oven had not been used to push the silk to rotate automatically. Therefore, major differences between the Ji Chang Long method and traditional reeling skills are the more flexible devices, and the add-on of small iron pillars to the machinery in order to bear weight and rotate faster. Such improvement cannot be considered as the accomplishment of mechanical reeling. Chen Qiyuan's steam cocoon cooking technology had a tremendous impact in Southern China silk reeling, enabling reeling factories in Shunde to shift from charcoal boiled water to steamed water, making such production plants comparable to a steam engine silk reeling factory. Thereafter, a large number of hand reeling factories in Nanhai, Shunde and Xinhui started to use steamed water. In order to be shape the technique applicable to family-based silkworm raisers, Chen Qiyuan and his son invented the "motor-steam bicycle." The equipment is a straight reeling wooden car made by local carpenters, with a simple structure and method of use easy to learn. Such small-scale machinery basically carried the same functionality with large reeling facilities, only powered by foot pedals. In this way, the workers' hands would be freed for thread reeling. This not only reduced workload, but also improved work efficiency. The production pattern of one person operating one machine makes family based silk reeling feasible. "One person carrying one cart and producing at home, large or small volume of outputs would be bought in by silk trade firms, making home reeling a profitable and popular business." This production pattern was rapidly spread out: "Namshun's local communities together followed the trend. Only Tongfu county has no fewer than 20,000 people using this method."

Although the original steam reeling machine did not fully achieved steaming production, it still greatly improved the production efficiency. The quality of the silk produced was also significantly higher than that of the handmade silk. Moreover, the silk reeled by this new method had uniform thickness and was clean in color.

Guangzhou's foreign trade firms at the time bought Ji Chang Long silk at a price that was 50% higher than the average market price of ordinary raw silk, mainly to export to France.

In the Great Depression in France in 1882, Japanese silk producers suffered a recession in the French market. Japan businessmen tried to change its export target to the U.S. silk market. At the time, Lyon hand-woven goods market was still at a dominant position, with low volume outputs and high product variety. The demand for different types of raw silk last till the beginning of the 20th century; on the other hand, in the United States, machinery for silk reeling was under rapid development since late 1870s, especially in the production of low-and medium-grade fabrics for mass consumption. Most importantly, with the introduction of electric looms, the work of weaving was transformed from the delicate operation of a manual loom to the management of a logarithmic loom. Many Japanese manufacturers selling 10-12 or 11-13 denier raw silk in France started to produce 13-15 denier raw silk according to the American standard. In the 1880s, due to capital constraints, Japanese factories were only equipped with dozens of reeling pots, and the output at the beginning of production did not reach the average level of demand in the US market. Therefore, the Suwa Silk Manufacturers Association introduced the double reeling system, and in 1884 established the cooperative completion system in 1884. The cooperative completion procedure consists of cooperative reeling and cooperative inspection. Cooperative double reeling was a innovative practice of Gunma production in the 1870s for the attempt to enter the US market, which by definition, refers to the production procedure that each cocoon is reeled and re-reeled to dry the raw silk. After double reeling, the raw silk from each factory and company would be in dispatch together. Through cooperative re-reeling and shipment, it was ensured that the volume of shipments in a batch was expanded and the raw silk is more uniform.

4. Conclusion

Professional differentiation required by social technological evolution involves significant changes in the social structure, and will inevitably touch the main aspects in social development. For instance, in the application of modern technology in mechanical reeling, no matter in the domestic or foreign silk weaving industry, in addition to silkworm farmers, all the stakeholders including local gentries, traditional traders, sericulturists, weaving workers and the government, will all influence the new social structure by protecting their own business interests. The research philosophy of combining the individual microscopic analysis with macro-structural observation will possibly be used in further sociological analysis of technology innovation. Therefore, it is not plausible to fully understand technological innovation without bringing in the impact from social environment, users of technology, and subjects directly and indirectly affected by technology. Therefore, it is necessary for future researchers to focus on the analysis of individuals, groups, and organizations related to technological development, to analyze the relationship between their own interests and the potential influence the on development process of technology.

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Novice Faculty Members' Empowerment and Practicing Their Professional Roles in Light of the Administrative Methods in the Jordanian Universities

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Abstract

This study aimed to identify the level of novice faculty members' empowerment and practicing their professional roles in light of the administrative methods in the Jordanian universities based on some variables. The study sample consisted of (49) faculty members. The results showed that university management methods, novice faculty members' empowerment, and their professional roles were moderate. Furthermore, there were statistically significant differences in the level of faculty members' empowerment in light of gender, in favor of females, and in light of age, in favor of less than 30 years. The study results also showed a statistically significant difference in the level of faculty members' professional roles in light of age, in favor of 30 to less than 45 years. There was a statistically significant positive correlation between the democratic method and faculty members' empowerment and their professional roles and a statistically significant negative correlation between non-interference and autocratic methods and faculty members' empowerment and professional roles.

Keywords: faculty members' empowerment, professional roles, administrative methods, Jordanian universities

1. Introduction

The administration has become one of the important processes in the educational communities; its importance increases as humanitarian areas and activities increase in the educational environment. The administration develops and regenerates to suit the educational societies' circumstances and adapt to it through the daily interaction between officials, faculty members, and the surrounding environment, in addition to the psychological behaviors caused by this interactive process that affect the educational outcomes positively or negatively, and this requires defining the nature of officials' behavior while performing their administrative, humanitarian, and social tasks. The administrative methods have a significant role in the educational process within the educational environment, as it affects all workers, especially faculty members; it either activates efficient participation and takes responsibility to achieve the desired educational objectives. At the same time, it contributes to building and developing society or creating a comfortable climate among faculty members, thus failing to give the educational process its right.

The administration methods differ based on the university and the administration level; it also differs from one office to another. Therefore, the good official can adjust his administration method to suit the environment and the faculty members with different educational and cultural backgrounds. The administration consists of several planning, prioritization, and organizing work efforts to achieve the desired goals within the educational environment (Northouse, 2015). Furthermore, the administration can be defined as an educational management system that gathers between the human and financial resources to supervise and plan the structures, define its strategies, and implement them to implement the educational system (Connolly, James, & Fertig, 2017).

The officials' administration method consists of various factors, including the internal and external work environments and how officials look at the role of work in the lives of faculty members. The internal variables include the policies, priorities, environmental culture, faculty members' levels, skills and motivation, and administration structure (Jackson & Parry, 2011).

To ensure the administration's effectiveness, the official's method and his expectations must be consistent with the university organizational culture, and his method must adhere to the policies and procedures determined by

the university. Moreover, the official must be able to achieve the university objectives, hold the responsibility of building effective teamwork, and support the organizational beliefs among the team members (Jackson & Parry, 2011), while the external variables affect the administration methods and are out of the university control, such as civil society and the surrounding environment, in addition to the state's political, economic, and social aspects (Gold & Evans, 2005).

Moreover, the administration methods can be classified into several types, they are:

- 1. The Authoritarian Method:** This method is considered the most dominant. The authoritarian officials make all the decisions inside the university, top-down communication happens, faculty members' ideas and contributions are not encouraged and considered unnecessary. In this method, the roles and tasks are clearly defined; it is also expected that faculty members follow these instructions without any question while performing their tasks and continuously under supervision. Novice, unskilled, and not motivated faculty members may benefit from this method due to their need for continuous supervision and direction. Managers may also benefit from this method in a time of crises and difficult times. However, the low level of uncertainty characterizes this method, the clearly defined roles and expectations for faculty members, fast decision making, not encouraging or engaging faculty members with ideas, and the low level of satisfaction among faculty members (Mehrotra, 2005).
- 2. Strict Method:** In this method, trust is mutual between faculty members and the officials, the official dictates orders on them, and they are expected to follow these orders as they are; however, this method may require training and continuous supervision by the official for the novice faculty members as a result of being unskilled.
- 3. The Persuasive Method:** Officials take all decisions for the faculty members and convince them of these decisions, which may be taken for the benefit of the faculty members. This method also creates a stronger trust between management and the academic members.
- 4. Patriarchy or Exploitative Method:** Officials make all decisions and deal with the faculty members in a waiver or parental manner. Decisions are made in the best interest of the faculty members, as the officials explain these decisions and their importance for them, where the faculty members may feel cared for by the officials and may feel resentful for not being taken seriously. This approach makes faculty members highly dependable on others (Erçetin & Banerjee, 2015).
- 5. The Democratic Method:** This method includes officials who make decisions with the participation of faculty members. However, they are responsible for making the final decision. In this method, ideas and contributions of faculty members are encouraged, as communications between them are top-down and bottom-top, which make faculty members strongly connected and feel appreciated, which increases their motivation and enthusiasm at work, while when their opinions are not welcomed, their morale will be affected negatively. As a result, they will be less willing to work.
- 6. The Consultative Method:** Trust is the base of work between faculty members and the management, as the management actively seeks to take their opinions.
- 7. Participatory Method:** In this method, trust is base on the contrary of the consultative method. Also, the administration in this method completely trusts faculty members and seeks to take their opinions and ideas. However, it also involves faculty members in making decisions, which makes them feel appreciated and shows an increase in motivation and productivity. However, some faculty members are unwilling to participate in decision-making and feel resent from the officials.
- 8. Authorization Method:** This method allows faculty members to hold full responsibility for their work fields, officials assign tasks under limited direction, and faculty members are expected to achieve fruitful results by themselves, while officials maintain the responsibility for achieving goals. This method is characterized by a small amount of direction and counseling (Foskett, 2003).

Based on the literature review, it was noted that Arab and foreign studies related to administration were unanimous in classifying the administration methods into three styles: **(1) The Autocratic method:** it is called individualistic, dictatorial, or authoritarian **(2) The permissive method:** called permissive, neglected, or free **(3) The democratic method:** called participatory, humanitarian, cooperative, or Shura¹ (Al. Ajami, 2000).

McGregor introduced the theory of (X & Y), which specifies how an individual looks at human relations while identifying the university's administration method. X Theory suggests that individuals, by their nature, lack

¹) Shura: Refers to the democratic method, taking the opinion of the other and share information with another consultant to provide their opinion on a specific issue.

motivation and the willingness to take responsibility. Therefore, they need intensive supervision, direction, and control to achieve the required goals. At the same time, Y theory suggests that human nature is the motive behind achieving goals and gaining satisfaction through the completion of work. The followers of this theory believe that the responsibility of administration is to enhance the educational environments, where faculty members can develop their potential and use their skills to achieve the required objectives. This administration method allows faculty members to have more control over decision-making and provides less supervision (Gannon, Bougszak, Dave, & Anna, 2013).

The relationship between faculty members and the administration is affected by the method that officials adopt and how they deal with faculty members if this method is control and domination, or democratic and participatory as the official plays a vital role in leading the university, and in his relationship with faculty members, as it significantly affects the effectiveness of faculty members and their work satisfaction. Therefore, the administration's success is considered by itself as an educational task. Moreover, several determinants define faculty members' behavior, affect their effectiveness, and creates opportunities for proper relations with the officials; these determinants include: (1) The officials' behavior, as there is a group of officials who focus on the work itself, and their efforts focus on organizing work and distributing roles among the workers in the university to achieve the desired educational results. In contrast, a group of officials focuses their attention on strengthening social relations with the workers in the university to gain more consideration and responsiveness to organize the educational work within the university to reach the desired results. (2) Controlling the educational status by the official, this aspect is affected by the work effectively within the university. It can be measured by evaluating the relationship between the official and the employees, especially the faculty members. As the administration is based on friendship and mutual trust between the official and faculty members, teamwork and participation in decision-making are the best methods to achieve the desired goals (Dash & Dash, 2008).

Muijs and Harris (2007) indicate that faculty members' practice of their professional roles positively impacts the teaching process, their work commitment, and their relationship with students. Furthermore, attention for novice faculty members by the administration and involving them in the development process encourages upgrading and creativity and achieves improvements in the teaching process and better learning outcomes for students.

The most important modern roles required to be performed by faculty members to keep up with today's requirements involves focusing on students' acquisition of knowledge, facts, and the functional scientific concepts, developing students on all aspects, preparing students for the future requirements, achieving moral controls, develop students creative abilities, motivates students interest and desire to learn, and finally being a supreme model for the students (Farrell, 2013).

1.1 Problem and Questions of the Study

Faculty member practices several different roles during his academic career, which could be affected by several threatening his career and does not enable him to practice his role. Novice faculty members may get surprised by the inappropriate administration methods followed in dealing with faculty members, which leads to their unwillingness to perform their basic professional roles as a response to these methods; this makes the novice faculty member fall into a daze between continuing in this role as a faculty member or resignation. The university administrators' work nature imposes performing a leadership role for the team within the university, empowering faculty members and raising their competency and morale, which in turn affect students. This can be shown through the administrators' right understanding that stems from their awareness of their work aspects, methods, developing and implementing it, in addition to his ability to deal with everyone in proper educational method. Furthermore, the need to meet the twenty-first century's educational needs has required university administrators to play a dynamic role and become responsible for up-down rules and regulations.

Furthermore, the researcher noticed through her academic work experience in one of the private universities in the north of Jordan that novice faculty members are dissatisfied with the administration methods followed by some of the administrators, which makes them unwilling to participate in the matters relating to the university, in addition to the indifference concerning their roles in the university. Therefore, the problem of the study stems from this point, which is identifying the level of novice faculty members' empowerment and practice level of practice of their professional roles in light of the administrative methods in the Jordanian universities. Thus, the study attempts to answer the following questions:

1. What is the practice level of the university administration for the administrative methods from novice faculty members' point of view?
2. What is the level of novice faculty members' empowerment from their point of view?

3. What is the practice level of novice faculty members' for their professional roles from their point of view?
4. Are there statistically significant differences at ($\alpha = 0.05$) in the level of novice faculty members' empowerment in light of gender and age?
5. Are there statistically significant differences at ($\alpha = 0.05$) in novice faculty members' practice level for their professional role in light of gender and age?
6. Is there a statistically significant relationship at ($\alpha = 0.05$) between university administration practice for the administrative methods from one hand and the novice faculty members' empowerment and their professional roles from the other?

1.2 Study Objectives

This current study investigates the level of novice faculty members' empowerment and their practice level for their professional roles in light of the administrative methods in the Jordanian universities. The study also aims to identify the differences in the level of novice faculty members empowerment and their professional roles in light of age and gender, in addition to the relationship between university administration practice for the administrative methods from one hand and the novice faculty members' empowerment and their professional roles from the other.

1.3 Importance of the Study

The theoretical importance of this study stems from the importance of information that will be provided to the experts in the educational and administrative fields to draw the attention of the administrators in the Ministry of Higher Education to the importance of novice faculty members' empowerment in their universities and its impact on the performance and the educational outcomes. The theoretical framework in this study sheds light on the importance of using the university administrative methods as the main factor that affects faculty members' performance in general and novice faculty members in particular. Furthermore, the study aims to identify the positive university administrative methods that increase faculty members' morale and the negative ones that impede the achievement of the desired educational outcomes.

On the practical level, the study results can be used in defining the positive administrative methods and the negative ones from the novice faculty members' point of view. This study will also contribute to designing some educational programs that may help empower novice faculty members and provide a deeper understanding of university administrative methods. Accordingly, remedial programs will be developed so that administrators avoid the methods that impede education. Finally, this study might motivate other researchers to conduct similar studies addressing the study variables from the perspectives of other research samples and in other environments, as these variables play an important role in the life of the faculty members at present and in the future.

1.4 Theoretical and Operational Definitions

1.4.1 Administrative Methods: the methods that the administrators follow in achieving their universities' objectives; this includes methods of decisions making, planning and work organization methods, and the methods of practicing their administrative roles (Jackson & Parry, 2011).

1.4.2 Faculty Members Empowerment: Providing faculty members with the opportunity to participate in decision making within the university and to achieve sustainable professional development to develop their skills, and to achieve a prominent place of respect, appreciation, and support from whoever deals with them inside or outside the university, as well as independency and freedom in selecting the teaching methods, learning schedule, and the educational materials (Al. Asmar & Al. Hathalai, 2014). In the current study, faculty members' empowerment is defined by the respondent's level on the empowerment scale used in the current study.

1.4.3 Professional Roles: A set of different actions and practices carried out by faculty members within the university, including teaching, activities, works, and intentional actions to accomplish tasks or achieving goals (Jama' & Ali, 2019). In the current study, professional roles are defined by the level that the respondent gets on the scale of the professional role used in the current study.

1.5 Study Limitations

1. Time Limits: First Semester of the academic year 2020/2021.
2. Spatial Limits: Private Universities in the north of Jordan.
3. Human Limits: New Academic members in the private universities.

2. Previous Studies

Al-Asmar and Al-Hathey (2014) aimed to identify the level of academic members' empowerment at Umm Al-Quraa University and King Abdulaziz University. The study sample consisted of (300) faculty members. The results of the study indicated that the level of faculty members' empowerment was high. As for the domains, the level of empowerment among the study sample was high in spatial and performance independence, moderate in participating in decision making, and professional growth. However, there are statistically significant differences between the means scores of the study sample responses in the level of empowerment in terms of participation in decision making, professional growth, and performance independence in favor of the faculty members at King Abdulaziz University and in terms of participation in decision making and professional growth in favor of the males. Also, a statistically significant difference between the means scores of the study sample responses in the level of empowerment in terms of spatial and performance independence favors the professors.

The study of Chang, Shen, and Liu (2014) investigated university faculty members' views concerning their online role-playing in Taiwan. The study sample consisted of (106) members. The results showed that educational content and design are the most important components in education and a gap between optimal practical roles. Moreover, the study results indicated statistically significant differences in faculty members' perceptions of roles and practices in light of gender, in favor of females, and in light of educational experience, in favor of 1-2 years of experience.

In Jordan, Wasswas, Jawarneh, and Al-Atyyat (2015) aimed to identify the practice level of faculty members at *Al-Hussein Bin Talal* University to their academic roles in light of some variables. The study sample consisted of (135) faculty members. Concerning the practice, the results found that the scientific research domain ranked first, followed by teaching, and finally, community service. There are no statistically significant differences between the means scores of the study sample responses in light of faculty, in favor of the scientific faculties, in light of the academic rank, in favor of assistant professor and associate professor, and in light of experience, in favor of 1-5 years of experience.

In another study, Al Hamidi (2016) aimed to investigate the level of career empowerment and organizational loyalty and reveal the nature of the relationship between career empowerment and organizational loyalty among faculty members in the Faculty of Education from their point of view. To achieve the study objectives, a descriptive-analytical survey design was used. The study included all faculty members in the Faculty of Education at *Al-Tayef University*. The study showed that faculty members' level of career empowerment was moderate ($M = 3.94$). According to career empowerment domains, faculty members' attitudes were high in terms of the meaning of work and moderated in terms of freedom of choice, influence, and self-efficacy. It was found that faculty members have a relatively high level of organizational loyalty ($M = 3.56$). There is a statistically significant strong positive correlation between the level of career empowerment and organizational loyalty. Statistically significant differences were found in the level of career empowerment and organizational loyalty among faculty members in light of gender, while no statistically significant differences were found in light of rank and experience.

As for the study of Mirzaei-Alavijeh, Rajati, Hatamzadeh, Solaimanizadeh, and Jalilian (2019) in Iran, who have investigated the role of faculty members' empowerment on their performance at *Kermanshah University*, using a sample consisted of (165) members, they found that the level of empowerment was moderate.

While Jamaa' and Ali (2019) addressed the administrative and social problems at *Bahri University* and their impact on the professional performance from faculty members' point of view, the study sample consisted of (300) faculty members. The results indicated that one of the most important administrative problems is the low level of authority awarded to faculty administrators, the increase in the number of students admitted, university administration centralization in decision making, the professionalism of the regulations and acts, especially in promotions, and the insufficiency of the necessary services. The social problems were confined in: the distance from university to faculty members' accommodation and mobility difficulty, the disparity in university administration method in dealing with the faculty members, and the poor communication and cooperation between faculty members in different departments. Concerning the professional performance, the results showed poor scientific communication between faculty members and their peers in the other universities, low level of participation in seminars and conferences, the limited opportunities for scientific vacations, lack of scientific books and references in the university library. The study revealed no statistically significant differences in the level of problems in light of gender.

Andoh and Ghansah (2019) aimed to identify the impact of leadership styles on the faculty member's performance in the private universities in Ghana. The study sample consisted of (114) faculty members. The

results indicated that the leadership styles impact the academic members' performance, as the democratic style positively impacts the performance, while the autocratic style and non-inference style negatively impact the performance. Additionally, the study indicated that autocratic style and non-inference style led to a disposition to limit the overall performance in the university.

3. Methods and Procedures

3.1 Method of the Study

The researcher used the descriptive approach to achieve the study objectives.

3.2 The Population of the Study

The population of the study consisted of all the novice faculty members in the private universities in the north of Jordan in the academic year (2020/2021), which consist (118) faculty members (males = 53, females = 65).

3.3 Sample of the Study

The study sample consisted of (49) faculty members (males = 27, females = 22) from different departments selected randomly. Table 1 shows the distribution of the study sample based on the study variables.

Table 1. Distribution of the study sample based on the study variables

Variable	Frequency	%	
Gender	Male	27	55.1
	Female	22	44.9
Age	Less than 30 years	10	20.4
	30 to less than 45 years	32	65.3
	45 Years and More	7	14.3
Total	49	100%	

3.4 Study Instruments

To achieve the study objectives, the researcher used three instruments in data collection. The first one is the university administrative methods scale, the second is the faculty members' empowerment scale, and the last one is faculty members' professional roles, as follow:

3.4.1 The University Administrative Methods Scale

By reviewing related literature and previous studies, the researcher found that the scale used in Al-Khasawneh & Futa (2013) study was an appropriate one to achieve the study objectives. The scale consisted of (12) items distributed on three domains: Democrat method (4 items), non-inference method (4 items), and autocratic method (4 items).

3.4.1.1 Validity of the Scale

Al-Khasawneh and Futa (2013) verified the scale validity by distributing it on a jury consisted of (13) arbitrators specialized in educational administration in several public universities in the North of Jordan. The researchers asked them to give their opinions and comments about the items of the scale suitability to the targeted sample. (60%) of the proposed amendments were taken into consideration.

Table 2. Correlation Coefficient Values between the Items and the Domains to which they Belong

Democratic Method		Non-Inference Method		Autocratic Method	
Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain
1	0.56	5	0.75	9	0.83
2	0.67	6	0.53	10	0.62
3	0.64	7	0.58	11	0.69
4	0.71	8	0.64	12	0.71

In the present study, the researcher verified the scale validity by distributing the scale on a jury consisted of (6) arbitrators specialized in educational administration at Irbid National University to ensure its suitability for the targeted study sample. The jury agreement rate was (71.6%), which is appropriate for the study. The researcher also extracted the internal consistency validity by administrating the scale on a pilot sample consisted of (29) faculty members not included in the study sample, and correlation coefficient values were calculated for the items with the domain, as shown in Table 2.

Table 2 indicates that correlation coefficients values for the items of the democratic method ranged between (0.56-0.71) and for the items of the non-intervention method (0.53-0.75), while for the Autocratic method, they ranged between (0.71-0.83). The values are considered statistically significant values, as the researcher set the inclusion standard at a (0.30) cut score.

3.4.1.2 Reliability of the Scale

Al-Khasawneh and Futa (2013) verified the scale reliability by calculating Cronbach Alpha Coefficient for internal consistency reliabilities, as the values ranged between (0.74-0.79) and for the total instrument score (0.81).

While the current study verified the reliability of the scale by administrating it to a pilot sample consisted of (29) faculty members not included in the study sample, and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities for the domains, where the values ranged between (0.71-0.78) and for the total instrument score (0.74). The researcher also used the test-retest method by administrated the scale on the pilot sample and re-administrated it after two weeks, the values ranged between (0.76-0.81), and for the total instrument score (0.79), and these values are considered appropriate for the study objectives, as shown in Table 3.

Table 3. Cronbach Alpha Internal Consistency Reliabilities for Individual Domains and Total Instrument

Domain	Cronbach alpha	Test-Retest Reliability
Democratic	0.68	0.74
Non-Inference	0.79	0.83
Autocratic	0.73	0.78
Total Score	0.73	0.78

3.4.1.3 Statistical Standard

The scale consisted of (12) items, corrected using Five-Point Likert scale (5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never), and the following scale was adopted to analyze the results: From (1-2.33) a low level, (2.34-3.67) a moderate level, and (3.68-5) a high level.

3.4.2 Faculty Members' Empowerment Scale

By reviewing related literature and previous studies, the researcher found that the scale used in Al-Asmar and Al-Hadhli (2014) study was an appropriate one to achieve the study objectives. The scale consisted of (31) items distributed on four domains: Participation in decision making (7 items), professional development (9 items), position (9 items), and performance autonomy (6 items).

3.4.2.1 Validity of the Scale

Al-Asmar and Al-Hadhli (2014) verified the scale's content validity by distributing it on a jury consisted of (10) arbitrators specialized in educational administration and Arabic Language at Umm Al Qura University and King Saud University, where the researchers asked them to give their opinions and comments about the suitability of the scale. In addition, the researchers took the notes of (9) arbitrators, which agreed on keeping the items as they are.

In the present study, the researcher verified the scale validity by distributing the scale on a jury consisted of (6) arbitrators specialized in educational administration at Irbid National University to ensure its suitability for the targeted study sample. The jury agreement rate was (83.8%), which is appropriate for the study. The researcher also extracted the internal consistency validity by administrating the scale on a pilot sample consisted of (29) faculty members not included in the study sample, and correlation coefficient values were calculated for the items with the domain, as shown in Table 4.

Table 4. Correlation Coefficient Values between the Items and the Domains to which they Belong

Participation in Decision Making		Professional Development		Position		Performance Autonomy	
Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain
1	0.52	8	0.61	17	0.63	26	0.74
2	0.63	9	0.67	18	0.81	27	0.57
3	0.60	10	0.55	19	0.58	28	0.69
4	0.52	11	0.71	20	0.64	29	0.63
5	0.58	12	0.59	21	0.57	30	0.60
6	0.81	13	0.54	22	0.82	31	0.70
7	0.75	14	0.53	23	0.59		
		15	0.76	24	0.66		
		16	0.67	25	0.75		

Table 4 indicates that correlation coefficients values for the items of participation in decision making ranged between (0.52-0.81), for the items of professional development (0.53-0.76), and for the position they ranged between (0.58-0.82), while performance autonomy they ranged between (0.57-0.74). The values are considered statistically significant, as the researcher set the inclusion standard at a (0.30) cut score.

3.4.2.2 Reliability of the Scale

Al-Asmar and Al-Hadhli (2014) verified the scale reliability by administrating the scale on a pilot sample consisted of (30) faculty members and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities, as the values ranged between (0.81-0.83) for the domains, and for the total instrument score (0.92).

As for the current study, the reliability of the scale was verified by administrating it to a pilot sample consisted of (19) faculty members not included in the study sample and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities for the domains, where the values ranged between (0.73-0.81) and for the total instrument score (0.77). The researcher also used the test-retest method by administrated the scale on the pilot sample and re-administrated it after two weeks, the values ranged between (0.79-0.86), and for the total instrument score (0.83), and these values are considered appropriate for the study objectives, as shown in Table 5.

Table 5. Cronbach Alpha Internal Consistency Reliabilities for Individual Domains and Total Instrument

Domain	Cronbach alpha	Test-Retest Reliability
Participation in Decision Making	0.76	0.81
Professional Development	0.73	0.79
Position	0.81	0.86
Performance Autonomy	0.79	0.84
Total Score	0.77	0.83

3.4.2.3 Statistical Standard

The scale consisted of (31) items, corrected using Five-Point Likert scale (5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never), and the following scale was adopted to analyze the results: From (1-2.33) a low level, (2.34-3.67) a moderate level, and (3.68-5) a high level.

3.4.3 Professional Roles Scale

By reviewing related literature and previous studies, the researcher found that the scale used in Wasswas, Jawarneh, and Al-Atyyat (2015) study was appropriate for achieving the study objectives. The scale consisted of (44) items distributed on three domains: Teaching (16 items), scientific research (14 items), and community service (14 items).

3.4.3.1 Validity of the Scale

Wasswas, Jawarneh, and Al-Atyyat (2015) verified the scale's content validity by distributing it on a jury consisted of (10) arbitrators in the faculty of education at the Jordanian universities; they were asked to provide their remarks about the scale's items suitability and meaning clarity and to provide any other remarks, where the scale's items remained the same.

In the present study, the researcher verified the scale content validity by distributing the scale in its preliminary format on a jury consisted of (6) arbitrators specialized in educational administration at Irbid National University to ensure its suitability for the targeted study sample. The jury agreement rate was (88%), which is appropriate for the study. The researcher also extracted the internal consistency validity by administrating the scale on a pilot sample consisted of (29) faculty members not included in the study sample, and correlation coefficient values were calculated for the items with the domain, as shown in Table 6.

Table 6. Correlation Coefficient Values between the Items and the Domains to which they Belong

Teaching		Scientific Research		Community Service	
Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain	Item No.	correlation coefficients to the domain
1	0.81	17	0.84	31	0.64
2	0.70	18	0.53	32	0.49
3	0.55	19	0.50	33	0.60
4	0.47	20	0.68	34	0.58
5	0.55	21	0.57	35	0.64
6	0.51	22	0.69	36	0.71
7	0.46	23	0.52	37	0.77
8	0.69	24	0.58	38	0.74
9	0.50	25	0.66	39	0.69
10	0.82	26	0.79	40	0.58
11	0.58	27	0.57	41	0.72
12	0.64	28	0.64	42	0.61
13	0.59	29	0.70	43	0.57
14	0.52	30	0.56	44	0.65
15	0.67				
16	0.71				

Table 6 indicates that correlation coefficients values for the items of teaching ranged between (0.46-0.82), for the items of scientific research (0.50-0.84), and community service, they ranged between (0.49-0.77). The values are considered statistically significant, as the researcher set the inclusion standard at a (0.30) cut score.

3.4.3.2 Reliability of the Scale

Wasswas, Jawarneh, and Al-Atyyat (2015) verified the scale reliability by administrating the scale on a pilot sample consisted of (22) faculty members, where the reliability value was (0.88) and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities (0.91).

As for the current study, the reliability of the scale was verified by administrating it to a pilot sample consisted of (19) faculty members not included in the study sample and by calculating Cronbach Alpha Coefficient for internal consistency reliabilities for the domains, where the values ranged between (0.81-0.86) and for the total instrument score (0.83). The researcher used the test-retest method by also administrated the scale on the pilot sample and re-administrated it after two weeks, the values ranged between (0.76-0.80), and for the total instrument score (0.78), and these values are considered appropriate for the study objectives, as shown in Table 7.

Table 7. Cronbach Alpha Internal Consistency Reliabilities for Individual Domains and Total Instrument

Domain	Cronbach alpha	Test-Retest Reliability
Teaching	0.86	0.78
Scientific Research	0.82	0.80
Community Service	0.81	0.76
Total Score	0.83	0.78

3.4.3.3 Statistical Standard

Professional roles scale consisted of (44) items, corrected using 5 point Likert scale (5 = very high, 4 = high, 3 = moderate, 2 = weak, 1 = very weak). The following scale was adopted to analyze the results: (1-2.33) low level, (2.34-3.67) medium level, and (3.68-5) high level.

3.5 Study procedures

1. The scales were distributed on the study sample in December of the academic year 2020/2021.
2. A description of the study's objectives and importance was provided for the study sample. The researcher also described the guidelines related to the used scales.
3. It was emphasized that the participant was voluntary.
4. The researcher emphasized that the participation is voluntary and that the collected data will be treated confidentiality.
5. The study sample needed about (30-40) minutes to respond to the scales.

3.6 Statistical Analysis

To define the practicing level of the administration methods, the level of faculty members' empowerment, and the practice level of the professional roles, means, and standard deviations were calculated. In contrast, Two Way ANOVA and Scheffe Test were calculated to identify the differences based on the study variables.

3.7 Study Variables

The study included the following variables:

3.7.1 Independent Variables

3.7.1.1 Gender: Male and female.

3.7.1.2 Age: (less than 30 years, 30-less than 45 years, 45 years, and more).

3.7.2 Dependent Variables

3.7.2.1 University administration methods: (Democratic, non-inference, and autocratic).

3.7.2.2 Empowerment of the academic members: (Participation in decision making, professional development, position, and performance autonomy).

3.7.2.3 Professional roles: (Teaching, scientific research, and community service).

4. Study Results

The following section shows the results of the study questions.

Question One: What is the practice level of the university administration for the administrative methods from novice faculty members' point of view?

To answer this question, means and standard deviations were calculated for the practice level of the university administration for the administrative methods on the whole scale and each domain, as shown in Table 8.

Table 8. Means and SD for the Practice Level of University Officials for the Administrative Methods on the whole scale and each domain

Domain	Mean	SD	Rank	Level
Democratic	3.62	0.51	1	Moderate
Non-inference	3.27	0.67	3	Moderate
Autocratic	3.53	0.57	2	Moderate
Total Score	3.47	0.53		Moderate

Table 8 indicates that the practice level of university administration for the administrative methods from novice faculty members' point of view is moderate (M = 3.47, SD = 0.53). As for the domains, democratic method ranked first (M = 3.62, SD = 0.51) with a moderate level, followed by autocratic method (M = 3.53, SD = 0.57) with a moderate level, and finally non-inference method (M = 3.27, SD 0.67) with moderate level.

Question Two: What is the level of novice faculty members' empowerment from their point of view?

To answer this question, means and standard deviations were calculated for novice faculty members' responses on the whole scale and on each domain, as shown in Table 9.

Table 9. Means and SD for Novice Faculty Members Responses on the whole scale and on each domain

Domains	Mean	SD	Rank	Level
Participation in Decision Making	3.13	0.69	4	Moderate
Professional Development	3.68	0.60	2	High
Position	3.42	0.63	3	Moderate
Performance Autonomy	3.71	0.53	1	High
Total Score	3.48	0.61		Moderate

Table 9 indicates that the level of novice faculty members' empowerment is moderate (M = 3.48, SD = 0.61). As for the domains, performance autonomy ranked first (M = 3.71, SD = 0.53) with a high level, followed by professional development (M = 3.68, SD = 0.60) with a high level, position (M = 3.42, SD = 0.63) with a moderate level, and finally participation in decision making (M = 3.13, SD = 0.69) with a moderate level.

Question three: What is the practice level of novice faculty members for their professional roles from their point of view?

To answer this question, means and standard deviations were calculated for the novice faculty members' responses on the whole scale, and on each domain as shown in Table 10.

Table 10. Means and SD for Novice Faculty Members Responses on the whole scale, and on each domain

Domain	Mean	SD	Rank	Level
Teaching	3.72	0.68	1	High
Scientific Research	3.61	0.70	2	Moderate
Community Service	3.47	0.76	3	Moderate
Total Score	3.60	0.71		Moderate

Table 10 indicates that the practice level of novice faculty members for their professional roles is moderate (M = 3.60, SD = 0.71). As for the domains, teaching ranked first (M = 3.72, SD = 0.68) with a high level, followed by scientific research (M = 3.60, SD = 0.70) with a moderate level, and finally community service (M = 3.47, SD = 0.76) with a moderate level.

Question Four: Are there statistically significant differences at (α = 0.05) in the level of novice faculty members' empowerment in light of gender and age?

To answer this question, means and standard deviation were calculated for the novice faculty members' responses on the novice faculty members' empowerment scale as a whole and each domain, as shown in Table 11.

Table 11. Means and SD for Novice Faculty Members' Empowerment Scale as a whole based on the Study Variables

Variable	Level	Mean	SD	Variable	Level	Mean	SD
Gender	Male	3.57	0.49	Age	Less than 30 years	3.72	0.51
	Female	3.69	0.58		30 to Less than 45 years	3.66	0.56
					45 Years and More	3.65	0.60
Total		3.63	0.51	Total		3.68	0.62

Table 11 indicates that there are apparent differences in novice faculty members' empowerment in light of the study variables. Two Way ANOVA was used to define the significance of the differences, as shown in Table 12.

Table 12. Two Way ANOVA for the Differences in Novice Faculty Members' Empowerment in Light of the Study Variables

Source of Variance	Sum of Squares	DF	Mean Squares	F	Sig.
Gender	70.31	1	70.31	12.34	0.000
Age	51.30	2	25.65	16.86	0.000
Gender x Age	9.28	2	4.64	1.24	0.872
Error	106.65	43	2.48		
Total	953.35	49			

Table 12 indicates statistically significant differences at ($\alpha=0.05$) on the novice faculty members' empowerment in light of gender, in favor of females, and in light of age. To identify the difference in the age, Scheffe Test was used, as shown in Table 13.

Table 13. Post Comparisons based on Scheffe Test for the Level of Academic Members' Empowerment in Light of Age

	Less than 30	30 to Less than 45 years	45 Years and More
Mean	3.72	3.66	3.65
Less than 30	3.72		
30 to Less than 45 years	3.66	0.09	
45 Years and More	3.65	0.27*	0.11

*Sig. at ($\alpha=0.05$)

Table 13 indicates that there are statistically significant differences at ($\alpha = 0.05$) between the age group (less than 30) from one hand and the age group (45 years and more) from the other hand, in favor of the age group (less than 30 years).

Question Five: Are there statistically significant differences at ($\alpha = 0.05$) in novice faculty members' practice level for their professional role in light of gender and age?

To answer this question, means and standard deviations were calculated for the professional roles total score based on the study variables, and Table 14 shows that.

Table 14. Means and SD of the Professional Roles Total Score based on the Study Variables

Variable	Level	Mean	SD	Variable	Level	Mean	SD
Gender	Male	3.46	0.67	Age	Less than 30	3.11	0.70
	Female	3.67	0.52		30 to Less than 45 years	3.74	0.51
					45 Years and More	3.52	0.66
	Total	3.57	0.58		Total	3.46	0.57

Table 14 indicates statistically significant differences in the professional roles' total score in light of the study variables. To reveal the significance of this difference, Two Way ANOVA was used, as shown in Table 15.

Table 15. Two Way ANOVA for the Differences in the Professional Roles in Light of the Study Variables

Source of Variance	Sum of Squares	DF	Mean Squares	F	Sig.
Gender	67.45	1	67.45	7.648	0.000
Age	49.62	2	24.81	6.197	0.000
Gender x Age	11.48	2	5.74	0.176	0.462
Error	98.95	43	2.30		
Total	843.67	49			

Table 15 indicates statistically significant differences at ($\alpha = 0.05$) on the professional roles in light of the educational level, while there are no statically significant differences in light of gender. To identify the differences on the educational level, a post comparison was used using Scheffe Test, as shown in Table 16.

Table 16. Post Comparisons based on Scheffe Test for the Professional Roles in Light of Age

	Less than 30	30 to Less than 45 years	45 Years and More
Mean	3.11	3.74	3.52
Less than 30	3.11		
30 to Less than 45 years	3.74	*0.34	
45 Years and More	3.52	0.10	0.07

*Sig. at ($\alpha=0.05$)

Table 16 indicates that there are statistically significant differences at ($\alpha = 0.05$) between the age group (less than 30) from one hand, and the age group (30 to less than 45 years) on the other hand, in favor of the age group (30 to less than 45 years).

Question Six: Is there a statistically significant relationship at ($\alpha = 0.05$) between university administration practice for the administrative methods from one hand and the novice faculty members' empowerment and their professional roles from the other?

To answer this question, the researcher calculated Pearson Correlation Coefficients between novice faculty members' responses on the university administrative methods scale from one hand, and their responses on novice faculty members' empowerment scale and the scale of the professional role from the other, as shown in Table 17.

Table 17. Correlation Coefficients Between Faculty Members' Responses on University Administrative Methods and their Responses on the Novice Faculty Academic Members' Empowerment and Professional Roles

	Democratic method	Non-inference method	Autocratic method	Z Value
Faculty Members Empowerment	**0.41	**0.38-	*0.29-	*2.76
Professional Roles	*0.36	**0.42-	**0.33-	*2.47

0.01 > P**; 0.05 > P*

Table 17 indicates a statistically significant positive correlation between the democratic method and novice faculty members' empowerment and professional roles. In addition to a statistically significant negative correlation between the non-inference and autocratic methods, the novice faculty members' empowerment and professional roles are on the other.

4.1 Results Discussion

The study results showed that the practice level of the university administration for the administrative methods, the level of novice faculty members' empowerment, and the practice level of novice faculty members for their professional roles were moderate from novice faculty members' point of view. The researcher attributes this result to the unsuitability of the criteria of selecting the administrators, in addition to the poor training of faculty members and their preoccupation with the administrative and office roles at the expense of the educational tasks; due to the heavy loads that the faculty members have from one side, and due to the simplicity of the administrative roles comparing to the educational roles on the other.

Moreover, the officials follow the central administration method while ignoring the authorization and teamwork, while some officials might delegate their assistants to pursue several tasks. This could be attributed to the low satisfaction level concerning the roles of the faculty members resulting from officials sticking with the traditional methods and not following the developments, which may contribute to developing their leadership performance, in addition to the poor and absence of scientific and professional planning for the university among officials.

Aside from that, novice faculty members' disempowerment may be due to the lack of interest in them by the university administration and the absence of moral incentives within their work and activities, in addition to the administration concern in the formal administrative aspects on the account of the educational process, without concerning in the affairs of the novice faculty members and the absence of support to enable them to overcome

the difficulties they face at the beginning of their career, as well as the absence of living models that faculty members can follow, the absence of an administration providing the correct directions and supervision related to the educational process.

The moderate practice level of novice faculty members' for their professional roles can be attributed to the fact that they don't get the adequate space to expect through the theoretical aspect of these roles, while the practical role required from pre-service faculty members focuses on writing researches and reports which do not include the practical aspect that makes novice faculty members able to identify their roles within the university, and the weakness in equipping faculty members with the skills that enable them to practice their roles in the future.

The results also indicated that the level of empowerment among females' novice faculty members was higher than males, which can be attributed to the females' nature and their desire to prove that they are worthy of working, that they can take responsibility in front of senior educational leaders, so we find that females self-effectiveness in the educational work higher than males. Also, females' nature through which they seek to achieve their goals and achieve administrative and leadership roles make them work harder, accomplish more, and be more involved in decision making. Females also show higher level of understanding for the finer executive matters, regulation and instruction, for this they practice and participate in decision making in light of the administrative matters, regulations and instructions. This also can be attributed to the fact that females are eager to activate their roles in the university and improve the educational practices in their universities to achieve effectiveness. In addition, females make concrete efforts to save time for shared planning to promote students' academic success and enhance professional dialogue to improve work to achieve the common goals. They also work within teams, uses discussion groups to find the most effective methods, and promote dialogue related to the best educational practices. They also work on creating a permanent incentive for them to move toward the university vision. This may be due to the full freedom that universities give for females regarding practicing the roles that suit the age group that they teach.

The study results also indicated that faculty members in the age group less than 30 years outperformed in the level of empowerment. This could be attributed to the university's nature, the simplicity of its system, the limited number of novice faculty members, and the paucity of problems that they may face. It allows the university administrators to empower the novice faculty members in general and including them in decision making in particular, furthermore, giving them some powers regarding some tasks without supervision and follow-up, offering the opportunities by the university for the faculty members to achieve continuous learning. Consequently, this affects their professional growth and development, increasing cooperation with the administration to achieve university works.

The results showed that faculty members in the age group (30 to less than 45 years) outperformed in the level of professional roles. This may be attributed to faculty members' continuous attempts to prove their academic competency to get tenure, get a promotion in the university, and advance to their future goals. It can also be attributed to the years of experience that faculty members have gained by working in the same university or in another one, which made them gain knowledge about the role that faculty members play at the university, whether teaching or scientific research roles.

The results found a positive correlation between the democratic method from one side and novice faculty members' empowerment and practicing their professional roles from the other. It also can be attributed to what the democratic method significantly achieves in the minds of the faculty members, promotes their morale, increases positive energy, and meet their needs. It also considers human relations in the work environment, which are built on understanding the factors that motivate the faculty members and raise their achievement motivation. Moreover, the democratic method creates mutual respect between the official and faculty members, considering him as an individual of great importance in running the university and achieving its goals. Additionally, the democratic method respects faculty members' privacy as long as it does not affect the educational process, adopts equality in rights and privileges of the faculty members, provides professional growth opportunities, and follows the self-directedness method with workers through creating trust.

The results also indicated a negative correlation between non-interference and autocratic methods, and each of novice faculty members' empowerment and the practicing their professional roles. This result might be because faculty members are influenced by the bossy previous officials (old administrators) who don't know delegation culture and the idea of delegation authority to faculty members. In addition to the weak ability of officials to accomplish their asks except through direct supervision of faculty members, beside the pursuit of personal goals by some officials through gaining the satisfaction of faculty members at the expense of the educational objectives as well as the officials' lack of awareness concerning the importance of practicing the democratic role

with faculty members and its positive effect on them.

As well as dogmatism and directing the educational processing besides orders, instructions and interfering in faculty members' work details, which creates a climate fraught with problems and complications, their negative effects appear once the fear and domination factors disappear.

As for the Non-inference method, it appears when the officials do not show interest in what happens at the university, inability to manage faculty members' affairs, and lack of capacity to define the university's goals, as they act based on the surrounding circumstances and individuals. Also, this type of official uses faculty members' potentials, committed to rules, regulations, and procedures imposed by the higher administration.

5. Conclusion

The study recommends enhancing the university administrators' awareness concerning the importance of faculty members' empowerment and enabling them to practice their professional roles as intended. The study will also create an environment free of stress and negative conflicts in the university, adopt the democratic methods by the university administrators in the university, and allow the novice faculty members to benefit from the university administration and the senior faculty members in the university practicing their professional roles.

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