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# Contextualization-Emotionalization Interface: A Case of Teacher Effectiveness

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# Contextualization-Emotionalization Interface: A Case of Teacher Effectiveness

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**Abstract**

Given the prominence of cognitive and affective factors in teacher effectiveness, this study intends to look at the issue from a different perspective and examine the roles of contextualization and emotionalization in teacher success. In so doing, 305 English as a Foreign Language (EFL) learners rated their English teachers to determine the extent to which they contextualize and emotionalize their instructions. During the first phase of the study, a pair of scales were constructed and substantiated via Confirmatory Factor Analysis (CFA) to serve the abovementioned purpose. As for the second phase, Structural Equation Modeling (SEM) was utilized to shed light on any probable relationships among the independent variables and teacher success. The results indicated that, teachers who contextualize and emotionalize their instructional practices, enjoy an enhanced level of success. Moreover, it was revealed that, in the close competition between contextualization and emotionalization, contextualization was identified as a slightly better predictor of teacher success. Building upon the rather strong links between the sub-construct of contextualization and emotionalization, it was further inferred that, mutual juxtaposition of the two concepts contribute to teacher success. In the end, the results were discussed in the realm of English language education.

**Keywords:** emotion, cognition, emotionalization, contextualization, effective teaching

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# La Interrelación Contextualización-Emocionalización: Un Caso de Efectividad Educativa

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**Resumen**

Dada la prominencia de los factores cognitivos y afectivos en la efectividad educativa, este estudio intenta abordar el tema desde una perspectiva diferente y examina los roles de la contextualización y de la emocionalización en el éxito educativo. Al hacerlo, 305 estudiantes de Inglés como Lengua Extranjera (ILE) calificaron a sus profesores de Inglés para determinar hasta qué punto contextualizaban y emocionalizaban sus instrucciones. Durante la primera fase del estudio se construyeron y sustanciaron un par de escalas a partir de Análisis Factorial Confirmatorio (AFC). Mientras que durante la segunda fase se utilizó la Modelización de Ecuaciones Estructurales (MEE) para esclarecer cualquier probable relación entre las variables independientes y el éxito educativo. Los resultados indicaron que el profesorado que contextualiza y emocionaliza sus prácticas instructivas disfruta de un mayor éxito. Aún más, se descubrió que en la competición entre contextualización y emocionalización, la primera apareció como un predictor ligeramente mejor del éxito educativo. Construido sobre los suficientemente fuertes vínculos entre el sub-constructo contextualización y emocionalización, se llegó a inferir que la yuxtaposición de ambos conceptos contribuye al éxito educativo. Al fin y al cabo, los resultados se discutieron en el ámbito del aprendizaje de la lengua inglesa.

**Palabras clave:** emoción, cognición, emocionalización, contextualización, efectividad educativa

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The integrity of every educational system depends largely upon the performance of its teachers. Although they are merely one constituent of this convoluted network, teachers are required to serve numerous roles and take different responsibilities in the classroom. During recent decades, they have attracted burgeoning attention to the extent that their success, or so called effectiveness, has turned into the "focus of educational policy in the 21st century" (Mangiante, 2011, p. 42).

Almost all the decisions made about teachers originate from their quality of success. Yet, there exists a lack of general consensus regarding which characteristics of teachers contribute to their overall success (Palardy & Rumberger, 2008). The literature has widely investigated attributes associated with teacher success, varying from teachers' personal and professional qualities (e.g., Bhardwaj, 2009; Elizabeth, May & Chee, 2007; Medley & Mitzel, 1955; Porter & Brophy, 1988) to working conditions and environment (Johnson & Birkeland, 2003; Korthagen, 2004). Be that as it may, in light of the conducted studies, evaluation of teacher success focusing exclusively on teachers' capabilities to handle subject-related and didactical issues seems inadequately narrow. A noteworthy consideration is that, teachers, though implicit in nature, take on much vaster roles with regards to their students' lives which may likewise influence their professional success to various degrees. In this vein, from amongst teachers teaching many different subjects, English language teachers, relying on the unique nature of their classes, adopt a life-changing role and, more than their counterparts, endeavor to shape students' idiosyncratic lives (Pishghadam & Zabihi, 2012).

In reality, students come to school with a prearranged bundle of experiences, wondering about the relevance of what they study. These experiences might be of great use contributing to both cognitive and affective domains of learning. If effectively employed, learners are able to draw upon their prior experiences so as to learn the new materials (Son & Goldstone, 2009). A typical cognitive application of linking these real world practices to English language classroom instructions is central to contextualization (Walz, 1989). Traditionally, this challenging responsibility was left to students themselves. However recently, numerous scholars (e.g., Celce-Murcia, 2002; Thornbury, 1999) have reported improved

achievements on the part of learners once they are assisted to make connections between academic learning and their prior real world experiences. Given the popularity of contextualization and the bulk of studies conducted on it (e.g., Cordova & Lepper, 1996; Shrum & Glisan, 1994), not much has been said on the relationship between one such key concept and teacher success in English language teaching (ELT), in part because it was perhaps more difficult to measure or quantify.

In addition to the cognitive aspect of learning through experiences, the merits of contextualization might be otherwise explicated through the affective notion of emotionalization. In 2013, Pishghadam, Tabatabaeyam, and Navari, moved a step beyond pure contextualization and magnified the emotional context rather than the social or lexical context, arguing that emotion is one of the main forces behind language learning and teaching. Thus, it is actually believed that, being mindful of students' real world experiences might be a further leap toward educational improvement and ultimately teacher success.

On the whole, our immediate point of departure is to cast more light on the exclusive nature of ELT classes and reorient the definition of teacher success from contextualization and emotionalization standpoints. Since the two concepts do not amount to the same thing (cognition vs. emotion), it is particularly aimed to compare and contrast their strength in predicting teachers success. To make the case, a pair of scales are constructed and validated to measure the extent to which English teachers contextualize and emotionalize their instructions in ELT classrooms.

## Theoretical Framework

### Teacher Success

Teacher success is a complex construct and there is a scant agreement concerning the way it should be defined. Its definitions fluctuate from experience and credentials to behavior and instructional strategies. In general, a successful teacher is conceptualized as the one whose ultimate attempts lead to his/her learners' enhanced academic achievement (Uchefuna, 2001).

The research to uncover the attributes of successful teachers has such a long history. Professional debate and interest in identifying superior and inferior teachers developed since the early 1920s and experienced its heyday in the 1980s and early 1990s. During the course of time, the features of teacher effectiveness have undergone many changes as different teaching methodologies and approaches and their underlying psychological assumption shaped up (Ellett & Teddlie, 2003). For instance, behaviorism evaluated teacher effectiveness according to achievement and product, while cognitivism steered the focus on the process of learning and teaching. Later, during the reform movement, implications for teachers' effectiveness included various effective, cognitive, and social characteristics (Monshi Toussi, Boori & Chanizadeh, 2011).

In consequence, being a successful teacher has come to encompass many dimensions during the last few decades, leading many researchers to labor to identify the common characteristics. A number of studies have highlighted the role of teachers' level of education, intelligence, personality, and years of experience (e.g., Bhardwaj, 2009; Dodge, 1943), whereas others have put their fingers on the instructional objectives and classroom practices rather than the teachers' individual background characteristics (e.g., Brophy, 1988; Campbell, Kyriakides, Muijs & Robinson, 2004). Quite differently, some have also given prominence to the environment and working conditions including factors such as school facilities, administrators, and teaching materials (Johnson & Birkeland, 2003; Korthagen, 2004).

Indeed there is no one particular way to become an effective teacher (Monshi Toussi et al., 2011). In recent years, the literature on teacher success has chiefly revolved around the instructional strategies teachers employ and the ways they treat the learners, concluding that the most widely studied features often give more weight to psychological and instructional factors. For instance, from a psychological standpoint, Dodge (1943) depicts successful teachers as more sociable, sensitive to people's opinions, responsible, and less worried. Along similar lines, Beck (1967) argues that, successful teachers are perceived as warm, supportive, and friendly by students. In another attempt, the ability and skill of teachers using neuro-linguistic programming (NLP) techniques is concluded to correspond directly with teacher flexibility; hence with teacher success (Pishghadam,

Shayesteh & Shapoori, 2011). Furthermore, from the instructional stand point, Porter and Brophy (1988) believe that, successful teachers have the ability and skill to plan, employ materials, assess, and evaluate. According to Campbell et al. (2004), effective teachers have organizational and classroom management abilities, provide learners with adequate quantity of instruction and practice, and are well-read and knowledgeable.

By and large, although literature paints a nice picture of the aspects influencing teacher success, the conventional conception of teacher success is no longer able to fulfill the needs of the dynamic educational systems. Given its continuing significance, the concept needs to be frequently revisited and revised. In this regard, an undeniable role of teachers which has remained overlooked so far is relevant to their learners' experiences outside the classroom. Teachers need to make a bridge between the two worlds in such a way to live up to their learners' prior expectations and reinforce their own success. Thus, contextualization may be a helpful cognitive joint to invest in.

## Contextualization

A prevalent theoretical view underlying numerous recent improvements in education, acknowledge the learners as the principal agents of every class. In line with this movement, literature has witnessed a switch of focus away from the static, monolithic concept of 'context' towards the dynamic notion of 'contextualization' which gives further prominence to the salience of learner engagement (Baker, 2006). Aiming toward providing better conditions for effective, meaningful learning (Son & Goldstone, 2009), contextualization attracted considerable attention as one of the most extensively invoked processes of language teaching (Bax, 2003). This typical trend is defined in a number of rather distinct ways. According to the most common one, language contextualization is simply delineated as putting language in a meaningful and real context (Walz, 1989), which stands in contrast to de-contextualized practices where language items are treated in isolation.

An array of studies compiled throughout its history, directs us to two different forms of contextualizing language instruction both of which target

at creating conditions for more purposeful learning: 1) the incorporation of background knowledge and context into language instruction, and 2) the connection of language instruction to application and life goals (Nunan, 1999), assuming that, the ultimate goal of learning a language is to be able to use it in a real life context (Richards & Rodgers, 2001). The theoretical basis underpinning this form of instruction rests, for the most part, upon research in cognitive science including Ausubel's Subsumption Theory (1968), which sets what the learners already know as an indicator of what they subsequently will learn. A further theory that corroborates the application of contextualization in language teaching is Schema Theory (Bartlett, 1932), according to which language comprehension and recall is fostered by pre-existing knowledge. It is indeed believed that, full comprehensibility grows out of a concrete set of real world experiences as opposed to the traditional practices in which learners would labor to associate with decontextualized abstract entities (Son & Goldstone, 2009).

Establishment of connections between situations outside and inside the classroom is crucial for the learners to be able to transfer their knowledge and skill (Stone, Alfeld, Pearson, Lewis & Jensen, 2006). From an empirical point of view, several researchers have come up with similar conclusions. Cameron (2001) accentuated the links existing between different activities and pointed out the thread of theme and topic running through everything that happens in and out of the classroom. Brown (2000) further contended that, meaningful learning, as opposed to rote learning, takes place when learners relate the new learning task to what they already know. To boot, Shrum and Glisan (1994) equally highlighted the importance of relating new information to previous knowledge for promoting comprehension.

In a nutshell, contextualized knowledge has been pointed out in the literature as constantly more valuable than decontextualized knowledge (e.g., Celce-Murcia, 2002). In the same vein, Pishghadam, Tabatabaeyan et al. (2013) take this further stating that the affective facet of contextualization, technically referred to as emotionalization, gets further past its conventional cognitive facet, for a dearth or absence of prior emotion could prove more hindering than inadequate or no prior knowledge.

**Emotionalization**

The long-standing controversy between cognition and emotion dwells on whether "emotion is primary and independent of cognition, or secondary and always depend upon cognition" (Leventhal & Scherer, 1987, p. 3). Emotion, as the critical missing piece within language education domain, is highlighted by Greenspan (1992) as the primary element in the development of the child's early functional and social improvement. Affect and supportive relationships are the foundations of his widely known Developmental Individual-Difference Relationship-Based model (DIR). Later in 2013, inspired by Greenspan's DIR model of first language (L1) acquisition, Pishghadam, Adamson et al. (2013) pioneered a new approach to second language (L2) acquisition called Emotion-Based Language Instruction (EBLI). Following the same missing piece underlined by Greenspan (1992), EBLI, gives emphasis to the significance of learners' emotional capacities, notably those they bring into play from their L1 experience.

EBLI explains itself through the introduction of three key concepts to the literature: Emotioncy, Emotionalization, and Inter-emotionality (Pishghadam, Adamson et al., 2013). According to Pishghadam, Adamson et al. (2013), every individual has a degree of emotion -referred to as emotioncy- towards different language entities. In other words, some words have higher emotioncy for certain individuals only because they have heard, seen, smelled, touched, or experienced them in one way or another. Such entities are learned faster and easier compared to those for which one may have lower or no emotioncy. The theoretical basis underlying this argument is a newly developed dimension of constructivism introduced by Pishghadam (2015). Sensory constructivism, as opposed to cognitive constructivism (Piaget, 1959) and social constructivism (Vygotsky, 1978), arises from taking advantage of one's senses to navigate and construct his/her own understanding of the world. In order to broaden the concept, Pishghadam (2015) put emotioncy on a continuum, assigning degrees to each type of emotioncy with 0 for no emotioncy, 1 for Auditory emotioncy, 2 for Visual emotioncy, 3 for Kinesthetic emotioncy, 4 for Inner emotioncy, and 5 for Arch emotioncy. To explicate, while Auditory emotioncy is

experienced when an individual has merely heard a word/concept, Visual emotioncy is experienced when that item is both heard and seen. Kinesthetic emotioncy indicates the emotion one may have while touching, working, or playing with the real object. Inner emotioncy is developed when an individual directly experiences an entity. Arch emotioncy, as the ultimate type, is developed when emotion is strengthened by being deeply involved in an object/idea as a result of doing research or surfing the net to get additional information in that regard. As the illustration depicts (Figure 1), the term exvolvement initiates when Auditory emotioncy is developed. During this phase, learning has occurred through indirect involvement, yet has not been fully internalized. Moving toward the end of the continuum, involvement gradually evolves out of exvolvement, while being directly involved in learning a word/concept. Transcending from the Exvolvement to Involvement levels of emotioncy ends to a better understanding of reality. This is what Pishghadam, Jajarmi, and Shayesteh (in press) refer to as sensory relativism propounding that emotions, resulted from our sensory experiences, can relativize cognition.

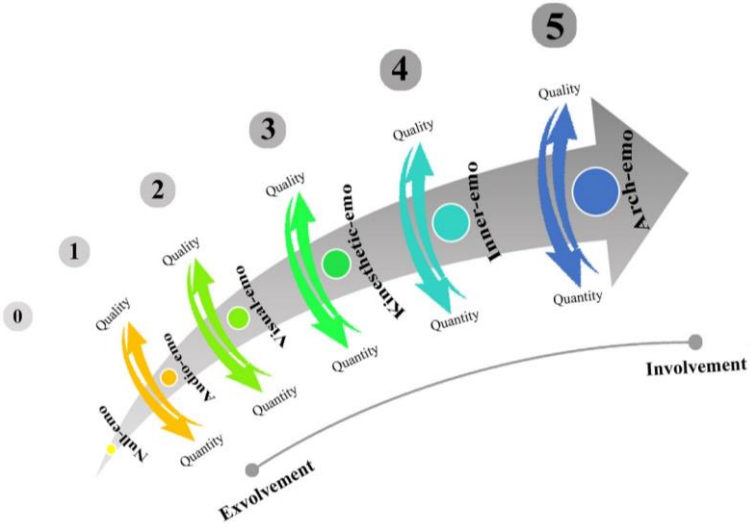


*Figure 1*. Emotioncy Levels
Source: Pishghadam, 2015

With regards to the second term, emotionalization has been defined by Pishghadam, Adamson et al. (2013, p. 9) as "building emotions towards L2 lexical items". The idea behind drawing emotional links between L1 and L2 lexical items comes from Greenspan (2001), stating that it is the emotional context which gives meaning to words. Pishghadam, Adamson et al. (2013) draw upon this principle and continue to suggest that L2 instruction should tap into learners' already-possessed 'world' (pragmatic dimension of a language) and target at teaching the missing 'word' (semantic dimension of a language) only. As a result, learners may learn vocabulary items equivalent to their L1 better and faster, building upon their previous emotional knowledge. This flow of emotions moving between L1 and L2 is called inter-emotionality. The direction of this flow can either hinder or facilitate the process of second language acquisition (Pishghadam, Adamson et al., 2013).

In an empirical study, Emotioncy was employed as a determiner of word saliency (Pishghadam & Shayesteh, in press), so as to challenge Widdowson (2004) and his idea of frequency, coverage, and prototype, as main features in estimating the salience of words. Three groups of learners were selected from three different socio-economic status (i.e., high, medium, and low). The final results indicated that, the degree of vocabulary learning declines as the learners move from high to low socio-economic class, believing that "access to social and cultural capital brings about emotioncy" (Pishghadam & Shayesteh, in press).

Given that "emotional engagement provides meaningfulness" (Pishghadam & Shayesteh, in press), it may do a service for teachers too. The aforementioned literature reveals the importance of contextualization and emotionalization in language teaching and learning, and highlights teachers' abilities and skills as a facet of teacher success. In order to bring about a shift in the conception of teacher success, the present study attempts to draw a link between contextualization and emotionalization and investigate their relative importance in teacher success through constructing and validating scales for each of them. The logic behind investigating these two factors and their hypothesized relationship with teachers' level of success is that, the teachers who effectively consider the cognitive and affective experiences learners bring to the ELT classroom, are more likely to

be successful than those who adhere to the conventional instructional routines. In particular the current study intends to address the following research questions:

1. Is there any significant relationship between contextualization and teacher success?
2. Is there any significant relationship between emotionalization and teacher success?
3. Which one has a more significant relationship with teacher success: emotionalization or contextualization?

## Methodology

### Participants

A total number of 305 EFL learners participated in the present study rating their 27 English teachers in regard to the extent to which they contextualize and emotionalize while teaching. The sample consisted of 179 female, 123 male, and 3 unknown language learners studying in 6 private language institutes in Mashhad, Iran with their age ranging from 15 to 62 (M=22.5). They were selected based on convenience sampling and from the six different proficiency levels of beginner, elementary, lower-intermediate, intermediate, upper-intermediate, and advanced. The levels were drawn from the common policy in institutes where learners are assigned to each level based on either the placement test for newcomers, or achievement tests held at the end of each term allowing students to taking part in the class appropriate to their proficiency level.

### Instruments

#### Characteristics of Successful EFL Teachers Questionnaire

Characteristics of Successful EFL Teachers questionnaire, developed by Moafian and Pishghadam (2008), was employed to investigate teachers' success in the classroom. This is a 47-item Liker-type questionnaire varying

from 1 (strongly agree) to 5 (strongly disagree). The results of factor analysis conducted by Moafian and Pishghadam (2008) has confirmed its construct validity with the scale measuring teaching accountability, interpersonal relationships, attention to all, examination, commitment, learning boosters, creating a sense of competence, teaching boosters, physical and emotional acceptance, empathy, class attendance, and dynamism. The overall reliability of the questionnaire, using Cronbach`s alpha was .94 and in the current study it is .89.

**Contextualization Scale**

A second scale was developed by the authors according to the Nunan's (1999) twofold image of language contextualization to investigate the extent to which an English teacher tries to put the language into a meaningful and real context (Appendix 1). This scale consists of 10 items and construes contextualization as a two-dimensional concept each measured with 5 items: Life (e.g., my teacher makes us work on tasks which are directly related to our life goals) and Language (e.g., my teacher asks us to pay attention to the physical settings such as pictures, maps, objects, etc.). Cronbach's alpha calculated for the scale was .81. The sub-constructs have also demonstrated the reliability of .69 and .79, respectively. The survey uses a 5-point Likert scale ranging from 1 (never/rarely) to 5 (always). Items 5 and 8 have been reverse-scored due to their negative wording.

**Emotionalization Scale**

Based on the metric of emotioncy levels introduced by Pishghadam (2015), the authors designed a 30-item scale (Appendix 2). Throughout the validation process, 7 items were deleted leaving the validated scale with 23 items covering the 5 types of emotioncy: 1. Auditory Emotioncy measured with 5 items, such as "my teacher does not change her tone of voice while talking about/ teaching certain concepts", 2. Visual Emotioncy tapped by 5 items, including "my teacher uses different facial expressions while talking about/ teaching certain concepts", 3. Kinesthetic Emotioncy measured with 4 items, including "my teacher wants us to act out/ mime some concepts", 4.

Inner Emotioncy measured with 4 items, such as "my teacher invites native/ native like speakers to the class", and finally 5. Arch Emotioncy tapped by 4 items, including "my teacher wants us to compare and contrast certain concepts through further readings and discussion". The items rate 1 (never/rarely) to 5 (always) on a Likert scale assessing the extent to which an English teacher tries to emotionalize the language and help students connect emotionally with different pedagogical concepts (Pishghadam, Adamson et al., 2013). Negatively worded items of the scale (i.e., 3, 9, 14, 21, and 27) were reverse- scored prior to data analysis. Using Cronbach's alpha, the results of reliability analysis has yielded the overall reliability of .82 ranging from .77 to .81 for each single sub-construct.

**Procedure**

Prior to data collection, the two scales of contextualization and emotionalization were developed based on the literature related to each concept. First, the authors prepared at least 6 items for each emotioncy level (see Figure 1) in emotionalization scale and a minimum of 6 items for each aspect of contextualization scale. Next, they discussed the items and decided on 5 items for each level of emotioncy as well as each aspect of contextualization. Two experts in the fields of language teaching and educational psychology approved the content validity of the scales. Finally, both scales were piloted with 15 students. Based on the students' feedback on the content and language of the scales, some items were paraphrased and modified in both scales to ensure their comprehensibility.

The data collection was conducted during the end of the term in different language institutes in Mashhad, a city in Iran. The three scales were given to the students asking them to rate their current term teachers. Before the administration stage, permission was obtained both from the management in each language institute and teachers. Moreover, students were assured of the confidentiality of their responses and reminded that participation was voluntary. The authors decided to administer all the scales in the students' mother tongue (Persian), for students from varying levels of proficiency were taking part in the study. One of the authors was present while the students were filling in the scales so as to help them in case they had

questions; this was especially due to the newness of the concept of emotionalization and students' unfamiliarity with the practices of its kind. Overall, it took about 20 minutes for the participants to complete the scales.

To measure the reliability of the scales via Chronbach's alpha, SPSS (Version 20) was used. Next, to substantiate the construct validity of the scales and confirm the latent factors underlying each scale, Confirmatory Factor Analysis (CFA) was employed using Amos (Version 18). CFA is generally used to investigate the extent to which the variables are consistent with the number of constructs (Fox, 2010). Finally, the relationships among the latent variables were analyzed through Structural Equation Modeling (SEM). The application of SEM in the current study can be justified from two different aspects. First, the analytic solidarity of SEM, which is in fact rooted in its ability to process simultaneous equations encompassing a number of dependent and independent variables, exceeds that of other statistical techniques such as regression analysis. The second logic is that SEM includes latent variables which can be prevalent in testing the hypotheses whose constructs cannot be analyzed directly. Inclusion of latent variables, in the realm of social sciences, makes the prediction models more realistic seeing that researchers are always dealing with human beings whose performance is affected by various factors such as error factors, and cannot be measured precisely (Pishghadam & Shams, 2012).

## Results

### Descriptive Statistics and Correlations

This study was conducted to construct and validate two scales to measure contextualization and emotionalization and find out their relationship with teacher success. Table 1 demonstrates the descriptive results along with the Pearson Product-Moment Correlation estimates between teacher success and contextualization and emotionalization, respectively.

Table 1
*Descriptive Statistics and Correlations*

| | **Mean** | **SD** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arch | 1.41 | .15 | | | | | | | | | | |
| Inner | 1.12 | .12 | | | | | | | | | | |
| Kinesthetic | 3.32 | .54 | | | | | | | | | | |
| Visual | 3.31 | .28 | | | | | | | | | | |
| Auditory | 2.98 | .44 | | | | | | | | | | |
| Life | 3.50 | .23 | | | | | | | | | | |
| Language | 3.12 | .18 | | | | | | | | | | |
| Contextualization | 3.45 | .88 | | | | | | | | | | |
| Emotionalization | 3.34 | .98 | | | | | | | | | | |
| Teacher Success | 3.18 | .70 | .30* | .29* | .51** | .48** | .37** | .54** | .46** | .61** | .58** | 1.00 |

*p< .05 **p< .01

As can be seen in Table 1, there are significant positive relationships between teacher success and contextualization ($r = .61$, $p < .01$) and teacher success and emotionalization ($r = .58$, $p < .01$) implying that, teachers who contextualize and emotionalize more, are likely to be more successful. A deeper analysis reveals that, the correlation between teacher success and contextualization is to some extent higher than the correlation between teacher success and emotionalization. That is to say, the significance of emotion is relatively comparable to that of cognition.

Moreover, Table 1 exhibits significant and positive correlations between teacher success and sub-constructs of contextualization ($r = .54$ for Life, and $r = .46$ for Language) and sub-constructs of emotionalization (ranging from .29 for Inner to .51 for Kinesthetic). Among the sub-constructs of both scales, Inner emotioncy from emotionalization scale ($r = .29$, $p < .05$) and Life from contextualization scale ($r = .54$, $p < .01$) had the lowest and highest correlation with teacher success, respectively.

## Inferential Statistics

### Confirmatory Factor Analysis

In order to substantiate the construct validity of the scales CFA was used.

### *Contextualization Scale*

The results of the first CFA specified a model of contextualization scale with 2 continuous latent variables, Life and Language, and 5 observed dependent variables for each factor (Figure 2).

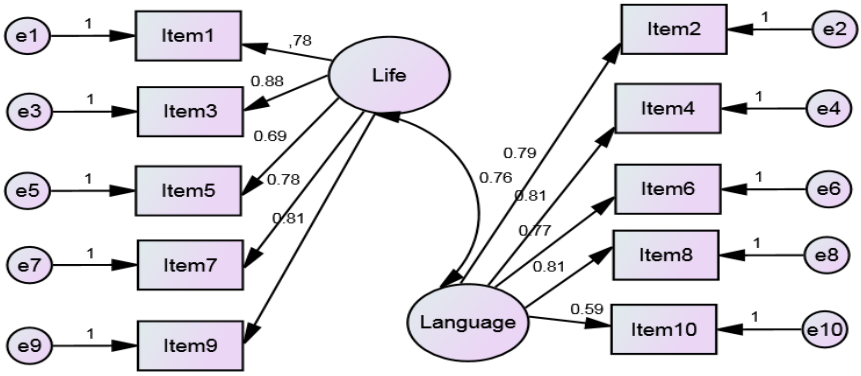


*Figure 2.* CFA Model for Contextualization Scale

To see whether the model fits the data, goodness of fit indices was calculated using Amos. Table 2 illustrates the relative chi-square which equals the chi-square index divided by the degrees of freedom ($\chi^2$/ df), Goodness of Fit Index (CFI), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA). The criterion for acceptance varies across researchers; in the present study $\chi^2$/ df should be less than 3 and ideally less than 2 (Ullman, 2001), TLI and CFI should be over .90, and RMS should be less than .08 and ideally less than .05 (Browne & Cudeck, 1993).

Table 2.
*Goodness of Fit Indices (Contextualization Scale)*

| Fit index | $\chi^2$/ *df* | GFI | TLI | CFI | RMSEA |
|---|---|---|---|---|---|
| Model | 1.66 | .93 | .93 | .99 | .04 |

According to Table 2, all the goodness of fit indices met the criteria for acceptance. Therefore, the CFA confirmed the factor structure of contextualization scale which was already designed by the authors.

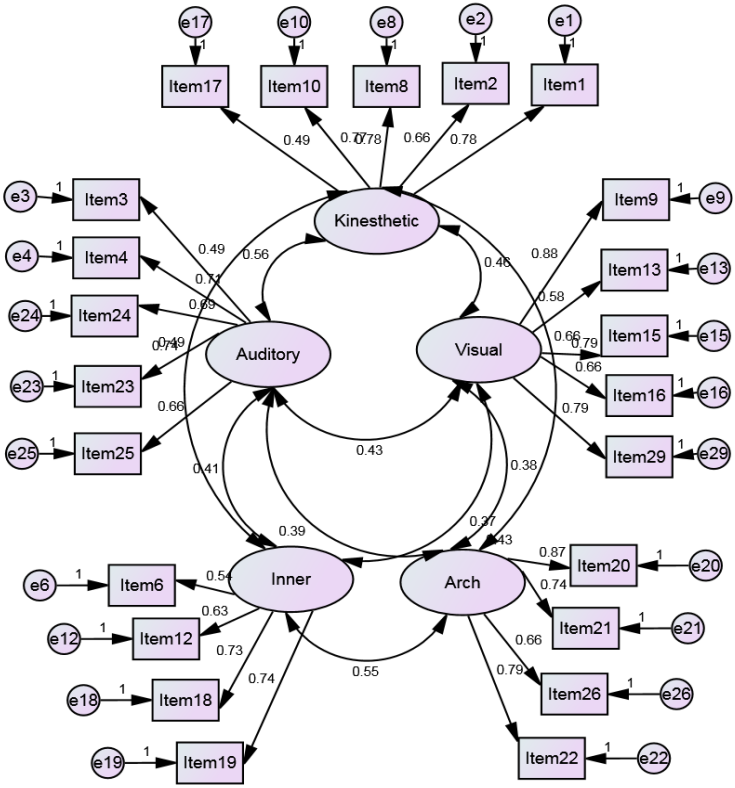


*Figure 3.* CFA Model for Emotionalization Scale

### *Emotionalization Scale*

As demonstrated in Figure 3, a model of emotionalization scale with 5 factors and 23 items was developed through the results of CFA. The model specified 5 dependent variables for Auditory, Visual, and Kinesthetic factors each, and 4 dependent variables for each one of Inner and Arch factors. The model also illustrates the interrelatedness of the latent variables. The figures on the arrows indicate the significance of correlations.

Similar to the contextualization scale, goodness of fit indices was likewise examined for emotionalization scale. Based on the obtained results (Table 3), the model fits the data adequately, hence confirming the structure of the scale.

Table 3
*Goodness of Fit Indices (Emotionalization Scale)*

| Fit index | $\chi^2/df$ | GFI | TLI | CFI | RMSEA |
|---|---|---|---|---|---|
| Model | 1.52 | .96 | .92 | .91 | .05 |

### *The Model Proposed by SEM*

SEM, which can be viewed as a combination of factor analysis and regression analysis (MacCallum & Austin, 2000), was used to link latent variables together and test the theoretical model of the current study.

As can be observed in Figure 4, Involvement (including Arch and Inner factors) and Exvolvement (including Kinesthetic, Visual, and Auditory factors) are introduced as latent variables of emotionalization. Based on the model, the authors observed two separate paths to raising students' level of emotioncy: 1) targeting students' Kinesthetic, Visual, and Arch emotioncies; this is when students are involved from outside (Exvolvement), and 2) targeting students' Arch and Inner emotioncies; this is when students are involved from inside (Involvement).

A brief look at the figure reveals that, all the latent variables significantly predict teacher success to various degrees. Contextualization accounts for 28% of the variance ($R^2 = .53$); whereas, emotionalization accounts for 26%

of the success variance ($R^2$ = .51). Therefore, contextualization is a stronger explanatory factor of teacher success than emotionalization ($\Delta R^2$ = .53 - .51 = .02). Moreover, Involvement and Exvolvement, as the latent factors of emotionalization, explain 14% ($R^2$ = .38) and 27% ($R^2$ = .52) of the common success variance, respectively. The unique contribution of Exvolvement in predicting teacher success above Involvement was 13% ($\Delta R^2$ = .52 - .38 = .14). Also, Life and Language, the theoretical models of contextualization, explain 26% ($R^2$ = .51) and 17% ($R^2$ = .42) of the success variance, respectively. The unique contribution of Language in predicting teacher success above Life was 9% ($\Delta R^2$ = .51 - .42 = .09).

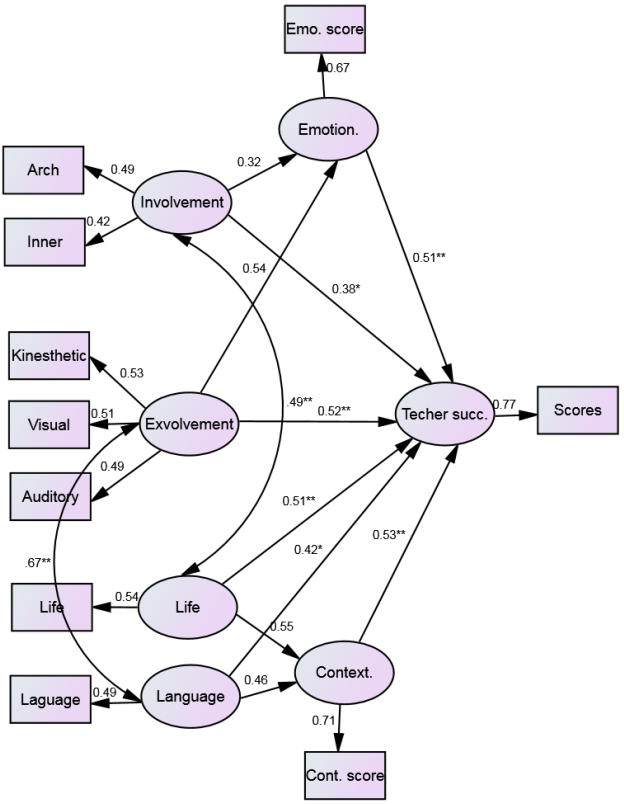


*Figure 4.* SEM Model of the Relationship among Contextualization, Emotionalization, and Teacher Success

Besides, the paths in the model connect emotionalization and contextualization with each one reinforcing the other via their variables: relationships are observed between Involvement and Life (R = .49) and Exvolvement and Language (R = .67). Simply put, the two-way relationships between the above latent variables lead to improved teacher success.

To verify the adequacy of the model, goodness of fit indices was examined. Table 4 demonstrates that all the measures are above the cutoff points, hence, a good fit to the data.

Table 4.
*Goodness of Fit Indices (SEM Model)*

| Fit index | $\chi^2/df$ | GFI | TLI | CFI | RMSEA |
|---|---|---|---|---|---|
| Model | 2.11 | .92 | .91 | .92 | .05 |

## Discussion

Due to the prominence of the role of teachers in all educational domains, this study attempts to direct attention to their professional success and throw light on further influential features. The primary objective of the study is to construct and validate a pair of scales to measure the extent to which teachers are engaged in the process of contextualization and emotionalization while teaching English. To boot, employing the scales, we aim at elucidating their probable relationships with English language teachers' success.

Regarding the first phase of the study, contextualization and emotionalization scales were developed and afterwards substantiated through CFA. As for the contextualization scale, the model fit the data without removing any items, indicating that all the items appropriately contribute to the model. Based on the results of CFA, it was confirmed that the scale can be best explained by two factors (i.e., Life and Language). Items 1, 3, 5, 7, and 9 refer to life-pertinent issues and evaluate the extent to which teachers attend to their students' needs and interests, use real life tasks and authentic materials, and stimulate their real life knowledge. Items 2, 4,

6, 8, and 10 refer to their background knowledge and check teachers' emphasis on authentic materials and situations, non-verbal communication, relatable examples, and teaching aids (e.g., pictures, maps, etc.).

As for the emotionalization scale, CFA results revealed that the scale can be best explained by five factors: Auditory, Visual, Kinesthetic, Inner, and Arch. The first three factors deal with teachers' ability and skill to engage students' senses of hearing, vision, and touch so that to build stronger emotional connections with the new concepts. The last two factors extend students' learning to activities outside the classroom. The 7 items which were consequently irrelevant to the model (i.e., 5, 7, 11, 14, 27, 28, and 30) were removed from the scale (1 from Auditory, 1 from Visual, 1 from Kinesthetic, 2 from Inner, and 2 from Arch). Scrutinizing the 7 deleted items, we came up with two possible justifications: first, some items were relatively incompatible with the cultural norms and values of Iran. For instance, teaching through the think aloud protocol (item 5) slightly contradicts the Persian view that verbalization of ones` opinions and emotional experiences may function as a threat to their identity (Pishghadam, 2014). Moreover, as Pishghadam (2014) mentions, not all the individuals are culturally competent to think aloud while doing a job. Second, a number of out-of-class activities, included in the items, required some types of facilities (e.g., field trips or even the Internet!) and considerable amount of time (e.g., infographics), which might not be accessible due to the restrictions set by the language schools of Iran. Thus, a further conclusion drawn from the number of deleted items may be that, relying on their nature, developing Inner and Arch emotioncies call for a large amount of time and sufficient educational facilities.

Regarding the second phase of the study, SEM was employed to conduct an in-depth analysis of the relationships between the independent variables (i.e., contextualization and emotionalization) together with their sub-constructs and teacher success. Initial investigation of the model (Figure 4) indicated that, all the latent variables significantly correlate with teacher success. The overall conclusion is that, as teachers contextualize and emotionalize their instructions, they experience more success, and in response learners receive better academic results advocating Afe's (2001)

statement that teacher success undeniably influences students' academic achievement.

In order to add new perspectives to the concept of teacher success, we reflect upon the estimates obtained from the SEM model. As pointed out earlier, in comparison with emotionalization, contextualization, with a small difference, is a stronger explanatory factor of teacher success. In other words, in this study, cognition stands slightly higher than emotion in terms of its influence on teacher success. This outcome, being in line with Lazarus' (1984) belief that tends toward the primacy of cognition over emotion, challenges Pishghadam, Adamson et al.'s (2013) early assumption that de-emotionalization moves a step beyond de-contextualization. Nonetheless, we strongly believe that, the critical role of emotionalized instruction has been underestimated in this context. A possible line of explanation based on which contextualization surpasses emotionalization may be that, we live in an EFL context in which there is no interaction with native speakers, and English is not spoken outside the class. Since Inner emotioncy basically deals with real experiencing of language speaking, it is not surprising to find out contextualization standing above emotionalization. A further probable reason is that, the items of the scale which measure Inner and Arch emotioncies (Involvement) mainly focus on out-of-class activities (e.g., research). Within the Iranian context, these activities are looked at as being rather time-consuming and impractical by the students who are so busy with their school works that hardly find sufficient time for extracurricular classes. In accordance, teachers often prefer to get along with such situations and take advantage of the opportunities available inside the class to develop students' Auditory, Visual, and Kinesthetic emotioncies so far as possible (Exvolvement). To bring the students on board, teachers do their best to make use of frequent types of teaching aids such as audios, pictures, and flashcards (Tomlinson, 2011), aiming to improve their students' Auditory and Visual emotioncies. They likewise target the students' Kinesthetic emotioncy, by lingering on Dewey's (1916) pragmatic view of learning-by-doing and practical development of life skills, through which they engage the students in well-designed hands-on activities. This prolonged struggle characterizes more successful learners and teachers. As the model further depicted, Exvolvement predicts teacher success better than Involvement.

This is in large part due to the fact that, Exvolvement-oriented activities, for the sake of their practicality, are practiced at the expense of Involvement-oriented activities in ELT classes. Based on the tenants of concept learning, understanding takes place when one experiences the related examples (Wisniewski & Medin, 1994). In this manner, when learners are rarely exposed to involvement-provoking instructions, they may have no clear understanding of its examples to ultimately give proper weight to teacher success. However, the moderately big $R^2$ estimate of emotionalization reveals that, if teachers are able to put involvement-oriented activities into practice, students' emotional reactions will be far from indisputable. An interesting point is that, between Life and Language, as the sub-constructs of contextualization scale, Life's degree of association with teacher success surpasses that of Language. In correspondence with Dewey's (1916) integration of life into teaching curriculum, this notion indicates that, although English teachers need to contextualize their instructions, this should be generally done through the lens of life-responsive teaching (Pishghadam & Zabihi, 2012). This line of reasoning renders the idea of *educational language teacher* proposed by Pishghadam and Zabihi (2012) which has its roots in the theory of Applied ELT brought forth by Pishghadam (2011). They, indeed, believe that, English teachers are expected to be experts in both language and life matters.

Over and above, what merits additional consideration is that, contextualization and emotionalization have hooked up through the relationship between their sub-constructs. While Involvement significantly correlates with Life, Exvolvement correlates with Language. It is somewhat logical to infer that, in order for learners to experience Involvement, teachers are required to help them build an associative bridge between life and classroom and expand their learning to the outside world. Highlighting the significance of post-classroom experiences, Pegrum (2000) considers them as an extension of every ELT classroom. Yet, in order to trigger students' background knowledge, various techniques and teaching aids are drawn upon by teachers, which in turn influence the Exvolvement aspect of emotioncy. After all, studying the interwoven network of relationships suggested by the SEM model, we may deduce that contextualization coupled with emotionalization may give rise to teacher success. In other words, the

two concepts of contextualization and emotionalization are not mutually exclusive, yet can be practiced together with varying degrees of emphasis. This finding is quite close to the idea of concept learning, arguing that learners learn best when their prior knowledge and experience are both involved (Wisniewski & Medin, 1994). Therefore, juxtaposition of contextualization (prior knowledge) and emotionalization (experience) is expected to yield better results on the part of both learners and teachers. This, of course, supports the view according to which, the seemingly contradictory notions of cognition and emotion are not only interdependent but also conceptually linked together (e.g., Dewey, 1894; Parrott & Sabini, 1989). We believe that neither views on cognition/emotion primacy may hold true at all times, and teachers' overall success depends, to a large extent, on the context they are in.

In brief, from the viewpoint of this study, a successful teacher is the one who strikes a balance between language and life pursuing the emotions learners bring to the class from their L1. Contextualization as an already-known concept has more or less been applied in English classes for long; yet, emotionalization, being very much in its infancy, needs to be accentuated as a supplementary concept. Like Applied ELT, emotionalization is believed to be an exclusive feature of English language classes which still requires much labor to win its own place in the sphere of language education. As it is proposed, spicing the classes with some activities provoking L1-related emotions, can jack up teacher success. Considering the irrefutable bond between teacher success and students' achievement, it is assumed that, as the students gradually proceed along the emotioncy level metric and leave Exvolvement toward Involvement, their level of autonomy rises from dependent to independent learners. Nonetheless, further studies need to be conducted to investigate such issue empirically.

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# Appendices

**Appendix 1**
*Sample Items of the Contextualization Scale*

Life
My teacher assigns and personalizes homework based on our interests, needs and goals.
My teacher makes us work on tasks which are directly related to our life goals.

Background
My teacher asks us to pay attention to the physical settings such as pictures, maps, objects etc.
My teacher gives us similar examples of relatable background to the new concepts.

**Appendix 2**
*Sample Items of the Emotionalization Scale*

Audio
My teacher encourages us to watch TV and listen to the radio in English.

Visual
My teacher uses pantomime to help us understand new words.

Kinesthetic
My teacher asks us to design infographics (graphic information) for certain concepts.

Inner
My teacher takes us to online field trips such as online tours to museums, planetariums etc.

Arch
My teacher wants us to do some research on certain new concepts and present it in the class.

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# Neo-liberalism: Employability, and the Labor Mobility among Racialized Migrants. Canada's Study

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# Neo-liberalism: Employability, and the Labor Market Mobility among Racialized Migrants. Canada's Study

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**Abstract**

The paper discusses the effect of political paradigm on the path of career development and the predicament of employment outcomes among racialized migrants in Canada. The study highlights challenge of retraining, skills development and access to Canadian work experience that meets neo-labor market demands. The study also examines how neoliberals' interventions in market place, elimination of social services, and employment support programs have deterred labor force integration of the racialized migrants' job seekers. In this Grounded Theory study (GT), participants have shared their experiences and challenges they have encountered form own perspectives. They shared stories about difficulties of finding suitable training and employment support programs within the current neo-liberalized labor market in Canada. The outcomes suggested that the rise of neoliberalism as noted in policies of social and employment services cuts, coupled with employment standard Acts reforms (ESA), have given employers more powers over hiring process which in many cases has nothing to do with candidate's skills or qualifications. In this neo-political paradigm, the racialized migrants felt they have wasted most of their productive years searching for (1) training, mentorship or employment support programs that can facilitate effective transition to the labor force, and (2) dealing with challenges of improving unrecognized skills and qualification attained from countries of origin.

**Keywords:** neoliberalism, employment, racialization, skills development, training, political paradigm, migrants

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# Neoliberalismo: Empleabilidad y Mobilidad en el Mercado de Trabajo entre los Inmigrantes Racializados. Un Estudio de Canadá

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**Resumen**

El artículo aborda el efecto del paradgima político sobre la vía del desarrollo profesional y el logro ocupacional entre los inmigrantes racializados en Canadá. El estudio subraya el reto de la formación, del desarrollo de habilidades y del acceso a la experiencia laboral canadiense que satisface las demandas del nuevo mercado laboral. El estudio examina así mismo cómo las intervenciones neoliberales en el mercado de trabajo, la eliminación de los servicios sociales, y los programas de apoyo al empleo han evitado la integración laboral de los inmigrantes racializados en búsqueda de trabajo. En este estudio de Teoría Base (TB), los participantes han compartido las experiencias y retos que han tomado forma en sus propias perspectivas. Ellos han compartido historias sobre las dificultades de encontrar formación y programas de apoyo al empleo adecuados dentro del actual mercado de trabajo canadiense neo-liberalizado. Los resultados sufieren que el aumento del neoliberalismo en forma de políticas de recortes en los servicios de empleo y sociales, combinado con reformas en las actas estándar de empleo (AEE), han proporcionado más poder a los empleadores sobre el proceso de contratación, lo que en muchos casos no tenía nada que ver con la calificación y habilidades de los candidatos. En este paradigma neoliberal, los inmigrantes racializados notaron que gastaron la mayor parte de sus años productivos en (1) formación, programas de pupilaje o de apoyo al empleo que pueden facilitar una transición efectiva hacia la fuerza de trabajo, y (2) tratar con los retos de mejorar las no reconocidas calificaciones y habilidades obtenidas en los países de origen.

**Palabras clave:** neoliberalismo, empleo, racialización, desarrollo de habilidades, formación, paradigma político, inmigrantes

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The discourse of migrants' skills development and access to employment opportunities has begun to take a new path with the rapid globalization and economic decline within the capitalist societies of which Canada is not an exception. Previous research has focused on discourse of discrimination, marginalization, unemployment and poverty among racialized migrants in Canada. Limited attention was given to changing dynamic of socio-economic and political paradigm within the global north countries which are also considered the main host of migrants and refugees (Madut, 2015). Nonetheless, the global economic crisis and adoption of neoliberalism policies and approach as a remedy of economic realignments have hindered these host countries' abilities to effectively integrate an annual steady wave of qualified new migrants' manpower into local labor force (Reitz, 2014).

According to Stanford (2008), Canada's economy is experiencing a profound structural change that will define and limit national prospects for decades to come (p.7). The worries about recessions and uncertainty of a sustainable economic development have unified politician and policy makers' thoughts on the adoption of neoliberalism as a viable alternate economic policy and philosophy for economic recovery (Craig & Porter, 2006). The neoliberalism in this sense has been thought of as a process of economic realignments that will help rescue the capitalist society from the current trends of economic downturn and the impact of globalization in local labor market (Thomas, 2010).

**Neoliberalism and Radicalization**

According to Thomas (2010), the neoliberalism in its core is an attempt to rethink government spending in basic social services such as health, community programs, education, including employment support programs. The aim is to eliminate government intervention in resolving social issues with the excuse of cost savings, efficiency and sustainability (p. 68). The neoliberalism also seek to reduce government intervention in labor market activities by "*introducing changes to Employment Standards Acts*" (ESA) and promotion of privatization which gave employers more flexibility over who they should or shouldn't hire (p. 75-78). Thomas (2010) argues that,

neoliberal politician and policy makers are not clear on who benefits from such approach and who are left out, rather, it has proven to make the rich richer and the poor poorer.

These have been evident in several reports on labor market condition in Canada, which highlighted racial inequality in the course of several decades of neoliberals' policies of labor market restructuring in Canada. These reports suggested that raicialized migrants continue to experience barriers to adjust to labor force requirements or acquire skills and work experience that will meet employers' expectations (Knights & Kizilbash, 2010). Nonetheless, various labor laws and research work have highlighted correlation between these conditions of inequality and issues associated with the new reforms in the Employment Standards Acts (Employment Standard Work Group, 1996).

The neoliberalized labor market regulation takes form of policy changes that seek to empower employers over workers with a minimal government intervention. Such changes, according to Mark Thomas (2010) have "*weakened employment standards by promoting a privatized model of workplace regulation that expose workers to market forces...i.e. inequality, discriminations and unsafe work condition*" (p. 76-78). In this case, most affected groups are the racialized and gendered labor force.

**Racialized Migrants and Discourse of Employment**

Policy studies conducted by Statistic Canada between years 2001 to 2006 provided a background illustration of racialized migrants' participation in the local socio economic development, their migration scale, education and skills development. The study also evaluated the outcomes of economic integration of the racialized immigrants in local labor market. The mentioned study indicated that immigrant contribution in the local labor market was about 79%. The report also indicated that 75.1% of recent racialized immigrants and that 38.8% of these racialized populations are not immigrants. Further, 63.2% of the racialized groups are youth 15-24 years old. Refugees comprised 17.9% of residents. According to the report, the labor force participation rate among the racialized migrants is 67.6%, with an employment rate of 60.3% and an unemployment rate of 10.8%

(Statistics Canada, 2006). About 52% of its population aged 25 to 64 had university degrees. The study also revealed that about 66.4% of newly arrived racialized migrants (2001 to 2006) were holders of post-secondary graduate level education (Social Planning Council of Ottawa, 2009). Statistics Canada also indicated among the 84% of the general population who have a post-secondary education, 53.8% were immigrants. Further, in the year 2006, about 46% of the total number of migrants received their education inside Canada, and 84.4% of recent immigrants took their post-secondary qualification outside Canada, a group known as foreign trained professionals (Statistics Canada, 2006). Figure 1 below reflect the composition of the Canadian labor force and how migrants fair with the first 5 years to 10 years compared to their counterpart Canadian born.

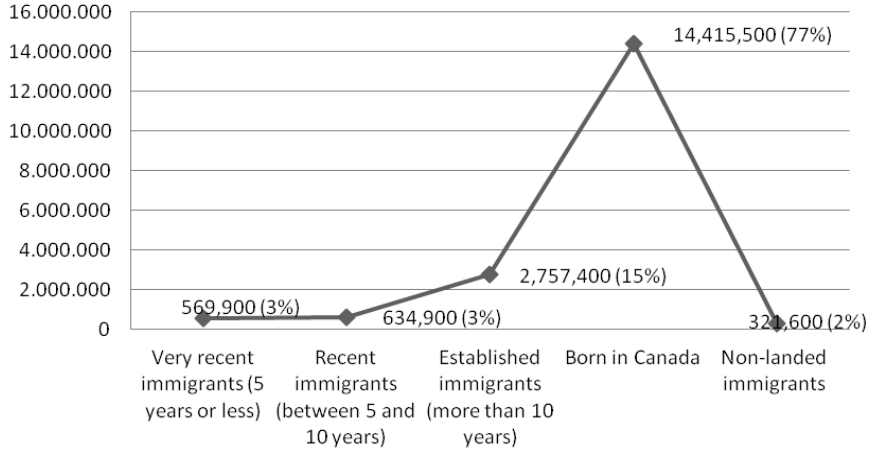


*Figure 1*. Composition of the Canadian Labour Force, 2011
Source: Wannell & Usalcas, 2012, p. 8

These migrants' qualities however, did not enhance their abilities to secure jobs and to effectively integrate into local labor market, nor changed the high rate of unemployment and underemployment among racialized professional immigrants. Steward (2010) confirms that racialized migrants

challenges and disparities within Canadian local labor market are deep-rooted in inequality, rejection and the lack of government intervention.

Even though highest percentages of the recent racialized migrants coming to Canada had post-secondary qualifications. Yet these high credentials are not reflected in the types of jobs applicants were able to obtain, despite their over-representation in local labor force (Larose & Tillman, 2009). As such, their group's unemployment rate remained high at 18%, especially among recent immigrants aged 15-24, and 13% among recent migrants aged 25-plus. This percentage is comparable to a typical unemployment rate during the 1933 collapse into the Great Depression (Statistics Canada, 2006).

To move towards policy improvement, policymakers have tried to understand, discuss, and meet the challenges of transition into labor market faces racialized migrants in Canada. They have constantly used statistical analysis and presenting quantitative data on skills, levels of participation and contributions made by these migrants in labor markets within cities of resettlements (Li, 2004). These reports, produced annually, tend to state the obvious in terms of participation, qualification, and types of jobs racialized migrants were able to access within the Canadian labor market. In sense, these reports have not addressed the concern of the majority of members of these groups who strive for jobs that meet their needs, career aspirations and social well-being (Madut, 2015).

## Method and Data

This study seeks to highlight experience of racialized migrants in accessing training, skills development and bridging programs in the current era of economic crisis that affected all major industrial countries. Nonetheless, the study also discusses the rise of neoliberalism and disappearance of social services and employment programs on the integration of racialized migrants within Canadian labor force. These can be achieved through perceptions of the racialized migrants and their experience with access to training and bridging programs under the rise of neoliberalism policies and approach. Participants were asked the following:

A- Their experiences with social services cuts, lack of several employment support programs and its impact on employability and labor market outcomes?
B- Opinions about factors that led professional racialized migrants to consider training and bridging programs instead of looking for employment with skills and qualification attained in countries of origin.
C- The important of employment services perceived as an effective tool in enhancing job seeker abilities to access jobs and integrate into Canadian labor market, i.e., perspectives on job coaching, bridging programs, mentorship or volunteering to acquire Canadian work experience?

**Procedures**

The research participants were interviewed to discuss their experiences dealing with access to training, employment supports, career counseling and the consequences of lack of employment support program. The interviews explored viewpoints of the participating migrants on how they have perceived access to employment supports, career transition programs and how they resolved these feelings and experiences.

Interviews included written field notes, observations and one-on-one conversations with the participants. This process also included sound-recording tapes and field notes. The information collected was written up afterward, classified, coded, and interpreted using NVivo 10th edition software. This study utilizes the qualitative design of a grounded theory, which was historically developed and successfully used in sociology to investigate social problems for decades. Grounded theory (GT) is a quantitative research approach that uses the constant comparative method, which became a key element in what has become known as grounded theory (Glaser, 1998; Charmaz, 2006). Grounded theory is defined as an inductive reasoning process emanating from a corpus of information that facilitates development of theory (Strauss & Corbin, 1990). Participants in this study were identified as racialized migrants using the definition of the Employment Equity Act of 1986.

In this process, 25 members of the racialized professionals/migrants were interviewed. These participants have lived in Ottawa between two and 10 years. Participants have met the following screening criteria to participate in the study: (1) self-identified as a member of the groups targeted by the Employment Equity Act under the cluster of racialized migrants, (2) unemployed or underemployed, and (3) seeking a second career or in career transition to gain "Canadian work experience" and (4) has been living in Ottawa, Canada for the last three years. Most of the interviews were conducted within participants' homes, coffee shops and occasionally University of Ottawa, faculty of social science Lap. Initial data collection started on March 14, 2014 and concluded by June, 2015. Using NVivo 10$^{th}$ edition software analysis, the first phase of analysis, included labeling of information and emerging categories along their properties and dimensions (Denzin, 2007).

In the second phase, connections were made between categories to identify conditions that led to the emergence of these categories and in which circumstances they appear (Charmaz, 2009). The third phase of the analysis involved selective coding, in which the main category to be used was identified. Any gap in the data was rewritten by returning to the participants for additional information. Triangulations, constant comparisons, interrelation of concepts, categories and memos have led to four central main categories of (1) career transitions and (2) job readiness, (3) career path and (4) services gap.

Table 1.
*Participants' profiles*

| Participants | Age | Gender | Foreign Credentials | Countries of origin | Years in Canada |
|---|---|---|---|---|---|
| P#1 | 40-45 | Female | B Medicine | India | 10-20 years |
| P#2 | 40-45 | Female | BA. Psychology | China | 15-25 years |
| P#3 | 40-45 | Female | B.A. Psychology | Peru | 15-25 years |
| P#4 | 30-35 | Male | BA. Sociology | Egypt | 5-10 years |
| P#5 | 50-60 | Male | BA. Economics | Iraq | 10-15 years |
| P#6 | 40-45 | Male | BA. Engineering | Syria | 15-25 years |
| P#7 | 45-55 | Male | BA. Hospitality | Bangladesh | 15-25 years |
| P#8 | 45-55 | Female | MA Education | Kenya | 10-20 years |
| P#9 | 25-35 | Male | Diploma | Eritrea | 5-10 years |
| P#10 | 35-45 | Male | BA Business | Sudan | 10-20 years |
| P#11 | 20-35 | Female | MA History | Mexico | 5-10 years |
| P#12 | 22-30 | Female | BA Arts | Somalia | 5-20 years |
| P#13 | 30-45 | Female | BA Nursing | Mexico | 5-10 years |
| P#14 | 40-45 | Male | BA Geography | Iraq | 10-20 years |
| P#15 | 22-35 | Female | B.ED Education | Oman | 5-10 years |
| P#16 | 22-35 | Male | PhD Political Studies | Uganda | 15-25 years |
| P#17 | 40-45 | Male | MD. Medicine | India | 10-20 years |
| P#18 | 30-45 | Male | BA Religion | Morocco | 5-10 years |
| P#19 | 30-40 | Male | BA Political Studies | Jamaica | 10-20 years |
| P#20 | 25-30 | Male | BA Journalism | Ethiopia | 5-10 years |
| P#21 | 25-30 | Female | BA nursing | Congo | 15-25 years |
| P#22 | 40-45 | Female | PhD Psychology | Libya | 5-10 years |
| P#23 | 30-40 | Male | MA Public Admin | Angola | 10-20 years |
| P#24 | 25-30 | Female | BA Commerce | Liberia | 10-20 years |
| P#25 | 40-45 | Male | BS Agriculture | Indonesia | 15-25 years |

The table 2 below highlights study categories, themes and their properties discussed by the racialized migrants as challenges of skills development faces them in their attempt to improve their chances of finding jobs or acquire new skills in demands by the Canadian employers. These challenges are framed to highlight perceptions of participants' on the issues affecting their abilities in making a successful transition into the neo-local labor market with skills, experience and education attained in countries of origin. In this sequential line of events, the quest for skills development is often recognized when participants do not succeed in finding employment with skills, work experience and education attained back home (Evans & Gibbs, 2009). Therefore, the discourse analysis begins herein by framing narrative that explains and discuss these four categories and themes which

have emerged as per participants' stories and perception from their own perspectives.

Table 2.
*Categories and trainings*

| Categories | Themes | Properties |
|---|---|---|
| C=1 Training | Employability | Looking for employment with skills, education, qualifications and work experience acquired in countries of origin. |
| C=2 Rational | Job Readiness | Efforts to acquire new skills in demands and certifying employers' expectations. |
| C=3 Career Path | Skilling and de-skilling. | Decisions on making transition to labor market, i.e., evaluating experience of others, accepting training in different field and reconsidering training in preferred field. |
| C=4 Services Gap | Institutional | Lack of employment support services and programs tailored towards migrants' needs and employers expectations. |

## Employability and Training

Racialized migrants initial objectives upon arrival to Canada centered on finding employment with skills, education and work experience attained form countries of origin. Research has proven that attaining employment with foreign training and qualification is rather challenging and only few were able to succeed to secure jobs with foreign credentials (Lochead & Mackenzie, 2005). Participants' perceptions on such challenges influenced their decisions to seek new skills in demand, or to further their education to attain Canadian education and credentials to maximize their chances to gain meaningful employment. These includes thoughts about accessing employment support services, and whether to continue further studies in the field of profession or to shift to a totally different occupation with better prospects of securing a sustainable job. Participant states:

> I had my first degree in history from my country...I am now on a career transition to do Master's program either in social work, or

> education studies program to increase my chances to find employment. It has been difficult finding employment without Canadian job experience and credentials. [31 years Male]

Participants' preference for training was driven by previously acquired work experience and education in the country-of-origin. In this process, the most influential factor to successfully complete training was comprehension of one of the official Canadian languages, French or English. The chances and opportunities gap narrowed if individuals comprehended both and widened if they grasped neither of the official languages. Participant discussed:

> I found an advertisement in a website for the Master's degree in Social Work taught in French at Ottawa University. It was much closer to what I did back home, because I was practicing community medicine, which was community related work. I was also encouraged because the program is thought in French. [Female, 34]

Language of best comprehension was perceived as one of the determining factors in the selection of training and faster path of career development. The two primary reasons participants chose training program was that it was related to work experience gained back home and the language if instructions i.e. One of the two official languages of French or English best comprehended. Focusing on related experience in selecting training was developed as individualized plans to narrow skills gaps between what is defined as foreign trainings and Canadian experience. In this context, a trained medical doctor, engineer, nurse, or a teacher prefers to pursue educations and trainings that would further develop previous knowledge in the context of Canadian socio-cultural perspectives and labor market requirements. The common problem was that many racialized migrants job seekers did not at first understand was the concept of having the Canadian experience first before being employed. Participant commented.

> I have applied to several companies and organizations after completion of my degree here in Canada. The feedback has been always that they have hired someone with better skills and

> qualifications. But my Employment consultant is telling me that I have no much of Canadian experience on my resume, and that the degree alone is never enough… [Male, 32 years old]

The concept of Canadian experience and what it entailed was neither well-defined nor clearly understood by the racialized migrants' job seekers. They therefore concluded that taking up further training or volunteering in Canadian institutions could resolve the dilemma and help reduce the Canadian workplace skills gap. Even here, there was confusion over how to go about selecting training, as some institutions evaluated foreign degrees as equal to degrees obtained from Canada, yet the same foreign degree could not substitute for a local degree when applying for a position. In other words, one could not take the degree at a Canadian college because the college considered it redundant, yet the degree was not considered equal when applying for a job. One means of solving this dilemma was to earn a graduate degree from an accredited Canadian institution. However, completing graduate studies in Canada led to the classification of "overqualified candidate" for jobs available to them, which another factor was promoting unemployment and confusion among racialized migrants job seekers. Those who failed to access training in their field of professions have decided pursue training in a different field, especially at the advanced level that led to an entry level position in the field of profession. Another rationale for accepting training in a different field was to avoid feelings of demotion in the field of specialization, as racialized migrants felt that they had more skills and qualifications than their superiors in the workplace.

## Rational and Decision Making

The reasons to seek training and acquiring new skills were prompted by the job market demands and lack of understanding of the systemic and bureaucratic barriers in the profession. The decision to select training was influenced by experiences of employed Foreign-Trained racialized migrants working in entry level jobs in field of profession. This included stories racialized migrants shared with members of the group in the community concerning how they felt about their jobs. Failure to achieve desired training

left individuals feeling uncertified and frustrated due to lack of effective employment support systems. Participant commented:

> Being a trained medical doctor, I wanted to complete a program in Nursing. A professional at the community center told me that "you are a doctor, and I know that some doctors who took Nursing jobs were not happy, because they were doctors, and when they see something wrong they don't have to speak up. They are encouraged to forget that they were doctors, which makes it very difficult for a person trained to be a doctor to accept. [Female, 40 years old]

Selected Training was considered "successful" if it led to a meaningful full time job in the field of profession. Otherwise, re-training in the field of profession was revisited if an opportunity warranted. In this case, an advanced training gained from Canada had an impact on assessment for further training, or retraining in the field, when the financial burden was covered by government employment services and programs, such as Ontario, Student Support Program (OSAP), or a Second Career program (SC). Participant stated:

> I had an opportunity to take a course to be an Ultra Sound Technician. That course was a fast track course geared toward foreign-trained doctors for three months to work as an ultra sound technician in Canada and the United States, as I could have written a test for the two Associations. I asked for the money through Second Career program (SC) to cover the cost of training, but they denied me because of having a Master of Social Work from Canada. Their decision made me very upset with the system, because that course would have encouraged me to go back to work in my field as a Medical Doctor. [Female, 40 years old]

Training in the field and the possibility of gaining employment in the field of a profession was the central focus in interviews. Even after completing advanced training in different field of profession, participants express strong desires to return to working in their field, i.e. those who took nursing programs are counting on future opportunity to return and work in their profession as Medical Doctors in Canada. In some situations,

individuals preferred to continue training because they thought working in entry level positions was waste of time and talents. Participant said:

> I don't want to waste my time and qualification by looking for an entry level job in healthcare. I am trained as a medical doctor and as such would like to work in my field as a medical doctor. I was told by immigration officers that I will find a job in my when I come here. They told me they have shortages in doctors. If I can work in my field, then I will prefer to return to school to complete a graduate program mand earn a Canadian degree… [Male, 42 years old]

In this sense, socio-cultural realities of the Canadian labor market and the many and ambiguous requirements placed on Foreign-Trained Professionals have created a perception that having a Canadian education may reduce prejudices when competing for jobs with people having the same Canadian qualification. As explained, it is relatively true that recognition of the Canadian education and abandonment of foreign credentials has improved the racialized migrants' chances to gain jobs through work placement and internships. According to the participants, it did not mean an equal status with Canadian-born candidates when competing for a job, as employers would still prefer a Canadian-born candidate with the same qualifications because of such factors as cultural familiarity, gender, business experience, and age differences.

## The Second Career Path

This category outlines participants' perceptions on factors influenced their decision in choosing training or accepting training in a different field, i.e., those with doctoral degrees becoming taxi drivers, and medical doctors becoming personal support workers or nurses. The second career was considered an alternative due to difficulties in obtaining Canadian qualifications and work experience. Participant stated:

> There was no clear guidance and information on how I can get job in my field as a foreign trained engineer. The immigration officers advised me that I would get a job in my field when I arrived to

> Canada, but that was not true. I had difficulties getting my degrees recognized or finding job with it. I therefore decided to first find a job as a Security Guard and later became a taxi driver [Male, 37 years old]

According to the participants, major substitutes for foreign credentials and factors that helped in attaining Canadian workplace experience were retraining, work placement and volunteering with public and non-profit organizations. In this respect, participants' interaction in local labor market has shown that finding jobs with Foreign Credentials and qualifications is difficult. Accordingly, retraining was considered an alternate pathway, whereby racialized migrants enter the labor market with skills and trainings attained in Canada. Participant stated:

> Many people who came to Canada before me 15 years ago have shared their stories with me their stories on how they can't find work as medical doctors in Canada. I therefore chose to become join nursing school and became a nurse after a failed several medical exams attempts. I am now over fifty years old and therefore no longer interested in becoming a medical doctor. It is just a waste of time and resources. [Male, 50 years old]

Participants further discussed four avenues in their decision-making process that led to selecting a training that fit their aspirations and needs for their professional development. These consisted of (1) choosing training through evaluating experiences of other individuals with the same profession and seeking jobs and training in the same field, (2) a struggle with letting go of previous qualifications and seeking training in different fields of specialization, (3) reconsidering training in the profession, and, (4) deciding what training fits their professional needs. These training path best understood as the factors influencing the decision-making process leading to selection of training and retraining.

**Support Services Gaps**

The narratives on services gap category reflects the participants' experience with lack of programs, neoliberal policies and requirements set by the government, as prerequisites that immigrants must meet before being recognized as a desirable candidate to participate. In this context, participants discussed the inadequacies of provincial and municipal employment programs designed to help migrants secure jobs. One notable shortcoming was the lack of customized employment programs geared toward the employment needs of racialized migrants. In addition, programs lack resources such as staff competent to deal with barriers to employment specific to foreign trained migrants. According to the participants, these programs should have more integrity, professional expertise, and the real world knowledge needed to maximize migrants' abilities to secure jobs and succeed in local Canadian labor market. Participan**t** stated:

> In Canada, there are no institutionalized programs in place for immigrants to work in their fields. I know some doctors who are working as personal support workers, or driving taxis--what a waste of experience. I think government has a power to change this situation of foreign doctors, but why they don't do it, I don't know [male 32 years old].

Further, participants also discussed concerns with the lack of early intervention through assessment and referrals to appropriate programs and trainings geared toward facilitating transition into the local labor market. They felt that the lack of customized employment programs has let them flounder until they figured it out for themselves. They thought that employment programs did not provide a clear understanding of the expectations of the Canadian workplace culture. Participants felt that current employment programs in Ottawa are mainly geared toward understanding the process of entering the Canadian labor market and understanding requirements for obtaining jobs in Canada. They felt inadequate to comprehend the complicated process and the endless hurdles and barriers to success in finding and keeping a job. Participant said*:*

> There is no program that help integrates migrants into local labor market, a program that would start with skills assessment when a person is still fresh with their knowledge and experience as they first arrive in Canada. I need programs such as job placement and customized training to work in fields of profession. I think such an opportunity would give me an exposure to the system and maximize my chances to pass interviews and employment tests. [Male, 29 years old]

To the contrary, participants thought that experience gaps often perceived by employers as their personal deficit were, in fact, a matter of previous work experience obtained in country-of-origin and educational background being inappropriately assessed and recognized. The employers depended heavily on the regulatory bodies for credential assessment and interpreted this as an accurate indication of the candidates' ability to function in their field of profession. Participants felt that this sort of evaluation and its letter of assessments were meaningless and worthless, except for the minimal confirmation of the authenticity of degrees and the degree-granting institution. Participants stated:

> My degrees were assessed to be equivalent to a degree obtained from a reputable Canadian institution; however, this assessment did not help in any way to compete for jobs with my counterpart Canadian born job seekers. [Male, 32 years old]

In addition, other professions such as medicine, engineering and teaching required further accreditation, licensing, regulatory body registration, and union affiliations. Participants' disparities were discussed in form of difficulties with licensing, accreditation and evaluations, which they thought took an unduly long time to assess, were costly and were not recognized by employers. The pattern of requiring racialized migrants firiegn-trained doctors to take additional tests and training not required of their Canadian-born counterparts in the same field, with the same qualifications, was also a barrier.

Further, after passing the prescribed test, foreign-trained doctors in the field of medicine were required to secure residency in the rural areas to practice under the supervision of a practicing Canadian doctor. Participants discussed this requirement as challenging due to the unwillingness of many hospitals to allow foreign-trained medical residents to practice in hospitals under the supervision of a practicing Canadian doctor. Racialized migrants who had passed the required exams were given a fraction of the residency spaces available annually—in fact, less than a quarter of the total number allocated to the Canadian born who graduated from Canadian medical institutions. Participants stated:

> …to have a residency, I was asked for three references from previous professors at universities overseas. I finished my school seven years before coming to Canada and lived in Canada for 10 years… I think they might not be there anymore...also, immigrants write an additional screening test that cost $1000 and a language test, both oral and written. In addition, the provincial regulation demands additional residency and specialization, even if I had one already. Further, there is a problem of securing residency even if I passed the tests, because they have quotas of 100 positions for Canadians who finish here and only 25 for immigrants. [Female, 34 years old]

According to the participants, early exposure to workplace culture and the way the labor market works would save many wasted dollars, wasted hours and enormous turmoil, and this could be achieved through work placement, internships, mentorship and job shadowing. It would be added value if Canadian institutions were willing to accept racialized Foreign-Trained Professionals to join their institutions to practice and be mentored by Canadian professionals. It does not make sense to give potential immigrants priority admission to Canada and tell them their skills are needed and then abandon them to a complicated process in which they endure systemic racism and protectionism and wherein jobs and access to economic opportunities are reserved for mainstream Canadian-born professionals.

## Discussion

The employment barriers and the tedious requirements placed upon the racialized migrants were perceived as the main reasons why they shift their focus from the main objectives of finding employment to retraining and skills development. Training was considered as an alternate route to secure employment with skills, education and work experience attained in Canada. In this process, lack of funding and programs cuts have rendered many social, community or professional employment programs nearly dysfunctional with a limited support that are not tailored toward support and employment needs of the newly arrived migrants. This cynicism and sense of futility is not surprising, since most of those who have been in Canada for several years have participated in these programs over and over without success (Madut, 2013a).

Further, participants discussed concerns with the lack of early intervention through assessment and referrals to appropriate programs and trainings geared toward facilitating transition into the labor force or retrain for new skills. Participant felt that the lack of customized employment and social programs has let them flounder until they figured it out for themselves. They thought that employment and resettlement programs did not provide a clear understanding of the expectations of the Canadian employers' needs and expectations. The new research suggested that Canadian employers preferred work experiences over education and qualification (McInnes, 2012). Participants felt that current employment programs in Ottawa are mainly geared toward understanding the process of entering the Canadian labor market and understanding requirements for obtaining jobs in Canada. They felt inadequate to comprehend the complicated process and the endless hurdles and barriers to success in Canadian society.

In addition, the socio-cultural realities of the Canadian labor market and the many and ambiguous requirements placed on racialized migrants professionals have created a perception that having a Canadian education may reduce prejudices when competing for jobs with people having the same Canadian qualification. As explained, it is relatively true that recognition of the Canadian education and abandonment of foreign credentials has

improved the racialized migrants' chances to gain jobs through work placement and internships (Morrow, 2007). According to the participants, it did not mean an equal status with Canadian-born candidates when competing for a job, as employers would still prefer a Canadian-born candidate with the same qualifications because of such factors as cultural familiarity, gender and business experience.

In this context, participants discussed the inadequacies of provincial and municipal employment programs designed to help migrants secure jobs or effectively integrate into the Canadian labor force. One notable shortcoming was the lack of customized employment programs geared toward the employment needs of racialized migrants. In addition, programs lack resources such as staff competent to deal with barriers to employment specific to racialized migrant and cultural variations. Participants thought, these programs should have more integrity, professional expertise, and the real world knowledge needed to maximize migrants' abilities to secure jobs in their fields of professions (Madut, 2013b).

Nonetheless, the neolibrlaized policies and approach has eliminated access to employment support programs specifically geared toward racialized migrants' job seekers, reduced early interventions in areas such as information, customized trainings, employment resources and support. Other factors such as protectionism was also evident in the practices of unions, regulatory bodies and professional associations, reformed provincial and municipal Employment Standard Act (ESA). In this context, lack of bridging employment services has limited racialized migrants understanding of other barriers to employment such as licensing process that was characterized as costly and time-consuming, multiple exams and a residency requirement, fulfill, biased credentials assessments and accreditation.

All these social instructional and policies gaps can be summarized in the lack of programs specifically geared toward racialized migrants employability and skill development needs, lack of early interventions in areas such as information, customized trainings and employment support programs. These also include protectionism as evident in the practices of unions, regulatory bodies and professional associations. Participants have also complained about the licensing process that was characterized as costly and time-consuming, coupled with biased credentials assessments and

accreditation, as well as being unfamiliar with workplace culture and social norms.

In the field of medicine for example, after passing the prescribed test, racialized foreign trained doctors were required to secure residency in the rural areas to practice under the supervision of a practicing Canadian doctor. Participants discussed this requirement as challenging due to the unwillingness of many hospitals to allow them to practice in hospitals under the supervision of a practicing Canadian doctor.

## Conclusion

In short, an effective integration of racialized migrants into the Canadian society socially and economically, will require effective employment support programs that start with an early exposure to workplace culture and understanding the way labor market works. Such intervention would save many wasted dollars, wasted hours and enormous barriers experiences by migrants. Practically, this could be achieved through investment in work placement, internships, mentorship and job shadowing.

Further, it would be added value if Canadian institutions, both public and private, were willing to accept racialized migrants to join their institutions to practice and be mentored by mainstream professionals. It does not make sense to give potential immigrants priority admission to Canada based on work experience, education, tell them their skills are needed and then abandon them to a complicated process in which they endure systemic institutional, cultural and personal barriers, wherein jobs and access to economic opportunities are reserved for mainstream Canadian-born professionals. Finally, the wave of economic crisis and neoliberalism approach interventions as cited in eliminations of social and employment support programs, has as well complicated the integration process of the racialized migrants into local labor market o to effectively contribution in Canadian socio-economic development.

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# Challenges and Ways to Develop Insurance Industry in KSA Market

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# Challenges and Ways to Develop Insurance Industry in KSA Market

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**Abstract**

Psychology and ethnic play a central role within Saudi Arabia market. Thus, this editorial argues the cultural and emotion effects on the Saudi consumption of life insurance. Even thought, the present paper intend to understand the reasons of the slowly growth of the purchase of this product and how to increase its rate in the insurance portfolio? Subsequently, this study target to confirm the significant effects of religiosity, optimism, opinion leadership, emotional regulation on Saudi behavior to subscribe in life insurance. Data was collected from two samples. The first sample, count 210 respondents, worn to purify the measurement scales of the variables studied in the exploratory phase. The second sample was administered from belonging 654 policyholders in order to confirm the measures instruments, to verify the hypotheses, validate and re-specify the model. Thus, this study bears a theoretical interest for researchers and it is useful for practitioners in this sector.

**Keywords:** neoliberalism, religiosity, optimism, opinion leadership, emotional regulation

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# Retos y Maneras de Desarrollar el Mercado de los Seguros en Mercados KSA

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**Resumen**

La psicología y la etnicidad juegan un rol central en el mercado de Arabia Saudí. Por esto, este artículo discute los efectos de la cultura y las emociones sobre el consumo de seguros de vida en este país. A pesar del intento del presente artículo de entender las razones del lento crecimiento de la compra de este producto y cómo incrementar su tasa en la cartera de seguros. A continuación, el estudio se dirige a confirmar los efectos significativos de la religiosidad, el optimismo, el liderazgo de opinión y la regulación emocional en el comportamiento saudí a la hora de suscribirse a un seguro de vida. Se recogieron datos de dos muestras. La primera muestra contó con 210 encuestados y sirvió para depurar las escalas de medición de las variables estudiadas en la fase exploratoria. La segunda muestra se administró a 654 asegurados a fin de confirmar los instrumentos de medida, de verificar las hipótesis, y de validar y reespecificar el modelo. De esta manera, este estudio comprende un interés teórico para los investigadores y es útil para los profesionales del sector.

**Palabras clave:** Ansiedad, religiosidad, optimismo, liderazgo de opinión, regulación emocional

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The insurance sector in the Gulf region is expected to know an 18,1% growth between 2012 and 2017, reaching a value of USD 37.5 billion, according to reports by Alpen Capital (2013), and the Bahrain Economic Development Board (2012). Moreover, it is expected that the size of the insurance market in KSA will reach about USD 37.5 billion by 2017.

This growth is accounted for by the mandatory areas of the health sector, auto insurance, professional cover, and population progress, as well as by encouraging economic factors in the region.

When compared to similar developed markets, insurance in the Gulf Cooperation Council countries (GCC) in general and KSA in particular is still below potential and expectations. Despite the rise of its insurance spread index from 0,59% in 2007 to 0,86% in 2011, Saudi Arabia is still considered below the desired rate, compared to the global insurance, which amounts to 6,6%. It should be noted that during the year 2013, KSA insurance companies witnessed USD 345 million losses; compared with a profit of USD149 million recorded during the same period of 2012 (the British Foundation of International Business Monitors, specialized in markets studies, 2014 cited by Ethenian, 2014). Nerveless, this industry was conquered by health insurance with 52% of the sector operations.

Therefore, it has become necessary to reconsider the composition of insurance products. Thus, insurers should focus on ways to create a consumption culture of all products, not just the mandatory ones. Consequently, insurance companies need to target profitable branches and segments within the insurance market. In this regard, the study is useful for academics and practitioners interested in this sector. According to the report on the insurance sector in the GCC which was prepared by Alpen Capital in 2011, the density of life insurance in this region grew of 22.2% in the period from 2011 (USD 50.8) to 2015 (USD 113.5).

The Saudis consumption is affected by their psychology and ethnic (Madichie, 2013; Abosag & Farah, 2014; Siamagka & Balabanis, 2015). In this study we diagnose the factors that motivated the development of the life insurance sector in KSA. Specifically, we concentrate on the cultural and psychological constructs affecting the consumption of life insurance products in the Saudi market. Then, we hope to verify the effects of anxiety

about death and religiosity on behavior underwriting life insurance, as well as the mediator role of opinion leadership and moderator role of regulation emotional.

We have choose these independents constructs to explain the Saudi purchase behavior of life insurance products because, not a few research insist on these variables, within this area (Toukabri et al., 2015; Tienyu et al., 2003; Chen et al., 2015).

To answer to this research questions, we focuses on the study of anxiety about death and religiosity among consumers of life insurance as well as the analyses of the state of optimism in life insurance industry. In the second part, we focus on opinion leadership as a mediator between this explicative variables and life insurance consumer behavior. The last part will be devoted to learn the emotion regulation as a potential moderator of the relationship between emotional states and opinion leadership. This framework will, thereafter, validate through a quantitative study.

## Literature Review and Hypotheses

Cognitively, anxiety induced an attention on incidents present (Urien, 2002; Wink & Scott, 2005); whereas behaviorally, this is to use the known methods and routines to cope with life situations, or, take preventive action to keep the status quo rather than taking risks to improve his fate (Urien, 2002). Moreover, Dib & Valette-Florence (2007) admit that the cognitive processes of the threat assessment are responsible for the negative emotion. Urien (2002) emphasized on the cognitive and emotional effects of anxiety about the future. Then, Gentry, Kennedy, Paul & Hill (1995) and Gentry, Baker & Kraft (1995) show that the purchase of certain products (life insurance, house, car) by consumers is a preservation of their identity beyond death.

Studies on the subject of optimism turn to explain self-defense and supposed that it reduce anxiety (Milhabet et al., 2002; Grewal, Mehta & Kardes, 2004). Therefore, reducing anxiety involves two contrasting positions. The first contrast predicts that the optimism is the result of the struggle against anxiety (Taylor & Brown, 1988), and the second confirm that the best defense against anxiety is pessimism (Colvin & Block, 1994).

Religiosity is defined by Johnson, Jang, Larson & Li (2001) as "*the extent to which an individual is committed to religion [...] as the attitudes and behaviors of the individual reflect this commitment*." The attitudes of the individual and their behavior reflect this commitment. Religious people have value systems differ from the least religious and non-religious. Thus, religiosity is important as it able to influence an individual behavior (Mokhlis, 2008). Thus, it is necessary to integrate this construct in our research model, because the importance of religiosity in Saudi Arabia and its effects on consumer behavior.

Etymologically, opinion leadership means the ability of an individual to conduct or lead other individuals or organizations in order to achieve certain goals. Moreover, the opinion leadership profile characterizes the position of one or more persons to conduct a group. Also, the opinion leadership is known for his skills with other members of the group (Blanchet & Trognon, 1994). Then, under certain conditions, if the degree of emotional contagion from the opinion leadership to the followers is large enough, the effect of verbal communication can be important (Sy et al., 2005). Thus, this ability gives leaders opportunities to influence other members and legitimacy in decision-making (Marc & Picard, 2003).

Emotional regulation refers to attempts made by individuals to influence the sort of emotions they feel (Gross et al., 2006; Mikolajczak et al., 2008). It refers to emotional skills that enable the individual to manage his emotive state and thus to contribute appropriately to the changeable and complex situations of modern life (Gendron, 2006).

After that, we extant the effects of these concepts on underwriting in life insurance and we deduct the hypotheses.

**Anxiety about Death**

The objective of owning some products is preserving identity beyond death and reducing anxiety about demise (Kasser & Sheldon, 2000). Capelli (2003) notes that anxiety contained in advertising communication positively affects the purchase decision. Anxiety about death affects not only the emotions of the consumer, but also his purchase behavior and his recommendation of products to others. Kopp & Pullen (2002) report the

positive effect of anxiety about death on the purchase behavior of products like life insurance. Similarly, Gentry & Goodwin (1995) assert that the design of insurance policies for seniors is a way of symbolically extending the self beyond death. For Urien (2001), the acquisition of products at the end of life is an expression of symbolic immortality. Hence, we can state the following hypotheses:

H1.a : Fear of death has a positive influence on the repeat purchase behavior.
H1.b : Fear of death has a positive influence on the behavior recommendation.
H1.c : Fear of death has a positive influence on the opinion leadership.
H2.a : Fear of dying has a positive influence on the repeat purchase behavior.
H2.b : Fear of dying has a positive influence on the behavior of recommendation.
H2.c : Fear of dying has a positive influence on the opinion leadership.

**Optimism**

Goleman (1997) states that optimism is the healthiest way to educate people. Optimism motivates consumers internally and not by the perspective of threat or reward. There would be differences in the encoding of information that would play in the adjustment of beliefs maintaining the level of optimism (Sharot, Korn & Dolan, 2011). In the same way, these positive impressions have a positive impact on purchase behavior in life insurance. Besides, they have an effect on both mental and physical health. We can, therefore, propose the following hypotheses:

$H_{3.a}$ : Optimism has a positive influence on the repeat purchase behavior.
$H_{3.b}$ : Optimism has a positive influence on the behavior of recommendation.
$H_{3.c}$ : Optimism has a positive influence on the opinion leadership.

**Religiosity**

The importance of religiosity in KSA makes it necessary to integrate this construct in our research model. Religiosity is the extent to which a person is

involved in religion (Jang & Larson, 2001). It influences an individual cognitively and behaviorally (Mokhlis, 2006). Rodero & Branas (2000) confirm the influence of religious institutions in acquiring life insurance products. Arnould, Price & Zikhan (2004) stress the role of religion in the development of attitudes and the shaping of purchase intentions. Thus, we intend to check the following hypotheses in the present research paper.

$H_{4.a}$ : Intrapersonal religiosity has a negative influence on the repeat purchase of behavior.
$H_{4.b}$ : intrapersonal religiosity has a negative influence on the behavior of recommendation.
$H_{4.c}$ : intrapersonal religiosity has a negative influence on the opinion leadership.
$H_{5.a}$ : interpersonal religiosity has a negative influence on the repeat purchase of behavior.
$H_{5.b}$ : interpersonal religiosity has a negative influence on the behavior of recommendation.
$H_{5.c}$ : interpersonal religiosity has a negative influence on the opinion leadership.

**Opinion Leadership**

Opinion leadership is closely related to the leader's aptitude to diffuse innovation (Roehrich, 1993). The literature distinguishes between three perspectives to define opinion leadership, namely the ability to influence others (Goldsmith & De Witt, 2003), the capacity to provide information and to urge one's entourage about a subject (Gilly & Graham, Wolfinbarger & Yale, 1998), and the combination of the two precedent dimensions (Mowen, 1995). To this end, research on opinion leadership confirms that those who occupy a leading position have greater confidence and are more popular, adaptable, attentive and cooperative than others (Vernette, 2006). Hence, the following hypotheses are formulated:

$H_{6.a}$ : Leadership has a positive influence on the repeat purchase behavior.
$H_{6.b}$ : Leadership has a positive influence on the behavior of recommendation.

**The Mediating Role of Opinion Leadership**

Leaders are characterized by a coordinating role, a socio-relational role, and a specific interactive role (Barcellini, 2008). Gendron (2008) explains that opinion leaders have the ability to transcend this situation by imposing a vision, and to amend the behavior of their followers so as to make them true agents of change. Vernette (2006) indicates that it is neither the institution nor the charisma that establishes the leader's authority, but the fact that he serves the people around him. The opinion leader must be able to easily get into the skin of his surroundings and provoke an identification reaction or an emotional relationship (Vernette, 2002). One might, therefore, make the following two hypotheses:

$H_{7.a}$ : Leadership mediates the effect between fear of death and repeat purchase behavior.
$H_{7.b}$ : Leadership mediates the effect between fear of death and the behavior of recommendation.
$H_{7.c}$ : Leadership mediates the effect between the fear of death and repeat purchase behavior.
$H_{7.d}$ : Leadership mediates the effect between the fear of death and the behavior of recommendation.
$H_{8.a}$ : Leadership mediates the effect between optimism and repeat purchase behavior.
$H_{8.b}$ : Leadership mediates the effect between optimism and behavior of recommendation.

**The Moderating Effect of Emotional Regulation**

Among the possible strategies of emotion regulation, Gross et al. (2006), Gross (1998) and Gross & John (2002, 2003) focus on two specific ones, namely cognitive reappraisal (up regulation) and expressive suppression (down regulation). Cognitive reappraisal means the cognitive process by which the evaluation of a situation helps to mitigate or increase the emotional character (Christophe et al., 2009). In most cases, this strategy would reduce negative emotions and increase the positive emotions and the

psychological situation arising from welfare. In this case, it approaches the notion of positive revaluation result, found in the literature on coping, and the optimism of selecting the positive aspects of a situation in anticipation of its consequences. As for expressive suppression, it consists in inhibiting one's emotions so that they do not communicate to others information about one's emotional states (Fischer, 2000). Hence the following hypotheses:

$H_{9.a}$ : Expressive suppression (Down-regulation) moderates the effect of the fear of death on opinion leadership.
$H_{9.b}$ : Expressive suppression (Down-regulation) moderates the effect of the fear of dying on opinion leadership.
$H_{9.c}$ : Expressive suppression (Down-regulation) moderates the effect of optimism on opinion leadership.
$H_{9d}$ : Cognitive reappraisal (Up-regulation) moderates the effect of optimism on opinion leadership.

Thus, the conceptual model of our research is presented in (see figure 1), after elucidating the different hypotheses and concepts.

## Methodology

### Sample

The research data was collected through surveys. We chose the area sampling procedure, and used two samples. The first one, whereby the measurement scales of the conceptual constructs were purified, targeted 210 respondents. The second one involved 654 respondents and was applied in the confirmation phase.

### Measures

The original scales were in English. So, the measures have undergone the process of translation from English into Arabic, using the back translation method. Respondents were solicited to answer by ticking options on a five-

point *Likert* type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). For religiosity, the scale of Mokhlis (2006) was used. To measure anxiety related to fear of death, we relied on the scale of Wink & Scott (2005). Optimism was assessed via the scale developed by Sharot, Korn & Dolan (2011). For the concept of opinion leadership we employed the measure of Childers (1986), and for emotional regulation, we adopted the scale of ERQ, developed by Gross & John (2003). Finally, to measure the behavior of subscribing to a life insurance, we opted for the scale of Durvasula, Lysonski, Mehta & Peng (2004).

## Results

### Validity Check

The principal component analysis confirmed the dimensional structures of our research measures (see table 1). However, few items were removed because of their low correlation with the selected dimensions. A confirmatory factor analysis was carried out for each scale to check the validities (see table 2). The rho convergent validity varies between 0.501 and 0.504 (see table 3). Then, the examination of the results of the φ matrix shows that all correlations among the eight variables are positive and significant. These correlations are established at low levels, which implies that there is no co-linearity between variables and provides evidence of the discriminate validity of each construct. Cronbach's alpha and Jöreskog's rho approved a value more than 0.7, which accepted to judge the good representatively of constructs by these items. Also, the loading of each item on its concept passed 0.70. Moreover, all pairs of concepts verified the conditions of Fornell & Larcker's (1981) test of discriminant validity (see table 4).

### The Structural Model

The model was tested using AMOS software, with the maximum likelihood method. The overall model fit was satisfactory (Roussel, Durrieu, Campoy & El Akremi, 2002). These values indicate an acceptable model fit to the

data set (see figure 2). Henceforth, it is possible to interpret the results related to structural links.

**Hypotheses Test for Direct Relations**

Table 5 shows the results of the verification of relations between model constructs.

$H_{1.a}$ about the relationship between fear of death and repeat purchase behavior was confirmed ($p = 0.003 < 0.05$). Indeed, the value of the Student t expressing this relationship is equal to 2.933 that it is greater than 1.96. In the same line, the hypothesis $H_{1.b}$ about the relationship between fear of death and behavior of recommendation was confirmed ($p = 0.000 < 0.05$). The value of the Student t expressing this relationship is equal to 4.133 that it is greater than 1.96. Unlike these two hypotheses, the hypothesis $H_{1.c}$ about the relationship between fear of death and opinion leadership was infirmed ($p = 0.299 > 0.05$; $Cr = 1.039 < 1.96$).

$H_{2.a}$ linking the fear of dying to the repeat purchase behavior is validated ($p = 0.003 < 0.05$) as the value of Student's t ($Cr = 2.991$) is greater than 1.96. In addition, the hypothesis $H_{2.b}$, reflecting the link between fear of dying and behavior of recommendation is significant and validated ($p = 0.000$). The Student t value is equal to 5.224 and therefore greater than |1.96|. Same, the hypothesis $H_{2.c}$ between fear of dying and the opinion leadership is validated ($p = 0.005 < 0.05$). The Student t value is equal to 2.824 and therefore greater than |1.96|.

$H_{3.a}$ linking optimism to the repeat purchase behavior is unverified ($p = 0.493 > 0.05$) as the Student value ($Cr = 0.685$) is low than 1.96. Same, the $H_{3.b}$ hypothesis linking optimism to the behavior of recommendation is unverified ($p = 0.210 > 0.05$) as the value of Student's t ($Cr = 1.253$) is low than 1.96. Unlike, the $H_{3.c}$ hypothesis linking optimism to the opinion leadership was confirmed ($p = 0.000 < 0.05$) as the value of Student's t ($Cr = 3.552$) is greater than 1.96.

$H_{4.a}$ about the relationship between intrapersonal religiosity and repeat purchase behavior was invalidated ($p = 0.218 > 0.05$). The value of the Student t expressing this relationship is equal to 1.233 that it is low than 1.96. Against, the hypothesis $H_{4.b}$ about the relationship between intrapersonal religiosity and the behavior of recommendation was confirmed

($p = 0.042 < 0.05$). The value of the Student t expressing this relationship is equal to 2.031 that it is greater than 1.96; under the hypothesis $H_{4.c}$ about the relationship between intrapersonal religiosity and opinion leadership was invalidated ($p = 0.066 < 0.05$; $Cr = 1.838 < |1.96|$).

$H_{5.a}$ about the relationship between interpersonal religiosity and repeat purchase behavior was rejected ($p = 0.134 > 0.05$). The value of the Student t expressing this relationship is equal to -1.498 that it is low than 1.96. Against, the hypothesis $H_{5.b}$ about the relationship between interpersonal religiosity and the behavior of recommendation was confirmed ($p = 0.018 < 0.05$). The value of the Student t expressing this relationship is equal to -2.356 that it is greater than |1.96|; under the hypothesis $H_{5.c}$ about the relationship between interpersonal religiosity and opinion leadership was invalidated ($p = 0.063 < 0.05$; $Cr = -1.859 < 1.96$).

Finally, $H_{6.a}$ linking the opinion leadership to the repeat purchase behavior is validated ($p = 0.000 < 0.05$) as the value of Student's t ($Cr = 5.070$) is greater than 1.96; in the same case that the $H_{6.b}$ hypothesis linking the opinion leadership to the behavior of recommendation is validated ($p = 0.000 < 0.05$) as the value of Student's t ($Cr = 7.267$) is greater than 1.96 (see table 5).

**The Mediator Role of Opinion Leadership**

In order to test the effect of this mediation, we need to check the four conditions recommended by Baron and Kenny (1986) (see table 6).

Testing the mediating effect of opinion leadership on fear of death and repeated purchase behavior shows that no condition is significant. We can, therefore, state that mediation is absent in hypothesis H7.a. Therefore, the variable 'opinion leadership' is not a mediator in the impact of fear of death on the behavior of repeated purchase. Similarly, testing the mediating effect of opinion leadership on fear of death and the behavior of recommendation shows that mediation is absent in hypothesis H7.b.

Then, in testing the mediating effect of opinion leadership on fear of death on the one hand, and repeated purchase and recommendation of insurance products on the other, only conditions 1 and 2 are significant at 5%. Consequently, mediation is partial in hypotheses H7.c and H7.d.

Finally, testing the mediating effect of opinion leadership on optimism, repeated purchase and recommendation behavior shows that all conditions are significant at 5%. Therefore, mediation is total in hypotheses H8.a and H8.b.

**The Moderating Role of Emotional Regulation**

The test of the moderating effect of the variable ‘emotional regulation’ on the existing relationship between the two exogenous variables, anxiety towards death and optimism, and the endogenous variable ‘opinion leadership’ is based on the procedure proposed by Irwin and McClelland (2001).

Results (see table 7) indicate that the moderating effect is noticed in hypothesis H9.a Indeed, the link between fear of death and opinion leadership is not significant ($p = 0.250$), neither is the link between the moderating variable ‘expressive suppression’ and the variable ‘opinion leadership’ ($p = 0.007$). The interaction between expressive suppression and fear of death exerts, in turn, a significant effect ($p = 0.022$) on the dependent variable ‘opinion leadership’. The research proposal related to this hypothesis is, therefore, confirmed. Contrarily to these hypotheses, results indicate that the moderating effect is absent in hypothesis H9.b because the interaction between expressive suppression and fear of death does not have a significant effect ($p = 0.173$) on the dependent variable ‘opinion leadership’. The research proposal related to this hypothesis is, therefore, infirmed. Whereas, the interaction between expressive suppression and optimism exercise a significant effect ($p = 0.020$) on the dependent variable ‘opinion leadership’. The research proposal related to hypothesis H9.c is, therefore, confirmed.

Although, Results indicate that the moderator in hypothesis H9.d does not validated since the link between optimism and opinion leadership is insignificant ($p = 0.474$). Thus, the link between the moderating variable ‘cognitive reappraisal’ (Up-regulation) and the variable' opinion leadership’ is excluded and the research proposal related to this hypothesis is, therefore, rejected.

**Re-specification of the Structural Model**

The re-specification of the initial model of our study was conducted through changes indices (MI). However, in order to improve our model fit indices, we added a set of links between error terms (including MI> 3.84) to these changes indices. On the other hand, the removal of unconfirmed relationships is justified by the test significance level ($p > 0.005$), and the Student test ($t < 1.96$). To this end, we removed the link between intrapersonal religiosity and opinion leadership, the link between fear of death and opinion leadership, the link between interpersonal religiosity and opinion leadership, the link between optimism and repeated purchase behavior, the link between optimism and behavior of recommendation, the link between intrapersonal religiosity and repeated purchase behavior, and finally the link between interpersonal religiosity and repeated purchase behavior.

Indices for the revised model (figure 3) are broadly acceptable. Indeed, the GFI (0.980), AGFI (0.966) and RMR (0.020) evidence demonstrate that the model accounts for almost all of the variance. RMSEA is 0.005 and the CFI index (1.000) indicates that the tested model is better than more restrictive models. The value of normalized chi-square (1.017) and PNFI (0.636) tell us about the parsimony of the model.

## Discussion and Conclusion

The life insurance industry has identified a niche market for the financial protection of homes and businesses. Therefore, it is necessary that the study of behavior in life insurance investigates the emotional aspect of the insured to detect his motives in buying a tailored service. This research is presented as an extension of previous works conducted on consumer behavior in the context of Saudi insurance services.

The empirical results of our research confirm the work of Kasser and Sheldon (2000), Fischler (2001), Urien (2002) and Kopp and Pullen (2002). Our findings assert the influence of anxiety about death on consumer behavior and lifestyle of individuals in a well-defined culture. Anxiety about death encourages consumers to subscribe to insurance policy. The fear of death is a concept that awakens in people a need to counteract this risk that

could occur at any time. The concern of the insured with the prospect of death focuses on the descendants and ascendants that are dependent on him.

Hence, anxiety about death lies at the heart of basic life insurance products. In Saudi Arabia, the need to protect oneself against the risk of death is comparable to one's need to protect oneself against other risks, and pushes policyholders to subscribe to insurance. As suggested by Lifton (1973), symbolic immortality can alleviate the anxiety resulting from fear of death. A contradictory position can increase fear of death, for instance opening the possibility of life after death without providing the certainty of its acquisition or raising the specter of punishment after death (Nelson & Cantrell, 1980). To this end, Capelli (2003) noted that anxiety contained in advertising communication positively affects the purchase decision of the consumer of a service that is the case for Tanner, Hunt and Eppright (1991), Ben-Ari (2000), Gallopel (2002) and Urien (2003) whose have argued that the use of fear in communication affects behavior.

In our research work, we empirically confirmed the theory asserting the critical role of optimism about the behavior of subscribing to insurance. These results are in keeping with the work of Sharot, Korn and Dolan (2011). Hence, optimism proves to be a predicting element in someone's intention to buy insurance services, as well as in his intention to recommend it to his family. Theil (2003) reported that insurance is sold, not bought. This means that it makes more sense to sell insurance through a third party. The insured needs the intervention of an opinion leader to buy insurance products. The information conveyed by the latter can attract more attention to insurance products (Browne & Hoyt, 2000). Therefore, the opinion leader becomes a representative of the insurance service. Our model validates the mediating effect of opinion leadership between emotional variables and behavior involving buying insurance. The results of our test on the moderating effect of emotion regulation on the relationship between emotional variables and opinion leadership go against the work of Gross and John (2003). Indeed, our results indicate that emotional regulation only allows reducing negative emotions including fear of death, but it is not so with optimism and fear of dying.

The present research focuses on the marketing communication led by life insurance companies. It is a subtle combination meant to influence the

buying behavior of customers. The focus on marketing communication is crucial to insurance companies in the Saudi market. The communication strategy of these insurance companies remains inexistent. Moreover, the information conveyed is very limited due to lack of available strategies and tools established for customers. Thus, insurers can focus on two areas in their communication campaigns. Firstly, they can try to detect the elements that elicit either anxiety or optimism in the insured. Secondly, they can try to determine the leadership's profiles as their lifestyle, the service delivery system.... Also, Opinion leadership is considered as a lever of satisfaction and loyalty of policyholders. Then; these stimuli will serve as a basis to encourage life insurance purchase in the KSA market.

No research work can escape having limitations. Yet these limitations can often open new tracks for future research. The limitations inherent to our research work are technical and time-related. The technical constraint we encountered consists in the difficulty to integrate other cognitive and affective constructs in order to respect the parsimony of our conceptual model. As for the time constraint, it has prevented us from making a panel to study the behavior of policyholders over a long period of time and after consuming the product. By avoiding these limits we can increase the internal and external validity of our research findings.

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# Annexes

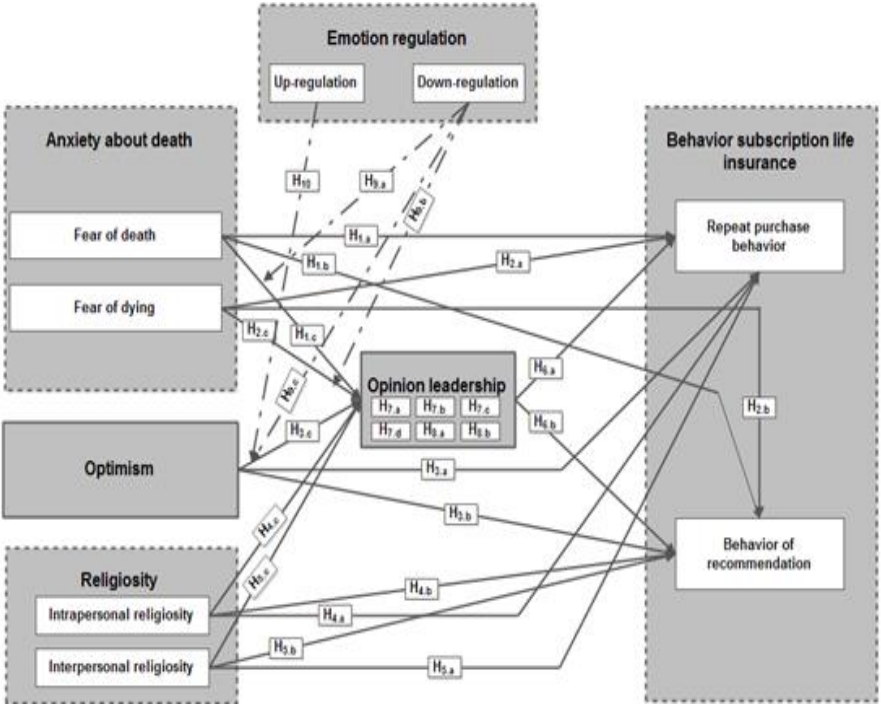
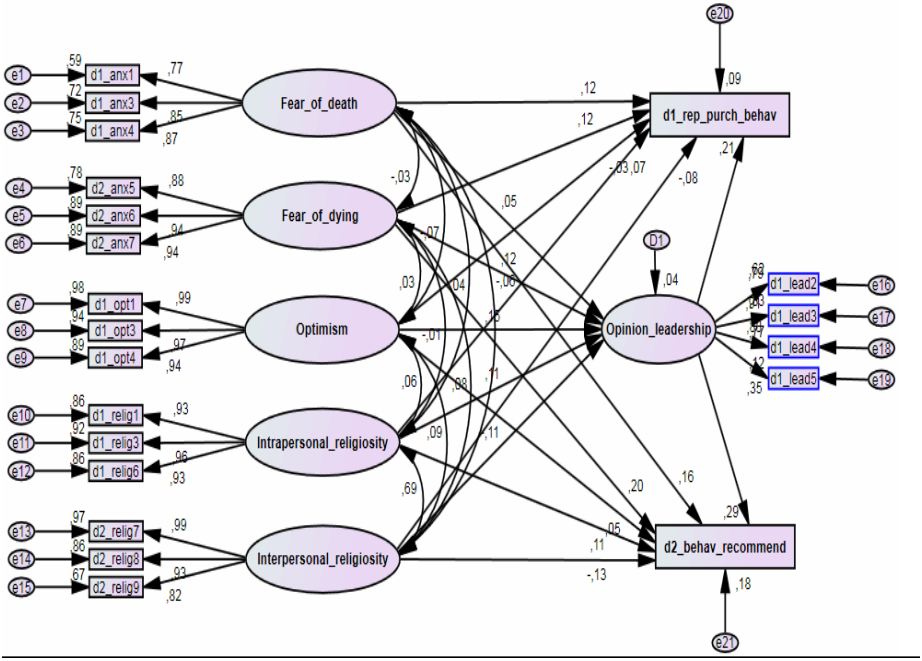


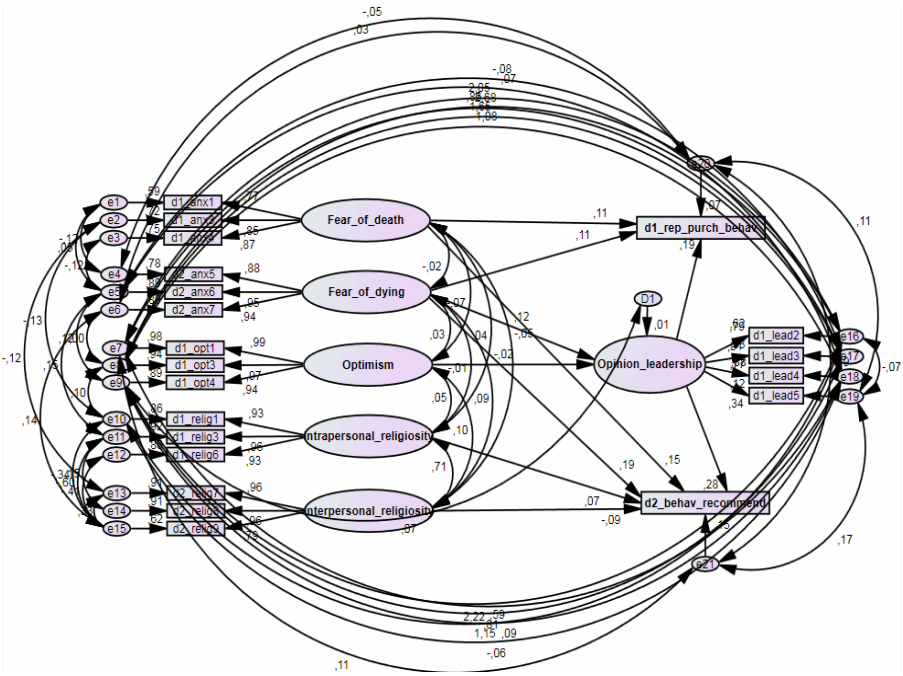

*Figure 1*. Conceptual model




| CMIN/DF | P | GFI | CFI | TLI | IFI | PNFI | RMSEA |
|---|---|---|---|---|---|---|---|
| 3.902 | 0.000 | 0.916 | 0.960 | 0.948 | 0.960 | 0.73 | 0.068 |

Note: CMIN/DF: the relative Chi-square, P: probability of an exact fit, GFI: goodness of fit index, CFI: comparative fit index, IFI: incremental fit index, PNFI: parsimony-adjusted normed fit index, and RMSEA: root mean square error of approximation.

*Figure 2.* Structural model and model fit




| | CMIN/DF | GFI | AGFI | CFI | TLI | IFI | RMR | RMSEA | PGFI | PNFI | ECVI | AIC | CAIC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M1 | 1.017 | 0.980 | 0.966 | 1.000 | 1.000 | 1.000 | 0.020 | 0.005 | 0.573 | 0.636 | 0.524 | 329.336 | 852.125 |
| M0 | 57.263 | 0.381 | 0.319 | 0.000 | 0.000 | 0.000 | 0.269 | 0.299 | 0.347 | 0.000 | 19.185 | 12067.197 | 12181.557 |

*Figure 3.* Revised structural model and model fit

Table 1
*Exploratory factor analysis of the measurement scales*

| Items | Components | | MSA$_i$ | Cronbach's alpha if item deleted | KMO | Bartlett's test of sphéricité | | % of variance | Cronbach's alpha |
|---|---|---|---|---|---|---|---|---|---|
| | F1 | F2 | | | | Chi-square | Sig. | | |
| ANXIETY | | | | | | | | | |
| d1_anx1 | 0.847 | | 0.691 | 0.371 | | | | | |
| d1_anx2 | | | 0.660 | 0.711 | | | | | |
| d1_anx3 | 0.805 | | 0.793 | 0.412 | | | | | |
| d2_anx4 | 0.850 | | 0.730 | 0.397 | 0.726 | 537.622 | 0.000 | 76.998 | 0.712 |
| d2_anx5 | | 0.819 | 0.687 | 0.424 | | | | | |
| d2_anx6 | | 0.782 | 0.723 | 0.403 | | | | | |
| d2_anx7 | | 0.744 | 0.731 | 0.394 | | | | | |
| Eigenvalues | 2.490 | 2.130 | | | | | | | |
| OPTIMISM | | | | | | | | | |
| d1_opt1 | 0.722 | | 0.676 | 0.687 | | | | | |
| d1_opt2 | | | 0.874 | 0.687 | | | | | |
| d1_opt3 | 0.718 | | 0.744 | 0.687 | 0.770 | 551.320 | 0.000 | 98.322 | 0.701 |
| d1_opt4 | 0.877 | | 0.746 | 0.683 | | | | | |
| d1_opt5 | | | 0.830 | 0.686 | | | | | |
| d1_opt6 | | | 0.725 | 0.680 | | | | | |
| Eigenvalues | 3.485 | | | | | | | | |
| RELIGIOSITY | | | | | | | | | |
| d1_relig1 | 0.757 | | 0.666 | 0.088 | | | | | |
| d1_relig2 | 0.833 | | 0.504 | 0.231 | | | | | |
| d1_relig3 | 0.711 | | 0.805 | 0.113 | | | | | |
| d1_relig4 | | | 0.541 | 0.501 | | | | | |
| d1_relig5 | 0.901 | | 0.349 | 0.416 | 0.647 | 826.961 | 0.000 | 78.998 | 0.234 |
| d1_relig6 | 0.755 | | 0.684 | 0.094 | | | | | |
| d2_relig7 | | 0.794 | 0.715 | 0.147 | | | | | |
| d2_relig8 | | 0.774 | 0.699 | 0.145 | | | | | |
| d2_relig9 | | 0.696 | 0.709 | 0.089 | | | | | |
| d2_relig10 | | 0.806 | 0.536 | 0.190 | | | | | |
| Eigenvalues | 2.421 | 1.529 | | | | | | | |
| OPINION LEADERSHIP | | | | | | | | | |
| d1_lead1 | | | 0.911 | 0.901 | | | | | |
| d1_lead2 | 0.897 | | 0.758 | 0.808 | | | | | |
| d1_lead3 | 0.873 | | 0.859 | 0.820 | 0.800 | 457.532 | 0.000 | 72.597 | 0.869 |
| d1_lead4 | 0.914 | | 0.747 | 0.795 | | | | | |
| d1_lead5 | 0.708 | | 0.743 | 0.818 | | | | | |
| Eigenvalues | 2.904 | | | | | | | | |
| EMOTION REGULATION | | | | | | | | | |
| d1_regul1 | 0.757 | | 0,666 | 0,088 | | | | | |
| d1_regul2 | | | 0.504 | 0.231 | | | | | |
| d1_regul3 | 0.711 | | 0.805 | 0.113 | | | | | |
| d1_regul4 | | | 0.541 | 0.501 | | | | | |
| d1_regul5 | | | 0.349 | 0.416 | 0.718 | 826.961 | 0.000 | 79.069 | 0.719 |
| d1_regul6 | | | 0.684 | 0.094 | | | | | |
| d2_regul7 | | 0,794 | 0.715 | 0.147 | | | | | |
| d2_regul8 | | 0,794 | 0.699 | 0.145 | | | | | |
| d2_regul9 | | 0.696 | 0.709 | 0.089 | | | | | |
| d2_regul10 | | | 0.536 | 0.190 | | | | | |
| Eigenvalues | 2.559 | 2.185 | | | | | | | |

Table 2
*CFA measurement scales*

| | | | Maximum Likelihood | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Variable | Items | Estimate | SE | CR | P | Fit indices | Mardia |
| Anxiety about death | Fear of death | d1_anx1 | 1.000 | | | | GFI = 0.989<br>AGFI = 0.972<br>RMSEA = 0.049<br>NFI = 0.993<br>TLI = 0.992<br>CFI = 0.996<br>CMIN /DF = 2.536<br>AIC[1] = 46.285<br>CAIC[2] = 117.079 | 87.221 > 10 |
| | | d1_anx3 | 1.030 | 0.049 | 20.972 | 0.000 | | |
| | | d1_anx4 | 0.995 | 0.047 | 21.105 | 0.000 | | |
| | Fear of dying | d2_anx5 | 1.000 | | | | | |
| | | d2_anx6 | 1.000 | 0.027 | 37.217 | 0.000 | | |
| | | d2_anx7 | 1.026 | 0.028 | 36.990 | 0.000 | | |
| | **Optimism** | d1_opt1 | 1.000 | | | | GFI = 1<br>RMSEA = 1.257<br>NFI = 1<br>TLI = 1<br>CFI = 1<br>AIC[3] = 12<br>CAIC[4] = 44.674 | 79.143 > 10 |
| | | d1_opt3 | 0.986 | 0.011 | 86.055 | 0.000 | | |
| | | d1_opt4 | 0.976 | 0.015 | 64.743 | 0.000 | | |
| Religiosity | Intrapersonal religiosity | d1_relig1 | 1.000 | | | | GFI = 0.995<br>AGFI = 0.883<br>RMSEA = 0.131<br>NFI = 0.978<br>TLI = 0.962<br>CFI = 0.980<br>CMIN /DF = 11.82<br>AIC[5] = 120.557<br>CAIC[6] = 191.351 | 30.091 > 10 |
| | | d1_relig3 | 1.054 | 0.023 | 46.862 | 0.000 | | |
| | | d1_relig6 | 0.992 | 0.023 | 42.241 | 0.000 | | |
| | Interpersonal religiosity | d2_relig7 | 1.000 | | | | | |
| | | d2_relig8 | 0.826 | 0.017 | 49.713 | 0.000 | | |
| | | d2_relig9 | 0.736 | 0.022 | 33.174 | 0.000 | | |
| | **Opinion leadership** | d1_lead2 | 1.000 | | | | GFI = 0.996<br>AGFI = 0.979<br>RMSEA = 0.052<br>NFI = 0.996<br>TLI = 0.992<br>CFI = 0.997<br>CMIN /DF = 2.693<br>AIC[7] = 21.387<br>CAIC[8] = 64.952 | 69.214 > 10 |
| | | d1_lead3 | 0.989 | 0.040 | 24.468 | 0.000 | | |
| | | d1_lead4 | 1.042 | 0.043 | 24.030 | 0.000 | | |
| | | d1_lead5 | 0.417 | 0.051 | 8.219 | 0.000 | | |
| Emotion regulation | Cognitive reappraisal *(Up-regulation)* | d2_regul7 | 1.000 | | | | GFI = 0.995<br>AGFI = 0.990<br>RMSEA = 0.000<br>NFI = 0.997<br>TLI = 1.002<br>CFI = 1<br>CMIN /DF = 0.725<br>AIC[9] = 50.324<br>CAIC[10] = 153.792 | 60.214 > 10 |
| | | d2_regul8 | 1.001 | 0.022 | 46.396 | 0.000 | | |
| | Expressive suppression *(Down-regulation)* | d1_regul1 | 1.000 | | | | | |
| | | d1_regul3 | 0.452 | 0.655 | 0.690 | 0.490 | | |
| | | d2_regul9 | 1.012 | 0.023 | 44.068 | 0.000 | | |

[1] Lower AIC independent model (117.079)
[2] Lower CAIC independent model (2825.660)
[3] Lower AIC independent model (2989.602)
[4] Lower CAIC independent model (3005.939)
[5] Lower AIC independent model (4324.810)
[6] Lower CAIC independent model (4357.484)
[7] Lower AIC independent model (1230.381)
[8] Lower CAIC independent model (1252.164)
[9] Lower AIC independent model (4525.415)
[10] Lower CAIC independent model (4568.980)

Table 3
*Reliability analysis and convergent validity*

| Variables | | Factor analysis | | | Reliability | | Convergent validity | |
|---|---|---|---|---|---|---|---|---|
| | | KMO | Eigenvalues | % of variance | Cronbach's alpha (α) | Jöreskog rho (ρ) | ρ vc | t test (t>1.96) |
| Anxiety about death | Fear of death | 0.732 | 2.372 | 79.052 | 0.865 | 0.75 | 05 | 21.038 |
| | Fear of dying | 0.763 | 2.705 | 90.182 | 0.945 | 0.75 | 0.5 | 37.103 |
| Optimism | | 0.759 | 2.876 | 95.876 | 0.978 | 0.75 | 0.5 | 75.399 |
| Religiosity | Intrapersonal religiosity | 0.774 | 2.758 | 91.939 | 0.956 | 0.75 | 0.5 | 44.551 |
| | Interpersonal religiosity | 0.712 | 2.756 | 88.555 | 0.934 | 0.75 | 0.5 | 41.443 |
| Opinion leadership | | 0.760 | 2.624 | 65.603 | 0.800 | 0.78 | 0.5 | 18.905 |
| Emotion regulation | Cognitive reappraisal *(Up-regulation)* | 0.500 | 1.704 | 85.207 | 0.826 | 0.62 | 0.5 | 46.375 |
| | Expressive suppression *(Down-regulation)* | 0.778 | 2.759 | 91.965 | 0.956 | 0.75 | 0.5 | 22.339 |

Table 4
*Analysis of the discriminate validity of the measurement scales*

| Concept | Fear of death | Fear of dying | Optimism | Intrapersonal | Interpersonal | Opinion leadership | Cognitive reappraisal *(Up-regulation)* | Expressive suppression *(Down-regulation)* |
|---|---|---|---|---|---|---|---|---|
| ρvc | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| **Fear of death** | 0.707 | | | | | | | |
| **Fear of dying** | 0.000 | 0.707 | | | | | | |
| **Optimism** | 0.004 | 0.000 | 0.707 | | | | | |
| **Intrapersonal** | 0.001 | 0.000 | 0.003 | 0.707 | | | | |
| **Interpersonal** | 0.003 | 0.005 | 0.008 | 0.472 | 0.707 | | | |
| **Opinion leadership** | 0.001 | 0.012 | 0.021 | 0.001 | 0.000 | 0.707 | | |
| **Cognitive reappraisal** *(Up-regulation)* | 0.006 | 0.004 | 0.000 | 0.001 | 0.000 | 0.026 | 0.707 | |
| **Expressive suppression** *(Down-regulation)* | 0.000 | 0.004 | 0.000 | 0.003 | 0.000 | 0.013 | 0.000 | 0.707 |

* on the diagonal the square rho of Joreskog ( $\sqrt{\rho_{vc}}$ ) and on the columns correlations squared raciness ($\varphi^2$)

Table 5
*Results of the research hypotheses*

| Structural links | | | Cr (t > 1.96) | p (< 0.05) | Statut |
|---|---|---|---|---|---|
| Opinion_leadership | <--- | Intrapersonal_religiosity | 1.838 | 0.066 | Infirmed |
| Opinion_leadership | <--- | Optimism | 3.552 | 0.000 | Confirmé |
| Opinion_leadership | <--- | Fear_of_death | 1.039 | 0.299 | Infirmed |
| Opinion_leadership | <--- | Fear_of_dying | 2.824 | 0.005 | Confirmed |
| Opinion_leadership | <--- | Interpersonal_religiosity | 1.859 | 0.063 | Infirmed |
| d1_rep_purch_behav | <--- | Fear_of_death | 2.933 | 0.003 | Confirmed |
| d2_behav_recommend | <--- | Fear_of_death | 4.133 | 0.000 | Confirmed |
| d1_rep_purch_behav | <--- | Fear_of_dying | 2.991 | 0.003 | Confirmed |
| d2_behav_recommend | <--- | Fear_of_dying | 5.224 | 0.000 | Confirmed |
| d1_rep_purch_behav | <--- | Optimism | 0.685 | 0.493 | Infirmed |
| d2_behav_recommend | <--- | Optimism | 1.253 | 0.210 | Infirmed |
| d1_rep_purch_behav | <--- | Intrapersonal_religiosity | 1.233 | 0.218 | Infirmed |
| d2_behav_recommend | <--- | Intrapersonal_religiosity | 2.031 | 0.042 | Confirmed |
| d1_rep_purch_behav | <--- | Interpersonal_religiosity | 1.498 | 0.134 | Infirmed |
| d2_behav_recommend | <--- | Interpersonal_religiosity | 2.356 | 0.018 | Confirmed |
| d1_rep_purch_behav | <--- | Opinion_leadership | 5.070 | 0.000 | Confirmed |
| d2_behav_recommend | <--- | Opinion_leadership | 7.267 | 0.000 | Confirmed |

Table 6
*Testing the mediating role of opinion leadership*

| | Life insurance underwriting behavior | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Repeat purchase behavior | | | | | Conditions (Baron & Kenny, 1986 | behavior of recommandation | | | | |
| | Regression equations | F | Sig. | $R^2$ | t (p) | | Regression equations | F | Sig. | $R^2$ | t (p) |
| Fear of death | Y= 4.108 + 0.104 X | 8.554 | 0.004 | 0.013 | t (X) = 2.925 (0.004) | Condition 1 | Y= 4,.210 + 0.124 X | 17.075 | 0.000 | 0.026 | t (X) = 4.133 (0.00) |
| | M= (-3.319E-016) + 0.046 X | 1.326 | 0.250 | 0.002 | t (X) = 1.152 (0.25) | Condition 2 | M= (-3.319E-016) + 0.046 X | 1.326 | 0.250 | 0.002 | t (X) = 1.152 (0.25) |
| | Y= 4.108 + 0.096 X + 0.188 M | 18.980 | 0.000 | 0.057 | t (X) = 2.739 (0.006)<br>t (M) = 5.387 (0.00) | Condition 3+4 | Y= 4.210 + 0.113 X + 0.236 M | 43.726 | 0.000 | 0.122 | t (X) = 3.965 (0.00)<br>t (M) = 8.279 (0.00) |
| | No mediation | | | | | | | | | | |
| Fear of dying | Y= 4.108 + 0.105 X | 8.739 | 0.003 | 0.014 | t (X) = 2.956 (0.003) | Condition 1 | Y= 4.210 + 0.155 X | 27.128 | 0.000 | 0.041 | t (X) = 5.208 (0.00) |
| | M= (-2.625E-016) + 0.104 X | 6.919 | 0.009 | 0.011 | t (X) = 2.630 (0.009) | Condition 2 | M= (-2.625E-016) + 0.104 X | 6.919 | 0.009 | 0.011 | t (X) = 2.63 (0.009) |
| | Y= 4.108 + 0.086 X + 0.183 M | 18.209 | 0.000 | 0.055 | t (X) = 2.455 (0.014)<br>t (M) = 5.226 (0.00) | Condition 3+4 | Y= 4.210 + 0.131 X + 0.227 M | 46.748 | 0.000 | 0.130 | t (X) = 4.599 (0.00)<br>t (M) = 7.979 (0.00) |
| | Partial mediation | | | | | | | | | | |
| Optimism | Y= 4.108 – 0.007 X | 0.040 | 0.841 | 0.000 | t (X) = -0.201 (0.841) | Condition 1 | Y= 4.210 – 0.017 X | 0.298 | 0.586 | 0.000 | t (X) = -0.546 (0.586 |
| | M= (-2.482E-016) + 0.138 X | 12.150 | 0.001 | 0.019 | t (X) = 3.486 (0.001) | Condition 2 | M= (-2.482E-016) + 0.138 X | 12.150 | 0.001 | 0.019 | t (X) = 3.486 (0.001 |
| | Y= 4.108 – 0.034 X + 0.197 M | 15.544 | 0.000 | 0.047 | t (X) = -0.971 (0.332)<br>t (M) = 5.572 (0.000) | Condition 3+4 | Y= 4.210 - 0,051 X + 0.248 M | 36.688 | 0.000 | 0.105 | t (X) = -1.748 (0.081<br>t (M) = 8.547 (0.000 |
| | Total mediation | | | | | | | | | | |

Table 7
*Testing the moderating role of emotional regulation*

| | MODERATOR : EMOTION REGULATION | | | | |
|---|---|---|---|---|---|
| | REGRESSIONS | F | P | $R^2$ | REGRESSIONS EQUATIONS |
| Fear of death | Fear_death (X) / Opin.lead (Y) | 1.326 | 0.250 | 0.002 | Y = -3.319E-016 + 0.046 X |
| | Express_supp (Z) / Opin.lead (Y) | 7.422 | 0.007 | 0.012 | Y = -2.713E-016 + 0.108 Z |
| | Moderator_ZExpress_supp*ZFear_death / Opin.lead (Y) | 5.236 | 0,022 | 0.008 | Y = -0.090 XZ |
| | MODERATION CONFIRMED | | | | |
| Fear of dying | Fear_dying (X) / Opin_lead (Y) | 6.919 | 0.009 | 0.011 | Y = -2.625E-016 + 0.104 X |
| | Express_supp (Z) / Opin_lead (Y) | 7.422 | 0.007 | 0.012 | Y = -2.713E-016 + 0.108 Z |
| | Moderator_ZExpres_supp*ZFear_dying / Opin_lead (Y) | 1.861 | 0.173 | 0.003 | Y = -0.003 + 0.049 XZ |
| | MODERATION INFIRMED | | | | |
| Optimism | Optimism (X) / Opin_lead (Y) | 12.150 | 0.001 | 0.019 | Y = -2.482E-016 + 0.138 X |
| | Cogn_reap (Z) / Opin_lead (Y) | 27.717 | 0.000 | 0.042 | Y = -4.226E-016 + 0.206 Z |
| | Moderator_Cogn_reap*ZOptimism / Opin_lead (Y) | 5.417 | 0.020 | 0.009 | Y = 0.001 + 0.093 XZ |
| | MODERATION CONFIRMED | | | | |
| | Optimism (X) / Opin_lead (Y) | 12.150 | 0.001 | 0.019 | Y = -2.482E-016 + 0.138 X |
| | Express_supp (Z) / Opin.lead (Y) | 7.422 | 0.007 | 0.012 | Y = -2.713E-016 + 0.108 Z |
| | Moderator_ZExpress_supp*ZOptimism / Opin_lead (Y) | 0.512 | 0.474 | 0.001 | Y = -1.559E-005 + 0.027 XZ |
| | MODERATION INFIRMED | | | | |

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# Challenges and Ways to Develop Insurance Industry in KSA Market

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# Challenges and Ways to Develop Insurance Industry in KSA Market

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**Abstract**

Psychology and ethnic play a central role within Saudi Arabia market. Thus, this editorial argues the cultural and emotion effects on the Saudi consumption of life insurance. Even thought, the present paper intend to understand the reasons of the slowly growth of the purchase of this product and how to increase its rate in the insurance portfolio? Subsequently, this study target to confirm the significant effects of religiosity, optimism, opinion leadership, emotional regulation on Saudi behavior to subscribe in life insurance. Data was collected from two samples. The first sample, count 210 respondents, worn to purify the measurement scales of the variables studied in the exploratory phase. The second sample was administered from belonging 654 policyholders in order to confirm the measures instruments, to verify the hypotheses, validate and re-specify the model. Thus, this study bears a theoretical interest for researchers and it is useful for practitioners in this sector.

**Keywords:** neoliberalism, religiosity, optimism, opinion leadership, emotional regulation

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# Retos y Maneras de Desarrollar el Mercado de los Seguros en Mercados KSA

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**Resumen**

La psicología y la etnicidad juegan un rol central en el mercado de Arabia Saudí. Por esto, este artículo discute los efectos de la cultura y las emociones sobre el consumo de seguros de vida en este país. A pesar del intento del presente artículo de entender las razones del lento crecimiento de la compra de este producto y cómo incrementar su tasa en la cartera de seguros. A continuación, el estudio se dirige a confirmar los efectos significativos de la religiosidad, el optimismo, el liderazgo de opinión y la regulación emocional en el comportamiento saudí a la hora de suscribirse a un seguro de vida. Se recogieron datos de dos muestras. La primera muestra contó con 210 encuestados y sirvió para depurar las escalas de medición de las variables estudiadas en la fase exploratoria. La segunda muestra se administró a 654 asegurados a fin de confirmar los instrumentos de medida, de verificar las hipótesis, y de validar y reespecificar el modelo. De esta manera, este estudio comprende un interés teórico para los investigadores y es útil para los profesionales del sector.

**Palabras clave:** Ansiedad, religiosidad, optimismo, liderazgo de opinión, regulación emocional

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The insurance sector in the Gulf region is expected to know an 18,1% growth between 2012 and 2017, reaching a value of USD 37.5 billion, according to reports by Alpen Capital (2013), and the Bahrain Economic Development Board (2012). Moreover, it is expected that the size of the insurance market in KSA will reach about USD 37.5 billion by 2017.

This growth is accounted for by the mandatory areas of the health sector, auto insurance, professional cover, and population progress, as well as by encouraging economic factors in the region.

When compared to similar developed markets, insurance in the Gulf Cooperation Council countries (GCC) in general and KSA in particular is still below potential and expectations. Despite the rise of its insurance spread index from 0,59% in 2007 to 0,86% in 2011, Saudi Arabia is still considered below the desired rate, compared to the global insurance, which amounts to 6,6%. It should be noted that during the year 2013, KSA insurance companies witnessed USD 345 million losses; compared with a profit of USD149 million recorded during the same period of 2012 (the British Foundation of International Business Monitors, specialized in markets studies, 2014 cited by Ethenian, 2014). Nerveless, this industry was conquered by health insurance with 52% of the sector operations.

Therefore, it has become necessary to reconsider the composition of insurance products. Thus, insurers should focus on ways to create a consumption culture of all products, not just the mandatory ones. Consequently, insurance companies need to target profitable branches and segments within the insurance market. In this regard, the study is useful for academics and practitioners interested in this sector. According to the report on the insurance sector in the GCC which was prepared by Alpen Capital in 2011, the density of life insurance in this region grew of 22.2% in the period from 2011 (USD 50.8) to 2015 (USD 113.5).

The Saudis consumption is affected by their psychology and ethnic (Madichie, 2013; Abosag & Farah, 2014; Siamagka & Balabanis, 2015). In this study we diagnose the factors that motivated the development of the life insurance sector in KSA. Specifically, we concentrate on the cultural and psychological constructs affecting the consumption of life insurance products in the Saudi market. Then, we hope to verify the effects of anxiety

about death and religiosity on behavior underwriting life insurance, as well as the mediator role of opinion leadership and moderator role of regulation emotional.

We have choose these independents constructs to explain the Saudi purchase behavior of life insurance products because, not a few research insist on these variables, within this area (Toukabri et al., 2015; Tienyu et al., 2003; Chen et al., 2015).

To answer to this research questions, we focuses on the study of anxiety about death and religiosity among consumers of life insurance as well as the analyses of the state of optimism in life insurance industry. In the second part, we focus on opinion leadership as a mediator between this explicative variables and life insurance consumer behavior. The last part will be devoted to learn the emotion regulation as a potential moderator of the relationship between emotional states and opinion leadership. This framework will, thereafter, validate through a quantitative study.

## Literature Review and Hypotheses

Cognitively, anxiety induced an attention on incidents present (Urien, 2002; Wink & Scott, 2005); whereas behaviorally, this is to use the known methods and routines to cope with life situations, or, take preventive action to keep the status quo rather than taking risks to improve his fate (Urien, 2002). Moreover, Dib & Valette-Florence (2007) admit that the cognitive processes of the threat assessment are responsible for the negative emotion. Urien (2002) emphasized on the cognitive and emotional effects of anxiety about the future. Then, Gentry, Kennedy, Paul & Hill (1995) and Gentry, Baker & Kraft (1995) show that the purchase of certain products (life insurance, house, car) by consumers is a preservation of their identity beyond death.

Studies on the subject of optimism turn to explain self-defense and supposed that it reduce anxiety (Milhabet et al., 2002; Grewal, Mehta & Kardes, 2004). Therefore, reducing anxiety involves two contrasting positions. The first contrast predicts that the optimism is the result of the struggle against anxiety (Taylor & Brown, 1988), and the second confirm that the best defense against anxiety is pessimism (Colvin & Block, 1994).

Religiosity is defined by Johnson, Jang, Larson & Li (2001) as "*the extent to which an individual is committed to religion [...] as the attitudes and behaviors of the individual reflect this commitment*." The attitudes of the individual and their behavior reflect this commitment. Religious people have value systems differ from the least religious and non-religious. Thus, religiosity is important as it able to influence an individual behavior (Mokhlis, 2008). Thus, it is necessary to integrate this construct in our research model, because the importance of religiosity in Saudi Arabia and its effects on consumer behavior.

Etymologically, opinion leadership means the ability of an individual to conduct or lead other individuals or organizations in order to achieve certain goals. Moreover, the opinion leadership profile characterizes the position of one or more persons to conduct a group. Also, the opinion leadership is known for his skills with other members of the group (Blanchet & Trognon, 1994). Then, under certain conditions, if the degree of emotional contagion from the opinion leadership to the followers is large enough, the effect of verbal communication can be important (Sy et al., 2005). Thus, this ability gives leaders opportunities to influence other members and legitimacy in decision-making (Marc & Picard, 2003).

Emotional regulation refers to attempts made by individuals to influence the sort of emotions they feel (Gross et al., 2006; Mikolajczak et al., 2008). It refers to emotional skills that enable the individual to manage his emotive state and thus to contribute appropriately to the changeable and complex situations of modern life (Gendron, 2006).

After that, we extant the effects of these concepts on underwriting in life insurance and we deduct the hypotheses.

**Anxiety about Death**

The objective of owning some products is preserving identity beyond death and reducing anxiety about demise (Kasser & Sheldon, 2000). Capelli (2003) notes that anxiety contained in advertising communication positively affects the purchase decision. Anxiety about death affects not only the emotions of the consumer, but also his purchase behavior and his recommendation of products to others. Kopp & Pullen (2002) report the

positive effect of anxiety about death on the purchase behavior of products like life insurance. Similarly, Gentry & Goodwin (1995) assert that the design of insurance policies for seniors is a way of symbolically extending the self beyond death. For Urien (2001), the acquisition of products at the end of life is an expression of symbolic immortality. Hence, we can state the following hypotheses:

H1.a : Fear of death has a positive influence on the repeat purchase behavior.
H1.b : Fear of death has a positive influence on the behavior recommendation.
H1.c : Fear of death has a positive influence on the opinion leadership.
H2.a : Fear of dying has a positive influence on the repeat purchase behavior.
H2.b : Fear of dying has a positive influence on the behavior of recommendation.
H2.c : Fear of dying has a positive influence on the opinion leadership.

**Optimism**

Goleman (1997) states that optimism is the healthiest way to educate people. Optimism motivates consumers internally and not by the perspective of threat or reward. There would be differences in the encoding of information that would play in the adjustment of beliefs maintaining the level of optimism (Sharot, Korn & Dolan, 2011). In the same way, these positive impressions have a positive impact on purchase behavior in life insurance. Besides, they have an effect on both mental and physical health. We can, therefore, propose the following hypotheses:

$H_{3.a}$ : Optimism has a positive influence on the repeat purchase behavior.
$H_{3.b}$ : Optimism has a positive influence on the behavior of recommendation.
$H_{3.c}$ : Optimism has a positive influence on the opinion leadership.

**Religiosity**

The importance of religiosity in KSA makes it necessary to integrate this construct in our research model. Religiosity is the extent to which a person is

involved in religion (Jang & Larson, 2001). It influences an individual cognitively and behaviorally (Mokhlis, 2006). Rodero & Branas (2000) confirm the influence of religious institutions in acquiring life insurance products. Arnould, Price & Zikhan (2004) stress the role of religion in the development of attitudes and the shaping of purchase intentions. Thus, we intend to check the following hypotheses in the present research paper.

$H_{4.a}$ : Intrapersonal religiosity has a negative influence on the repeat purchase of behavior.
$H_{4.b}$ : intrapersonal religiosity has a negative influence on the behavior of recommendation.
$H_{4.c}$ : intrapersonal religiosity has a negative influence on the opinion leadership.
$H_{5.a}$ : interpersonal religiosity has a negative influence on the repeat purchase of behavior.
$H_{5.b}$ : interpersonal religiosity has a negative influence on the behavior of recommendation.
$H_{5.c}$ : interpersonal religiosity has a negative influence on the opinion leadership.

**Opinion Leadership**

Opinion leadership is closely related to the leader's aptitude to diffuse innovation (Roehrich, 1993). The literature distinguishes between three perspectives to define opinion leadership, namely the ability to influence others (Goldsmith & De Witt, 2003), the capacity to provide information and to urge one's entourage about a subject (Gilly & Graham, Wolfinbarger & Yale, 1998), and the combination of the two precedent dimensions (Mowen, 1995). To this end, research on opinion leadership confirms that those who occupy a leading position have greater confidence and are more popular, adaptable, attentive and cooperative than others (Vernette, 2006). Hence, the following hypotheses are formulated:

$H_{6.a}$ : Leadership has a positive influence on the repeat purchase behavior.
$H_{6.b}$ : Leadership has a positive influence on the behavior of recommendation.

**The Mediating Role of Opinion Leadership**

Leaders are characterized by a coordinating role, a socio-relational role, and a specific interactive role (Barcellini, 2008). Gendron (2008) explains that opinion leaders have the ability to transcend this situation by imposing a vision, and to amend the behavior of their followers so as to make them true agents of change. Vernette (2006) indicates that it is neither the institution nor the charisma that establishes the leader's authority, but the fact that he serves the people around him. The opinion leader must be able to easily get into the skin of his surroundings and provoke an identification reaction or an emotional relationship (Vernette, 2002). One might, therefore, make the following two hypotheses:

$H_{7.a}$ : Leadership mediates the effect between fear of death and repeat purchase behavior.
$H_{7.b}$ : Leadership mediates the effect between fear of death and the behavior of recommendation.
$H_{7.c}$ : Leadership mediates the effect between the fear of death and repeat purchase behavior.
$H_{7.d}$ : Leadership mediates the effect between the fear of death and the behavior of recommendation.
$H_{8.a}$ : Leadership mediates the effect between optimism and repeat purchase behavior.
$H_{8.b}$ : Leadership mediates the effect between optimism and behavior of recommendation.

**The Moderating Effect of Emotional Regulation**

Among the possible strategies of emotion regulation, Gross et al. (2006), Gross (1998) and Gross & John (2002, 2003) focus on two specific ones, namely cognitive reappraisal (up regulation) and expressive suppression (down regulation). Cognitive reappraisal means the cognitive process by which the evaluation of a situation helps to mitigate or increase the emotional character (Christophe et al., 2009). In most cases, this strategy would reduce negative emotions and increase the positive emotions and the

psychological situation arising from welfare. In this case, it approaches the notion of positive revaluation result, found in the literature on coping, and the optimism of selecting the positive aspects of a situation in anticipation of its consequences. As for expressive suppression, it consists in inhibiting one's emotions so that they do not communicate to others information about one's emotional states (Fischer, 2000). Hence the following hypotheses:

$H_{9.a}$ : Expressive suppression (Down-regulation) moderates the effect of the fear of death on opinion leadership.
$H_{9.b}$ : Expressive suppression (Down-regulation) moderates the effect of the fear of dying on opinion leadership.
$H_{9.c}$ : Expressive suppression (Down-regulation) moderates the effect of optimism on opinion leadership.
$H_{9d}$ : Cognitive reappraisal (Up-regulation) moderates the effect of optimism on opinion leadership.

Thus, the conceptual model of our research is presented in (see figure 1), after elucidating the different hypotheses and concepts.

## Methodology

### Sample

The research data was collected through surveys. We chose the area sampling procedure, and used two samples. The first one, whereby the measurement scales of the conceptual constructs were purified, targeted 210 respondents. The second one involved 654 respondents and was applied in the confirmation phase.

### Measures

The original scales were in English. So, the measures have undergone the process of translation from English into Arabic, using the back translation method. Respondents were solicited to answer by ticking options on a five-

point *Likert* type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). For religiosity, the scale of Mokhlis (2006) was used. To measure anxiety related to fear of death, we relied on the scale of Wink & Scott (2005). Optimism was assessed via the scale developed by Sharot, Korn & Dolan (2011). For the concept of opinion leadership we employed the measure of Childers (1986), and for emotional regulation, we adopted the scale of ERQ, developed by Gross & John (2003). Finally, to measure the behavior of subscribing to a life insurance, we opted for the scale of Durvasula, Lysonski, Mehta & Peng (2004).

## Results

### Validity Check

The principal component analysis confirmed the dimensional structures of our research measures (see table 1). However, few items were removed because of their low correlation with the selected dimensions. A confirmatory factor analysis was carried out for each scale to check the validities (see table 2). The rho convergent validity varies between 0.501 and 0.504 (see table 3). Then, the examination of the results of the φ matrix shows that all correlations among the eight variables are positive and significant. These correlations are established at low levels, which implies that there is no co-linearity between variables and provides evidence of the discriminate validity of each construct. Cronbach's alpha and Jöreskog's rho approved a value more than 0.7, which accepted to judge the good representatively of constructs by these items. Also, the loading of each item on its concept passed 0.70. Moreover, all pairs of concepts verified the conditions of Fornell & Larcker's (1981) test of discriminant validity (see table 4).

### The Structural Model

The model was tested using AMOS software, with the maximum likelihood method. The overall model fit was satisfactory (Roussel, Durrieu, Campoy & El Akremi, 2002). These values indicate an acceptable model fit to the

data set (see figure 2). Henceforth, it is possible to interpret the results related to structural links.

**Hypotheses Test for Direct Relations**

Table 5 shows the results of the verification of relations between model constructs.

$H_{1.a}$ about the relationship between fear of death and repeat purchase behavior was confirmed ($p = 0.003 < 0.05$). Indeed, the value of the Student t expressing this relationship is equal to 2.933 that it is greater than 1.96. In the same line, the hypothesis $H_{1.b}$ about the relationship between fear of death and behavior of recommendation was confirmed ($p = 0.000 < 0.05$). The value of the Student t expressing this relationship is equal to 4.133 that it is greater than 1.96. Unlike these two hypotheses, the hypothesis $H_{1.c}$ about the relationship between fear of death and opinion leadership was infirmed ($p = 0.299 > 0.05$; $Cr = 1.039 < 1.96$).

$H_{2.a}$ linking the fear of dying to the repeat purchase behavior is validated ($p = 0.003 < 0.05$) as the value of Student's t ($Cr = 2.991$) is greater than 1.96. In addition, the hypothesis $H_{2.b}$, reflecting the link between fear of dying and behavior of recommendation is significant and validated ($p = 0.000$). The Student t value is equal to 5.224 and therefore greater than |1.96|. Same, the hypothesis $H_{2.c}$ between fear of dying and the opinion leadership is validated ($p = 0.005 < 0.05$). The Student t value is equal to 2.824 and therefore greater than |1.96|.

$H_{3.a}$ linking optimism to the repeat purchase behavior is unverified ($p = 0.493 > 0.05$) as the Student value ($Cr = 0.685$) is low than 1.96. Same, the $H_{3.b}$ hypothesis linking optimism to the behavior of recommendation is unverified ($p = 0.210 > 0.05$) as the value of Student's t ($Cr = 1.253$) is low than 1.96. Unlike, the $H_{3.c}$ hypothesis linking optimism to the opinion leadership was confirmed ($p = 0.000 < 0.05$) as the value of Student's t ($Cr = 3.552$) is greater than 1.96.

$H_{4.a}$ about the relationship between intrapersonal religiosity and repeat purchase behavior was invalidated ($p = 0.218 > 0.05$). The value of the Student t expressing this relationship is equal to 1.233 that it is low than 1.96. Against, the hypothesis $H_{4.b}$ about the relationship between intrapersonal religiosity and the behavior of recommendation was confirmed

($p = 0.042 < 0.05$). The value of the Student t expressing this relationship is equal to 2.031 that it is greater than 1.96; under the hypothesis $H_{4.c}$ about the relationship between intrapersonal religiosity and opinion leadership was invalidated ($p = 0.066 < 0.05$; $Cr = 1.838 < |1.96|$).

$H_{5.a}$ about the relationship between interpersonal religiosity and repeat purchase behavior was rejected ($p = 0.134 > 0.05$). The value of the Student t expressing this relationship is equal to -1.498 that it is low than 1.96. Against, the hypothesis $H_{5.b}$ about the relationship between interpersonal religiosity and the behavior of recommendation was confirmed ($p = 0.018 < 0.05$). The value of the Student t expressing this relationship is equal to -2.356 that it is greater than |1.96|; under the hypothesis $H_{5.c}$ about the relationship between interpersonal religiosity and opinion leadership was invalidated ($p = 0.063 < 0.05$; $Cr = -1.859 < 1.96$).

Finally, $H_{6.a}$ linking the opinion leadership to the repeat purchase behavior is validated ($p = 0.000 < 0.05$) as the value of Student's t ($Cr = 5.070$) is greater than 1.96; in the same case that the $H_{6.b}$ hypothesis linking the opinion leadership to the behavior of recommendation is validated ($p = 0.000 < 0.05$) as the value of Student's t ($Cr = 7.267$) is greater than 1.96 (see table 5).

**The Mediator Role of Opinion Leadership**

In order to test the effect of this mediation, we need to check the four conditions recommended by Baron and Kenny (1986) (see table 6).
Testing the mediating effect of opinion leadership on fear of death and repeated purchase behavior shows that no condition is significant. We can, therefore, state that mediation is absent in hypothesis H7.a. Therefore, the variable 'opinion leadership' is not a mediator in the impact of fear of death on the behavior of repeated purchase. Similarly, testing the mediating effect of opinion leadership on fear of death and the behavior of recommendation shows that mediation is absent in hypothesis H7.b.

Then, in testing the mediating effect of opinion leadership on fear of death on the one hand, and repeated purchase and recommendation of insurance products on the other, only conditions 1 and 2 are significant at 5%. Consequently, mediation is partial in hypotheses H7.c and H7.d.

Finally, testing the mediating effect of opinion leadership on optimism, repeated purchase and recommendation behavior shows that all conditions are significant at 5%. Therefore, mediation is total in hypotheses H8.a and H8.b.

**The Moderating Role of Emotional Regulation**

The test of the moderating effect of the variable 'emotional regulation' on the existing relationship between the two exogenous variables, anxiety towards death and optimism, and the endogenous variable 'opinion leadership' is based on the procedure proposed by Irwin and McClelland (2001).

Results (see table 7) indicate that the moderating effect is noticed in hypothesis H9.a Indeed, the link between fear of death and opinion leadership is not significant ($p = 0.250$), neither is the link between the moderating variable 'expressive suppression' and the variable 'opinion leadership' ($p = 0.007$). The interaction between expressive suppression and fear of death exerts, in turn, a significant effect ($p = 0.022$) on the dependent variable 'opinion leadership'. The research proposal related to this hypothesis is, therefore, confirmed. Contrarily to these hypotheses, results indicate that the moderating effect is absent in hypothesis H9.b because the interaction between expressive suppression and fear of death does not have a significant effect ($p = 0.173$) on the dependent variable 'opinion leadership'. The research proposal related to this hypothesis is, therefore, infirmed. Whereas, the interaction between expressive suppression and optimism exercise a significant effect ($p = 0.020$) on the dependent variable 'opinion leadership'. The research proposal related to hypothesis H9.c is, therefore, confirmed.

Although, Results indicate that the moderator in hypothesis H9.d does not validated since the link between optimism and opinion leadership is insignificant ($p = 0.474$). Thus, the link between the moderating variable 'cognitive reappraisal' (Up-regulation) and the variable' opinion leadership' is excluded and the research proposal related to this hypothesis is, therefore, rejected.

**Re-specification of the Structural Model**

The re-specification of the initial model of our study was conducted through changes indices (MI). However, in order to improve our model fit indices, we added a set of links between error terms (including MI> 3.84) to these changes indices. On the other hand, the removal of unconfirmed relationships is justified by the test significance level ($p > 0.005$), and the Student test ($t < 1.96$). To this end, we removed the link between intrapersonal religiosity and opinion leadership, the link between fear of death and opinion leadership, the link between interpersonal religiosity and opinion leadership, the link between optimism and repeated purchase behavior, the link between optimism and behavior of recommendation, the link between intrapersonal religiosity and repeated purchase behavior, and finally the link between interpersonal religiosity and repeated purchase behavior.

Indices for the revised model (figure 3) are broadly acceptable. Indeed, the GFI (0.980), AGFI (0.966) and RMR (0.020) evidence demonstrate that the model accounts for almost all of the variance. RMSEA is 0.005 and the CFI index (1.000) indicates that the tested model is better than more restrictive models. The value of normalized chi-square (1.017) and PNFI (0.636) tell us about the parsimony of the model.

## Discussion and Conclusion

The life insurance industry has identified a niche market for the financial protection of homes and businesses. Therefore, it is necessary that the study of behavior in life insurance investigates the emotional aspect of the insured to detect his motives in buying a tailored service. This research is presented as an extension of previous works conducted on consumer behavior in the context of Saudi insurance services.

The empirical results of our research confirm the work of Kasser and Sheldon (2000), Fischler (2001), Urien (2002) and Kopp and Pullen (2002). Our findings assert the influence of anxiety about death on consumer behavior and lifestyle of individuals in a well-defined culture. Anxiety about death encourages consumers to subscribe to insurance policy. The fear of death is a concept that awakens in people a need to counteract this risk that

could occur at any time. The concern of the insured with the prospect of death focuses on the descendants and ascendants that are dependent on him.

Hence, anxiety about death lies at the heart of basic life insurance products. In Saudi Arabia, the need to protect oneself against the risk of death is comparable to one's need to protect oneself against other risks, and pushes policyholders to subscribe to insurance. As suggested by Lifton (1973), symbolic immortality can alleviate the anxiety resulting from fear of death. A contradictory position can increase fear of death, for instance opening the possibility of life after death without providing the certainty of its acquisition or raising the specter of punishment after death (Nelson & Cantrell, 1980). To this end, Capelli (2003) noted that anxiety contained in advertising communication positively affects the purchase decision of the consumer of a service that is the case for Tanner, Hunt and Eppright (1991), Ben-Ari (2000), Gallopel (2002) and Urien (2003) whose have argued that the use of fear in communication affects behavior.

In our research work, we empirically confirmed the theory asserting the critical role of optimism about the behavior of subscribing to insurance. These results are in keeping with the work of Sharot, Korn and Dolan (2011). Hence, optimism proves to be a predicting element in someone's intention to buy insurance services, as well as in his intention to recommend it to his family. Theil (2003) reported that insurance is sold, not bought. This means that it makes more sense to sell insurance through a third party. The insured needs the intervention of an opinion leader to buy insurance products. The information conveyed by the latter can attract more attention to insurance products (Browne & Hoyt, 2000). Therefore, the opinion leader becomes a representative of the insurance service. Our model validates the mediating effect of opinion leadership between emotional variables and behavior involving buying insurance. The results of our test on the moderating effect of emotion regulation on the relationship between emotional variables and opinion leadership go against the work of Gross and John (2003). Indeed, our results indicate that emotional regulation only allows reducing negative emotions including fear of death, but it is not so with optimism and fear of dying.

The present research focuses on the marketing communication led by life insurance companies. It is a subtle combination meant to influence the

buying behavior of customers. The focus on marketing communication is crucial to insurance companies in the Saudi market. The communication strategy of these insurance companies remains inexistent. Moreover, the information conveyed is very limited due to lack of available strategies and tools established for customers. Thus, insurers can focus on two areas in their communication campaigns. Firstly, they can try to detect the elements that elicit either anxiety or optimism in the insured. Secondly, they can try to determine the leadership's profiles as their lifestyle, the service delivery system.... Also, Opinion leadership is considered as a lever of satisfaction and loyalty of policyholders. Then; these stimuli will serve as a basis to encourage life insurance purchase in the KSA market.

No research work can escape having limitations. Yet these limitations can often open new tracks for future research. The limitations inherent to our research work are technical and time-related. The technical constraint we encountered consists in the difficulty to integrate other cognitive and affective constructs in order to respect the parsimony of our conceptual model. As for the time constraint, it has prevented us from making a panel to study the behavior of policyholders over a long period of time and after consuming the product. By avoiding these limits we can increase the internal and external validity of our research findings.

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# Annexes

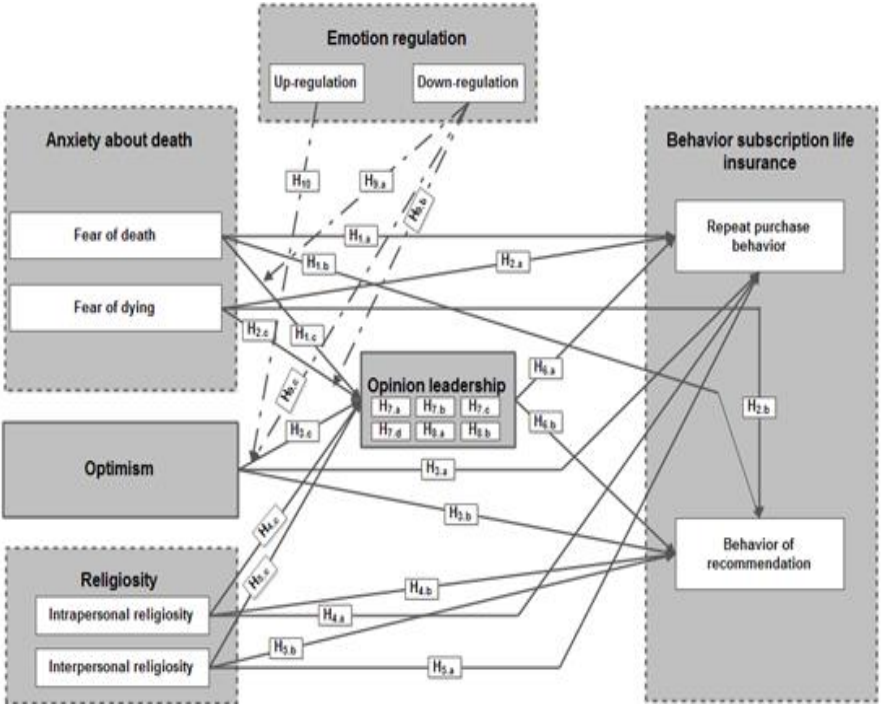
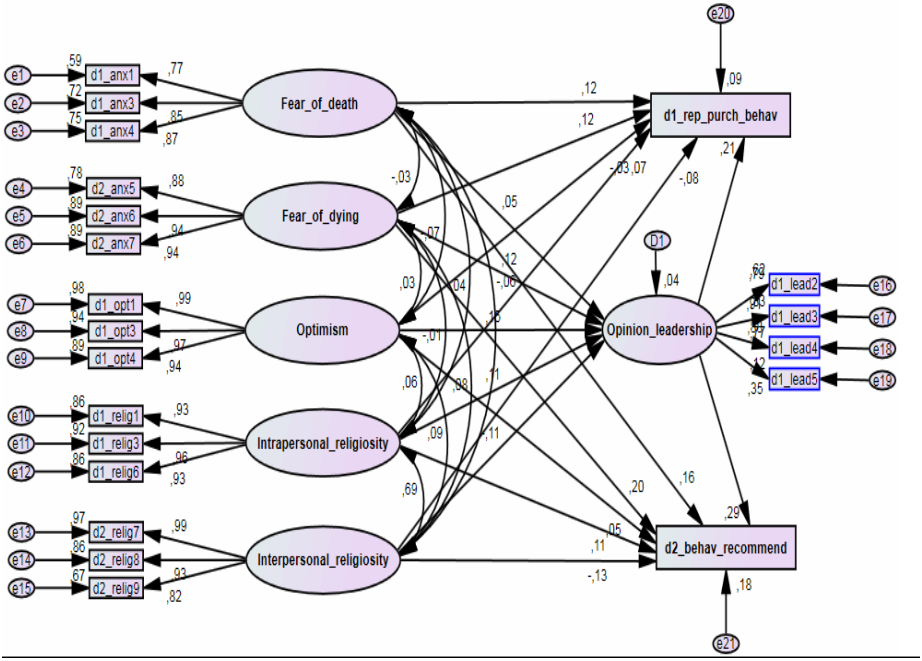


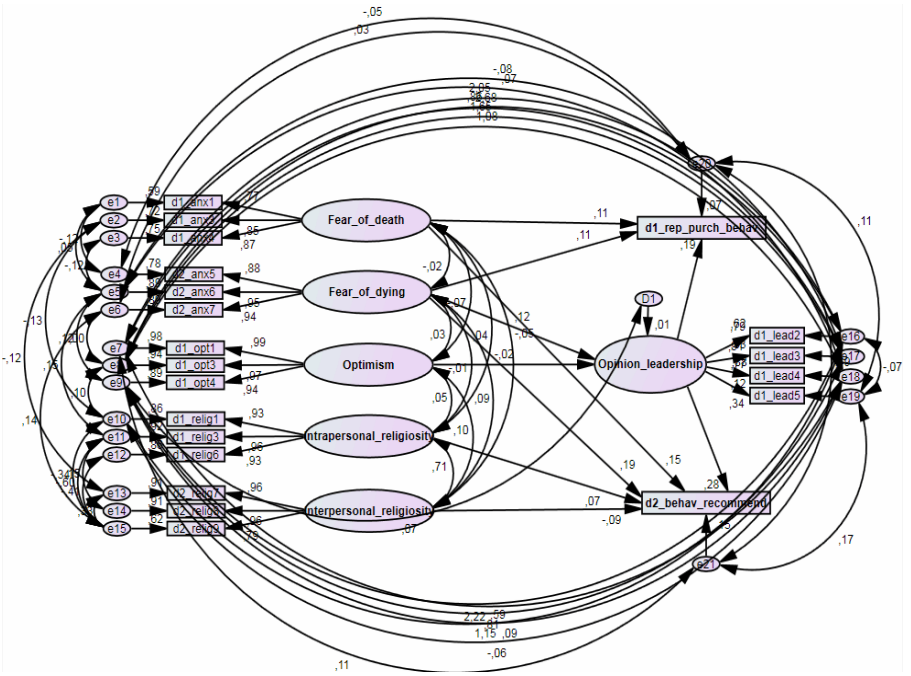

*Figure 1*. Conceptual model




| CMIN/DF | P | GFI | CFI | TLI | IFI | PNFI | RMSEA |
|---|---|---|---|---|---|---|---|
| 3.902 | 0.000 | 0.916 | 0.960 | 0.948 | 0.960 | 0.73 | 0.068 |

Note: CMIN/DF: the relative Chi-square, P: probability of an exact fit, GFI: goodness of fit index, CFI: comparative fit index, IFI: incremental fit index, PNFI: parsimony-adjusted normed fit index, and RMSEA: root mean square error of approximation.

*Figure 2.* Structural model and model fit




| | CMIN/DF | GFI | AGFI | CFI | TLI | IFI | RMR | RMSEA | PGFI | PNFI | ECVI | AIC | CAIC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M1 | 1.017 | 0.980 | 0.966 | 1.000 | 1.000 | 1.000 | 0.020 | 0.005 | 0.573 | 0.636 | 0.524 | 329.336 | 852.125 |
| M0 | 57.263 | 0.381 | 0.319 | 0.000 | 0.000 | 0.000 | 0.269 | 0.299 | 0.347 | 0.000 | 19.185 | 12067.197 | 12181.557 |

*Figure 3.* Revised structural model and model fit

Table 1
*Exploratory factor analysis of the measurement scales*

| Items | Components | | MSA, | Cronbach's alpha if item deleted | KMO | Bartlett's test of sphéricité | | % of variance | Cronbach's alpha |
|---|---|---|---|---|---|---|---|---|---|
| | F1 | F2 | | | | Chi-square | Sig. | | |
| ANXIETY | | | | | | | | | |
| d1_anx1 | 0.847 | | 0.691 | 0.371 | | | | | |
| d1_anx2 | | | 0.660 | 0.711 | | | | | |
| d1_anx3 | 0.805 | | 0.793 | 0.412 | | | | | |
| d2_anx4 | 0.850 | | 0.730 | 0.397 | 0.726 | 537.622 | 0.000 | 76.998 | 0.712 |
| d2_anx5 | | 0.819 | 0.687 | 0.424 | | | | | |
| d2_anx6 | | 0.782 | 0.723 | 0.403 | | | | | |
| d2_anx7 | | 0.744 | 0.731 | 0.394 | | | | | |
| Eigenvalues | 2.490 | 2.130 | | | | | | | |
| OPTIMISM | | | | | | | | | |
| d1_opt1 | 0.722 | | 0.676 | 0.687 | | | | | |
| d1_opt2 | | | 0.874 | 0.687 | | | | | |
| d1_opt3 | 0.718 | | 0.744 | 0.687 | 0.770 | 551.320 | 0.000 | 98.322 | 0.701 |
| d1_opt4 | 0.877 | | 0.746 | 0.683 | | | | | |
| d1_opt5 | | | 0.830 | 0.686 | | | | | |
| d1_opt6 | | | 0.725 | 0.680 | | | | | |
| Eigenvalues | 3.485 | | | | | | | | |
| RELIGIOSITY | | | | | | | | | |
| d1_relig1 | 0.757 | | 0.666 | 0.088 | | | | | |
| d1_relig2 | 0.833 | | 0.504 | 0.231 | | | | | |
| d1_relig3 | 0.711 | | 0.805 | 0.113 | | | | | |
| d1_relig4 | | | 0.541 | 0.501 | | | | | |
| d1_relig5 | 0.901 | | 0.349 | 0.416 | 0.647 | 826.961 | 0.000 | 78.998 | 0.234 |
| d1_relig6 | 0.755 | | 0.684 | 0.094 | | | | | |
| d2_relig7 | | 0.794 | 0.715 | 0.147 | | | | | |
| d2_relig8 | | 0.774 | 0.699 | 0.145 | | | | | |
| d2_relig9 | | 0.696 | 0.709 | 0.089 | | | | | |
| d2_relig10 | | 0.806 | 0.536 | 0.190 | | | | | |
| Eigenvalues | 2.421 | 1.529 | | | | | | | |
| OPINION LEADERSHIP | | | | | | | | | |
| d1_lead1 | | | 0.911 | 0.901 | | | | | |
| d1_lead2 | 0.897 | | 0.758 | 0.808 | | | | | |
| d1_lead3 | 0.873 | | 0.859 | 0.820 | 0.800 | 457.532 | 0.000 | 72.597 | 0.869 |
| d1_lead4 | 0.914 | | 0.747 | 0.795 | | | | | |
| d1_lead5 | 0.708 | | 0.743 | 0.818 | | | | | |
| Eigenvalues | 2.904 | | | | | | | | |
| EMOTION REGULATION | | | | | | | | | |
| d1_regul1 | 0.757 | | 0.666 | 0.088 | | | | | |
| d1_regul2 | | | 0.504 | 0.231 | | | | | |
| d1_regul3 | 0.711 | | 0.805 | 0.113 | | | | | |
| d1_regul4 | | | 0.541 | 0.501 | | | | | |
| d1_regul5 | | | 0.349 | 0.416 | 0.718 | 826.961 | 0.000 | 79.069 | 0.719 |
| d1_regul6 | | | 0.684 | 0.094 | | | | | |
| d2_regul7 | | 0,794 | 0.715 | 0.147 | | | | | |
| d2_regul8 | | 0,794 | 0.699 | 0.145 | | | | | |
| d2_regul9 | | 0.696 | 0.709 | 0.089 | | | | | |
| d2_regul10 | | | 0.536 | 0.190 | | | | | |
| Eigenvalues | 2.559 | 2.185 | | | | | | | |

Table 2
*CFA measurement scales*

| | | | Maximum Likelihood | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Variable | Items | Estimate | SE | CR | P | Fit indices | Mardia |
| Anxiety about death | Fear of death | d1_anx1 | 1.000 | | | | GFI = 0.989<br>AGFI = 0.972<br>RMSEA = 0.049<br>NFI = 0.993<br>TLI = 0.992<br>CFI = 0.996<br>CMIN /DF = 2.536<br>AIC[1] = 46.285<br>CAIC[2] = 117.079 | 87.221 > 10 |
| | | d1_anx3 | 1.030 | 0.049 | 20.972 | 0.000 | | |
| | | d1_anx4 | 0.995 | 0.047 | 21.105 | 0.000 | | |
| | Fear of dying | d2_anx5 | 1.000 | | | | | |
| | | d2_anx6 | 1.000 | 0.027 | 37.217 | 0.000 | | |
| | | d2_anx7 | 1.026 | 0.028 | 36.990 | 0.000 | | |
| | **Optimism** | d1_opt1 | 1.000 | | | | GFI = 1<br>RMSEA = 1.257<br>NFI = 1<br>TLI = 1<br>CFI = 1<br>AIC[3] = 12<br>CAIC[4] = 44.674 | 79.143 > 10 |
| | | d1_opt3 | 0.986 | 0.011 | 86.055 | 0.000 | | |
| | | d1_opt4 | 0.976 | 0.015 | 64.743 | 0.000 | | |
| Religiosity | Intrapersonal religiosity | d1_relig1 | 1.000 | | | | GFI = 0.995<br>AGFI = 0.883<br>RMSEA = 0.131<br>NFI = 0.978<br>TLI = 0.962<br>CFI = 0.980<br>CMIN /DF = 11.82<br>AIC[5] = 120.557<br>CAIC[6] = 191.351 | 30.091 > 10 |
| | | d1_relig3 | 1.054 | 0.023 | 46.862 | 0.000 | | |
| | | d1_relig6 | 0.992 | 0.023 | 42.241 | 0.000 | | |
| | Interpersonal religiosity | d2_relig7 | 1.000 | | | | | |
| | | d2_relig8 | 0.826 | 0.017 | 49.713 | 0.000 | | |
| | | d2_relig9 | 0.736 | 0.022 | 33.174 | 0.000 | | |
| | **Opinion leadership** | d1_lead2 | 1.000 | | | | GFI = 0.996<br>AGFI = 0.979<br>RMSEA = 0.052<br>NFI = 0.996<br>TLI = 0.992<br>CFI = 0.997<br>CMIN /DF = 2.693<br>AIC[7] = 21.387<br>CAIC[8] = 64.952 | 69.214 > 10 |
| | | d1_lead3 | 0.989 | 0.040 | 24.468 | 0.000 | | |
| | | d1_lead4 | 1.042 | 0.043 | 24.030 | 0.000 | | |
| | | d1_lead5 | 0.417 | 0.051 | 8.219 | 0.000 | | |
| Emotion regulation | Cognitive reappraisal *(Up-regulation)* | d2_regul7 | 1.000 | | | | GFI = 0.995<br>AGFI = 0.990<br>RMSEA = 0.000<br>NFI = 0.997<br>TLI = 1.002<br>CFI = 1<br>CMIN /DF = 0.725<br>AIC[9] = 50.324<br>CAIC[10] = 153.792 | 60.214 > 10 |
| | | d2_regul8 | 1.001 | 0.022 | 46.396 | 0.000 | | |
| | Expressive suppression *(Down-regulation)* | d1_regul1 | 1.000 | | | | | |
| | | d1_regul3 | 0.452 | 0.655 | 0.690 | 0.490 | | |
| | | d2_regul9 | 1.012 | 0.023 | 44.068 | 0.000 | | |

[1] Lower AIC independent model (117.079)
[2] Lower CAIC independent model (2825.660)
[3] Lower AIC independent model (2989.602)
[4] Lower CAIC independent model (3005.939)
[5] Lower AIC independent model (4324.810)
[6] Lower CAIC independent model (4357.484)
[7] Lower AIC independent model (1230.381)
[8] Lower CAIC independent model (1252.164)
[9] Lower AIC independent model (4525.415)
[10] Lower CAIC independent model (4568.980)

Table 3
*Reliability analysis and convergent validity*

| Variables | | Factor analysis | | | Reliability | | Convergent validity | |
|---|---|---|---|---|---|---|---|---|
| | | KMO | Eigenvalues | % of variance | Cronbach's alpha (α) | Jöreskog rho (ρ) | ρ vc | t test (t>1.96) |
| Anxiety about death | Fear of death | 0.732 | 2.372 | 79.052 | 0.865 | 0.75 | 05 | 21.038 |
| | Fear of dying | 0.763 | 2.705 | 90.182 | 0.945 | 0.75 | 0.5 | 37.103 |
| Optimism | | 0.759 | 2.876 | 95.876 | 0.978 | 0.75 | 0.5 | 75.399 |
| Religiosity | Intrapersonal religiosity | 0.774 | 2.758 | 91.939 | 0.956 | 0.75 | 0.5 | 44.551 |
| | Interpersonal religiosity | 0.712 | 2.756 | 88.555 | 0.934 | 0.75 | 0.5 | 41.443 |
| Opinion leadership | | 0.760 | 2.624 | 65.603 | 0.800 | 0.78 | 0.5 | 18.905 |
| Emotion regulation | Cognitive reappraisal *(Up-regulation)* | 0.500 | 1.704 | 85.207 | 0.826 | 0.62 | 0.5 | 46.375 |
| | Expressive suppression *(Down-regulation)* | 0.778 | 2.759 | 91.965 | 0.956 | 0.75 | 0.5 | 22.339 |

Table 4
*Analysis of the discriminate validity of the measurement scales*

| Concept | Fear of death | Fear of dying | Optimism | Intrapersonal | Interpersonal | Opinion leadership | Cognitive reappraisal *(Up-regulation)* | Expressive suppression *(Down-regulation)* |
|---|---|---|---|---|---|---|---|---|
| ρvc | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| **Fear of death** | 0.707 | | | | | | | |
| **Fear of dying** | 0.000 | 0.707 | | | | | | |
| **Optimism** | 0.004 | 0.000 | 0.707 | | | | | |
| **Intrapersonal** | 0.001 | 0.000 | 0.003 | 0.707 | | | | |
| **Interpersonal** | 0.003 | 0.005 | 0.008 | 0.472 | 0.707 | | | |
| **Opinion leadership** | 0.001 | 0.012 | 0.021 | 0.001 | 0.000 | 0.707 | | |
| **Cognitive reappraisal** *(Up-regulation)* | 0.006 | 0.004 | 0.000 | 0.001 | 0.000 | 0.026 | 0.707 | |
| **Expressive suppression** *(Down-regulation)* | 0.000 | 0.004 | 0.000 | 0.003 | 0.000 | 0.013 | 0.000 | 0.707 |

* on the diagonal the square rho of Joreskog ( $\sqrt{\rho_{vc}}$ ) and on the columns correlations squared raciness ($\varphi^2$)

Table 5
*Results of the research hypotheses*

| Structural links | | | Cr (t > 1.96) | p (< 0.05) | Statut |
|---|---|---|---|---|---|
| Opinion_leadership | <--- | Intrapersonal_religiosity | 1.838 | 0.066 | Infirmed |
| Opinion_leadership | <--- | Optimism | 3.552 | 0.000 | Confirmé |
| Opinion_leadership | <--- | Fear_of_death | 1.039 | 0.299 | Infirmed |
| Opinion_leadership | <--- | Fear_of_dying | 2.824 | 0.005 | Confirmed |
| Opinion_leadership | <--- | Interpersonal_religiosity | 1.859 | 0.063 | Infirmed |
| d1_rep_purch_behav | <--- | Fear_of_death | 2.933 | 0.003 | Confirmed |
| d2_behav_recommend | <--- | Fear_of_death | 4.133 | 0.000 | Confirmed |
| d1_rep_purch_behav | <--- | Fear_of_dying | 2.991 | 0.003 | Confirmed |
| d2_behav_recommend | <--- | Fear_of_dying | 5.224 | 0.000 | Confirmed |
| d1_rep_purch_behav | <--- | Optimism | 0.685 | 0.493 | Infirmed |
| d2_behav_recommend | <--- | Optimism | 1.253 | 0.210 | Infirmed |
| d1_rep_purch_behav | <--- | Intrapersonal_religiosity | 1.233 | 0.218 | Infirmed |
| d2_behav_recommend | <--- | Intrapersonal_religiosity | 2.031 | 0.042 | Confirmed |
| d1_rep_purch_behav | <--- | Interpersonal_religiosity | 1.498 | 0.134 | Infirmed |
| d2_behav_recommend | <--- | Interpersonal_religiosity | 2.356 | 0.018 | Confirmed |
| d1_rep_purch_behav | <--- | Opinion_leadership | 5.070 | 0.000 | Confirmed |
| d2_behav_recommend | <--- | Opinion_leadership | 7.267 | 0.000 | Confirmed |

Table 6
*Testing the mediating role of opinion leadership*

| | Life insurance underwriting behavior | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Repeat purchase behavior | | | | | Conditions (Baron & Kenny, 1986 | behavior of recommandation | | | | |
| | Regression equations | F | Sig. | $R^2$ | t (p) | | Regression equations | F | Sig. | $R^2$ | t (p) |
| Fear of death | Y= 4.108 + 0.104 X | 8.554 | 0.004 | 0.013 | t (X) = 2.925 (0.004) | Condition 1 | Y= 4,.210 + 0.124 X | 17.075 | 0.000 | 0.026 | t (X) = 4.133 (0.00) |
| | M= (-3.319E-016) + 0.046 X | 1.326 | 0.250 | 0.002 | t (X) = 1.152 (0.25) | Condition 2 | M= (-3.319E-016) + 0.046 X | 1.326 | 0.250 | 0.002 | t (X) = 1.152 (0.25) |
| | Y= 4.108 + 0.096 X + 0.188 M | 18.980 | 0.000 | 0.057 | t (X) = 2.739 (0.006)<br>t (M) = 5.387 (0.00) | Condition 3+4 | Y= 4.210 + 0.113 X + 0.236 M | 43.726 | 0.000 | 0.122 | t (X) = 3.965 (0.00)<br>t (M) = 8.279 (0.00) |
| | No mediation | | | | | | | No mediation | | | |
| Fear of dying | Y= 4.108 + 0.105 X | 8.739 | 0.003 | 0.014 | t (X) = 2.956 (0.003) | Condition 1 | Y= 4.210 + 0.155 X | 27.128 | 0.000 | 0.041 | t (X) = 5.208 (0.00) |
| | M= (-2.625E-016) + 0.104 X | 6.919 | 0.009 | 0.011 | t (X) = 2.630 (0.009) | Condition 2 | M= (-2.625E-016) + 0.104 X | 6.919 | 0.009 | 0.011 | t (X) = 2.63 (0.009) |
| | Y= 4.108 + 0.086 X + 0.183 M | 18.209 | 0.000 | 0.055 | t (X) = 2.455 (0.014)<br>t (M) = 5.226 (0.00) | Condition 3+4 | Y= 4.210 + 0.131 X + 0.227 M | 46.748 | 0.000 | 0.130 | t (X) = 4.599 (0.00)<br>t (M) = 7.979 (0.00) |
| | Partial mediation | | | | | | | Partial mediation | | | |
| Optimism | Y= 4.108 – 0.007 X | 0.040 | 0.841 | 0.000 | t (X) = -0.201 (0.841) | Condition 1 | Y= 4.210 – 0.017 X | 0.298 | 0.586 | 0.000 | t (X) = -0.546 (0.586 |
| | M= (-2.482E-016) + 0.138 X | 12.150 | 0.001 | 0.019 | t (X) = 3.486 (0.001) | Condition 2 | M= (-2.482E-016) + 0.138 X | 12.150 | 0.001 | 0.019 | t (X) = 3.486 (0.001) |
| | Y= 4.108 – 0.034 X + 0.197 M | 15.544 | 0.000 | 0.047 | t (X) = -0.971 (0.332)<br>t (M) = 5.572 (0.000) | Condition 3+4 | Y= 4.210 - 0,051 X + 0.248 M | 36.688 | 0.000 | 0.105 | t (X) = -1.748 (0.081<br>t (M) = 8.547 (0.000 |
| | Total mediation | | | | | | | Total mediation | | | |

Table 7
*Testing the moderating role of emotional regulation*

| | MODERATOR : EMOTION REGULATION | | | | |
|---|---|---|---|---|---|
| | REGRESSIONS | F | P | $R^2$ | REGRESSIONS EQUATIONS |
| Fear of death | Fear_death (X) / Opin.lead (Y) | 1.326 | 0.250 | 0.002 | Y = -3.319E-016 + 0.046 X |
| | Express_supp (Z) / Opin.lead (Y) | 7.422 | 0.007 | 0.012 | Y = -2.713E-016 + 0.108 Z |
| | Moderator_ZExpress_supp*ZFear_death / Opin.lead (Y) | 5.236 | 0,022 | 0.008 | Y = -0.090 XZ |
| | MODERATION CONFIRMED | | | | |
| Fear of dying | Fear_dying (X) / Opin_lead (Y) | 6.919 | 0.009 | 0.011 | Y = -2.625E-016 + 0.104 X |
| | Express_supp (Z) / Opin_lead (Y) | 7.422 | 0.007 | 0.012 | Y = -2.713E-016 + 0.108 Z |
| | Moderator_ZExpres_supp*ZFear_dying / Opin_lead (Y) | 1.861 | 0.173 | 0.003 | Y = -0.003 + 0.049 XZ |
| | MODERATION INFIRMED | | | | |
| Optimism | Optimism (X) / Opin_lead (Y) | 12.150 | 0.001 | 0.019 | Y = -2.482E-016 + 0.138 X |
| | Cogn_reap (Z) / Opin_lead (Y) | 27.717 | 0.000 | 0.042 | Y = -4.226E-016 + 0.206 Z |
| | Moderator_Cogn_reap*ZOptimism / Opin_lead (Y) | 5.417 | 0.020 | 0.009 | Y = 0.001 + 0.093 XZ |
| | MODERATION CONFIRMED | | | | |
| | Optimism (X) / Opin_lead (Y) | 12.150 | 0.001 | 0.019 | Y = -2.482E-016 + 0.138 X |
| | Express_supp (Z) / Opin.lead (Y) | 7.422 | 0.007 | 0.012 | Y = -2.713E-016 + 0.108 Z |
| | Moderator_ZExpress_supp*ZOptimism / Opin_lead (Y) | 0.512 | 0.474 | 0.001 | Y = -1.559E-005 + 0.027 XZ |
| | MODERATION INFIRMED | | | | |

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# Female University Students Respond to Gender Violence through *Dialogic Feminist Gatherings*

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# Female University Students Respond to Gender Violence through *Dialogic Feminist Gatherings*

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## Abstract

Within the framework of the "*Free_Teen_Desire"* research project led by the University of Cambridge and funded by the programme Marie Curie Actions[1], a survey was conducted. Vignette-Test data for 127 female university students (ages 18-27 years) in Spain reveals that the wish to hook up with a violent young man significantly decreases after a *gathering* on the topic of the Mirage of Upward Mobility, a successful programme elaborated in Dialogic Feminism (Beck-Gernsheim, Butler & Puigvert, 2003). In the pre-test, 78.4% of the respondents stated that their female friends would like to hook up with a violent man at a party, while this percentage decreased to 38.5% when they responded concerning themselves. After the pre-test, there was a one-hour gathering and debate. The subsequent post-test revealed that only 48.8% of the respondents stated that their female friends would like to hook up with a violent man at a party, and 14.9% of the respondents made the same statement concerning themselves. The survey presented pictures of four men accompanied by a short explanation of their characters. The explanations of man 1 and man 3 included sentences that describe behaviours characterized as gender violence in previous international surveys (Banyard et al., 2005; Fisher, Cullen, & Turner, 1999; Gross et al., 2006; Kalof et al., 2001). The descriptions of man 2 and man 4 only included non-sexist behaviours. The data did not significantly change when we exchanged the pictures of man 2 and man 4 in the instrument with the pictures of the men with violent profiles and then administered the post-test. For different groups of respondents, the period between the pre-test and the gathering as well as between the gathering and the post-test were changed from fifteen minutes to one and two weeks. In all cases, we obtained similar results for the pre- and post-tests. However, additional research is required to demonstrate how long the effect of the gathering endures and to identify the processes that can increase or decrease the effect over time.

**Keywords:** Dialogic Feminist Gatherings, gender violence, female university students,

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# Estudiantes Universitarias Confrontan la Violencia de Género a través de Participar en *Tertulias Feministas Dialógicas*

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**Resumen**

En el marco del proyecto de investigación *"Free_Teen_Desire"* dirigido desde la Universidad de Cambridge y financiado por el Programa Marie Curie Actions, se realizó una encuesta usando como instrumento de medida un test de viñetas ("Vignette-Test"). La encuesta fue realizada en España y contó con la participación de 127 estudiantes universitarias (chicas, entre 18 y 27 años). Los datos revelan que la intención de "liarse" con un chico violento decrecía significativamente después de que las estudiantes encuestadas participasen en una Tertulia Feminista Dialógica sobre *Espejismo del Ascenso*, un programa de éxito elaborado por el Feminismo Dialógico (Beck-Gernsheim, Butler & Puigvert, 2003). En el pre-test, el 78,4% de las encuestadas afirmó que a sus amigas les gustaría liarse con un chico violento en una fiesta, mientras que este porcentaje se redujo al 38,5% cuando respondían sobre ellas mismas. Después del pre-test, se realizó una hora de tertulia y debate. En el post-test los datos revelaron que solamente el 49,8% de las encuestadas afirmaban que sus amigas querrían liarse con un chico violento en una fiesta, mientras que el mismo porcentaje sobre ésta pregunta en relación a sus propias intenciones fue del 14,9%. En la encuesta se presentaban cuatro imágenes de chicos acompañados por una breve explicación sobre sus respectivos caracteres. La explicación del chico 1 y el chico 3 incluía frases con comportamientos caracterizados como violencia de género según estudios internacionales anteriores (Banyard et al, 2005; Fisher, Cullen y Turner, 1999; Gross et al, 2006; Kalof et al, 2001). Las descripciones del chico 2 y el chico 4 sólo incluían comportamientos no sexistas. Se observó que los resultados no cambiaban significativamente cuando en las Viñetas se intercambiaron las imágenes del chico 2 y el chico 4 por las del chico 1 y 3, realizándose luego el post-test. Para los diferentes grupos de estudiantes encuestadas, el período comprendido entre el pre-test y la tertulia, así como entre la tertulia y el post-test varió entre quince minutos y una o dos semanas. Para todos los casos, se obtuvieron resultados similares para el pre y post-tests. Sin embargo, estamos ya desarrollando más investigación para a) demostrar cuánto tiempo dura el efecto de dicha tertulia y b) identificar los procesos que pueden incrementar o reducir éste efecto a lo largo del tiempo.

**Palabras clave:** tertulia feminista dialógica, violencia de género, estudiantes universitarias

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Gender violence among young women is a worldwide scourge. Nearly one of four girls aged 15 to 19 years has experienced some form of physical violence (UNICEF, 2014). In the United States, Taylor and Mumford (2016) used data from the *National Survey on Teen Relationships and Intimate Violence* and demonstrated that nearly one of five adolescents aged 12 to 18 years reported being victims of sexual and physical abuse. In a multi-country study by Decker et al. (2014) on female adolescents aged 15-19 years, the authors demonstrated that 18.6% of adolescents in Johannesburg, South Africa, have been pushed or shoved. In the study, the authors considered intimate partner violence and non-partner violence. In Europe, in an EU-wide survey, 34% of women respondents under 29 years reported having suffered physical and/or sexual violence at the hands of a partner or a non-partner since the age of 15 (FRA, 2014). The UK results are similar: 36% of the rapes registered by the police were perpetrated against girls under the age of 16 years (British Office for National Statistics, 2010). In Spain, a pioneering study demonstrated that 62% of the students know of or have experienced situations of gender violence in the university context although only 13% recognized these situations as such (Valls, Puigert, Melgar & García-Yeste, 2016). However, less is known regarding the past relationships of these students during secondary education and the effectiveness of the programmes in which they have participated with respect to identifying and preventing gender violence in their lives.

The design and development of effective measures, actions, programmes and interventions to contribute to overcoming gender violence are at the core of the international research agenda. To support the potentially useful impact of these initiatives, it is important to emphasize the relevance of basing their implementation on research evidence. Accordingly, emerging insights regarding additional social and political interventions could be enhanced. This approach is in line with an increasing concern among scientists regarding how to achieve a positive impact as a result of research (Flecha, Soler-Gallart & Sordé, 2015). Therefore, additional research is required to increase our knowledge regarding the type of programme that can contribute to overcoming gender violence among young women. To prevent gender

violence in schools, universities, leisure places, homes and neighbourhoods, such research is urgently required.

To this end, this article examines the effect of a Feminist Gathering on female university students. First, the state of the research on the attraction to violence and the prevention of gender violence among young girls is described. In this connection, the concept of Dialogic Feminist Gatherings is presented. Second, we describe the method we adopt: the Vignette Test. Third, the primary results of the data analysis are presented and discussed, in particular the significant decrease among the respondents in the wish to hook up with violent young men. The article concludes by presenting the insights that emerge as a result of the study and their relevance for future research on the prevention of gender violence among young women.

## State of the Art

### Attraction to Violence

In recent years, the literature that analyses the preferences of young women with respect to men and the factors that influence their relationship choices has increased. One study from the 1990s that has been frequently cited internationally was developed by Pyke (1996). Pyke presented a theoretical framework that addressed interpersonal power as interdependent with structures of gender and class and examined the ways in which interclass male dominance is exercised and reaffirmed. In a sense, Pyke analysed the question of power, as subsequent researchers have noted. Levi-Martin (2005) investigated the link between sexiness and power based on previous studies that illuminate this synergy. The author concluded that for both men and women the interpersonal power of men what makes them sexy. In a study that resonates with Levi-Martin's research, Rebellon and Manasse (2004) used data from the National Youth Survey (United States) that suggests that delinquency is linked to an increase in dating among perpetrators, with the possible effect of reinforcing delinquency. The perpetrator profile departs substantially from that presented in studies that examine the nice-guy stereotype (Urbaniak & Kilmann, 2003, 2006). Such studies offer evidence regarding the desirability of such men among college women for serious relationships but not for casual sexual relationships, for

which they choose “macho men” over “nice guys”. In this area and at the time that Urbaniak and Kilmann published their studies, McDaniel (2005) developed a study on the factors that influence the young woman´s desire to date “nice guys” although preferring to date “jerks”. The study carefully investigated the attractive or unattractive traits that the woman perceives a man to possess. In fact, the attraction element at the basis of McDaniel’s study is at the core of other studies on young women, such as Bukowski, Sippola and Newcomb (2000). These authors focused on the transition from elementary to middle school and explained that the attraction to aggressive boys among girls increases during that period. However, less is known regarding how the attraction to violence may cause gender violence and how emerging insights might illuminate this synergy.

Since the early 2000s, the literature has identified models of attractiveness linked to violence against women. Gomez´s innovative study on the socialization processes in the sexual and affective relationships of adolescents (2004, 2014) pioneered such research at the international level and influenced developments in this area (Padrós, 2012). Through the study of attraction linked to sexual-affective relationships, the identification of elements of change in contemporary love theories, the analysis of sexual-affective relationship models, and the inclusion of adolescent voices, Gomez argued that love is the result of a socialization process. Thus, although certain theories link love and attraction to instinct, an irrational emotion or “sexual chemistry” (Beck & Beck-Gernsheim, 1995; McDonald, 1998; Salecl, 1998; Sternberg, 1998), Gomez argued that any feeling is subject to change, which facilitates an alternative model of sexual-affective attraction and choice free of violence. Since the publication of his study, further research has provided additional evidence of this link and the ways in which it can be overcome to contribute to preventing gender violence among young adolescents.

Other studies that adopt this approach have investigated the link between attractiveness and violence. It is important to highlight the study by Valls, Puigvert and Duque (2008), which demonstrates that certain adolescents have been socialized into forming a type of relationship that results from this association. These authors performed their study in the Spanish context while drawing on previous research that reports a socialization process

within adolescent contexts that enhances this link. Additionally, their research presents evidence regarding how gender violence among young girls includes not only the partner or ex-partner but also the relations that occur during dates. These studies suggest that this link is a possible factor that influences the high rates of gender violence among young girls.

**Prevention of Gender Violence against Young Girls**

Research on the prevention of gender violence against adolescents includes a diversity of topics connected with this scourge. Several studies emphasize the importance of safe, healthy relationships. In this connection, several authors report that the period from 11 to 14 years is important time during which to enhance skills and attitudes that promote healthy relationships and reduce teen dating violence (Debnam, Howard & Garza, 2014). Other authors examine how to teach girls aged 15 to 18 years the characteristics of healthy relationships to reduce the risk of teen dating violence (Miller et al., 2015). Other studies focus on young men with the aim of reducing offensive behaviour and increasing awareness of dating violence among such men. For example, a follow-up on a prevention programme for high-school male athletes demonstrated that the perpetration of dating violence was less prevalent among the boys who participated in the intervention compared with control athletes (Miller et al., 2013). Additionally, other authors have studied the synergies between culture and violence in reports on dating violence in particular communities. Using data from the 2010 Minnesota Student Survey, Kast, Eisenberg and Sieving (2015) examined the role of parent communication and connectedness in dating violence victimization among Latino adolescents. The study concluded that parent communication and parent caring can play a role in preventing dating violence victimization among Latino youth. Inspired by these studies, several interventions and programmes have been developed to reduce the problem of gender violence that affects young girls or the risk of suffering such violence.

Intervention programmes for young girls to prevent gender violence have focused on various elements, such as the recognition of violence (Pick et al., 2010) and the awareness of services for victims (Foshee et al., 1998). In Canada, the Girls Action Foundation promotes a programme to create girls

groups to discuss violence and other topics. These groups are based on an understanding of violence as a social problem, not an individual one, and include a feminist approach to social justice. These spaces for girls and with girls promote the acquisition of abilities to reduce violence not only in the lives of participants but also in the lives of other girls. In the United States, the initiative Love is Respect includes a collaboration with the Break the Cycle non-profit organization, which is dedicated to providing a comprehensive dating-abuse programme for young individuals aged 12 to 24 years. Among the organization's initiatives is a programme entitled "Host a party", which provides advice regarding how to discuss abuse and encourages the elimination of dating abuse by raising awareness in an informal environment. The effectiveness of such programmes has been addressed at the international level, and several efforts have been made to analyse their impact. For example, Lundgren and Amin (2015) reviewed interventions for girls and boys aged 10-19 years to prevent adolescent intimate partner violence and sexual violence from men against women in heterosexual relationships. To identify the need for additional evaluation, they classified programmes as effective, emerging, ineffective or unclear. In addition, Leen et al. (2013) reviewed the efficacy of intervention programmes in North America that address adolescent dating violence. In several cases, the authors identified significant long-term benefits, particularly in programmes focused on behavioural change. However, they note that a lack of programme repetition may undermine this benefit. Therefore, there is a concern regarding how to measure the impact of gender-violence prevention programmes among young girls and the consequences of such programmes for their lives.

This study contributes to this literature, including international research advances on the language of desire and its potential to contribute to preventing gender violence. The study utilizes research on interactions that socialize into desire and the socialization patterns behind such interactions. The development of an evidence-based intervention with young girls must consider the rates of gender violence in this group and investigate the causes underpinning this problem, raising awareness of the attraction to violence. Civil society, politicians and other social agents should seek effective methods to prevent the occurrence of this problem among young individuals

to decrease the high rates that develop later in life. Accordingly, this article provides evidence through a particular intervention.

## Dialogic Feminist Gatherings

Dialogic Feminist Gatherings (hereinafter, DFGs) are egalitarian dialogues focused on the transformation of the language of desire to create possibilities for women who wish to question desires imposed by patriarchal societies by orienting these desires towards non-violent relationships (Flecha & Puigvert, 2010).

The gatherings are based on the following: 1) feminist contributions, particularly those oriented towards overcoming violent gender relationships; 2) scientifically validated contributions to overcoming violence; 3) scientifically validated analysis of hegemonic socialization of the desire towards violent men for sporadic or stable relationships; 4) scientifically validated contributions regarding programmes that succeed in preventive socialization; 5) egalitarian dialogue encouraged by persons who do not possess hierarchic status with respect to the women who participate in such gatherings.

Most interventions aimed at preventing gender violence resonate with the language of ethics, whereby adults, researchers or other professionals tell adolescents what is correct or good for their relationships and what is not. However, research based on the language of desire remains underexamined.

Therefore, this study is based on how in certain dialogues regarding young men who are considered non-violent the language of desire is missing and how when a conversation concerns those who exert domination over young women and practice violence the language of desire is present. The following statement, which was found in a youth magazine, defines well the separation between what a young woman's parents tell her to do (i.e., the language of ethics) and what the young woman actually does (i.e., the language of desire): *My parents tell me to marry a good boy, and I really do what they say; before I marry, I'm having fun with the bad boys*. This study seeks the transformation of the language of desire towards non-violent relationships.

## Method

The research followed a quasi-experimental design and was conducted at a public university in Spain and included heterosexual female students aged 18-27 years, who were mostly white and born in Spain (Table 1). This quasi-experimental study was based on the implementation of pre- and post-tests intended to evaluate the effect of a one-time intervention known as DFG on the preventive socialization of gender violence. The sample consisted of 127 subjects divided into three natural groups. These three natural groups were three classes with different professors: Group 1 (n=48), Group 2 (n=55) and Group 3 (n=24).

Table 1.
*Sample socio-demographic data*

| **Age** | | | **Country of origin** | | | **Ethnic group** | | |
|---|---|---|---|---|---|---|---|---|
| | n | % | | n | % | | n | % |
| 18 | 51 | 40.5 | Spain | 119 | 95.2 | White | 118 | 94.4 |
| 19 | 27 | 21.4 | Bulgaria | 1 | 0.8 | Latin | 2 | 1.6 |
| 20 | 18 | 14.3 | Chile | 1 | 0.8 | Arabic | 2 | 1.6 |
| 21 | 16 | 12.7 | Colombia | 1 | 0.8 | Roma | 1 | 0.8 |
| 22 | 8 | 6.3 | Germany | 1 | 0.8 | Other | 2 | 1.6 |
| 23 | 3 | 2.4 | Ecuador | 1 | 0.8 | **Total** | 125 | |
| 26 | 1 | 0.8 | Venezuela | 1 | 0.8 | | **Missing Values** | 2 |
| 27 | 2 | 1.6 | **Total** | 125 | | | | |
| **Total** | 126 | | | **Missing Values** | 2 | | | |
| | **Missing Values** | 1 | | | | | | |

**Instrument and Intervention**

The instrument employed for the experiment was the Vignette Test, which is commonly used in studies that analyse behaviour and ideas regarding attractiveness and sexual attitudes in heterosexual adolescents (Ha et al., 2010; Santor, Messervey & Kusumakr, 2000). However, the Vignette Test designed in the framework of *Free_Teen_Desire* has a different, ground-breaking objective: to measure how women's desire changes through the implementation of DFG. The Vignette Tests are based on 4 pictures of young men that are accompanied by short texts that describe the men, particularly in terms of their attractiveness and their attitudes towards women. Two of the 4 pictures and descriptions portray young men who behave violently (Vignettes 1 and 3) and whose attitudes are considered in the literature to exemplify violence against women (Banyard et al., 2005; Fisher, Cullen & Turner, 1999; Gross et al., 2006; Kalof et al., 2001). In contrast, the other pictures (Vignettes 2 and 4) portray men who are not violent or sexist and whose attitudes are linked with kindness. However, during the experiment, in the post-test, we switched the pictures of Man 2 and Man 4 from non-violent to violent profiles. In the end, a total of 12 vignette profiles (including violent and non-violent profiles) were designed. All of the vignettes included four questions regarding whether the participants and their female friends would be interested in forming a relationship or hook up with the young men portrayed in the vignettes. The respondents answered these questions using a Likert scale (1 to 3 signified 'No'; 4 to 6 signified 'Yes'). This article presents the results for two of the questions: "Would your friends like to hook up with him in a party?" and "Would you like to hook up with him in party?".

As noted, the one-time intervention employed was the DFG. In the experiment presented here, the knowledge used in the DFG is based on data collected in the research project *Mirage of upward mobility* (Oliver, 2010-2012)[2].

**Procedure**

The implementation of the pre- and post-tests followed three steps regardless of group. There was a common pattern as follows:

a) Students complete the pre-test with two vignettes that depict young men with violent behaviour opposite two vignettes that depict young men who are not violent. The average time required to complete the pre-test was approximately 10-15 minutes.

b) The DFG is performed. The average time spent on this intervention was approximately 30-45 minutes.

c) Students complete the post-test with different vignettes, in which four young men are described: two violent and two non-violent. The average time required to complete the post-test was approximately 10-15 minutes.

The procedure for Group 1 was to complete the pre- and post-tests the same day but the post-test after the students participated in the DFG. Group 2 completed the post-test one week after completing the pre-test and participating in the DFG. Finally, Group 3 participated in the DFG and completed the post-test two weeks after completing the pre-test (after a two-week break from classes).

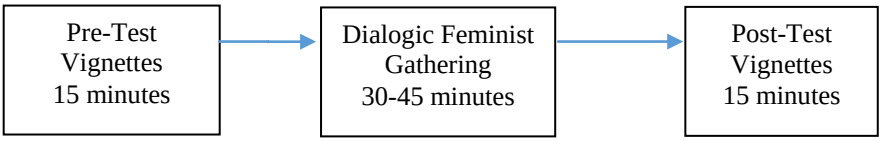


*Figure 1.* Quasi-experimental design: Free-Teen-Desire

**Data Analysis Strategy**

A descriptive analysis was performed on the participant responses to the pre- and post-test questions. The responses of male students were eliminated from the data matrix. However, a comparison of column means was performed (i.e., a T-Test) (Table 2) to determine if a change in tendency regarding attraction towards violent young men in the pre- and post-tests occurred.

## Results

Based on the previously described quasi-experimental design, the results that we present are primarily based on descriptive frequencies that compare the desire towards violent men when the DFG is implemented. According to the T-Test results, we can reject the null hypothesis, which signifies that the means of the pre-tests and the post-tests differ. That is, the DFG made a difference in the women's answers between the pre- and post-test. This outcome is true for all cases except Pairs 4 and 6.

Based on these results, we confirm that there are differences between the pre-test and the post-test. This outcome suggests that the DFG affected the women's answers.

Finally, we would like to state that a statistical grouping was realized with the Likert scale to obtain a dichotomous variable.

Next, we present the results for each of the classes on whom the experiment was performed.

Table 2.
*T-Test results for Groups 1, 2, and 3*

| | | | | | 95% Confidence Interval of the Difference | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | Sig. (2-tailed) |
| Pair 1 | Group 1 – Q1 – pre<br>Group 1 – Q1 – post | .33333 | .66311 | .09571 | .14079 | .52588 | | 47 | .001 |
| Pair 2 | Group 1 – Q3 – pre<br>Group 1 – Q3 –post | .18750 | .49060 | .07081 | .04504 | .32996 | | 47 | .011 |
| Pair 3 | Group 2 – Q1 – pre<br>Group 2 – Q1 – post | .22222 | .70353 | .10488 | .01086 | .43358 | 2.119 | 44 | .040 |
| Pair 4 | Group 2 – Q3 – pre<br>Group 2 – Q3 - post | .13333 | .62523 | .09320 | -.05451 | .32117 | 1.431 | 44 | .160 |
| Pair 5 | Group 3 – Q1 – pre<br>Group 3 – Q1 – post | -.50000 | .51075 | .10426 | -.71567 | -.28433 | -4.796 | 23 | .000 |
| Pair 6 | Group 3 – Q3 – pre<br>Group 3 – Q3 – post | .20833 | .65801 | .13431 | -.06952 | .48618 | 1.551 | 23 | .135 |

**Group 1**

According to the pre-test data for young women (n=48), the responses of these participants changed importantly when the one-time intervention (i.e., the DFG) was performed. When these participants were asked about their female friends (pre-test), 44 respondents stated that they believed that their friends were interested to hook up with a violent male. Later, after the DFG was performed, the number of positive answers related to the vignettes that depicted violent males substantially decreased to 23 responses (post-test). Thus, the DFG directly affected the women's views regarding the desire of their friends with respect to this male type. In fact, a difference of 52.2% occurred.

When these results are compared with how women directly answer regarding their own desire towards violent young men, the pre- and post-test data reveal a relevant change. In the pre-test, 16 women (22.5%) affirmed that they would hook up with a violent young man. However, in the post-test, only 6 respondents (8.4%) stated that they would hook up with a violent young man. In this case, the difference was 37.5%.

**Group 2**

The procedure for this group resembled that for the previous group except that the DFG was implemented one week later. However, for Group 2 (n=55), a similar tendency was confirmed. Therefore, time is not a variable that interferes with the change of desire. Thus, there is a consistent pattern. In this case, there were 49 responses to the question whether one's female friends would desire to hook up with a violent young man (45.7%).

However, after the DFG was implemented (n=45)[3], the number of responses substantially decreased to 30 responses (56.6%). This transformation implies a difference of 61.2%.

In contrast, regarding the women's own attitudes towards violent males, 25 respondents stated that they would hook up referring with a violent young man. However, after the one-time intervention, this number decreased to 13. In this case, the difference was 52%.

**Group 3**

This last group completed the post-test two weeks after the pre-test following a break from classes, which occurred in the middle of the experiment (n=24). For this group, a difference appears that is not relevant with respect to our overall results but that we want to highlight. According to the pre-test data, 7 respondents stated that their friends would be interested in hooking up with violent young men. However, on the post-test, this number increases to 9. To explain this difference, additional research is required on what occurs during holidays and whether this phenomenon affected the small increase in positive responses in contrast to the decrease exhibited by the other groups. In addition, a relevant change could be confirmed: when the surveyed women answered regarding their own interest, in the pre-test, 8 students affirmed that they would hook up with a violent young man. In the post-test, none of the students wanted to hook up with this type of man.

In sum, the groups demonstrate the effect of the DFG in changing the attitude of young women towards violent young men (Table 3). In fact, overall, there is an important change in percentages when the women discussed their female friends (78.4%) and themselves (48.8%) in the pre-test compared with in the post-test (38.5% and 14.9%, respectively). Under the framework of the Marie Curie Action, additional analysis and data are in preparation.

Table 3.
*Summary of Pre-test and Post-test regarding the attraction to violent profiles*

| Group | **Question 1 (Friends)** | | **Question 3 (themselves)** | |
|---|---|---|---|---|
| | Pre-test | Post-test | Pre-test | Post-test |
| | n | n | n | n |
| 1 | 44 | 23 | 16 | 6 |
| 2 | 49 | 30 | 25 | 13 |
| 3 | 7 | 9 | 8 | 0 |

## Discussion

A highly significant result of the analysis is the substantial impact of the DFG on the desire of young heterosexual women. As it can be observed in the data collected on the three groups (see summary in Table 3), when this intervention was implemented, the number of positive answers regarding attraction towards violent profiles substantially decreased. These results reveal the social dimension of attraction and desire and therefore the impact of interventions in questioning attraction to violence and preventing gender violence. The results indicate change in desire with respect to the attraction of young women to violent young men. As noted in the literature, the language of desire plays a central role in this transformation.

However, to demonstrate how long the effect endures and to identify the processes that can increase or decrease the effect over time, additional research is required.

## Conclusion

As described in the literature review, research on gender violence has revealed the close connection between violence and attractiveness (Pyke, 1996; Rebellon & Manase, 2004; Urbaniak & Kilmann, 2003, 2006; McDaniel, 2005). This phenomenon significantly contributes to understanding the high percentages of harassment and sexual violence against women worldwide (UNICEF, 2014; FRA, 2014). The literature has also identified strategies that contribute to preventing this problem among adolescents, such as parental communication with girls, awareness of victim services and spaces for dialogue addressed to young women aimed to help them acquire abilities to prevent violence (Kast, Eisenberg & Sieving, 2015; Pick et al., 2010; Foshee et al., 1998). However, to provide mechanisms to eliminate the attractiveness of violent males, additional research is required.

The results presented in this article will contribute to these discussions and the reconsideration of the scientific knowledge employed in the design of interventions to prevent gender violence. This article provides new insights regarding the relevance of interventions and policies that are based on the transformation of the language of desire. As can be observed in our

findings, the DFG effectively redirected the desire of young women towards non-violent young men and thus contributed to support female university students respond to gender violence.

## Notes

[1] This project received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Sklodowska-Curie grant agreement No 659299.

[2] This phenomenon is defined *as* the **mistaken perception** that certain girls or women have when they associate having a **sexual-affective relationship** with boys or men who respond to a hegemonic model of masculinity in which imposition and despise prevail **to an increase** of their **status or attractiveness**, when **in fact** what happens is that their status and attractiveness **decreases** (Puigvert, 2014).

[3] As noted by Campbell and Stanley (2001), in quasi-experimental designs in which a sample is administered pre- and post-tests, a decrease in the total sample number can occur. That is, after attending the experiment, some respondents do not attend the tests.

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# War & Society

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# Review

Centeno, M., & Enríquez, E. (2016). War & Society. Cambridge: Polity Press. ISBN 978-0-7456-4580-3

Esta obra contiene una interesante aproximación a las relaciones entre el fenómeno de la guerra y las sociedades involucradas en ella. Su mirada es sociológica. De hecho, construye el marco para una sociología de la guerra aunque, para cubrir sus objetivos -que requieren una mirada diacrónica-, se tienen muy presente la historia y sus enseñanzas.

La columna vertebral de su argumento resulta familiar. Su música suena a Tilly, al que se cita en contadas ocasiones: establece una férrea relación causal entre la guerra y la construcción de nuestras instituciones, comenzando por los Estados, que serían subproductos del esfuerzo por adquirir los medios para la guerra.

Pero la mirada de los autores no se detiene ahí, sino que analiza lo que ocurre en la sociedad y con los individuos. Plantean que la violencia es un fenómeno universal –compartido con el resto de animales- pero la especificidad de la guerra, como construcción social que es, nos conduce hasta las raíces de nuestra civilización. El libro de Centeno y Enríquez ha sido escrito sin complejos. La guerra, de acuerdo con este punto de vista, no es lo otro de la civilización; ni se limita a ser compatible con ella… es una de sus condiciones de posibilidad. Las diversas formas de entender y hacer

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la guerra, en definitiva, se corresponden con otras tantas formas de construir nuestras instituciones y nuestras relaciones en su seno.

En su recorrido, los autores explican cómo las personas van al combate y cómo se convierten en auténticos guerreros, para lo cual recogen y discuten algunos de los valores militares tradicionales. Asimismo, exponen el punto de inflexión que supuso la consolidación del Estado europeo moderno, la masificación del oficio de las armas, la implantación de la conscripción o la "guerra total". Al albur de esta creciente complejidad organizativa, se han reproducido conquistas e incluso genocidios. Son fenómenos antiguos, pero la destrucción del otro sin contemplación de límites (es decir, incluyendo civiles), como objetivo explícito (ni siquiera valdrían las apelaciones a hipotéticos daños colaterales) habría llegado a su zénit en la 2ª guerra mundial (Holocausto incluido) mientras que conceptualmente se sostiene en doctrinas como la del bombardeo estratégico y la disposición de armas nucleares.

Hasta aquí la crónica esperable. Sin embargo, sin negar lo anterior, advierten que la guerra tiene su lado positivo. Aunque no se le cita, el espíritu de Merton sobrevuela sus razonamientos para avanzar que "war throughout history has been the source of fantastic social, technological and political development" (p. 118). A nivel agregado, esto se aprecia en los modernos aparatos fiscales, en la adquisición de derechos (comenzando por el de sufragio) vinculados al concepto del ciudadano-soldado, en la aparición de sentimientos de comunidad que darán pie a los nacionalismos o en grandes avances tecnológicos (informática, GPS, drones). Mientras que, a nivel individual, los autores señalan que el servicio en las armas aupó a muchas minorías étnicas en sus respectivos países, incluyendo mejor educación, mejor sanidad y mejores ingresos.

Tras realizar esta tarea -más analítica que descriptiva- el libro señala que estamos afrontando un cambio de paradigma, simbolizado en las guerras del siglo XXI. Se dan aspectos novedosos, como el regreso a unas fuerzas totalmente profesionales (que podría apuntar hacia una progresiva separación entre Fuerzas Armadas y sociedad) o como la trivialización de la guerra (en Occidente) cada vez más similar a una película o a un videojuego. Otros, en cambio, aparecen antes y se consolidan hoy (en la guerra de Irak de 2003 un 70% de las víctimas han sido civiles). Por último, algunos

fenómenos deberían ser objeto de especial atención: aunque se ha reducido la cifra de militares fallecidos en campaña, se ha incrementado la de heridos que sobreviven… en muy malas condiciones, así como la de quienes necesitan asistencia psicológica post-conflicto.

Se trata de un libro interesante, con mucho trabajo detrás, pero redactado en forma amena y didáctica, que aporta un primer diagnóstico (tampoco pretende otra cosa) dejando la puerta abierta al establecimiento de nuevas líneas de investigación. Pero, sobre todo, de un libro alejado de apriorismos que, o bien edulcoren, o bien manipulen, el fenómeno de la guerra.

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