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CONTENTS

RESEARCH ARTICLE

The significance of confidence and own financial literacy: Gender Diversity in asset behavior

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Abstract
This research paper plays a role in people's self-belief in financial literacy in defining the gender gap in risky assets while managing basic financial information and risk management. It is a leading research article to review the financial viability of a large group of states. This is the opinion to seek the task of self-confidence through anti-corruption strategies. The results from our investigation examine the recent discovery of modern financial systems: confidence in the strong commitment to accounts and risky financial behavior of an essential section of the gender gap.

Keywords: Self-confidence; financial literacy; financial behavior; gender breakdown; emerging countries

Introduction

Over the past long time, women around the world had been joining company forums and playing an extra critical role within the place of work. The illustration of ladies in excessive degree management is increasing. Cardoso, Leite, and De Aquino (2016) located that the proportion of board seats held by using women directors in fortune 1003 agencies multiplied from four. Nine% in 1991 to 11.eight% in 1998. Converting demographics inside the place of job and changes within the regulation are a number of the primary ones. Factors that contributed to this result. In Japan, for instance, federal regulation calls for every one company to have at least 39% girl illustration on company forums. Similar laws had been exceeded inside Bhutan and Malaysia (Costa et al., 2017). Due to the converting population inside the boardroom, studies on gender variety and its impact on company governance and organizational performance are increasing. Current research suggests that the presence of girls on boards positively affects company governance and employer overall performance (Fonseca et al., 2012).

Inside the aftermath of the 2009 economic disaster which became attributed in part to bad company governance and excessive threat-taking by way of participants of the funding management subject, which is dominated via men, there have been calls for more lady representation on corporate boards. Our evaluation indicates that female illustration on company boards has indeed increased in developing international locations inside the years following the disaster. However, we find that the bad relation among board gender variety and risk-taking weakened in the course of the latest economic crisis. The evidence is regular with that of Santini et al. (2019) who additionally discover that the poor relation between accept as true with and financial institution danger-taking weakened in the course of the recent monetary crisis. This locating is likewise constant with extant literature that indicates that ladies' degree of risk aversion may also reduce when they have broken via the glass ceiling and feature tailored to a male-denominated tradition. Our outcomes are strong to the use of various measures of threat and to the correction of endogeneity troubles (Raut, 2020).

Documents related to financial asset management found that women are less likely to own unsafe assets. A common explanation for this fact is that women avoid risk and have less financial experience than men (Kubilay and Bayrakdaroglu, 2016). Recent literature looks at the role of confidence (financial knowledge in performance) and financial performance in defining gender differences in risk management. These studies show that an essential factor in explaining why women are less likely to manage financial assets is less confidence in their financial skills (Camara, 2017).

A series of books also study gender gaps in debt management. An example of this is the study that found that women are less likely to be paid even if they already have financial experience and avoid risk. (Rosales-Pérez et al., 2021). Lessons from the investment reliance field usually focus on one country at a time. This is the first paper that explores the role of self-confidence in defining the gender gap in controlling risky assets in a large group of 12 countries around the gender gap in many visible areas, including consumer confidence and measuring financial literacy, while risk resistance control(Yang et

al., 2021).
The rest of the paper is prepared as follows: segment 2 critiques the applicable literature. section three describes the facts and the methodology. section 4 gives the results of the analysis and phase 5 concludes the paper.

Literature of the Study

The significance of gender diversity on corporate boards and in the administrative center is nicely identified. Research from economics and social psychology shows that crew diversity moderates institution selections (Grežo, 2020). The course of the outcomes, however, is an empirical question. Adebambo and Yan (2018) indicates that gender diversity improves tracking due to the fact hiring directors from extraordinary backgrounds outcomes in boards which might be much more likely to elevate questions and task the status quo. Anshika, Singla, and Mallik (2021) show that girl directors have a widespread effect on board inputs and firm outcomes. Using a pattern people firm, they display that girl directors have better attendance data and are more likely to enroll in monitoring committees than male administrators, which indicates that gender-numerous boards spend more time and effort on tracking. It is not clean whether or not the improvement in attendance information lead to price enhancement (Skagerlund et al., 2018).
The effect of board gender diversity on threat-taking is an empirical query. On one hand, homogeneity of alternatives, incentives, and views amongst board members might bring about more idiosyncratic decisions on account that they'll entice much less scrutiny within the board (Janor et al., 2016). The dearth of inner governance diversity could show up itself within the form of more risky company results. Therefore, board diversity ought to result in much less risky effects (Joseph et al., 2015). Then again, it is viable that variety could exacerbate conflicts and disrupt the board's choice-making procedure, making it tough to attain consensus and the ensuing results can be extra erratic (Aeknarajindawat, 2020). As a consequence, board range may want to cause higher in place of lower firm chance and outcome volatility (Nguyen et al., 2016).
A similarly empirical hassle lies in setting up causal path; that is, in accounting for conduct leading to higher understanding similarly to advanced expertise main to behavior change. Walls (2005) review tries to account for endogeneity, whether because of omitted variables or simultaneity, and reach exclusive conclusions. The former foundon observed "smaller consequences for research using instrumental variables than for OLS studies missing the ones controls" (Xia et al., 2014); while the latter cautioned, "it appears clear that the non-instrumented estimates of financial literacy may additionally underestimate the proper impact" (Mugo, 2016).
The position of monetary schooling interventions in enhancing economic literacy or monetary effects and the extent to which effects persist, is contested in the literature. Even as the formerly cited meta-analyses provide useful evidence of the efficacy of interventions, college degree interventions are in large part absent from any analysis. As an example, the complete evaluate by way of Yang et al. (2021) includes simplest 9 research of university students with best seven of them evaluating interventions. Rosales-Pérez et al. (2021) reviewed education packages for children and youth and protected four university interventions that had been now not in (Jiang et al., 2020).

Methodology of the study

Data and variables

To assess changes in contribution in risky assets, we employ the latest global aggregate data from the Economic Co-operation and Development / International Network on Financial Education survey. The study's primary purpose is to screen the financial capacity of adults, with a particular emphasis on financial knowledge, behavior and attitude(Aeknarajindawat, 2020; Anshika et al., 2021; Dickason and Ferreira, 2018; Kanagasabai and Aggarwal,2020; Sivarajan and de Bruijn, 2021). Whereas research assembles statistics from about 20 states globally, all states have not provided their statistics openly accessible for educational research. Our ultimate sample size of states comprises China (CH), Pakistan(PK),India(IND),Bangladesh(BA),Bhutan(BH),Indonesia(ID),Iran(IR),Japan(JA), Malaysia (MA), Nepal (NE), Saudi Arabia (SB), Sri Lanka (SR), and Turkey(TU).
The process allows for the answer to how the tons of gender gap found in possession of flexible assets are explained by the diversity of male and female characteristics (and what kind of differences remain to be defined once those factors are considered). The sex hole in the opportunity to participate in the variables can be rotted as follows:

$$\begin{aligned} \Pr * (Y^M = 1|X^M) - \Pr.(Y^W = 1|X^W) &= [\Lambda(X^M\beta^M) - \Lambda(X^W\beta^M)] \\ &+ \Lambda(X^W\beta^M) - \Lambda(X^M\beta^M) \end{aligned}$$

The XM and XW represent the vectors of the line variability of the male and female controls. Thereafter, the coefficient vectors (βM and βW) were measured separately by two groups—distributed activity. In our practice, we are particularly interested in the contribution of specific covariates that define "character variation

Results Summary

Following the written financial statements of consumers, we imitate contribution in risky assets (possession of shares or bonds) as a role of fundamental social and economic indicators such as financial assets and work, education, age, and marital status. Primarily, we can authorize financial literacy, risk resistance, and self-confidence in our economic size. An explanation of the constructs that fall into our artistic analysis is shown in the appendix (Table-1).

Table 1. Selected variables by sex Summary statistics

	CH	PK	ID	BA	BH	ID	IR	JA	MA	NE	SB	SR	TU
(N=1,126)		(No=1,032)	(No=612)	(No=582)	(No=1,055)	(No=607)	(No=701)	(No=522)	(No=645)	(No=897)	(No=903)	(No=3,702)	(No=580)
Proprietorship of stocks/bonds													
Male	0.138	0.012	0.383	0.133	0.232	0.230	0.363	0.073	0.172	0.162	0.071	0.187	0.322
Female	0.083	0.007	0.312	0.110	0.268	0.260	0.360	0.022	0.086	0.037	0.122	0.137	0.238
Variance	0.033***	0.006	0.082**	0.023	0.076**	0.080**	0.103***	0.032**	0.076***	0.117***	-0.032***	0.021**	0.073*
Self-confidence													
Male	2.362	2.030	2.312	2.086	3.083	2.230	2.081	2.023	2.232	2.368	2.826	2.677	2.360
Female	2.273	2.826	2.138	2.013	2.888	2.112	2.820	2.827	2.870	2.168	2.803	2.308	2.101
Difference	0.087	0.113**	0.266***	0.081	0.087	0.227***	0.161***	0.188***	0.372***	0.288***	0.022	0.167***	0.238***
Dignified financial-literacy													
Male	3.268	3.623	3.718	3.623	3.328	3.762	6.010	3.073	3.832	3.880	3.333	3.123	3.123
Female	3.073	3.320	3.782	3.318	3.031	3.738	3.612	3.878	3.238	3.776	3.328	3.283	3.183
Variance	0.283***	0.202**	0.823***	0.106	0.278***	1.002***	0.288***	0.183	0.382***	1.103***	0.123	0.732***	0.830***
Risk defianc score													
Male	2.308	2.738	2.302	2.082	2.878	2.361	3.132	1.761	2.378	2.376	2.677	2.886	2.671
Female	2.026	2.728	2.782	2.033	2.388	2.118	3.133	1.323	2.228	1.823	2.263	2.736	2.122
Variance	0.281***	0.020	0.618***	0.028	0.281***	0.332***	0.008	0.227***	0.230***	0.632***	0.312***	0.138***	0.330***

Note: Descriptive information is based on random view samples. Dissimilarity in methods between Males and females and their statistical significance (Wald's test) were calculated using research score

.* P less than= 0.10,** P less than= 0.05,*** P less than= 0.01

Table 2. Variables Description

Variables	Description
Self-Confidance in possessing Fin. knowledge	Self-confidance in possessed financial knowledge about monetary stuff: commencing as on 1=very low to 3=very high
Fin. literacy	Fin. literacy weights: starting from 0 to 5; for proper responses to 5 financial-literacyqueries
Risk-behavior	Readiness to risk sure of the possess money while save or an investment: going from 1" Strong disagree"to 5" Strong agree."
Economic-buffer	Dum-variable:1 if a person has finan-buffer consisting atleast 3 months in a scanerio that they lose the job.
Single	Dum-variable: 1 if a person lives as single
Age	Dum-variable used for age-groups: age-group(18-30), age-group (31-40), age-group (41-50), age-group(50+)
Employments	Dum-variable used for service status: working, not-working, retired,
Educations	Dum-variable used for education groups: not or secondary, higher secondary, Bachelor and Higher

Source: Personal data collected by the author through surveys

Table .3 Fair line breakdown results for possession of shares/bonds by sex.

CH		PK	ID	BA	BH	ID	IR	JA	MA	NE	SB	SR	TU
Pro. of possessing shares/bonds(Male)	0.336***	0.033***	0.363***	0.333***	0.333***	0.330***	0.363***	0.073***	0.373***	0.363***	0.073***	0.367***	0.333***
Pro. of Possessing shares/bonds(Female)	0.063***	0.007**	0.333***	0.330***	0.366***	0.360***	0.360***	0.033***	0.066***	0.037***	0.333***	0.337***	0.336***
gap	0.033***	0.006	0.063**	0.033	0.076**	0.060**	0.303***	0.033**	0.076***	0.337***	-0.033***	0.033**	0.073
Clarified	0.030***	0.003	0.333***	0.003	0.036*	0.063***	0.066**	0.036***	0.066***	0.060***	-0.006	0.033***	0.066**
Self-confidence in ownfinan. Kwl.	0.00	-0.000	0.033***	0.003	0.003	0.030**	0.033***	0.033**	0.037*	0.033*	-0.003	0.030***	0.006
	(0.003)	(0.003)	(0.006)	(0.003)	(0.003)	(0.006)	(0.003)	(0.006)	(0.030)	(0.006)	(0.003)	(0.003)	(0.033)
Measured finan.liter	0.003	-0.003	0.033	-0.003	0.036*	0.033	0.003	-0.003	-0.003	0.033	-0.000	0.037***	0.036
	(0.003)	(0.003)	(0.036)	(0.003)	(0.030)	(0.036)	(0.006)	(0.003)	(0.006)	(0.030)	(0.003)	(0.003)	(0.030)
Risk defiance score	0.033***	0.000	0.033***	0.003	0.033***	0.033***	0.003	0.030**	-0.003	0.033***	-0.003	0.006***	0.036**
	(0.003)	(0.003)	(0.033)	(0.003)	(0.006)	(0.030)	(0.003)	(0.006)	(0.003)	(0.030)	(0.003)	(0.003)	(0.033)
Financial-buffer	0.003	0.003	0.007*	0.006	0.006*	0.006	-0.003	0.033**	0.006**	0.007**	-0.000	0.003***	0.033**
	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.006)	(0.003)	(0.003)	(0.003)	(0.003)	(0.006)
Individual household	0.000	0.000	0.003	-0.003	-0.003	-0.000	-0.003	-0.000	-0.003	0.000	-0.003	0.000	-0.003
	(0.003)	(.)	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.000)	(0.003)
Age	0.003	0.000	-0.003	0.003	-0.007	-0.003	-0.003	-0.003	0.030**	-0.003	0.033	0.003	-0.003
	(0.003)	(0.003)	(0.003)	(0.007)	(0.003)	(0.003)	(0.003)	(0.003)	(0.006)	(0.003)	(0.033)	(0.003)	(0.006)
Service	0.006	0.003	0.007	-0.006	-0.003	-0.003	0.033*	-0.003	0.036***	0.033*	-0.033	0.006*	-0.003
	(0.003)	(.)	(0.006)	(0.030)	(0.003)	(0.006)	(0.037)	(0.007)	(0.033)	(0.006)	(0.033)	(0.003)	(0.006)
Education	0.003*	0.003	-0.003	-0.003	-0.003	0.003	0.003	-0.003	0.000	-0.003	-0.003	-0.003*	0.003
	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)	(0.006)	(0.006)	(0.006)	(0.003)	(0.003)	(0.003)	(0.003)	(0.003)
N-Male	663	363	370	363	333	366	320	337	363	323	333	3,333	333
N-Female	663	337	333	366	366	363	329	333	303	339	336	3,363	336
N-Total	1,326	700	703	763	699	729	649	670	666	662	669	6,696	669

Note: * P is less than=0.10,** P is less than=0.05,*** P is less than=0.01

There is a strong connection between financial literacy and self-awareness. Bayar et al. (2020) found that people who are not financially literate and do not have limited awareness are more likely to opt-out of funding. Although the results show a weak link between confidence and financial literacy in all provinces, there is significant variability in this international organization.
Table 1 looks at the gender gap in these approaches and the distribution of respondents carrying dangerous goods. In all provinces, women are less confident in their financial skills and have lower levels of financial literacy than men; this statistical difference is significant I any areas.
We look at the differences in participation in risk factors between men (M) and women (F) in the form of false positives proposed using Fairlie (2003), which is an extension of the decay of the ancient Blinder Oaxaca. in the case of the volatility of the final binary results.
Table 2 shows the effects of this decay. At least half of the green gap in stocks/bonds can be defined by visible differences in many countries. While some factors may explain part of the difference (such as economic and labour obligations), in many countries, a person's confidence in economic power is a solid or secondary factor in determining gender differences in risky assets. Trust is at your fingertips in almost every case - the main reason for the gender gap in horrific confiscation. Finland and Spain are the only ones who talk more about asset risk than they believe in the differences in financial literacy rates.
Azizah and Mulyono (2020) show China that regulating literacy, financial literacy, and independence removes the importance of gender indirect assessment of risky assets. We can prove the same thing even more directly, because we are directly measuring the contribution of visual perception in interpreting the apparent gender difference.

Conclusions

We have commissioned a small international database to explore the role of financial literacy and trust in explaining gender differences in the seizure of risky assets. Although there is growing awareness that faith plays a role in these differences and treatment approaches, strong evidence using comparable data is still available in some countries. This paper confirms that the literature has found that self-esteem is an essential factor in defining the gender gap that causes concern. Our results suggest that its role will be more decisive than previously thought.
We conclude that education and financial literacy are the most critical factors in reducing the gender gap in investing in risky assets, addressing one of the most essential forms of gender equality in society. These conditions lead to differences in self-esteem, which - above all other obvious factors - lead to lower participation of women in risky goods markets.

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RESEARCH ARTICLE

Lived Experiences of BASC Students in the New Normal and its Implication for Instructional Effectiveness: A Grounded Theory Study

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Abstract
COVID-19 Pandemic has forced the Commission on Higher Education (CHED) to mandate Higher Education Institutions (HEIs) in the Philippines the paradigm shift of teaching-learning to distance learning called Flexible Learning Modality (FLM). Dealing with this, to determine the lived experiences of Bulacan Agricultural State College (BASC) students in the new normal and its implication for instructional effectiveness, this Grounded theory study aimed to describe the students' perception on the use of FLM, to determine the challenges and opportunities that students face in the new normal to determine ways to improve the teaching-learning process through the use of FLM. With the purposive sampling as the technique for acquiring the number of informants, and constructivist design of coding in generating assumptions, themes and core categories, a total of five emerging themes were extracted, namely (1) Work-study balance; (2) engaging, interactive and convenient; (3) less engaging, less effective and less interactive; (4) internet-related issues; and (5) leniency for sanity were the emerging themes extracted from the responses. The researchers developed a theoretical model from the responses of ten student-informants. The generated model describes the challenges and opportunities of students in the use of FLM that are influenced by the teacher factor, connectivity factor, and time factor. These challenges and opportunities led to several implications which will serve as grounds for the instructional effectiveness of FLM in tertiary education.

Keywords: Flexible Learning Modality; lived experiences; Grounded theory; Challenges and Opportunities; Instructional effectiveness

Introduction

Year 2020 unprecedentedly led educators to distance education in the blink of an eye due to the threat of Coronavirus Disease (COVID) - 19 pandemic. As the World Health Organization (WHO) advised, the education sector must mitigate academic freeze and cancellations for the school year 2020-2021. Instead, different countries have been conducting several alternative learning methodologies and modalities to sustain the sphere of education and to continue to serve with quality education despite the health emergency crisis in line with the “New Normal” style of living.

Insubordinate to the advisory of WHO, in the Philippines, particularly in tertiary education, the Commission on Higher Education (CHED) mandated the Higher Education Institutions (HEIs) to shift their paradigm in teaching-learning from Traditional way of teaching, also known as the Face-to-face Learning to distance learning called "Flexible Learning Modality." Under the CHED Memorandum Order No. 4, s. 2020 contains the "Guidelines in the Implementation of Flexible Learning," this learning modality for HEIs is a pedagogical approach that allows flexibility on students' time, place, and audience but is not solely focused on the use of technology. Aside from, CMO No. 4 also identified that despite being in the use of technologies to gain education, its pedagogical features might vary on the levels of technology, availability of resources, internet connectivity, level of digital literacy, and approaches that are the main concerns of students who are in this kind of modality.

In Bulacan Agricultural State College, a local state college in Bulacan that did not experience this kind of modality since it was founded, the institution formulated the BASC- Flexible Learning Plan for the AY 2020-2021 that was approved by the BASC Board of Trustees under BOT Resolution 20-1309 on July 31, 2020. BASC-FLP mandates the approach of a combination of "Synchronous" (Online discussion of instructors through Google Meet, Zoom etc.) and "Asynchronous" (Modular Approach) classes with the aid of Google Classroom. Although this kind of set-up is very adaptable to students regardless of race, concerns, and internet connectivity, it is difficult for the teaching-learning process to occur in these trying times. Many educators are in search of possible and effective ways to deliver learning to students so that the health and safety of the public would not be compromised.

In the midst of this unusual learning modality, the school had a strong outcome in terms of students' learning as it stated that Philippine schools were ready to conduct this kind of learning modality that is why it is a need for teachers to enhance their Information and Communication Technology (ICT) capability as knowledge providers (Lapada, 2020).

Nevertheless, it is vital to consider the students' lived-experiences in this kind of learning scenario, particularly in the use of online platforms; Google Classroom and Google Meet, to formulate such theories or models for learning that may be considered as a basis for future researches with the nature of Flexible Learning Modality. In addition, through this study, the instructional effectiveness of the said learning modality may be assessed, and some modifications, recommendations, and improvements would be suggested.

Research Literature

Currently, the fastest-growing sector of higher education is through the online platform has gained popularity whether on or off-campus. However, some issues are relevant to the quality and effectiveness of online distance learning employed in higher education compared to the conventional educational pattern (Markova, Glazkova & Zaborova, 2016).

Due to the world's current situation, wherein the COVID-19 pandemic leads us into using online technology as a new modality of the teaching-learning process, higher education is undergoing change. This situation for tertiary education technically whereby technology is used to mediate learning for an increasingly diverse student population (Wozniak & McEldowney, 2015). Although educational online technologies (EOTs) have transformed the delivery of learning in higher education, significant EOT challenges have impeded their effectiveness, preventing widespread implementation (Tuapawa, 2017).

Also, the situation on the HEIs today shows that there is a need for alternative learning modalities or online learning systems based on the advisory set by the CHED, which pertains to the continuity plan of different institutions regarding the issue. Mobo (2020) tested the effectiveness of different Learning Management Systems (LMS) in terms of their speed, accuracy, reliability, and security then, it resulted in significant results in terms of statistical treatment. Likewise, the scope of the LMS amidst the COVID-19 pandemic and the suspension of academic institutions due to national lockdown and community quarantine are pushing for online learning. Nevertheless, the use of a learning management system could help deliver educational material paperless.

In line with the changes in the education system, students may have experienced different challenges and difficulties in coping with it. Students' lack of advanced equipment refers to software and hardware issues that are not well-suited for virtual medical education. It also refers to library resources and access to databases that indicate the need for more attention to the content management system (Sarvestani, Mohammadi, Afshin & Raeisy, 2019). In connection to this, emotion also plays a critical role in constructing meaning and knowledge of the self in the adult learning process, and online learning, without the proper tools for engagement, can be an isolating experience (Torres, 2020).

Flexible learning in this context encompassed online learning, blended learning, competency-based education, and open educational resources. Online and blended courses are two common approaches to flexible learning, and are often aimed at the needs of diverse learners, who are balancing school, work, and family (Andrade & Rivers, 2019). Effective online learning has the potential to impact individuals, families, organizations, and society. For instance, the participants indicated that students have time to attend other activities (Gossai, 2020). In designing a flexible learning environment, it is imperative to look at the factors that affect such implementation, such as the internet access of the students and the availability of devices for online learning (Abisado, Unico, Umoso, Manuel & Barroso, 2020).

In a study conducted, most students strongly agreed (10.8%) and agreed (54.2%) that they did not experience difficulties in LMS without the acquaintance and appropriate guidance from others. Congruent to the study, it added that 41% of the students agreed and 25.3% strongly agreed that online learning communities do not promote social isolation with their colleagues (Ullah, 2018). The findings of this study indicated that Google Meet and Google Classroom as learning community platforms for online learning has an impact on students' learning in the flexible modality of schooling.

In some ways, additional research of Osman (2017) suggested that if teachers do not value the use of pedagogies that collaboratively engage students in different inquiries, nor see value in helping students understand the nature of online-blended learning, and they may not value the use of Google Classroom tools to support these approaches. In addition, the study concluded that teachers must be trained to use these e-learning modalities to improve their teaching capabilities and efficiency.

Besides, contrary to the above claims, Alim, Alimin, Linda and Saad (2019) showed that the use of Google Classroom was effective with various limitations: (1) not all students got an account of what was provided by the lecturers because they did not have a smartphone, (2) Wi-Fi availability in the campus was limited and (3) the students did not have enough mobile data plan during the time of online discussion, and even some students submitted their assignments using their friends' account.
The general problem of the study is: to determine the lived experiences of Bulacan Agricultural State College students in the new normal and its implication for instructional effectiveness. Specifically, the study aims to (1) describe the students' perception of the use of Flexible Learning Modality, (2) to determine the challenges and opportunities that students face in the new normal and (3) to determine ways to improve the teaching-learning process through Flexible Learning Modality.

Methodology

The research utilized a Qualitative study in a Grounded Theory Approach wherein the researchers are referring to the process of building theories/models from data gathered (Birks and Mills, 2015). As described as "the discovery of theory from data systematically obtained and analyzed," Glaser and Straus (1967) introduced this rigorous qualitative research method that would enable the systematic collection of data, coding, and analysis of data. In dealing with their explanation, Grounded Theory research consists of critical elements for the discovery process, including (a) systematic obtaining of data, (b) constant comparative method of qualitative analysis, and (c) generation of theory.
Specifically, Grounded Theory research includes an inductive data collection and analytic method, that is why in the qualitative data collection of this study, a researcher-made open-ended questionnaire was utilized. Through this set of questions, the researchers gathered participants' lived-experiences about the topic to probe these as needed data to obtain more detailed descriptions and explanations of experiences, behaviors, and beliefs (Acosta, 2020). However, this approach is fitted with the current pandemic-laden education scenario as the BASC has its first time to be in this kind of learning modality, and the findings of this study may be a ground or theoretical basis for future research.
On the other hand, this kind of research design is probably, a Qualitative type as it involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences through in-depth insights into a problem or generate new ideas (Bhandari, 2020).
With relevance to these, as defined by Martin and Turner (1986 as cited by Bayubay, Liongson & Manalang, 2015), the Grounded Theory Approach allows researchers to develop a theoretical account of the general features of a topic while simultaneously grounding the account employing empirical observations of the gathered interview responses. This study seeks to understand deeper the advantages and disadvantages of Flexible Learning Modality (as a phenomenon) and to create a theory/theoretical model based on the data gathered through data analysis through different stages of coding.
As mentioned, the interview questionnaires, consisting of researcher-made open-ended questions, were asked to the student-participants. The lived-experiences of the participants about Flexible Learning Modality in teaching-learning were transcribed, coded, and thematized (if the situation would be given, the researcher may translate the responses of the students with their preferred medium of language if they cannot speak fluently in English) in order to extract the possible theory/model that those responses represented.
Before conducting the study, the researchers sought permission from the President of Bulacan Agricultural State College (BASC). Upon receiving the approved permit, the researcher coordinated with the Deans of different institutes for the schedule of quantitative data collection.
After the deliberation of the researchers in choosing the participants, the researchers formulated a written consent for the chosen participants as part of the protocols before starting an interview (Padget, 2017). Further, the researchers conducted the actual data gathering by means of a Semi-structured interview. The researchers developed and used an "interview guide" or a list of questions and topics that need to be covered during the conversation, usually in a particular order (Cohen & Crabtree, 2016). Moreover, as the current pandemic limits the face-to-face data gathering of researchers, the interview was held via Google Meet and was recorded for data coding.
In this matter, Coding was used as the process of data analysis as defined by Charmanz (2006) and Urquhart (2013) as the process of attaining conceptual labels into data. The researchers based the data analysis procedure on the steps given by Lichtman (2006) namely: Creating Initial Coding, Revisiting Initial Coding, Developing the list of central ideas, Modifying the initial list, Moving from codes to themes/concepts and Theory Generation. Later, after extracting the core concept/category, a theory/theoretical model was generated.
Purposive sampling was implemented in this study, a sampling technique that implies intentional selection of participants based on their ability to get a specific theme, the concept of phenomenon (Robinson, 2014). The researchers interviewed two students as participants in each institute/college of BASC Main campus in Pinaod, San Ildefonso, Bulacan (Institute of Education, Institute of Management, Institute of Engineering and Applied Technology, and College of Agriculture) and the satellite BASC Campus in Doña Remedios Trinidad, Bulacan.

Results and Discussion

Five emerging themes arose from the analysis of the informants' responses. Following are the themes illuminated through the rich quotations of the respondents' experiences on Flexible Learning Modality of Bulacan Agricultural State College: (1) work-study balance, (2) engaging, interactive, and convenient; (3) less engaging, less effective, and less interactive, (4) internet-related issues; and (5) leniency for sanity.

Emerging Themes

Theme 1: Work-study balance. One of the most common themes identified by the researchers was the flexibility of the current educational modality of BASC. Informants expressed that Flexible Learning Modality is advantageous for working students who devote and divide their time studying while working. Students appreciate the opportunity of having balanced time that they can render for their errands as students and workers.

Most of the informants shared their positive experiences about the many advantages that BASC's Flexible Learning Modality can provide flexible time opportunities, bonding with the family, less on expenses and waste of resources, and freedom of time. These passages imply that Flexible Learning Modality is a time-friendly education mode and opportunity for students to hit two birds in a single stone wherein they can have their academic while they are engaged in other worthwhile activities.

Connecting to the implication of the findings from students' response regarding the essence of Flexible Learning as they can balance their studies and work, it was supported Joan (2013) in his study where he found that Flexible learning molds the learners' capability to plan, manage and organize their own time according to their interest and enthusiasm.

Successful student engagement in a distance-laden education may have if time management is present, according to Kartikasari (2021). His study revealed that knowing the students' attitudes and willingness to be engaged in distance learning is somehow difficult, but it may lessen if he or she can balance his time for studies and other related or non-related errands for everyday living. Uzir and Gazevic (2020) seconded this previous assumption through their study, wherein they correlated the students' academic performance on their capability to manage and balance their time under distance learning. The study had a conclusion that the main advantage of distance-laden education over the existing ones is that it combines the time management and learning tactic dimensions of learning strategies.

Theme 2: Engaging, Interactive, and Convenient.

Based on the views given by the informants, the researchers identified that the Flexible Learning Modality of BASC is engaging, interactive, and convenient for the students. BASC students appreciate the convenience of Flexible Learning Modality as it allows them to use their time wisely and study at their own pace. Students still find this learning mode an engaging and interactive way of learning through the internet and gadgets.

The students' engagement during Flexible Learning Modality pertains to the motivation they have because of the materials provided by the teachers. In order to make learning an engaging process/activity, teachers should provide materials that will encourage students to answer. On the report published by Bybee, Taylor, Gardner, Scotter, Powell, Westbrook, and Landes (2006) stated that asking a question, defining a problem, showing a discrepant event, and acting out a problematic situation are all ways to engage the students and focus them on the instructional task. The role of the teacher is to present the situation and identify the instructional task. The teacher also sets the rules and procedures for establishing the task—successful engagement results in students being puzzled by, and actively motivated in, the learning activity.

Interaction is an important variable to achieve student satisfaction, and we must strive to improve our online learning system so that students can more easily interact in online learning (Muzammil, Sutawijay, & Harsasi, 2020). Interactive learning using Flexible Learning Modality is not the traditional interaction that we know. In FLM, it pertains to the student's interaction with the teachers, students, and learning material/content using the platforms given or available. Google Classroom, WebQuest, Zoom, Kotobee, FB Messenger (Toquero, 2020), and other online sites are the most common tools or software applications used to hold classes and communicate with the teachers and with the students.

Flexible Learning Modality is considered a convenient way to study based on the informants' experiences. Faculty opined that online learning helped ensure remote learning, it was manageable, and students could conveniently access teachers and teaching materials (Mukhtar, Javed, Arooj, & Sethi, 2020). Student-informants stated that the FLM is convenient because they may access files, video or audio lessons, and activities anytime they want. Also, it is convenient for them to study during FLM because they save time and energy to travel and stay inside the school as for now, they are at the comfort of their own home or of their chosen location. These advantages are also viewed through distance learning as it has four advantages. These are flexibility of learning whenever and wherever the students are, no commuting since learning takes place online, significant cost savings since students do not have to rent houses near the campus and they can save on food, and convenient learning since learners can learn at their own pace (Brown 2015, as cited in Delute & Ada, 2021).

The transcripts of the interviewers showed that the students viewed Flexible Learning Modality as a positive way to learn during the COVID-19 pandemic. Students still find learning as engaging and interactive, and at the same time, it is convenient for them.

Theme 3: Less Engaging, Less Effective, and Less Interactive. The difference between Flexible Learning and traditional learning is its effect on the students. Flexible learning uses different online platforms to send the learning to the students while the traditional is going to the school to gain education. However, its effects on the students are different. Students under flexible learning are experiencing different problems that hinder their learning. Informants expressed that Flexible Learning Modality is not engaging, ineffective, and not interactive in some ways.

Martin and Bolliger (2018) mentioned that student engagement increases student satisfaction, enhances student motivation to learn, reduces the sense of isolation, and improves student performance in online courses. With the flexible learning set-up in the BASC, responses from the informants may be interpreted that there is less engagement on their part, and they seem to be not or less satisfied with the manner they are learning, for they mention that they miss certain aspects that they use to have when they still have the face-to-face learning. Educational materials and outputs that they use to have and get during face-to-face learning.

Being at home has given them more distraction on studying than being focused on it during face-to-face learning. Focus on studying and learning is important and that is justified by the Behaviorism Theory on Learning. According to behaviorists, learning is dependent on a person's interactions with their external environment. According to behaviorists, learning is dependent on a person's interactions with their external environment. As people experience consequences from their interactions with the environment, they modify their behaviors in reaction to those consequences. (Saunders & Wong, 2020)

A change on the learning environment from having a conducive classroom to your home has given alteration on focus on learning. Classroom environment is one of the most important factors that affect student learning. An ideal learning classroom is when students view their classrooms as positive and supportive. It is a space where they feel safe and secure (Geeta Verma, 2019).

A research study by Miliszewskai (2017) investigated students' attitudes towards fully-online provision of computing education programs in one of the most important Australian transnational education markets: Hong Kong. The survey revealed that students did not regard the fully-online provision of transnational programs as a preferred alternative to the current model – that one is based on face-to-face communication and uses the Internet for support. Their opposition was pronounced and ranged from total rejection of fully-online provision in one of the programs. However, the researcher had considered that the study was conducted decades ago. The researcher may deduce that the technological requisite for online learning among the informants were already dated and the majority does not yet meet current requirements.

Many students do not have the same level of online connectivity as they do in person. To begin with, engaging in person is more accessible than engaging through a screen. Face-to-face instruction also aids in the organization of students' studies. They are given the opportunity to communicate with their professors and classmates. So, I much prefer to choose traditional learning.

The responses imply that Flexible Learning is less engaging, less effective, and interactive due to several factors. They lack internet connectivity and access. They seek social interaction that they see in face-to-face learning. They find it hard to concentrate due to a less conducive learning environment which the school usually provides, and their house will remain as a home where they can have other roles and responsibilities. With this mixed-up environment, they find it ineffective to learn.

Theme 4: Internet-related Issues. These are the issues that most of the informants encountered, which became the hurdles of this new normal learning system. They believed that these are the challenges and problems they usually encounter during synchronous and asynchronous classes. Thus, it became a barrier to the students' learning in this present pandemic situation.

Every endeavor deserves the needed materials to push through and be successful. In this Flexible Learning Modality, the essential material needed is the students' mobile phones, IPADs, tablets and laptops, and an internet connection. Thus, stable and good internet connectivity and the availability of technological devices are two of the basic requirements in the online learning process. The internet access of the students and the availability of devices for online learning are the factors that will affect the implementation of the flexible learning environment as per its design. (Abisado, Unico, Umoso, Manuel & Barroso, 2020)

The financial capacity of the family and the learning environment at home are the two areas of concern involving this sub-theme. These sub-themes also supports some related study that revealed that the COVID-19 pandemic had the most significant impact on the quality learning experience of students, with the greatest challenge linked to their experiences in the learning environment at home. (Barrot, Llenares & Del Rosario, 2021)

The recorded interviews of the students manifested the challenges and issues that they encountered in the conduct of the Flexible Learning Modality during this pandemic situation. The migration from the Face-to-Face classes to online learning setup is a sudden shift; therefore, it requires coping strategies and support to students to alleviate the hurdles and challenges in implementing Flexible Learning Modality as the new normal.

Theme 5: Leniency for Sanity. After the selective coding, researchers were able to form an abstraction based on the informants' views of the pressing situation in the new normal. Based on the analysis of responses, most of the informants have expressed their recommendation for the instructors and professors for leniency in the use of Flexible Learning Modality in the new normal. They really appreciate the teachers' efforts to provide a meaningful teaching-learning process, but many of them opted to have compassion, most especially to those students experiencing technical difficulties.

Faculty must provide compassion for the student during these pressing times. This further supports the claim that being considerate is the key in online teaching, not just to emphasize the social presence, but also to promote better means for the teaching-learning process (Swan & Shih, 2005).

Encompassing this theme, several participants expressed the importance of the use of technology by the faculty to maximize the use of resources. The teachers and the students must have open communication to facilitate the reshaping of assessment in the teaching-learning process during this pandemic (Cahapay, 2020).

Further analysis of this theme captured the need for attention not only on how the teacher utilizes the technology but also on how they engage their students. This supports the premise that teachers were recommended to be active online and must address students' sentiments during these trying times (Dangle & Sumaoang, 2020).

The present research employed the Grounded Theory on a constructivist lens which enabled the researchers to elicit multiple meanings from the lived experiences of informants (BASC students) in the new normal and its implication for instructional effectiveness. As Charmaz (2001) mentioned, constructivist grounded theorists are required to become analytical in the form of their writings; however, the style must be suggestive of the participants' experiences. These experiences must be collected through the immersion of the researchers. Also, coding captures the lived experiences in the foreground (Charmaz, 2000).

Regarding this, the analysis resulted in core categories based on the emerging themes: Work-study balance; Engaging, interactive and convenient; Less engaging, less effective, and less interactive; Internet-related issues; and Leniency for sanity was made. Further, an emerging theoretical model was proposed by the researchers.

"Work-Study Balance" (Emerging Theme 1) is manifested in the students' perception regarding the Flexible Learning Modality of BASC. Specifically, through their insights, this pandemic-laden educational approach gives flexible time opportunities. They have the chance to have their studies while attending other errands; specifically, the majority of the students of BASC are working students. It may be reflected that if this educational system is present, students can utilize their time working while studying. Regarding this, even the teaching-learning process amidst pandemic is more arduous; they can use and manage their time wisely by hitting two tasks in one shot. Flexible Learning allows students to decipher when and how to learn their capabilities.

All the same, current education permits bonding with the family as the students attend their synchronous and asynchronous classes at home with their families; students may lessen the stress that they feel. It can be seen that students are learning while they are with their loved ones, and this idea has a positive impact on their academic performance.

Flexible Learning is less on expenses and waste of resources as per the students since face-to-face classes are restricted. At present, they are not exerting much financial effort to attain knowledge and skills academically. It can be noted that in a flexible type of learning modality, students' expenses and waste of resources decline. This learning system minimizes expenditures and prevents waste of energy and effort to go to school, manage resources such as baon, etc. They are usually allocated then the class was still face-to-face.

Students have freedom of time in a flexible-schemed learning process. Upon seeing their responses, at present, they have the prerogative in terms of handling the phasing of their everyday duties. It can be surmised that if students are in a distance learning mode, they can manage their time. Students now can have their more complex Time and Activity Plan to attend the tasks intended for them in every hour that passes; they now have ample time to spend for their classes, whether synchronous or asynchronous and even their personal tasks as working students or part of a family.

In general, Theme 1 (Work-Study Balance) showed a core category that Flexible Learning Modality provides students with the accountability of their learning time as they have complete control of their time that leads to producing better results in working-schooling matters, time management, being with loved ones while learning and reducing expenses and waste of resources. This control allows them to coordinate their education around their commitments and ensures that they are learning at the best time. Therefore, the flexibility of this flexible-laden education in speaking of time has a huge impact on how students learn.

Flexible Learning Modality is a new method of teaching and learning for the students and faculty of Bulacan Agricultural State College. Due to the current pandemic, the education system has changed and evolved. Along with those changes are the adjustments and challenges that the students and teachers are experiencing. In this study, one of the themes that emerged is the view of the students that Flexible Learning Modality is Engaging, Interactive, and Convenient that revealed that the learning materials used for instructions are engaging, interactive, and convenient to use by the students during flexible learning. In addition, the engagement and interaction in this mode of learning are not only on the learning materials but is also on the delivery of instructions and engagement between students and instructors.

In the present condition of the education system, students find motivation on the different learning materials that their instructors are using and sharing with them through the chosen online platforms such as Google Classroom, Google Meet, and Facebook. An informant mentioned that having a copy of learning materials is a good start for them to learn. The instructors also delivered the lesson the same as how it was during the face-to-face classes. Instructors also try to make learning easier for the students as this system is very new. The combination of suitable learning materials and lesson delivery could make the students feel motivated and engaged in the learning process.

The interaction of the students and instructors during classes has changed a lot due to the present situation. In that case, interactive learning should not be sacrificed, and with that, interaction takes place virtually in the comfort of our own home. As mentioned by one of the informants, Flexible Learning Modality allows them to decide on how they will interact and gain knowledge using their own choice of learning approach. In this kind of learning modality, the activities to be given to the students should not only be limited to individual activities. Instead, the instructors should also give them group activities in order for the students to have interaction with the students and experience interactive learning.

Based on the informants' responses, Flexible Learning Modality is a convenient way to study during this time of pandemic. This mode of learning is convenient according to different aspects and situations. Flexible Learning Mode is convenient since the student may learn based on their own pace as well as it allows them to save time, money, and energy for traveling. During the interview, one of the informants mentioned that FLM is convenient for them because it permits them to access the presentations, and they can watch the recorded video discussions using their gadgets anytime they want to. It is also convenient for the students to answer their activities, quizzes, and other schoolwork based on their schedule as long as they will submit it within the time frame given by their instructors.

Generally, the instructional materials given to the students played an important role in making Flexible Learning Modality a successful way of teaching and learning process at Bulacan Agricultural State College. It allows the students to engage and interact with other students and their instructors conveniently. Added to that, instructional materials that are easy to understand and follow can also help the students be motivated and do their tasks as easily as possible.

The study of Martin and Bolliger (2018) can be relied on the theme Less Engaging, Less Effective as it mentioned that student engagement increases student satisfaction, enhances student motivation to learn, reduces the sense of isolation, and improves student performance in online courses. With the flexible learning set-up in the BASC, responses from the informants may be interpreted that there is less engagement on their part, and they seem to be not or less satisfied with the manner they are learning, for they mention that they miss certain aspects that they use to have when they still have the face-to-face learning. Teachers may have to consider creating more supplementary materials for learning to bring back the students' satisfaction towards learning.

The researchers stipulated from the s of the study vis-à-vis the Constructive Theory of learning that learning is a constructive process where teachers try out specified activities in the classroom with students and then debrief the results with other teachers in the same classroom (Borko, 2014). Teachers must be able to converse honestly and address issues such as the best ways to teach a class. Teachers are generally eager to talk about teaching with others, but rarely do teachers share their thoughts and ideas about teaching and practice ways to improve their skills in the context of classroom students and other teachers (Borko, 2014). With the constructive theory, learning needs social interaction, and with the informants' responses, they find more motivation on learning when they can have an actual interaction in the face-to-face classroom set-up.

Contrary to the findings manifested in this study, students are likely to experience less engagement and learning with technology as opposed to the fundamentals of the Engagement Theory that technology is good in facilitating interactive classes and collaborative learning; this may result in engagement in learning.

On the flip side, the difference between Flexible Learning and traditional learning is its effect on the students. Flexible learning uses different online platforms that can send the learning to the students while the traditional is going to the school to gain education. However, its effects on the students are different, students that are under flexible learning are experiencing different problems that hinder their learning. Being at home has given them more distraction on studying than being focused on it during face-to-face learning. Focus on studying and learning is essential, and the Behaviorism Theory justifies that on learning. According to behaviorists, learning is dependent on a person's interactions with their external environment. According to behaviorists, learning is dependent on a person's interactions with their external environment. As people experience consequences from their interactions with the environment, they modify their behaviors in reaction to those consequences. (Saunders & Wong, 2020)

The researchers may infer that BASC students find it less engaging, less effective, and interactive learning on the flexible learning due to several factors. They lack internet connectivity and access. They seek social interaction that they see in face-to-face learning. They find it hard to concentrate due to a less conducive learning environment which the school usually provides, and their house will remain as a home where they can play other roles and responsibilities. With this mixed-up environment, they find it ineffective to learn. The classic theory from Lev Vygotsky, his learning theory on social interaction, was reflected in the findings that stipulated that online learning is less interactive and less engaging. The constructivism theory supported the result that there is less effective learning on online learning over face-to-face, for the theory surmised that there is a need for the presence and facilitation of the teacher, instead of having to do a self-study throughout the whole learning process. The classic behaviorism theory in learning also supported the result of the responses about the learning environment and the preference of going to school than staying at home (online class). The students' behavior towards having a conducive learning environment is much preferable to learn effectively over having a typical learning environment such as their personal space or home.

By examining the participants' lived experiences using axial coding, emerging themes were translated by the researchers. One of the identified themes is Internet-related issues as a learning avenue. This emerging theme pointed out that there were barriers in the transition from the traditional face-to-face learning to the new-normal flexible learning set-up. It exposed the need for a conducive learning climate as a requirement for an effective learning approach. Furthermore, sub-themes also emerged as classifications in the barriers were conveyed by the researchers. These include the Technology and Technical Challenges and Socio-Economic Issues that can be referred to as the climate or environment that has a greater impact on the flexible learning path or the Learning Avenue.

Pandemic led to the use of online learning since there was a directive from the government to stop the face-to-face classes due to the threats of COVID-19. This innovation in the learning modality has a sudden impact on the learners since it is far more different from the face-to-face or the traditional set up compared with an ideal classroom climate. Ideal classroom climate is the one with comfortable classroom set-ups, relevant teaching materials, and interesting classroom activities that further motivate the students to learn (Chonghui, 2020). Conversely, the flexible learning model is learner-centered and encourages greater autonomy and independence on the part of the learner with less supervision of the teachers in an online set-up. Technology facilitates and enables the web of interaction (Teras & Kartoglu, 2017) and the home as the learning environment together will create the conducive climate for a learning environment that is an avenue for effective learning.

With all the benefits of the flexible learning modality as learner-centered, the learners have a greater control on their learning outcomes. The respondents, however, identified barriers in the implementation of this new-normal learning mood that hinders the diffusion of this new instructional innovation. Respondents believed that a very poor internet connection, slow signal, and distractions at home is an unconducive learning climate that greatly affects their participation in virtual discussion, submission of learning outputs and evaluation assessment, and access to the learning materials.

A comprehensive analysis of the responses from the informants revealed that face-to-face learning is much preferred compared to the flexible learning modality due to the presence of the barriers like technology and technical challenges, and socio-economic issues that they had experienced. These barriers hinder the acceptance of this new learning modality which can also be considered an innovation in teaching. This flexible learning modality can be an avenue for effective learning if all the barriers are prevented and challenges and issues will be resolved.

These barriers that hinder adopting the teaching and learning modality innovation will be addressed in time since this pandemic is not a permanent phenomenon. The socio-economic barrier is a result of the unemployment brought about by these COVID-19, and the technology and technical challenges can be addressed through proper planning and implementation programs that will address all these barriers that BASC students are experiencing nowadays that influence them to not fully adopt the said to be new-normal in education which is the Flexible Learning Modality.

Leniency for Sanity revealed a need for instructors of BASC to be more compassionate to students, particularly during this time of pandemic while on the Flexible Learning Modality. Furthermore, several sub-themes point out that leniency is a must for the students' mental soundness in these trying times, which can be implemented by paying attention to how the teacher utilizes the technology and how they engage their students.

The present situation requires teacher's compassion that can somehow create an atmosphere conducive for the students while being confronted with challenges in the implementation of FLM. Students were pining for a longer grace period in the submission of tasks; patience and understanding that most of them could not attend the synchronous class; and, ample time to comprehend the materials being provided to them since most of them are not technologically inclined. As mentioned by one of the informants, mental health is one of the pressing issues they are facing. They believe that if the teacher is compassionate, there will be an opportunity for an encouraging set-up in some way.

Open communication between the students and the instructor may provide a better feedback mechanism that can facilitate an effective and efficient teaching-learning process. Additionally, being approachable on the part of the teacher enables a healthier rapport that can effortlessly execute the question-and-answer portion during the discussion and during the asynchronous mode. An informant has mentioned during the interview that he does not feel ashamed when clarifying things when a teacher is approachable. It is a clear picture of how communication plays a vital role in building confidence in students and reflective opportunity on the part of the teacher.

The investigation of the responses captured from the informants revealed that Sympathy is the key to promoting a meaningful and pleasurable learning environment for the students during this time of the pandemic. As one of the informants mentioned, being appreciated made them feel that all their efforts and hard work paid off. Thus, it will further inspire them to go the extra mile in studying amidst adversaries. The students' experiences suggest that teaching-learning must not be limited by a one-way system where the teacher only teaches without being empathetic to the student's position. As explored in the study, a teacher must have a more profound sense of consideration for students. It will not only benefit the students who are struggling to cope, but it will also help them feel at ease that they are not alone and being taken for granted.

Overall, if students are motivated, the chances that they will give their best to learn and accomplish tasks in the Flexible Learning Modality are high. In light of the foregoing, teacher's compassion, open communication, and sympathy are the key elements that will enable the students of BASC to thrive in the new-normal based on the captured experiences of the informants. These will allow enthusiasm among the students and teachers to succeed in the teaching-learning practice, but they will also provide a feedback mechanism that will further improve their educational experiences, especially in these trying times.

Overview of the emerging theoretical model

The below theoretical model describes the challenges and opportunities that BASC students have experienced since the Flexible Learning Modality was implemented due to the COVID-19 Pandemic.

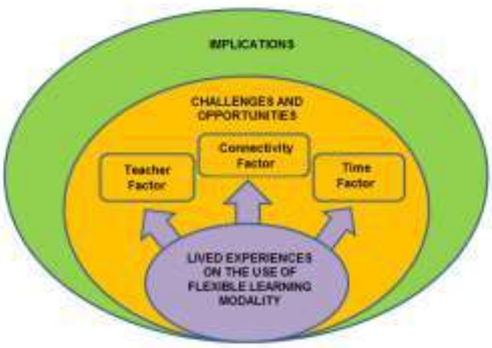

Figure 1. Emerged model on Flexible Learning Modality implementation to BASC students

This theoretical model indicated the implications of these challenges and opportunities for the instructional effectiveness of this new approach in teaching tertiary education. The theoretical model postulates that informants' experiences in FLM are best understood as an interaction between teacher, connectivity, and time factors. The unifying idea binds together these factors as Challenges and Opportunities. Several implications were drawn from the challenges and opportunities. Through this theoretical model, recommendations were suggested by the proponents for the betterment of instruction using FLM.

As the findings of this study indicated, five emerging themes can be noted after analyzing informants' responses. The core concept of these five themes was observed to validate the phases leading to the conceptualization of the above theoretical model.

Conclusions

The purpose of this study was to determine the lived experiences of Bulacan Agricultural State College students in the new normal and its implication for instructional effectiveness. In light of the study's findings, the conclusion that the Flexible Learning Modality utilized by the BASC manifested the five themes: work-study balance; engaging, interactive and convenient; less engaging, less effective and less interactive; internet-related issues; and leniency for sanity. Furthermore, the presented components of the emerging theoretical model describe the challenges and opportunities of BASC in FLM, including its implications.

Appendices

Appendix 1. Interview Questionnaire

1.What are the benefits of being in a Flexible Learning class?

2.What hurdles have you encountered during this Flexible Learning Modality?

3.How does the Flexible Learning differ from traditional (face-to-face) learning?

4.Does a Flexible Learning class offers aspects that a traditional classroom setting does not?

5.If you were to choose between Traditional (face-to-face) Learning and Flexible Learning Modality, which will you prefer? Why?

6.What can you recommend on the use of Flexible Learning Modality?

7.How can you say that you are motivated by the materials provided by your instructor/professor in Flexible Learning Modality?

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RESEARCH ARTICLE

Scientometric Analysis and Collaboration Trends of Published Literature by State Universities from West Bengal

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Abstract
The study examines the analysis of research output by the Universities of West Bengal from 2002 to 2021. Journal articles are the most preferred form of publication type of documents by the Universities of West Bengal. It shows the highest RGR value among seven universities is obtained by Vidyasagar University in the year 2021 and the lowest value is obtained by the University of Calcutta in the year 2021. The study used Domestic Collaboration and International Collaboration and it shows the highest paper 11529 (38.38%) was published at the domestic level and international level 3140 (43.87%) by Jadavpur University. It found that 16.82 % of the total publications are open access research articles with 6255. It is quite interesting to know that Jadavpur University has a significant lead towards encouraging the researcher to publish in open access journals with 33.78%. The most productive author is Subhadeep Das, Department of Life Sci. & Biotechnology, Jadavpur University with 908 articles ranked in first place among the universities studied.

Keywords: Scientometrics; Exponential growth rate; Domestic collaboration; International collaboration; Relative citation impact; Impact factor

Introduction

Higher education means different things to various people. In terms of level, higher education entails obtaining a higher educational qualification through the teaching-learning process in higher educational institutions such as colleges and universities. Higher education is considered as an opportunity to engage in the individual's development process through a flexible education method, as well as an input to the growth and development of the industry.

The higher education system is important to the country's entire growth, including industrial, social, and economic development. India's higher education system is the world's third-largest. At present time, the role of Indian higher educational institutes such as colleges and universities is to give quality-based education in the fields of education, research, and other areas to equip youth for self-sufficiency.
The vision of the Government of India in the field of higher education is to make institutions of higher learning emerge as centers of innovation, excellence, and development. The main focus is on quality. The mission is to provide world-class quality education, opening higher education portals for students from rural and backward areas and marginalized families.
The indexes of Scopus, owned by Elsevier, and the indexed Web of Science owned by Clarivate Analytics are two scientometric collections that can be accessed both directly and through secondary data sources. Scopus and WoS have theoretical, practical, and empirical-analytical functions. They define the boundaries of acknowledged global knowledge, supply content for networked epistemic collaboration and interchange, and serve as a source for university research output. Scientometric enables the categorization and analyze papers, authors, scientific groups, and citations based on discipline, topic, institutional affiliation, demographics, and geographic location. This enormous data set is used for a variety of scientific and performance applications.

Literature review

(Shariatmadari & Mahdi, 2012) analyzed the research output of research productivity in Islamic Azad University. This paper is aimed to explore the existing barriers to research productivity based on faculty members' perspectives. The collect data was used of the relationship between study variables and survey method. The study included a population of students, 4500 faculty members; working in campuses of 8th district, Islamic Azad University. The study was found 60% have participated in males and 40% from females. The majority of the participants (67.4% of females and 61.5% of males) have never subscribed to any national Journals. (Goswami, 2016) examined the research productivity of Assam University from 2000 to 2015, the data was collected by Web of Science database and found a total of 714 publications and exported to MS-Excel Worksheet. Out of a total of 714 publications, 143 were the maximum recorded in the year 2014, followed by 131, constituting of publications were published in the year 2015 and the minimum 2 of publications recorded in the year 2000. Karimganj College has the highest shared articles. A total of 357 journal titles are found for the research output of Assam University among these, the Current Science has the highest number of articles published. (Malik, 2016) analyzed the research output of study of Political Science Ph.D. thesis, Vikram University from 2009 to 2012. The study was found 43 Ph.D. thesis of Political Science from Vikram University. Out of a total of 43 Ph.D. thesis of Political Science highest number of the Ph.D. thesis has been submitted in the year 2012 (19) whereas fewer thesis has been submitted in the year 2011 (5). (Verma & Shukla, 2019) conducted research output on information literacy of selected countries between 2008 and 2017. The study examines various scientometric parameters i.e. year-wise publications, annual growth rate, compound annual growth rate, RGR and doubling time, most productive authors, country-wise distributions, and found that a maximum of 12.99 % were published in 2016. The researcher found the most prolific authors were Wolf, M.S with 65 publications, followed by 31 publications by Pinto, M. The maximum citations were recorded in the 2010 minimum citation in 2017.(Gourikeremath et al., 2020) studied a comparative study of Mysore and Karnatak University in science. The present study reveals the growth of research in science faculties from both the University of Mysore and the Karnatak University were 3,316 and 1,912 respectively between 2002 and 2016. the maximum number of research papers were published in 2007 (University of Mysore, no-304) and in (Karnatak University, no-172), and the relative growth rate were decreasing from 2003 to 2006 (University of Mysore) and the relative growth rate were decreasing from 2003 to 2013 Karnatak University. (J et al., 2020) analyzed the research productivity of Tumkur University of faculties, based on bibliographic data extracted from the Scopus database published from 2005 to 2019 using bibliometric techniques and an excel sheet for analysis and tabulation as per the objectives of the study. 646 records were analyzed and the maximum number of publications was published in the year 2015 and very less number of publications (1) in the year 2005 to 2007. The findings of the study reveal that the Average Growth Rate was 1.15 years and the mean doubling time was 0.88 years. Prof. S.C. Sharma former Vice-Chancellor has the highest citations received. (Radha, 2020) examined the research contribution of the Thiagarajar College of Engineering for the period from 2014 to 2018 based on the data retrieved from the Scopus databases (136) and Web of Science database (101). This paper studied how to use an excel sheet for calculating the h-index, i-10 index, average citation per year, cited rate, percentage of cited and non-cited paper, real average citation, and the researcher were not used any tools for study. The researcher also considered the citation count, h-index, and i10 index of both Scopus and Web of Science; it was found that Web of Science is more visible than the Scopus database.(Mahala & Singh, 2021) performed a metric-based study for quantitative analysis or research publications of Indian universities in sciences. The bibliographic database, WoS was used to gather the data for research and evaluated 26173 publications in the last five years. The University of Delhi has the maximum number of science publications among the top five universities. The top Indian Universities have a major collaboration with Anna University, the Indian Institute of Technology, Center for Scientific and Industrial Research (CSIR) of India, among the top Indian Universities. (Mamdapur et al., 2021) conducted at Karnatak University based on the Scopus database for the period from 1960 to 2019. A total of 4990 publications were extracted from the Scopus database for Karnatak University and the block period 2015-19 has produced the highest number of 1202 publications. The results of the study reveal that the Indian Institute of Science, Bangalore in Karnatak State had published 55770 research publications with the highest 992666 citations received. The USA was the most collaborated country with 258 publications and 8104 citations, followed by South Korea with 161 publications and 3300 citations.

Objectives of the study

a)To identify Year-wise distribution and growth of publications of West Bengal Universities;
b)To identify Domestic and International collaboration trends of the Universities of West Bengal;
c) To identify the most productive authors and impact from the Universities of West Bengal;
d) To find out the leading journals and to observe the citation impact through Citation per paper (CPP) and Relative Citation Impact (RCI) of Universities of West Bengal.

Methodology

The present study evaluates the research productivity of West Bengal University based on the data collected from the Web of Science over the last two decades i.e. 2002 to 2021. This study attempts to analyze the overall performance of the West Bengal University (Jadavpur University, Kalyani University, Presidency University, University of Burdwan, University of Calcutta, University of North Bengal, and Vidyasagar University) in research productivity. The parameters such as year-wise, subject-wise classification of published papers, most productive authors, the most preferred sources, etc. are considered for the study. To conduct the study, the research data was retrieved from the Web of Science (Core Collection Online) database on June 3, 2021. Science Citation Index Expanded (SCI-EXPANDED), Social Science Citation Index (SSCI), Arts & Humanities Citation Index (A & HCI), and Emerging Sources Citation Index (ESCI) were used as a data source for the study.

The 20 years is chosen to get sufficient results of studies productiveness to investigate facts to get a clear photograph of studies output. The data was downloaded from the Web of Science of West Bengal universities, Jadavpur University (14669 papers), Kalyani University (3360 papers), Presidency University (1470 papers), University of Burdwan (3286 papers), University of Calcutta (10856 papers), University of North Bengal (1647 papers), and Vidyasagar University (1907 papers) were pbilshed in Web of Sccience. The retrieved data has been recorded and interpreted using bibexcel (software tool for Scientometric analysis) and Microsoft Excel for further detailed analysis to meet the objective of the study.

Exponential growth rate

It can be used to predict future publication of any species of Universities. This formula is used globally to predict the human population. If you know the period of publication i.e., the number of years through which the growth rate is to be calculated and the original publication, you can calculate exponential growth rate with ease. The formula for calculating exponential growth is given as:

N (t) = N (0) e rt

Where N (t) is the population when the time elapsed is “t” years

N (0) is the initial population

“r” is the growth rate

“t” is the number of years

“e” is the natural base of logarithms whose value is 2.711828.

Relative citation impact

It has been calculated in two portions. The first portion is dividing citation received by a particular journal with total citation received by all journals and the second portion is particular journal records divided by total journals records.

Results and Discussion

Year-wise distribution of Publications of West Bengal Universities

Table 1. Year-wise distribution of Publications of West Bengal Universities

Year	JU		KU		PU		BU		CU		UNB		VU	
	Recs.	%	Recs.	%	Recs.	%	Recs.	%	Recs.	%	Recs.	%	Recs.	%
2002	280	1.91	89	2.65	21	1.43	78	2.37	210	1.93	26	1.58	17	0.89
2003	363	2.47	91	2.71	29	1.97	73	2.22	221	2.04	34	2.06	25	1.31
2004	407	2.77	85	2.53	32	2.18	93	2.83	246	2.27	39	2.37	27	1.42
2005	436	2.97	90	2.68	39	2.65	126	3.83	248	2.28	44	2.67	38	1.99
2006	504	3.44	112	3.33	56	3.81	104	3.16	285	2.63	61	3.7	57	2.99
2007	554	3.78	116	3.45	34	2.31	101	3.07	342	3.15	55	3.34	71	3.72
2008	620	4.23	143	4.26	52	3.54	103	3.13	370	3.41	45	2.73	69	3.62
2009	714	4.87	161	4.79	46	3.13	118	3.59	461	4.25	79	4.8	98	5.14
2010	670	4.57	173	5.15	52	3.54	154	4.69	455	4.19	109	6.62	63	3.3
2011	742	5.06	172	5.12	58	3.95	182	5.54	583	5.37	74	4.49	74	3.88
2012	779	5.31	169	5.03	75	5.1	192	5.84	630	5.8	84	5.1	97	5.09
2013	840	5.73	234	6.96	71	4.83	221	6.73	713	6.57	98	5.95	129	6.76
2014	911	6.21	237	7.05	80	5.44	236	7.18	771	7.1	118	7.16	125	6.55
2015	968	6.6	199	5.92	84	5.71	244	7.43	779	7.18	109	6.62	115	6.03
2016	988	6.74	214	6.37	82	5.58	179	5.45	785	7.23	117	7.1	142	7.45
2017	1000	6.82	220	6.55	86	5.85	211	6.42	823	7.58	102	6.19	117	6.14
2018	1093	7.45	216	6.43	91	6.19	204	6.21	779	7.18	137	8.32	140	7.34
2019	1130	7.7	250	7.44	172	11.7	247	7.52	823	7.58	115	6.98	190	9.96
2020	1135	7.74	267	7.95	207	14.1	285	8.67	947	8.72	133	8.08	220	11.5
2021	535	3.65	122	3.63	103	7.01	135	4.11	385	3.55	68	4.13	93	4.88
Total	**14669**	**100**	**3360**	**100**	**1470**	**100**	**3286**	**100**	**10856**	**100**	**1647**	**100**	**1907**	**100**

(JU= Jadavpur University, KU = Kalyani University, PU = Presidency University, BU = University of Burdwan, CU = University of Calcutta, UNB = University of North Bengal, VU = Vidyasagar University, Recs.= Record)

During the study period 2002 to 2021, a total of 14669 publications were published by Jadavpur University. The highest number of publications 1135 was the year 2020. The average number of publications produced per year was 733. In the case of the University of Kalyani, a total of 3360 publications were published during the study period, the average number of publications produced per year was 168. The highest number of publications (267) was produced in 2020. In the case of Presidency University, a total of 1470 publications were published during the study period, the average number of publications produced per year was 74. The highest number of publications (207) was produced in 2020. About the University of Burdwan, the totals of 3286 publications were published during the study period; the average number of publications produced per year was 164. The highest number of publications (285) was produced in 2020. A total of 10856 publications were published by the University of Calcutta during the study period. The average number of publications produced per year was 543. The highest number of publications 947 was produced in 2020. About the 261 University of North Bengal, a total of 1647 publications were published during the study period, the average number of publications produced per year was 82. The highest number of publications (137) was produced in 2018. About Vidyasagar University, a total of 1907 publications were published during the study period, and the average number of publications produced per year was 95. The highest number of publications (220) was produced in 2020.

Document wise distribution of Publications by the Universities of West Bengal

Table 2. Document wise distribution of Publications by the Universities of West Bengal

Document Type	JU		KU		PU		BU		CU		UNB		VU	
	Recs.	**%**	**Recs.**	**%**	**Recs.**	**%**	**Recs.**	**%**	**Recs.**	**%**	**Recs.**	**%**	**Recs.**	**%**
Article	13523	92.2	3085	91.82	1298	88.3	3093	94.1	9864	90.86	1511	91.74	1746	91.56
Review	352	2.4	122	3.63	74	5.03	82	2.5	273	2.51	38	2.31	35	1.84
Early Access	144	0.98	28	0.83	20	1.36	31	0.94	133	1.23	31	1.88	29	1.52
Proceedings Paper	298	2.03	43	1.28	15	1.02	23	0.7	153	1.41	27	1.64	43	2.25
Editorial Material	91	0.62	16	0.48	8	0.54	19	0.58	71	0.65	10	0.61	4	0.21
Correction	62	0.42	19	0.57	9	0.61	15	0.46	40	0.37	3	0.18	8	0.42
Meeting Abstract	94	0.64	23	0.68	11	0.75	11	0.33	148	1.36	5	0.3	15	0.79
Letter	35	0.24	8	0.24	11	0.75	5	0.15	73	0.67	2	0.12	18	0.94
News Item	1	0.01	1	0.03	0	0	3	0.09	6	0.06	4	0.24	1	0.05
Book Chapter	11	0.07	3	0.09	0	0	2	0.06	5	0.05	1	0.06	1	0.05
Book Review	45	0.31	0	0	24	1.63	2	0.06	60	0.55	13	0.79	7	0.37
Biographical-Item	7	0.05	2	0.06	0	0	0	0	15	0.14	0	0	0	0
Retracted Publication	5	0.03	10	0.3	0	0	0	0	14	0.13	2	0.12	0	0
Fiction	1	0.01	0	0	0	0	0	0	1	0.01	0	0	0	0
Total	**14669**	**100**	**3360**	**100**	**1470**	**100**	**3286**	**100**	**10856**	**100**	**1647**	**100**	**1907**	**100**

(JU = Jadavpur University, KU = Kalyani University, PU = Presidency University, BU = University of Burdwan, CU = University of Calcutta, UNB = University of North Bengal, VU = Vidyasagar University, Recs.= Record)

Table 2 shows the distribution of publications in various types of documents. Journal articles are the most preferred form of publication type of documents by the Universities of West Bengal. More than 90 percent of the documents were published as journal articles except for Presidency University. A maximum of 94.13 percent of the publications of articles was published by Burdwan University, JadavpurUniversity with 92.19, followed by the University of Kalyani (91.82 percent) University of North Bengal (91.74), Vidyasagar University (91.56 percent). It is followed by the University of Calcutta (90.86 percent), and PresidencyUniversity, with 88.30 percent. The other forms of publications such as conference proceedings, reviews, letters, meetings, and editorial items were published below 10 percent.

Exponential Growth Rate of research output by the Universities of West Bengal

Table 3. Exponential Growth Rate of research output by the Universities of West Bengal

Year	JU		KU		PU		BU		CU		UNB		VU	
	RECS	**EGR**	**RECS**	**EGR**	**RECS**	**EGR**	**RECS**	**EGR**	**RECS**	**EGR**	**RECS**	**EGR**	**RECS**	**EGR**
2002	280	-	89	-	21	-	78	-	210	-	26	-	17	-
2003	363	0.26	91	0.02	29	0.32	73	-0.07	221	0.05	34	0.27	25	0.39
2004	407	0.11	85	-0.07	32	0.1	93	0.24	246	0.11	39	0.14	27	0.08
2005	436	0.07	90	0.06	39	0.2	126	0.3	248	0.01	44	0.12	38	0.34
2006	504	0.14	112	0.22	56	0.36	104	-0.19	285	0.14	61	0.33	57	0.41
2007	554	0.09	116	0.04	34	-0.5	101	-0.03	342	0.18	55	-0.1	71	0.22
2008	620	0.11	143	0.21	52	0.42	103	0.02	370	0.08	45	-0.2	69	-0.03
2009	714	0.14	161	0.12	46	-0.12	118	0.14	461	0.22	79	0.56	98	0.35

2010	670	-0.06	173	0.07	52	0.12	154	0.27	455	-0.01	109	0.32	63	-0.44
2011	742	0.1	172	-0.01	58	0.11	182	0.17	583	0.25	74	-0.39	74	0.16
2012	779	0.05	169	-0.02	75	0.26	192	0.05	630	0.08	84	0.13	97	0.27
2013	840	0.08	234	0.33	71	-0.05	221	0.14	713	0.12	98	0.15	129	0.29
2014	911	0.08	237	0.01	80	0.12	236	0.07	771	0.08	118	0.19	125	-0.03
2015	968	0.06	199	-0.17	84	0.05	244	0.03	779	0.01	109	-0.08	115	-0.08
2016	988	0.02	214	0.07	82	-0.02	179	-0.31	785	0.01	117	0.07	142	0.21
2017	1000	0.01	220	0.03	86	0.05	211	0.16	823	0.05	102	-0.14	117	-0.19
2018	1093	0.09	216	-0.02	91	0.06	204	-0.03	779	-0.05	137	0.3	140	0.18
2019	1130	0.03	250	0.15	172	0.64	247	0.19	823	0.05	115	-0.18	190	0.31
2020	1135	0	267	0.07	207	0.19	285	0.14	947	0.14	133	0.15	220	0.15
2021	535	-0.75	122	-0.78	103	-0.7	135	-0.75	385	-0.9	68	-0.67	93	-0.86
Total	**14669**	**-**	**3360**	**-**	**1470**	**-**	**3286**	**-**	**10856**	**-**	**1647**	**-**	**1907**	**-**

(JU = Jadavpur University,KU = Kalyani University, PU = Presidency University, UB = University of Burdwan, UC = University of Calcutta, UNB = University of North Bengal, VU = Vidyasagar University, RECS= Records, EGR= Exponential Growth Rate)

Table 3 shows the exponential growth rate of the publication made by Universities of West Bengal, during a period of 20 years of study (2002-2021). In the case of Jadavpur University, it was found that the growth rate was highest in 2003 and lowest in 2021. The study also found that the exponential growth rate of research publication of Jadavpur University output was negative in the years 2010 and 2021. The table shows that the EGR of Kalyani University published research output was at a maximum in the year 2013 and a minimum in 2021. The study found that there is negative research literature output in the following years 2004, 2011,2012,2015,2018, and 2021. In the case of Presidency University published research output, EGR was found highest in the year 2019 and lowest in 2021. The growth rate was within the range at the time of the study was 0.32 to -0.70, which has very low productivity and trends with very low margins. The table shows that the EGR of the University of Burdwan published research output was at a maximum in the year 2005 and a minimum in 2021. The study found that there is negative research literature output in the following years 2003, 2006, 2007, 2015, 2016, 2018, and 2021. The University of Burdwan has very low productivity. In the case of the University of Calcutta published research output, EGR was found highest in the year 2011 and lowest in 2021. The growth rate was within the range at the time of the study was 0.05 to -0.90, which has very low productivity and trends with very low margins.

It was found from the table that the exponential growth rate of the University of North Bengal published research output was at a maximum in the year 2009 and a minimum in 2021. The study found that there is negative research literature output in the following years 2007, 2008,2011,2015,2017, 2019, and 2021. In the case of Vidyasagar University published research output, EGR was found highest in the year 2006 and lowest in 2021. The growth rate was within the range at the time of the study was 0.39 to -0.86, which has very low productivity and trends with very low margins.

In conclusion during the study, it has found that the publication trend of published literature of Universities of West Bengal has very low.

Relative Growth Rate of research output by the Universities of West Bengal

Table 4: Relative Growth Rate of research output by the Universities of West Bengal

S. No.	Year	JU	KU	PU	BU	CU	UNB	VU
		RGR	RGR	RGR	RGR	RGR	RGR	RGR
1	2002	-	-	-	-	-	-	-
2	2003	0.831	0.704	0.868	0.661	0.719	0.836	0.519
3	2004	0.49	0.387	0.495	0.48	0.452	0.501	0.938
4	2005	0.347	0.292	0.389	0.416	0.312	0.368	1.035
5	2006	0.292	0.274	0.38	0.248	0.269	0.355	1.057
6	2007	0.246	0.222	0.176	0.193	0.249	0.239	1.197
7	2008	0.218	0.219	0.22	0.165	0.214	0.16	1.483
8	2009	0.203	0.2	0.161	0.16	0.215	0.231	1.411
9	2010	0.159	0.178	0.156	0.177	0.175	0.25	1.999
10	2011	0.151	0.15	0.149	0.175	0.187	0.14	1.986
11	2012	0.137	0.129	0.165	0.157	0.169	0.138	1.88
12	2013	0.13	0.154	0.134	0.154	0.162	0.14	1.78
13	2014	0.124	0.135	0.132	0.142	0.15	0.146	1.963
14	2015	0.117	0.101	0.122	0.128	0.132	0.119	2.168
15	2016	0.107	0.098	0.107	0.085	0.117	0.113	2.089
16	2017	0.097	0.092	0.101	0.091	0.11	0.089	2.38

17	2018	0.097	0.083	0.097	0.081	0.094	0.109	2.305
18	2019	0.091	0.088	0.16	0.09	0.09	0.083	2.127
19	2020	0.084	0.086	0.164	0.095	0.095	0.088	2.11
20	2021	0.037	0.037	0.073	0.042	0.036	0.042	3.021
Mean		**0.198**	**0.181**	**0.212**	**0.187**	**0.197**	**0.207**	**1.672**

JU = Jadavpur University, KU = Kalyani University, PU = Presidency University, BU = University of Burdwan, CU = University of Calcutta, UNB = University of North Bengal, VU = Vidyasagar University, RGR = Relative Growth Rate

Table 4 presents the Relative Growth Rate for the publications productivity of the University of Burdwan. The Relative Growth Rate starts from 0.661 in the year 2003 and reaches 0.042 in the year 2021. It means decreasing the nature of RGR found in the University of Burdwan. It indicates for the next ten years (2012-2021) the growth rate was decreased to 0.107. During the period 2002 to 2011, the Relative Growth Rate was high compared to the other ten years. The Relative Growth Rate for the publications productivity of the University of Calcutta starts from 0.719 in the year 2003 to 0.036 in the year 2021. It means decreasing the nature of RGR found in the University of Calcutta. The mean of RGR of ten years (2002-2011) was high as compared to the next ten years (2012-2021). The Relative Growth Rate for the publications productivity of Jadavpur University starts from 0.831 in the year 2003 to 0.037 in the year 2021. It means decreasing trend of RGR found in the Jadavpur University. The mean of RGR of ten years (2002-2011) was high as compared to the next ten years (2012-2021).

The Relative Growth Rate for the publications productivity of Kalyani University starts from 0.704 in the year 2003 to 0.037 in the year 2021. It means decreasing the nature of RGR found in the Kalyani University. The mean of RGR of ten years (2002-2011) was high as compared to the next ten years (2012-2021).

The Relative Growth Rate for the publications productivity of Presidency University starts from 0.868 in the year 2003 to 0.073 in the year 2021. It means decreasing the nature of RGR found in the Presidency University. The mean of RGR of ten years (2002-2011) was high as compared to the next ten years (2012-2021).

The Relative Growth Rate for the publications productivity of the University of North Bengal starts from 0.836 in the year 2003 to 0.042 in the year 2021. It means decreasing the nature of RGR found in the University of North Bengal. The mean of RGR of ten years (2002-2011) was high as compared to the next ten years (2012-2021).

The Relative Growth Rate for the publications productivity of Vidyasagar University starts from 0.519 in the year 2003 to 3.021 in the year 2021. It means increasing the nature of RGR found in the Vidyasagar University. The mean of RGR of ten years (2002-2011) was low as compared to the next ten years (2012-2021).

In conclusion, the highest RGR value among seven universities is obtained by Vidyasagar University in the year 2021 and the lowest value is obtained by the University of Calcutta in the year 2021.

Doubling Time of research output by the Universities of West Bengal

Table 5. Doubling Time of research output by the Universities of West Bengal

S. No.	Year	JU	KU	PU	UB	UC	UNB	VU
		DT	DT	DT	DT	DT	DT	DT
1	2002	-	-	-	-	-	-	-
2	2003	0.834	0.984	0.799	1.049	0.964	0.829	1.336
3	2004	1.413	1.792	1.401	1.444	1.535	1.384	0.739
4	2005	1.995	2.37	1.781	1.665	2.22	1.885	0.669
5	2006	2.373	2.527	1.822	2.798	2.58	1.951	0.656
6	2007	2.822	3.124	3.944	3.588	2.784	2.903	0.579
7	2008	3.177	3.159	3.146	4.206	3.241	4.326	0.467
8	2009	3.406	3.46	4.299	4.319	3.223	3	0.491
9	2010	4.348	3.889	4.456	3.918	3.966	2.767	0.347
10	2011	4.585	4.609	4.651	3.954	3.709	4.946	0.349
11	2012	5.045	5.391	4.209	4.423	4.1	5.008	0.369
12	2013	5.346	4.487	5.16	4.489	4.275	4.935	0.389
13	2014	5.595	5.12	5.233	4.875	4.62	4.731	0.353
14	2015	5.938	6.86	5.661	5.397	5.263	5.846	0.32
15	2016	6.504	7.047	6.501	8.181	5.914	6.115	0.332
16	2017	7.116	7.539	6.876	7.58	6.318	7.761	0.291
17	2018	7.173	8.379	7.172	8.546	7.389	6.38	0.301
18	2019	7.62	7.884	4.318	7.689	7.668	8.362	0.326
19	2020	8.279	8.053	4.221	7.31	7.311	7.876	0.328

20	2021	18.653	18.737	9.54	16.519	19.192	16.436	0.229
Mean		**5.111**	**5.271**	**4.26**	**5.098**	**4.814**	**4.872**	**0.444**

JU = Jadavpur University,KU = Kalyani University, PU = Presidency University, BU = University of Burdwan, CU = University of Calcutta, UNB = University of North Bengal, VU = Vidyasagar University, DT = Doubling Time

Table 5 shows the Doubling Time of publications of Universities in West Bengal. The lowest Doubling Time of the University of Burdwan is 1.049 in the year 2003 and it was slowly increased over the period and reached 16.519 in 2021. The average Doubling Time for the publications is 2.694 during 2002-2011 and it was increased by 7.501 during 2012-2021. The Doubling Time for the publications productivity of the University of Calcutta starts from 0.964 in the year 2003 and gradually it was increased to 19.192 in the year 2021. The average Doubling Time for the publications is 2.422 during 2002-2011 and it was increased by 7.205 during 2012-2021. The Doubling Time for the publications productivity of Jadavpur University starts from 0.834 in the year 2003 to 18.653 in the year 2021. It means increasing nature of Doubling Time found in the Jadavpur University. The mean of Doubling Time of ten years (2002-2011) was 2.495 low as compared to the next ten years (2012-2021). The lowest Doubling Time of Kalyani University is 0.984 in the year 2003 and it was slowly increased over the period and reached 18.737 in 2021. The average Doubling Time for the publications is 2.591 during 2002-2011 and it was increased by 7.950 during 2012-2021.

The Doubling Time for the publications productivity of Presidency University starts from 0.799 in the year 2003 to 9.540 in the year 2021. It means increasing nature of Doubling Time found in the Presidency University. The mean of Doubling Time of ten years (2002-2011) was low (2.630) as compared to the next ten years (2012-2021). The Doubling Time for the publications productivity of the University of North Bengal starts from 0.829 in the year 2003 to 16.436 in the year 2021. It means increasing nature of Doubling Time found in the University of North Bengal. The mean of Doubling Time of ten years (2002-2011) was (2.399) low as compared to the next ten years (2012-2021). The lowest Doubling Time of Vidyasagar University is 1.336 in the year 2003 and it was slowly decreased over the period and reached 0.229 in 2021. The average Doubling Time for the publications is 0.563 during 2002-2011 and it was decreased by 0.324 during 2012-2021.

It is found from the analysis that all the universities of West Bengal understudy found that the University of Calcutta has the highest Doubling Time 19.192 in the year 2021 and the lowest value is obtained by Vidyasagar University in the year 2021.

Collaboration trends among the researchers in Universities of West Bengal

Table 6: Collaboration trends among the researchers in Universities of West Bengal

S. No.	Name of the University	Total Paper	Paper in Domestic Collaboration	%	Papers in International Collaboration	%
1	JU	14669	11529	38.38	3140	43.87
2	KU	3360	3108	10.35	252	3.52
3	PU	1470	1246	4.15	224	3.13
4	UB	3286	2553	8.5	733	10.24
5	CU	10856	8508	28.32	2348	32.81
6	UNB	1647	1397	4.65	250	3.49
7	VU	1907	1697	5.65	210	2.93
	Total	**37195**	**30038**	100	**7157**	100

JU = Jadavpur University, KU = Kalyani University, PU = Presidency University, UB = University of Burdwan, UC = University of Calcutta, UNB = University of North Bengal, VU = Vidyasagar University,

Table 6 shows the domestic and international collaborative work done by the author of West Bengal Universities. The highest paper 11529(38.38%) was published at the domestic level and international level 3140(43.87%) by Jadavpur University, followed by the University of Calcutta's published paper at the domestic level 8508(28.32%) and international level 2348(32.81%). In the case of Kalyani University, papers publish in domestic level 3108(10.35%) and international level 252(3.52%), followed by the University of Burdwan Contributors publish their research work in domestic level 2553(8.50%) and 733(10.24%) in international level. Presidency University, University of North Bengal, and Vidyasagar University author published most of their research paper at the domestic level with 4.15%, 4.65%, and 5.65%.

Block Year-wise Author Productivity of Universities of West Bengal

Table 7. Block Year-wise Author Productivity of Universities of West Bengal

	2002-05	2006-09	2010-13	2014-17	2018-21	Total

JU	**NP**	1486	2392	3031	3867	3893	**14669**
	TA	2805	4180	5110	8758	9593	**30446**
	AAPP	1.89	1.75	1.69	2.26	2.46	**2.08**
	APPA	0.53	0.57	0.59	0.44	0.41	**0.48**
KU	**NP**	355	532	748	870	855	**3360**
	TA	589	1029	1377	1977	2093	**7065**
	AAPP	1.66	1.93	1.84	2.27	2.45	**2.1**
	APPA	0.6	0.52	0.54	0.44	0.41	**0.48**
PU	**NP**	121	188	256	332	573	**1470**
	TA	249	399	646	1077	1750	**4121**
	AAPP	2.06	2.12	2.52	3.24	3.05	**2.8**
	APPA	0.49	0.47	0.4	0.31	0.33	**0.36**
BU	**NP**	370	426	749	870	871	**3286**
	TA	923	1929	1271	1774	1988	**7885**
	AAPP	2.49	4.53	1.7	2.04	2.28	**2.4**
	APPA	0.4	0.22	0.59	0.49	0.44	**0.42**
CU	**NP**	925	1458	2381	3158	2934	**10856**
	TA	1914	2850	4136	8988	12849	**30737**
	AAPP	2.07	1.95	1.74	2.85	4.38	**2.83**
	APPA	0.48	0.51	0.58	0.35	0.23	**0.35**
UNB	**NP**	143	240	365	446	453	**1647**
	TA	281	510	768	950	1204	**3713**
	AAPP	1.97	2.13	2.1	2.13	2.66	**2.25**
	APPA	0.51	0.47	0.48	0.47	0.38	**0.44**
VU	**NP**	107	295	363	499	643	**1907**
	TA	239	611	785	1218	1653	**4506**
	AAPP	2.23	2.07	2.16	2.44	2.57	**2.36**
	APPA	0.45	0.48	0.46	0.41	0.39	**0.42**

(JU= Jadavpur University, KU = Kalyani University, PU = Presidency University, BU = University of Burdwan, CU = University of Calcutta, UNB = University of North Bengal, VU = Vidyasagar University, NP= Number of publication, TA=Total author, AAPP= Average author per publication, APPA= Average publication per author)

Table 7 shows average Values, a number of authors, average author per publica and,tion average publication per author values, and the values are calculated block year-wise research publications of Universities of West Bengal. It could be noticed that from Jadavpur University 30446 authors publish their research work in different disciplines during the period of the study. The year 2018-21 has the highest 9593 contributors published 3893 papers with average author per publication 2.46 and 0.41 Average Productivity Per Author. In 2014-17 3867 papers were published by 8758 authors with AAPP 2.26 and 0.44 APPA. 3031 papers were published by 5110 authors in 2010-13 with AAPP 1.69 and APPA 0.59 and it is the highest APPA of Jadavpur University among the period of the study. Total 14669 papers were published by Jadavpur University by 30446 authors with AAPP 2.08 and APPA 0.48.

Results is shown in table those University of Calcutta total 10856 papers published by 30737 authors during the period of the study with AAPP 2.83 and APPA 0.35. In 2018-21 has the highest contributor with AAPP 4.38 and APPA 0.23. In total 2381 papers were published by 4136 authors with AAPP 1.74 and APPA 0.58. In the case of the University of Burdwan, total of 7885 authors contribute their research work in the different subject areas with AAPP 2.40 and APPA 0.42. 2006-09 has the highest author with AAPP 4.53 and 0.22 APPA. 7065 authors were contributed from Kalyani University in different research areas during the study period with AAPP 2.10 and 0.48 APPA. The highest contributor has found in the year 2018-21 with 2.45AAPP and 0.41 APPA. In the case of Presidency University, total of 4121 contributors published their research work on the different subjects during the period of the study with 2.80 AAPP and 0.36 APPA. In 2018-21 has the highest author with AAPP 3.05 and 0.33 APPA.

Open Access articles published by Universities of West Bengal

Table 8. Open Access articles published by Universities of West Bengal

S. No.	Name of the University	Number of Publications	Open Access	% of Open Access
1	Jadavpur University	14669	2113	33.78
2	Presidency University	1470	466	7.45
3	University of Burdwan	3286	436	6.97
4	University of Calcutta	10856	2058	32.9
5	University of Kalyani	3360	497	7.95
6	University of North Bengal	1647	363	5.8

7	Vidyasagar University	1907	322	5.15
	Total	**37195**	**6255**	

Table 8 shows the open-access journal articles of the publication productivity of West Bengal Universities. It found that 16.82 % of the total publications are open access research articles with 6255. It is quite interesting to know that Jadavpur University has a significant lead towards encouraging the researcher to publish in open access journals with 33.78%, it is followed by the University of Calcutta with 2058 (32.90%) and the University of Kalyani with 497 (7.95%) publications respectively.

Subject wise distribution records in the Universities of West Bengal

Table 9. Subject-wise distribution records in the Universities of West Bengal (In percentage to total publications)

Subject	**Jadavpur University**	**University of Kalyani**	**Presidency University**	**University of Burdwan**	**University of Calcutta**	**University of North Bengal**	**Vidyasagar University**
Chemistry	28.33	40.36	56.17	37.07	24.82	42.87	24.54
Engineering	20.8	7.86	14.68	9.25	11.04	6.31	10.28
Physics	19.05	11.76	70.21	18.14	18.16	22.83	10.96
Materials Science	12.37	5.95	22.34	7.85	7.47	5.46	7.66
Computer Science	7.54	3.54	3.4	1.86	3.09	0.61	11.69
Biophysics	1.23	2.86	2.34	0.7	2.11	0.91	1.36
Pharmacology Pharmacy	5.95	1.9	7.87	1.49	2.84	2.25	2.83
Environmental Sciences Ecology	3.84	7.98	13.4	5.93	5.7	2.43	6.24
Mathematics	3.6	4.85	10.43	6.09	4.4	2	6.24
Biotechnology Applied Microbiology	1.32	2.41	5.96	1.7	2.18	3.58	3.78
Plant Science	0	3.48	11.49	2.5	3.37	3.7	1.05

Table 9 reveals the subject-wise productivity of Universities of West Bengal research output during the period of the study is given in the Table. The research papers published during 2002-2021 are classified into 11 main subjects. Chemistry is the area under which the researcher published more number works in Jadavpur University (28.33%), University of Burdwan (37.07%), University of Calcutta (24.82%), University of Kalyani (40.36%), University of North Bengal (42.87%), Vidyasagar University (24.54%). The subject Physics is (25.56%) has produced a large number of papers published by Presidency University (70.21%). The least productive subject is Biophysics, Plant Science, and Biotechnology in the above Universities of West Bengal.

Most Productive Authors in the Universities of West Bengal

Table 10. Most Productive Authors in the Universities of West Bengal

Author Name	**Universities**	**Departments**	**No. of Articles**	**Total Citations**	**H-index**	**Rank**
Subhadeep Das	Jadavpur University	Life Sci.& Biotechnology	908	21669	65	1
Saswati Ghosh	University of Calcutta	Inst. Radio Phys. & Elect.	640	7967	43	2
K. C. Majumdar	Kalyani University	Chemistry	283	5248	35	3
Debasis Das	University of Burdwan	Chemistry	182	3492	32	4
Mahendra Nath Roy	University Of North Bengal	Chemistry	176	2303	26	5
Sumita Roy	Vidyasagar University	Chemistry	156	2638	29	6
Sanjib Ghosh	Presidency University	Chemistry	86	1087	18	7

Table 10 shows the most productive author is Subhadeep Das, Department of Life Sci. & Biotechnology, Jadavpur University with 908 articles ranked in first place among the universities studied. Next to this is Saswati Ghosh from the Department of Inst. Radio Phys. & Elect., University of Calcutta ranked in second place with 640 articles.

Distribution of articles in the leading Journals by the Universities of West Bengal

Table 11. Distribution of articles in the leading Journals by the Universities of West Bengal

Source Title	University Name	Articles	TC	CPP	RCI	h-index	If
Polyhedron (ISSN: 0277-5387)	Jadavpur University	284	5648	19.89	1.16	36	2.108
Journal of the Indian Chemical Society (ISSN: 0019-4522)	University of Calcutta	228	348	1.53	0.12	8	0.284
Tetrahedron Letters (ISSN: 0040-4039)	Kalyani University	110	2572	23.38	1.7	31	2.379
Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy (ISSN: 1386-1425)	University of Burdwan	87	927	10.66	0.77	16	4.098
CARBOHYDRATE RESEARCH, (ISSN: 0008-6215)	Vidyasagar University	58	1690	29.14	2.12	26	1.929
Journal of Molecular Liquids (ISSN: 0167-7322)	University Of North Bengal	49	401	8.18	0.76	10	6.165
Monthly Notices of the Royal Astronomical Society (ISSN: 0035-8711)	Presidency University	46	605	12.87	1.12	14	5.356

TC = Total Citation, CPP = Citation Per Paper, RCI = Relative Citation Impact and If = Impact Factor

It is found from the above table 11 that the most productive journal is Polyhedron (ISSN: 0277-5387), in which the highest numbers of 284 articles were published by Jadavpur University and 228 articles were published in Journal of the Indian Chemical Society (ISSN: 0019-4522) by University of Calcutta stood in second place, followed by 110 articles by Kalyani University during the study period. Next to this, 87 articles were published in Spectrochimica Acta Part A: Molecular and Biomolecular Spectroscopy (ISSN: 1386-1425), by the University of Burdwan. It is found from the above table that the least productive journal is Monthly Notices of the Royal Astronomical Society (ISSN: 0035-8711), in which the lowest number of 46 articles were published by Presidency University. The preferred publications of articles by the Universities of West Bengal were above 90 percent of most of the journals.

Conclusion

In the present situation, scientometrics and bibliometrics have become an important field of study for examination to evaluate the research performance of researchers, a department, a university etc. The study shows University's strength and weaknesses of research policies. The study shows that University of West Bengal has published 90% of articles except for Presidency University. Universities of West Bengal have shown continuous year-wise productivity in publications and the highest publications 14669 were published by Jadavpur University. The highest research paper in domestic or international collaboration was published by Jadavpur University among other universities of West Bengal. It was found from the study that Jadavpur University is the leading university of West Bengal that has published 2113(33.78%) articles in open access journals. Subhadeep Das is the most productive author from the Department of Life Sci. & Biotechnology, Jadavpur University published 908 articles and received 21669 citations with 65 h-index ranked in first place among the universities study. Polyhedron (ISSN: 0277-5387) is the highest preferred by Universities of West Bengal researchers with 284 articles. Journal of Molecular Liquids (ISSN: 0167-7322) have the highest Impact factor with a 10 h-index.

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RESEARCH ARTICLE

Social Environments + Social Studies: An article review on the factors contributing the Learning of Geography as a Social Studies Discipline

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Abstract

This article review contains critical and constructive analysis on different literatures that determined the contribution of Social Environments on students' learning of Geography as a Social Studies Discipline in rely with the Functionalist Theory of Emile Durkheim and Social Learning Theory of Albert Bandura. With a qualitative approach as article review design, the proponent utilized the documentary analysis (involves repeated review, examination, and interpretation of the data in order to gain meaning and empirical knowledge) of the construct being studied on the deciphered research journal articles from different peer-reviewed journals from the Google Scholar. The review disclosed that there is a significant relationship between Social Environments (family, school, peers and community) and students' academic performance in Geography as part of the Social Studies curriculum was drawn. In accordance to, the Functionalist Theory and Social Learning Theory are reliable assumptions in regards to the contribution of Social Environments on students' learning of Geographical knowledge and skills.

Keywords: Social Environments; Geography learning; Social Studies Discipline; academic performance; Documentary analysis

Introduction

Department of Education (DepEd) emphasized that the education sector should consider their stakeholders in preparation of their institutional planning for better academe; to contribute time effort and resources (DepEd Order No. 43, s. 2017). Likewise, "Social Environments" present in our society are the stakeholders of the educational landscape in the Philippines that can be considered. Moreover, in the aspect of teaching-learning process, these entities should be appraised on how they can contribute to the academic success or failure of the students.

In consonance with the idea above, Social Studies (Araling Panlipunan) is one of the curricular disciplines in K-12 Basic Education Curriculum in the country that tends to develop 21st Century "functionally literate Filipino" with the help of society. However, as this subject is very broad, multidisciplinary and integrative, this paper wanted to focus only on one of its sub-fields which is Geography. This incorporated discipline in Social Studies curriculum provide students extensive knowledge and critical understanding on the dynamics of human-environment relations that is why Dizon (2021) pondered that there should be a separate subject intended for this area of discipline. Gil and Gestura (2021) added that Geography education has an anticipated space in the Social Studies curriculum that the skills and knowledge to be developed on students' academic performance may be used to interpret and analyze future.

Regardless of how, various contributions from Social Environments in learning Geography as an embedded discipline for Social Studies shall continuously be assessed by curricularists and educational researchers for the improvement of its educational sphere.

This article review wanted to scan several research journals that depict the contributions of Social Environments on learning Geography as a Social Studies discipline. The theoretical basis of this article was derived from the major learning theories and these were examined in terms of their appropriateness for the essence of this review. As to go deeper, the proponent wanted to see the reliability of these theories on the concern of identifying Social Environments as catalysts on learning Geography.

Pursuant to the "Functionalist Theory" (otherwise known as "Structural Functionalist Theory") of Emile Durkheim that holds the view that human society is a social system composed of set of elements (e.g., Social Environments such as family, school, peers and community) that are interrelated with each other in different more or less stable manner as the time goes by (cited by Saquilayan, Aguirre, Garcia, Javines, Monce, Rodriguez, Espiritu, Hobrero, Lopez, Pa-at and Santiago, 2011). In order to understand the functions of these Social Environments, this theory also emphasizes consensus, integration and stability in the social system because it declares that society is a whole unit which includes many parts (e.g., Social Environments) that are connected and work together to function.

Conversely, as the preferred theory premised "many" Social Environments present in our society, the proponent of this article reviews only focused on the basic Social Environments given by Saquilayan, et al. (2011) namely:

family, school, peers, and community. The mentioned authors reported that it is not only four Social Environments we have in our society, instead, these four are the only relevant entities that can affect students on their academic performance as learners.

Furthermore, the above presumption of the theory was agreed by Lanuza and Raymundo (2019) who indicated that until the present time, society is like a living organ wherein the Social Environments are pondered to be its "parts" that contribute to the overall maintenance of the organism. This explanation can be deciphered that Social Environments are like different organs of the body that have structural features and designed in order to perform their respective functions.

Being the concentration of the above theory are the Social Environments present in our society that contributes to people as an interactive entity, the proponent also aligned this paper to the "Social Learning Theory" of Albert Bandura. This behaviorist learning theory proposes that learning can be influenced by environmental factors especially with the persons or entities (Social Environments) that are present in our society (McLeod, 2016).

Supporting the previous paragraph, Nabavi (2012) mentioned that the theory is based on the idea that students learn from interactions with others in a social context. Just by simply observing the behaviors of others and ingesting others' capabilities, students may learn better. This theory also added that through observing others, people may develop similar behaviors (Nabavi, 2012).

In connection to this article review, as this theory viewed that these Social Environments affect humans in the society, the proponent wanted to see the contribution of these Social Environments on students' learning Geography by scanning several research journals/articles in order to prove the assumption of the mentioned theory. Specifically, this paper aimed to:

determine if there a significant relationship between Social Environments and students' academic performance in Geography (Social Studies); and determine the reliability of the Functionalist Theory and Social Learning Theory.

Materials and Methods

The articles deciphered were research journal articles published in different peer-reviewed journals uploaded in the Google Scholar with a year bracket from 2011 to 2021. The nature of these articles was based on the idea on how family, school, peers and community affect students' learning of Social Studies. In such that it is an article review, summarizes critical and constructive analysis of literatures in the topic through classification and comparison.

In terms of the method of analysis utilized to analyze the gathered idea of researches collected, the proponent generated a documentary analysis technique where that requires repeated review, examination, and interpretation of the data in order to gain meaning and empirical knowledge of the construct being studied (Frey, 2018). This method was used by the proponent in fact that this article review is a qualitative form of scholarly-driven paper, so that the analytical technique should be conducted as a stand-alone component to draws findings and to formulate conclusions across data sources which helps to guard against bias.

Results

Articles on Family

Amponsah, Milledzi, Ampofo and Gyambrah (2018) and Cadosales, Mastofske, Razonable, Sabroso and Trinidad (2017) affirmed the at-home parental involvement's significant relationship in monitoring the students' performance in school including academic achievement, school engagement and socio-emotional adjustment. Their study added that that parents' involvement through home works, creation of conducive home environment for studying, motivation and setting realistic and high expectations for children enhance academic performance of students. Similarly, it was expounded by Alfiansyah (2019) that parental involvement has positive effect and an important role towards students' learning motivation that may reflect on their academic performance.

In regard to the mentioned claims, Cadosales, Mastofske, Razonable, Sabroso and Trinidad (2017) considered also on their studies that the following parents' traits as very important elements as the student strives to perform in school. These traits include spending time when their children need to buy materials needed in the performance tasks, providing motivation for their children to pursue their studies and lastly giving advices constructively.

The previously introduced studies were looked by the researcher and presumed that family has great influential factor on students' academic endeavors as the two mentioned theories implied. Diversely, the nature of the said study was done generally, not in particular subject area not focusing merely in Geography.

Articles on School

Giving support to the mentioned assumption, the school also has strong influence in terms of students' learning as Newchurch (2017) founded that parent and teachers' collaborative strategies may represent best practices for developing the whole learner. The study also revealed that schools could use the communication strategies to increase parental support which could increase involvement. In order to achieve these ideal school responsibilities in a highly efficient manner, each school must be ready and well-prepared first their curricular standards to meet for the desired learning outcomes (Lapada, 2020).

Seconded from the above paragraph, curriculum is one of the big ideas that play out the success of students. Specifically in teaching Geography, several models should be articulated and enacted to link with the educational aims and purposes of Geography as an ideological position on developing students' abilities (Biddulph, 2014).

In the aspect of school as a support to the two theories of this article review, Lapada (2020) concluded that school had a strong impact in terms of students' learning as it stated that Philippine schools were ready to conduct technology-driven instruction in Geography that is why it is a need for teachers to enhance their Information and Communication Technology (ICT) capability as knowledge providers.

Similarly, it can be analyzed that as the school contributes students' learning, the school must be well-prepared to implement technological setting in education. However, the mentioned studies, the same with the articles on family were limited as these were made not in particular subject area.

Articles on Peers

Odoy (2018) expanded the explanation on the assumption that Social Environments must be assessed in order to see their contribution to learning Social Studies as he insisted that peers may have positive correlation on students' learning after his study concluded that peer academic support is the best predictor of students' learning. Further, peer influence had been proven to have an impact on student performance and shown that it has more powerful effects than the immediate family (Ali, Jusof, Ali, Mokhtar and Salamat, 2010).

Odoy (2018) also supported the essence of the mentioned theory as he concluded that aside from the learning from school, the support experienced by the students from their peers would affect their behavior towards learning peer support and learning of students go-together. The study further concluded that peer academic support is the best predictor of students' learning behavior based on the overall mean score of 3.54 with a 0.43 standard deviation, considered to be in the high level of learning behavior. In addition, study of Wilkinson and Fung (2002 cited by Ali, Jusof, Ali, Mokhtar and Salamat, 2010) supported the above claim that by grouping students in heterogeneous set-up (low ability students were grouped with high ability students), it will show improvement in learning process and outcomes. These researchers added that highly performing students can positively affect less able students. Withal, peers have a positive correlation on students' learning, although the presented related study was conducted only for high school students and the subject area is not specifically about Geography but Social Studies in broad context instead.

Articles on Community

As an aid to explicate the above premises, the conclusion of Luo, Zhang and Qi (2017) proposed that there is a strong relationship between students' academic performance and community engagement because it can significantly strengthen students' sense of membership and can drive students' eagerness for learning and exploring wider areas. This study was succored by Taufiqurrochman, Muslimin, Rofiki and Abah (2020) that indicated the environment where a student belongs has significant potential ability to enhance students' skills and that it has a variety of features that represents blended style of learning.

A back-up study to the presented theory that is relied on the aspect of community resulted to majority of students who strongly agreed (10.8%) and agreed (54.2%) that they did not experience difficulties in understanding online learning community like Learning Management Systems even without the acquaintance and appropriate guidance from others. It also revealed that 41% of the respondents agreed and 25.3% strongly agreed that online learning community do not promote social isolation (Ullah, 2018). It was manifested that community in line with the use of Learning Management Systems and social media as community platform for online learning have an impact on students' learning Geography.

Discussion

After surveying the mentioned studies and literatures, the researcher identified that majority of these were implied in general scope of the education and not focused on a single subject area or course to be more specific just like Geography. Through these gaps, the proponent formulated the general discussions for this article review.

It is in these premises; this article review investigated the Social Environments present among those citations in a single scholarly written paper in order to assess the extent of their contributions as educational influencer among students on Geography learning as part of their Social Studies curriculum.

Through these premises, the researcher connected the essence of Functionalist Theory (the society contains Social Environments) to the main idea of Social Learning Theory (students can be influenced by different entities in the society through imitation and modeling). This connection became the conceptual ground for this review wherein the Social Environments by the first theory can be relied upon by the second theory that these Social Environments may influence humans. Over and above, this study conceptualized the idea that a study must be conducted in order to determine the contribution of family, school, peers and community on learning Geography to check its correlation with students' academic performance.

The principles of the two above theories were bind together as one because their essences are appropriate to the flow of this study. Generally, the Functionalist Theory that postulated the of elements present in our society that may help humans in every sphere of life can be connected to the idea of Social Learning Theory that surmised that students can learn through the Social Environments present in our environment through imitation/observational learning.

Dealing with the current review, the proponent utilized the idea of the first theory that family, school, peers and community are present in our society in order to determine its extent to be correlation with the academic performance of the students in Geography classes to see their relationship as the second theory claims. Analyzing the importance of those Social Environments and along with the results of these concerns, the proponent conceptualized and generated several conclusions in regard to the problem that was addressed in this review.

Through the presented findings, the Geography teaching in the Philippines has been anchored to the ideals of "Education For All 2015" Framework that initiates Social Studies subject to align the learning competencies and learning standards for the lifelong learning principle with the help of Social Environments as educational stakeholders. It can be viewed also that as the family, school, peers and community contributes to the academic performance of students, it also reflecting the curricular alignment of Philippine Social Studies education to the constructivist, collaborative and contextual idea of learning the subject.

Contrary to the above discussions, Varilla and Mayola (2014) indicated that these Social Environments have different extent of effectiveness as influencer on students' learning of several subject areas. In keeping with their results, family resulted to be in the lower level of effectiveness, while peers were in the high level of effectiveness while average level of effectiveness has emerged for community and school.

Conclusion

Based on the findings after the proponent scan and analyze these articles, the conclusion that there is a significant relationship between Social Environments (family, school, peers and community) and students' academic performance in Geography was drawn. Correspondingly, the Functionalist Theory and Social Learning Theory are reliable assumptions in regards to the extent of contribution of these Social Environments on learning Geography as a Social Studies Discipline.

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RESEARCH ARTICLE

Socio-Cultural Factors Associated with Home Violence Against Women in Oye Ekiti, Ekiti State, Nigeria

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Abstract
Violence in the home is a major scourge in the society that needs unique attention to combat. There is a general saying that "a happy mind gives strength to the whole body" which means a happy woman makes a happy home, while a happy home makes a happy society. To this end, violence as a negative condition to the well-being of women is purely devastating to their happiness especially when it occurs within the home. This paper therefore explored survey design method technique in finding out the socio-cultural factors associated with home violence as experienced by women and its effects in Oye Ekiti, a town in Ekiti State of Nigeria. In a convenient sampling technique, data were collected from 200 married women who responded to questionnaire. Hypotheses were tested using chi-square. Results showed that factors such as level of education, religion belief and income were mostly among others not associated with violence in the home, which means there are more underlying factors to look out for. It was therefore recommended that government should incite stricter laws in addressing home violence cases family courts should also be put in place early warning systems to become aware of the consequences of ill-treatment of women at home. Also, religious organization should be more proactive in the teaching of morals towards curbing home violence.

Keywords: Violence; Home; Socio-Cultural Factors; Husbands; Women

Introduction

Violence towards women is a salient condition and human rights issue. In the main, at least one out of five of the world's woman populace are being sexually or bodily abused with the aid of a man or guys at some time in their existence (WHO,2010) Many, which include Oriola pregnant ladies and younger girls, are subject to severe, sustained or repeated attacks at their various homes by their spouses (World Development Report, 1993). These acts could culminate in psychological sexual or physical harm, or to women. It may also consist of threats, arbitrary deprivation of liberty or coercion in public or personal relations. Home violence encapsulates, however is never restricted to,"physical, sexual and psychological violence going on in the family, consisting of battering, sexual abuse of women (UNICEF,2000). Violence against women in view of this very study is a manifestation of traditionally unequal power relations between man and women within family context. This have from time led to domination over and discrimination against women by men and to the prevention of the full advancement of women..." which has its origins in the patriarchal shape that oppresses female (Agbo & Choji.2014). As an institutional response, global, regional and country wide businesses have taken full size steps toward kingdom action to get rid of violence in opposition to women. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by way of the UN General Assembly, is the international consignment of rights for women. This happens to be the first international mechanism, `to outline violence against women and to set an agenda for national motion to end such a discrimination (Temilola(2015) Violence in opposition to women is a phenomena and social hassle that is found in each and every country, slicing throughout boundaries of class, culture, income, education, income, age and ethnicity. Even though most societies have proscribed violence against women, the actuality is that; violations towards women's human rights are regularly sanctioned below the garb of cultural practices and norms, or through misinterpretation of spiritual tenets despite the level of religious belief and faith against the practice. Moreover, the most ridiculous aspect of it is that, when the violation takes location within the home, as is very frequently the case, the abuse is successfully condoned by way of the tacit silence and the passivity displayed by the nation and the law- enforcement agents (UN

Women, 2012). Many of these types of violence do have negative effects on the victims to the extent that, they die in silence at the long run. It is therefore imperative to see how far socio- cultural factors especially religion have affected the violence behavior of men towards their spouses despite many of them claiming to be religious and they are regularly thought to do away with violence and show love towards their spouses.

Statement of Problem

The violence that women are subjected to at some point of their lives prevents them from realizing their rights as human beings and equal marriage partners with men in family right accessibility. This fact makes it necessary to act and appear for a sustainable answer to this social problem. Basically, it begins before birth, in many countries, with sex-selective abortions, or at birth when girl infants might also be killed via mother and father who are determined for a son, it continues to have an effect on female at some point of their lives (Wimalasena, 2014). Female teenagers are really more probably than their brothers to be victims of rape or sexual assaults via family members, with the aid of these in the position of belief or power or by means of strangers. In some countries like Indonesians, if an adolescent girl is raped, she might be additionally compelled to marry the rapiest(s) or attacker, or she be imprisoned for perpetrating such a "criminal" act. on the whole, any woman that gets pregnant before marriage would be additionally beaten, banished or murdered via family members, even, if the pregnancy is the upshot of rape. "After marriage, the highest risk of violence for girls still continues to be in their own residences, where, at times, in- laws, might also assault, rape or kill them. When girls become matured and grow old to be pregnant, grow old, or go through from intellectual or physical disability, they are more prone to attack. Women who are away from home, imprisoned or remotes in any way are also challenge to violent assaults Quigg Ronagh (2011). During armed conflict, assaults in opposition to women escalate, along with those committed with the aid of each hostile and "friendly "forces."(WHO, 2013).Studies from specific countries exhibit that the share of women 15 to 49 years historical who have experienced bodily and/or sexual violence by means of and intimate companion in their lifetime levels from 15 – 71% (WHO, 2013). This variant indicates that violence in opposition to ladies is preventable. Brutality in the home circle is by and large executed by men who are, or who have been, in places of trust and closeness and energy – spouses, fathers, fathers-in-law, stepfathers, siblings, uncles, children, or various family members. Abusive behavior at home is in many cases savagery executed via men contrary to ladies. Ladies can likewise be rough, yet their activities represent a little level of home viciousness (WHO,2013). Viciousness contrary to ladies would motive be able to long haul real and scholarly wellness issues (U.S Department of Health and Human Services, 2019). Home savagery impacts as of now not simply the ladies stressed yet also their youngsters, families, and networks. These results envelop mischief to a singular's wellbeing, possibly longhaul mischief to youngsters, and harm to networks like lost work and vagrancy. Finally, violence towards women undermines countries' achievements and development (WHO, 2015).Hence this paper is set to reveals the experiences of women in Oye Ekiti people on the socio-cultural factors and consequences of home violence to women in spite of their religious belief which is in most cases absolutely against violence toward their spouses and the intervention schemes, applications and strategies to control violence against women in the society.

Theoretical Background

Individualist Approach: According to the individualist approach, violence is implicit in expressions of socio-biology terms such as individual choices, characteristics, interests, biology, genetics, pathologies being attached to the perceptive of the male patriarchy culture of dominance, hostility/violence manner towards women or females universally chiefly to sustain female loyalty and safeguard the reproductive control of the family or behavioral control in the society at large. Violence from male to female is seen as a 'mate retention tactic' to this school of study, although there is slight pragmatic support for these ideas, which makes the deed more divisive. However, any attempt to predict violence by using biological variables, always necessitate a host of non-biological elements to supplement for effectiveness. In view of this, some researchers have attempted to devise an added typology based on physiological aggravation. Walker, 1983 in Sociology: Themes and Perspectives.(2013) developed a feminist theory called Battered Women's Syndrome/learned helplessness to help women comprehend the elements and effect of men's savagery demeanor unfortunately it doesn't represent numerous intelligent, social, monetary and social decisions which might prompt decision of staying in forceful security because of certain elements like dread of reprisal, following, heightened brutality, need for monetary help, worry for prosperity of kids, want to keep up with home, absence of social/family local area encouraging groups of people, and different parts of hazard evaluation and endurance the executives. Herman (1998)& Horley (2000) submitted in their work named "Ladies Blaming" that there are no substantial typologies of 'ladies liable to be manhandled', and no connection between foundation/conditions/character and the probability of encountering misuse, it is accepted that the significant danger factor for being exposed to mishandle is being a lady. It is additionally recommended that men as a rule rely upon assumption of gendered jobs and perspective on appropriate or 'inappropriate' female conduct in execution of home or sexual obligations. Socially talking, it is accepted that there are times when ladies have the right to be chastised, despite the fact that beatings and different types of misuse may be estimated unjustifiable or brutal and this thusly focuses to the sturdiness of social convictions and mentalities as respects sexual orientation disparity and male advantages in homegrown and social exercises.

In the process of searching for validation and rationalization for men's abusive temperament and nature, researchers seek justification for mental or emotional assessment of men and character of women that contribute to their own victimization. The end result according to Connell, R. W.; Messerschmidt, and James W. (2005) is that men's violence is men's attitude as such women characteristic of being a victim is rather not useful. After every act of violence, men will do all it takes in their power to silence their victim and encourage the secrecy and forgetting and if all these fails, they attack the sincerity of their victim by striking or imposing arguments for denial. Consequent to each violent incident one can anticipate to listen to the related conventional apologies: it by no means happened; the victim slander; the sufferer overemphasized the situation; the sufferer brought it upon herself…the more influential the doer, the greater is his privilege to describe and label authenticity, and the more absolutely his wiles prevail' (Connell, . .1982).

Familial System and Family Violence: This theoretical approach looks at the family as lively institution which comprises of mutually dependent mechanisms. Attitude of one part (e.g violent man) affects the feelings and reactions of other members. Researchers like Collier, R. (1998) stare at communication, relationship, and problem-solving skills of couples, and study variables in comparing "violent couples" with "non-violent couples". Violence from this perspective is seen as an essential variable to make right manners or changes to permit suitable management of the family according to proper roles/behaviors.

Structuralist Theories. This approach traces social issue or problem of an abuse in the actual or physical world and also its structures either socio-cultural, political, ideological etc. It seeks validation further than the individual and the position of change is as well social. It looks at violence or violent related issues as natural and prevailing part of the social structural formation at large. Violence as being a stress reaction to issues or problems in the families/relationship, or unemployment, poverty, circumstances, , isolation, sport, homelessness, loss of (male) and social status, and have holiscalbeen seen as cursoryfactors in sexual abuses. This will lead to the explanation of Hegemonic masculinity in Western culture by Demetriou, (2001), that it is generally intelligent of a definitive, hyper-manly, and hetero picture of a man which at the same time dismisses attributes and practices apparent as ladylike. Some have alluded to domineering manliness in this setting as an "hostile to womanliness as it dismisses any relationship with generally ladylike qualities. Accepted practices and social assents consider men responsible to this regulating origination of manliness. For instance, in Western culture, when young men and men do not show the attributes of the prevailing type of manliness, they are frequently "ousted from the circle of authenticity" and can confront sanctions as boisterous attack ("sissy," "weakling," and so forth Says Fineman, (2013). Conversely, men tend to violate and sexually exploit women as a result of their masculinity construct which is culturally dominant in nature. Men often face social sanction by their counterparts when they look weak to express their masculinity in the home mostly in the developing part of the world.

Methods

The research design used employed for this study is a descriptive research design. This research design becomes imperative due to the descriptive nature of the phenomenon under investigation. Data was collected from 200 respondents to test the experiences of women, the factors and effects of home violence under the study area. The study area is Oye Ekiti state located at the south western part of Nigeria.The populations for this study were married women in Oye Ekiti.The convenient sampling was used to sample 200 married women in the selected neighborhood of Oye-Ekiti, Ekiti State. Descriptive survey method was employed in this study. Data were collected using questionnaire. The data generated for this study were analyzed using both the descriptive and the inferential statistical analysis. The descriptive statistics used were frequency table; percentage distributions, mean, mode, and other measure of central tendency were employed while the inferential data was analyzed using chi square test.

Results

Table 1. Socio-demographic characteristics of the sampled respondents (n=200)

Socio-demographic Variables	Frequency	Percentage
Age		
below 20years	2	1
20-30	81	40.5
31-40	57	28.5
41-50	35	17.5
51-60	21	10.5
61 and above	4	2
Marital status		
Single	5	2.5

Married	150	75
Divorced	23	11.5
Separated	22	11
Type of marriage		
Monogamy	133	66.5
Polygamy	63	31.5
N/A	4	2
Age of marriage		
less than 5years	72	36
5-10years	61	30.5
above 10years	63	31.5
N/A	4	2

Source: Author's construct, 2019

The table 1 above revealed the socio-demographic characteristics of the respondents in the study location. Most of the respondents (40.5%) were of 20 – 30 age groups, constituting 81 respondents, followed by 31 – 40 (28.5%), 41 –50 (17.5%), 51 – 60 (10.5%), 61 and above were 2% and respondents below 20had (1%). Also, majority (66.5%) of the respondents were in a monogamy type of marriage, while polygamy constitutes 31.5%. Furthermore, 75% of the respondents were married, 11.5% were divorced, 11% were separated and 2.5% of the respondents were single. This was not because married women alone are prone to violence in the domestic spheres, but most married women were found during the course of this study. For those who were married, 36% of them provided that their marriage is less than 5years, 30.5% of them are in a marriage of 5-10years, while 31.5% are above 10 years.

Table.1.1 Respondents' & Spouses Level of Education

(n=200) level of education	Fq	%
non formal	2	1
Primary education	31	15.5
Secondary	26	13
NCE\OND	37	18.5
University Degree/HND	78	39
post graduate	7	3.5
school of health	18	9
Others	1	0.5
Spouse's educational level		
No formal education	6	3
Primary	12	6
Secondary	40	20
NCE/OND	31	15.5
University Degree/HND	86	43
Post Graduate	19	9.5
Others	2	1
N/A	4	2

Source: Author's construct, 2019

The level of education of sampled respondents disclosed that majority (39%) of the sampled respondents had BSC/HND degree, while those with OND/NCE were 18.5% and 13% with secondary school certificate. Also respondents with primary school certificate and those with post graduate degree were 6% and 9%, respectively, and 1% with no formal education. For the respondent's spouses, 43% had BSC/HND as their educational level, 20% had secondary school, 15.5% had OND/NCE and 9.5% had post graduate degree. This could mean that many of the respondents and spouses are learned and exposed to life formal experiences. Because of the level of their education, they have enough experiences about home violence and the likes.

Table 1.2 Respondents' and Spouses' Occupation

(n=200)	Fq	%
Occupation		
Trading	63	31.5
Artisan	31	15.5
private sector	48	24
house wife	26	13
civil/public servant	30	15
Others	2	1
Spouse's occupation		
Trading	44	22
Artisan	34	17
Unemployed	2	1
civil/public servant	64	32
private sector/company worker	50	25
Others	2	1
N/A	4	2

Source: Author's construct, 2019.

The distribution of the occupational status of the respondents revealed that most of them (31.5%) were into trading, while 15.5% were artisans, 15% were civil/public servants, 24% were private sector workers, 13% were housewives. While for their spouses, both civil servant and trading constituted 32% and 22%, respectively. 17% were artisans, 25% were private workers and health workers constituted 1%, and 1% were unemployed. The message here is that the large number of the respondents and their spouses are engaged with one occupation or the other, so they earn income at one level or the other to meet their home needs the absence or inadequacy of which could leads to violence.

Table 1.3 Respondents' & Spouses' Income Per Annum

(n=200)	F	%
Income per annum		
less than 400,000	114	57
400,000-900,000	39	19.5

1million-5million	46	23
above 5million	1	.5
Spouse's income per annum		
less than 400,000	98	49
400,000-900,000	47	23.5
1million-5million	49	24.5
above 5million	2	1
N/A	4	2

Source: Author's construct, 2019

The distribution of the respondents' incomes for those who earn N400,000 – N900,000 annually constituted 19.5%, those who earn below N400,000 were 57%, 23% of the respondents earn N1million – N5million, while 0.5% earns above N5million annually. For the respondents' spouses, 23.5% earn N400,000 – N900,000 annually, 49% earn below N400,000, while 24.5% earn N1million – N5million per annum, and 1% earns above N5million.

Table 1.4. Respondents' & Spouses Ethnic Groups/ Religion

(n=200)	F	%
Tribe		
Yoruba	139	69.5
Hausa	19	9.5
Igbo	39	19.5
Others	3	1.5
Religion		
Islam	49	24.5
Christianity	150	75
Traditional	1	0.5
Spouse's tribe		
Yoruba	144	72
Hausa	20	10
Igbo	23	11.5
Others	9	4.5
N/A	4	2
Spouse's religion		
Islam	53	26.5
Christianity	142	71
Traditional	1	.5
N/A	4	2

Source: Author's construct, 2019

Yoruba ethnic group dominated the sample population as Yoruba constituted 69.5%, Igbo took 19.5%, Hausa was only 9.5% and people from other ethnic groups had just 1.5%. For their spouses, Yoruba dominated 72%, while 11.5% was Igbo, Hausa was10% and spouses from other ethnic groups were also 4.5%.

As for the percentage distribution of their religion, it revealed that majority (75%) were Christians, while 24.5% were Islamic religion adherents and 0.5% traditionalists. While for the spouses of the respondents, majorities (71%) were Christians, and Islamic religion adherent were 26.5% and traditionalists were 0.5%. This could be because most people in Ekiti are Christians. The information on this table shows clearly that majorities of the respondents and spouses are religious, which means they have access to information or religious doctrines on home violence as unwanted attitudes in the family.

Table 2. Experience of Home Violence by the Respondents. (n=200).

	FREQUENCY	PERCENTAGE
Ever experienced domestic violence?		
Yes	51	25.5
No	149	74.5
If yes, how often?		
1-2 times in a year	24	12
3-10 times in a year	13	6.5
2 times in a lifetime	9	4.5
Almost everyday	5	2.5
N/A	149	74.5
When beaten, were you treated for any injury?		
Yes	24	12
No	15	7.5
Don't know	5	2.5
Refused	7	3.5
N/A	149	74.5
When beaten, reported incident to who?		
Friends/Confidants	13	6.5
Parents	16	8
Police	4	2
Religious leader	10	5
No one	8	4
N/A	149	74.5

Source: Author's construct, 2019

The table above reveals that 25.5% of the respondents are currently experiencing domestic violence in the study area, and majority of those who are currently experiencing it (12%) experience 1-2 times in a year. When beaten, 12% of the respondents were treated for injury, while 7.5% were not treated for injury because they were virtually not injured. Also, those who are currently experiencing home violence reported the incidence to their parents after being beaten, at 8%, while 6.5% reported to friends/confidants, 5% reported to religious leaders. The information above shows that a hansom number of respondents have experienced home violence at one time or the other in their life time. It also went further to reveal that many of the who have been violated one way or the other were not medically attended to and few do report to parents, friends or religious leaders for intervention.

Testing of Research Hypothesis

This segment seeks to explain the relationship between the dependent variables and independent variables using cross tabulation Pearson Chi-Square (X2) statistical techniques at 0.05 level of significance.
Hypothesis 1
H0: There is a significant relationship between spouse occupation home violence in Oye Local Government, Ekiti State.
H1: There is no significant relationship between socioeconomic condition of people and home violence in Oye Local Government, Ekiti State.
Hypothesis 2
H0: There is a significant relationship between religious belief in Oye Ekiti and domestic violence.
H1: There is no significant relationship between religious belief in Oye Ekiti and domestic violence.
Decision Rule:
Reject H0 if the calculated p-value through the statistical software is less than 0.05 level of significance, otherwise, we do not reject.

Table 3. Ever experienced intimate partner violence and other variables

		Ever experienced DV		Chi square	P-value
		Yes	No		
Occupation	Trading	9.0%	22.5%	12.663	0.027
	Artisans	5.5%	10.0%		
	Private sector	2.0%	22.0%		
	House wife	2.5%	10.5%		
	Civil/public servant	5.5%	9.5%		
	Others	0.5%	0.5%		
Spouse occupation	Trading	8.2%	14.3%	6.644	0.248
	Artisan	5.6%	11.7%		
	Unemployed	0.0%	1.0%		
	Civil/public servant	6.6%	26.0%		
	Private worker	5.1%	20.4%		
	Others	0.0%	1.0%		
Income per annum	less than 400,000	14.0%	43.0%	0.683	0.877
	N400, 000 – N900, 000	4.5%	15.0%		
	1million–5million	6.5%	16.5%		
	5million above	0.0%	0.5%		
Spouse's income perannum	less than 400,000	14.8%	35.2%	4.305	0.23
	N400, 000 – N900, 000	3.6%	20.4%		
	1million–5million	6.6%	18.4%		
	5million above	0.5%	0.5%		

Source: Author's construct, 2019.

Table 3 above shows a cross tabulation of chi square analysis of the differences between respondents who are currently experiencing domestic violence and the other aforementioned independent variables, such as: {Spouse's occupation, Income per annum, Spouse's income per annum}. All tests turned out to be statistically insignificant. P-values greater than 0.05 (P-value >0.05) depicts an insignificant relationship, except the respondent's occupation. This means that all the aforementioned independent variables have nothing statistically significant to do with the experience of people on domestic violence at 5% level of significance except the respondent's occupation, at (X2=12.663, P-value=0.027).

Table 4. Experiences of Home Violence and Religious Belief

		Ever experienced DV		Chi square	P-value
Respondent's religion		Yes	No	0.483	0.817
	Islam	6.5%	18%		
	Christianity	18.5%	56.5%		
	Traditional	0.0%	0.5%		
Spouse's religion	Islam	8.7%	18.4%	1.930	0.381
	Christianity	16.8%	55.6%		
	Traditional	0.0%	0.5%		

Source: Author's construct, 2019.

The table above is tested the association between religion and experience of domestic violence. It is observed that respondent's religion has no statistical significance with the respondent's experience of domestic violence, at (X2=0.483, p-value=0.817). The spouse's religion equally has no statistical significance with the respondent's experience of domestic violence, at (X2=1.93, P=0.381).

Table 5. Religious Belief as a Socio-Cultural Factor

		If yes, how often?				Chi square	P-value
Religion		1-2 times in a year	3-10 times in a year	2 times in a lifetime	Almost everyday	2.196	0.533
	Islam	11.8%	7.8%	5.9%	0.0%		
	Christianity	35.3%	17.6%	11.8%	9.8%		
Spouse's religion	Islam	11.8%	9.8%	9.8%	2.0%	3.304	0.347
	Christianity	35.3%	15.7%	7.8%	7.8%		

Source: Author's construct, 2019

The table 5 above is testing the association between religious belief and how often the respondents experience violence. It is observed that respondent's religion has no statistical significance with the respondent's consistent experience of domestic violence, at (X2=2.196, p-value=0.533). The spouse's religion equally has no statistical significance with the respondent's persistent experience of domestic violence, at (X2=3.304, P=0.347).

Discussion of Findings

This study empirically found out that, good numbers of women under study have experienced home violence at one time or the other and were not medically taken care of. Moreover, the violated women are not always capable of reporting the incidents but prefer to report to siblings, parents, friend/confidants or pastors probably for personal intervention. Furthermore, it was also found out that large numbers of the respondents are educated at various levels and also have occupational activities they are engaged with. They were also found out to be religious as they all belong to one religion belief.

The study further revealed that despite the educational status, occupation and religion of the respondents and their respective spouses' many women still experience violence in their homes and family. It was also further revealed that majority of the violated women doesn't have the boldness or confident to report the incident to the law officials for many reasons like trying to paint their home well to outsiders and many other private reasons. This is to say, there are many hidden factors that could be contributing to home violence against women as revealed by Personality Theory and the Feminist perspectives in the nature of men despite their position, occupation, educational status and religious belief in the society. To this end, it is imperative to still look into some factors that are attached to men aggressive nature and why women choose to remain silent.

Conclusion and Recommendation

From the empirical findings of this study, it is therefore concluded that the occurrence of home violence towards women is not so high in Oye Ekiti, and solely have nothing to do with the religion belief of the respondents or their spouses. The study also reveals that occupation of the respondents does not determine their experience of home violence to a considerable extent, as there was a slight significance relationship between the respondents' occupation and domestic violence experiences. It is therefore recommended as a result of the above findings that; government should incite more strict laws in addressing home violence cases; family courts should also be put in place early warning systems to become aware of the consequences of ill-treatment of women at home. There should be collaborative strategies amongst caseworkers, police, prosecutors, and judges should be endorsed as law enforcement interventions that are conceivable to improve and address home violence.

Religious organizations should intensify efforts in preaching family peaceful co-existence messages as the only way to peaceful and harmonious home.

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RESEARCH ARTICLE

The Students' Challenges in Learning Evolution and their Level of Mastery: An Input to An Enhancement Program

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Abstract
Determining the students' mastery level and identifying the challenges encountered by them in learning evolution to provide a basis for developing a program enhancing the students' mastery level is this research's purpose. The quantitative and qualitative research approaches were employed in the conduct of this study. A questionnaire was administered to the respondents who were randomly selected to collect information needed for this study. An interview was also done to further understand and clarify students' responses. It was found that students have an average mastery level in learning evolution which needs further enhancement to achieve the educational aims of a high mastery level. Also, it was proven that students' mastery levels differ if they are grouped according to gender. This means that gender has something to do with their levels of mastering evolution concepts. Despite various educational efforts, students still faced challenges in learning evolution which includes issues with their learning styles, abilities, and interest, the lack of educational resources and materials, and insufficient knowledge of evolution concepts and theories. These challenges implicate their learning, hence, designing a program that best suits the students' needs is required to enhance their mastery level.

Keywords: Evolution; Learning Challenges; Mastery level

Introduction

Biology is one of the subjects in the Senior High School where students are taught about life, the concept of diversity, how organisms interact and how energy is transformed, and evolution. With their exposure to the subject, the students are able to better understand the underlying concepts of Biology (Department of Education [DepEd], 2016).
One of the most important concepts that were discussed in Biology is Evolution. "Relevance, mechanisms, evidence/bases, and theories of evolution" is the content standard for the evolution topic in General Biology as a special subject, while "unifying themes in the study of life" is the content standard for a core subject (Teacher PH, 2021). To be specific, the competencies in teaching evolution cover "explaining how the structural and developmental characteristics and relatedness of DNA sequences are used in classifying living things, identifying the unique/distinctive characteristics of a specific taxon relative to other taxa, and describing species diversity and cladistics, including the types of evidence and procedures that can be used to establish evolutionary relationships" (DepEd, 2016).
Evolution is defined as a slow process of change by which organisms have acquired their distinguishing characteristics. It has been going on since the earth was formed billions of years ago. The more common theories on evolutions are Lamark's theory of Acquired Inheritance and Darwin's Theory of Natural Selection (Murray, 2018). Evolution is described as the change in heritable traits of biological populations over successive generations (Ashraf & Sarfraz, 2016).
Evolutionary theory is continuously developing. New theoretical considerations based on new techniques and empirical data have contributed to a more refined knowledge of how evolution works in the biological world and beyond over the years and decades (Hanish & Eirdosh, 2020). However, It is perceived that learning evolution is contentious since many individuals feel that the notion of evolution contradicts their religious beliefs.
In the context of learning evolution, public opposition to learning appears to have become greater even if the quality of the evidence supporting evolution has improved significantly since the discovery of DNA. Students' resistance has been seen to be framed in religious terms, and teachers may be hesitant to confront religious concepts in class (Nelson, 2008). A study in the United States of America has proved that students'

religious beliefs are a great predictor of their acceptance and understanding of evolution and its concepts. (Rissler, Duncan & Caruso, 2014).

Correspondingly, students begin to form long-term beliefs about creation at an early age. Many other studies have found that young students develop and maintain naive or folk beliefs as well as evolution concepts. When young students form opinions, they tend to hold on to them, opposing explanations that differ from their own (Nadelson & Culp, 2009). It tails to the conflict to embrace the teaching of theories of evolutions and frequently sparks classroom discussions. This phenomenon is explained by the study that describes people's conception. It presents that Students' conception is separated into two categories: preconception and concept assimilation. Preconception refers to the idea or knowledge that a pupil has before they begin the learning process. Individuals formed an understanding known as concept assimilation as a result of the learning process, which ideally led to concept mastery. Students, on the other hand, tended to have trouble absorbing their conceptions after learning, resulting in misunderstandings being labeled as lack-of-conceptions. Students who retained misconceptions were unaware of them and did nothing to correct them (Putri, Rahman, & Priyandoko, 2017).

It is also noted that even though evolution is the basic unifying concept of biology, it is a field of research filled with controversy. This is a fundamentally social struggle, not a scientific one, and regrettably, many groups have a strong stake in sowing doubt and misunderstanding regarding evolution. When teaching evolution, a scientific instructor is certain to encounter misconceptions about the subject that pupils have picked up from pop culture, the news media, and, in some circumstances, other science classrooms (Bouquet, 2016).

The study by Moore, Brooks, and Cotner (2011) determined how societal associations affect the students' thoughts on evolution. It further investigated what factors influence students' attitudes toward evolution where they found that the students consider their religion and personal relationships are the two topmost factors. Moreover, the study identified religion, family, peers, teachers, school authorities, and the media as the sources of students' learning evolution.

In another study, parents' viewpoints on evolution are found to affect students' attitudes toward learning evolution as the more that the parents are having negative perceptions of evolution, the more the students reject learning it. This would mean that students, at an early age, are inculcated with negative information about evolution, hence, the rejection and distrust of its concepts (Bramschreiber, 2014).

Whatever the causes of the learning evolution conflict, it is considered to be complicated, varied, and difficult to resolve. Accepting or rejecting evolution is a difficult decision to make; each individual has their own set of experiences, beliefs, and worldviews to consider (Talbot, Zeegan, & Ogden, 2020). On the other hand, the National Science Teachers Association (NSTA) strongly supports the position that evolution is a major unifying concept in science and should be emphasized in K–12 science education frameworks and curricula Students will lack the scientific literacy necessary to be well-informed citizens and college-ready if evolution is not taught (National Science Teaching Association, n.d.).

Although students' performance was not very impressive and found to be poor, it is underlined that evolution must be taught in public schools. As emphasized, understanding evolution is critical for coping with twenty-first-century microbiological challenges. We must educate the next generation of scientists to provide them with the information and abilities needed to develop novel treatments for antibiotic-resistant bacteria, emerging viruses, and other hazardous microbes (Kahn, 2007).

Despite the clear manifestations in various literature indicating that evolution is a fundamentally relevant field of Biology, it was not given enough emphasis in the curriculum, especially in the Philippines. In the Philippines' Senior High School, evolution was allotted little emphasis and sadly offered only to that science-related strand. Evolutionary theory research focuses mostly on students' beliefs and notions, as well as their conceptual comprehension. Even now, it is unclear if evolutionary theory is receiving the attention it needs. The researchers came to the conclusion that it is critical to establish teaching methods that increase students' motivation to learn about evolution, particularly in cultural contexts. More importantly, fostering a school climate that acknowledges the theological and cultural debates around evolution might help students gain a better understanding of the subject. Some research stated that pedagogical emphasis on human instances is an effective and interesting strategy to teach key evolution concepts, despite being a contentious issue. As a result, determining the pupils' degree of comprehension of evolution and the factors that influence it is critical and important. This is the very reason why this study was conducted.

Research Questions

Because there are limited studies on the content and pedagogical approaches to evolution and its importance in the educational programs, this study will be conducted with the goal of determining the students' mastery level in learning evolution, their profiles, and the problems they encountered in learning evolution so that a program can be developed to improve their mastery level. Answers to the following questions were sought to fulfill this research's aims.

1. What is the profile of the students in terms of:
    1.1. age;
    1.2. gender;
    1.3. Senior High School Track/Strand enrolled; and
    1.4. religious affiliation?
2. What is the students' level of mastery of evolution?

3. Do students' mastery levels of evolution significantly differ when they are grouped according to:
   3.1. age,
   3.2. gender,
   3.3. Senior High School Track/Strand enrolled in, and
   3.4. religious affiliation?
4. What challenges do students encounter when learning evolution?

Methods

This present study employed a combination of quantitative and qualitative research designs. A total of 384 Senior High School students in the Schools Division of Palawan in the Philippines, were randomly selected and served as this research's respondents. This research employed various data gathering modes such as limited face-to-face interviews, calls, and online modes in gathering the needed information for this study. The researchers used their self-developed questionnaire to determine the respondents' profile and their level of mastery in evolution. At the same time, the researchers used an interview guide in gathering the challenges encountered by the students in learning evolution. After gathering the required information, the researchers carefully tabulated the responses and analyzed them using descriptive (frequency, percentage, mean & Standard Deviation) and inferential (t-test) statistics. On the other hand, a thematic analysis was used to collect qualitative responses from the respondents.

Results and discussion

Table 1 describes the respondents' characteristics as to age, gender, Senior High School tracks/strand, and religious affiliation. Majority of the student-respondents are aged 17 (f = 120; % = 31.2) and 18 (f = 101; % = 26.2). Meanwhile, more than half of the respondents is composed of female (f = 229; % = 59.5) while male (f = 142; % = 36.9) and LGBTQ+ (f = 14; % = 3.6) comprises the rest. Most of the student-respondents are enrolled in Academic Track particularly under Strands - Humanities and Social Sciences (f = 99; % = 25.7), Science Technology Engineering and Mathematics (f = 92; % = 23.9), General Academic Strand (f = 78; % = 20.3), and Accountancy Business and Management (f = 53; % = 13.8). Finally, majority of the respondents are Roman Catholic (f = 216; % = 56.1).

Students' profile

Table 1. Characteristics of the student-respondents

Age	**Frequency**	**Percentage**
15 years old	20	5.2
16 years old	67	17.4
17 years old	120	31.2
18 years old	101	26.2
19 years old	47	12.2
20 years old	19	4.9
21 years old and above	11	2.9
Total	385	100
Gender	**Frequency**	**Percent**
Male	142	36.9
Female	229	59.5
LGBTQ+	14	3.6
Total	385	100
SHS Track/Strand	**Frequency**	**Percent**
Accountancy, Business, and Management	53	13.8
General Academic Strand	78	20.3
Humanities and Social Sciences	99	25.7
Science, Technology, Engineering, and Mathematics	92	23.9
Technical-Vocational-Livelihood	62	16
Arts and Design	1	0.3
Total	385	100
Religious Affiliation	**Frequency**	**Percent**
Roman Catholic	216	56.1
Islam	35	9.1
Protestant	134	34.8
Total	385	100

Students' mastery level in Evolution

Table 2. Students' mastery level in Evolution

	Mean	Std. Deviation	Descriptive Equivalent
Mastery Level	41.74	24.012	Average Mastery

The mastery or achievement level designed by the Philippines' Department of Education, as per DepEd Memorandum 160 s. 2012, was adopted in interpreting the student's level of mastery in evolution. The mean of 41.74 and a standard deviation of 24.012, as shown in Table 2, implies that students have an average mastery level in evolution. Hence, an effort to increase the students' mastery level is a must.

Analysis of Students' mastery levels per profiles

Table 3. Difference on the students' mastery levels based on their profiles

		Sum of Squares	df	Mean Square	f	Sig.
Age	Between Groups	14.002	5	2.8	1.563	0.17
	Within Groups	661.262	369	1.792		
	Total	675.264	374			
Gender	Between Groups	3.885	5	0.777	2.731	0.019
	Within Groups	104.985	369	0.285		
	Total	108.869	374			
SHS Track / Strand	Between Groups	21.56	5	4.312	1.35	0.243
	Within Groups	1178.989	369	3.195		
	Total	1200.549	374			
Religious Affiliation	Between Groups	0.912	5	0.182	0.208	0.959
	Within Groups	323.685	369	0.877		
	Total	324.597	374			

The Analysis of Variance (ANOVA) on the difference between the students' mastery levels, when grouped according to age, gender, Senior High School Track/Strand and religious affiliation is shown in Table 3. It is revealed that the p-values for students' age [p = 0.17], track/strands enrolled in [p = 0.243], and religious affiliation (p = 0.959) are greater than the alpha level of significance [α = 0.05] which means there is no sufficient evidence to reject the null hypotheses. Thus, the student's level of mastery in evolution does not significantly differ when grouped according to their age, Senior High School Track/Strand, and religious affiliation. On the contrary, students' gender, having a p-value [p = 0.019] less than the alpha level of significance [α = 0.05], suggests that there is sufficient evidence to reject the null hypothesis. Therefore, the student's mastery levels in evolution significantly differ based on their gender. These findings disputed the findings of Rissler, Duncan and Caruso (2014) as in their study, students' level understanding and acceptance of evolution are predicted by their religious beliefs, and exposure to science subjects.

Challenges encountered by the students in learning evolution

Table 4. Students' encountered challenges in learning Evolution

Theme 1: Issue on students' learning style, ability, and interest

Quoted responses:

"The main challenges that the students have encountered are self-studying, poor internet connection, lack of sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus."

"It's kinda hard for me to grasp the information about the theory of hardy Weinberg"

"It's to keep in touch in every topic/lesson because the lesson about evolution requires attention and focus for you to understand it thoroughly."

"My lack of understanding in evolution"

"I think that the main problem is to maintain the interest of our students."

"The challenges, problems or issues that I have encountered in learning evolution is that not having enough concentration and motivation on learning and understanding evolution"

Theme 2: Lack of learning resources

Quoted responses:

"The challenges I have encountered in learning evolution are lack of learning resources such as books and internet signal and availability. Also, the topic itself covers a lot of areas which need further understanding and time to learn."

"Lack of time and not enough source of information"

Theme 3: Unfamiliarity with the theories and concepts of evolution

Quoted responses:

"The problem I have encountered in learning evolution are the words that are unfamiliar and not easy to understand"

"There are theories and terms I am not familiar with, thus making it difficult for me to understand the lesson and questions."

"I have struggled in learning because I have no background or any idea about evolution since this was the first time that it was introduced to me."

"That I don't know what's the other topic all about"

"In learning evolution, some parts are hard to understand because of complicated explanation."

"There are terms that I'm not familiar with. Some of the terms are hard to understand, and lack of example is a challenge for me too."

"I didn't remember what I have learned about the topic, unfamiliarity of the other words and topic, didn't study lot about evolution which cause me to not know what to answer in the questions"

"Most of the topics covered, especially the theories and names, are facts that I don't know of. Maybe because those are topics and lessons to be covered and tackled on in the future"

Understanding the challenges encountered by the students in learning evolution would be necessary for formulating possible intervention programs in improving their mastery level. Table 4 presents the students' encountered challenges where three themes emerged namely (1) Issue on students' style, ability, and interest, (2) Lack of learning resources, and (3) Unfamiliarity with the theories and concepts of evolution. Students' learning styles, interests, and abilities seemed to pose challenges in learning evolution among students. Students' learning style, as shown in the following students' responses played a significant role in their mastery of the evolution:

"The main challenges that the students have encountered are self-studying, poor internet connection, lack of sleep and time to answer all the modules due to the great number of activities, distractions, and lack of focus," and

"The challenges, problems or issues that I have encountered in learning evolution is that not having enough concentration and motivation on learning and understanding evolution"

Meanwhile, as shown in the following statements, students' ability and interests must be given enough consideration as it also emerged to cause negative implications on students' mastery level:

"My lack of understanding in evolution,"

"I think that the main problem is to maintain the interest of our students," and

"It's kinda hard for me to grasp the information about the theory of hardy Weinberg"

The lacking or insufficiency of learning materials about evolution topics could also be detrimental to mastering evolution as mentioned by the respondents ("The challenges I have encountered in learning evolution are lack of learning resources such as books and internet signal and availability," and "Lack of time and not enough source of information").

The last theme that emerged from the students' responses to the challenges encountered is the Unfamiliarity with the theories and concepts of evolution. Indeed, being unfamiliar or lacking enough knowledge on a particular subject matter would pose a great challenge in understanding a concept such as evolution. As mentioned by some of the respondents, words, theories, and concepts of evolution are unfamiliar to them and some were already forgotten by them. Similarly, some responses imply that their encounter with the concept of evolution is not enough for them to master it. Below are some of the students' notable responses:

"I did not remember what I have learned about the topic, unfamiliarity of the other words and topic didn't study a lot about evolution which cause me to not know what to answer in the questions",

"I have struggled in learning because I have no background or any idea about evolution since this was the first time that it was introduced to me,"

"That I don't know what's the other topic all about," and

"In learning evolution, some parts are hard to understand because of complicated explanation."

Conclusions

This study's main objective was to determine the students' mastery level in learning evolution and identify the challenges they encounter as they learn the subject or concept. The findings of this study will provide a basis for developing a program that enhances students' mastery levels. It will then help educators in designing a program that would promote higher students' understanding and mastery of the evolution subject or concept.

This study's findings underscore the following: (1) students have an average mastery level in evolution, (2) the students' mastery levels in learning Evolution are significant when they have grouped according to gender, (3) students when grouped according to age, the Senior High School Track/Strand they are enrolled in, and their religious affiliation posed no significant difference in their mastery levels in learning Evolution, and (4) students primarily encountered three emerging challenges that affects their learning evolution subject or concepts, specifically, the issue on students' style, ability, and interest, lack of learning resources and unfamiliarity with the theories and concepts of evolution.

Since the students' mastery levels in learning Evolution are only at average, this would imply that a great effort to increase students' mastery should be done as educational institutions' aim is that competencies in every subject must be mastered by the students. As students' mastery levels differ if they are grouped based on gender, it is imperative to have a clearer look at other factors affecting such differences. Furthermore, the identified challenges that the students encountered in learning Evolution that including their learning style, abilities, and interests, the lack of learning resources and materials, and their unfamiliarity with the theories and concepts of evolution, could be a basis in designing a program enhancing students' mastery level. It is therefore recommended to assess students' learning needs and styles to properly design an enhancement program best suited to them. The school must also address the identified lacking educational materials and resources on evolution.

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RESEARCH ARTICLE

Effect of Scaffolding Teaching Method on Students' Academic Achievement in Mathematics

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Abstract
The current research focuses on the scaffolding instructional technique in improving students' understanding level in the subject of mathematics. The study was experimental in nature and thereby experiment was conducted at Government School Daraban Kalan, District Dera Ismail Khan, Khyber PakhtunKhwa. Two groups are formed of 10th grade students on the basis on pre-test score. Twenty-five (25) students were randomly assigned to control group whereas 25 students assigned randomly to experimental group. Control group were taught to conventional style of teaching while treatment group was taught by using scaffolding instructional approach. Pretest and Posttest was developed from 10th grade mathematics syllabus. The result of the study reveals that students secured high marks in experimental group as compared to control group. The study concluded that scaffolding instructional strategy enhances the students learning in academic achievement.

Keywords: Scaffolding; Academic achievement

Introduction

Education plays a crucial role in social life of an individual and essential part for personality grooming. In fact, education is s source of self-recognition and develops the one's attitude in proper direction. Generally, education plays a vital role in the social and economic development of the country. Without education, no country can make development in any field. More specifically, education is a main source of knowledge for the society because social values can be transmitted to generation through education (Ozturk, 2008).

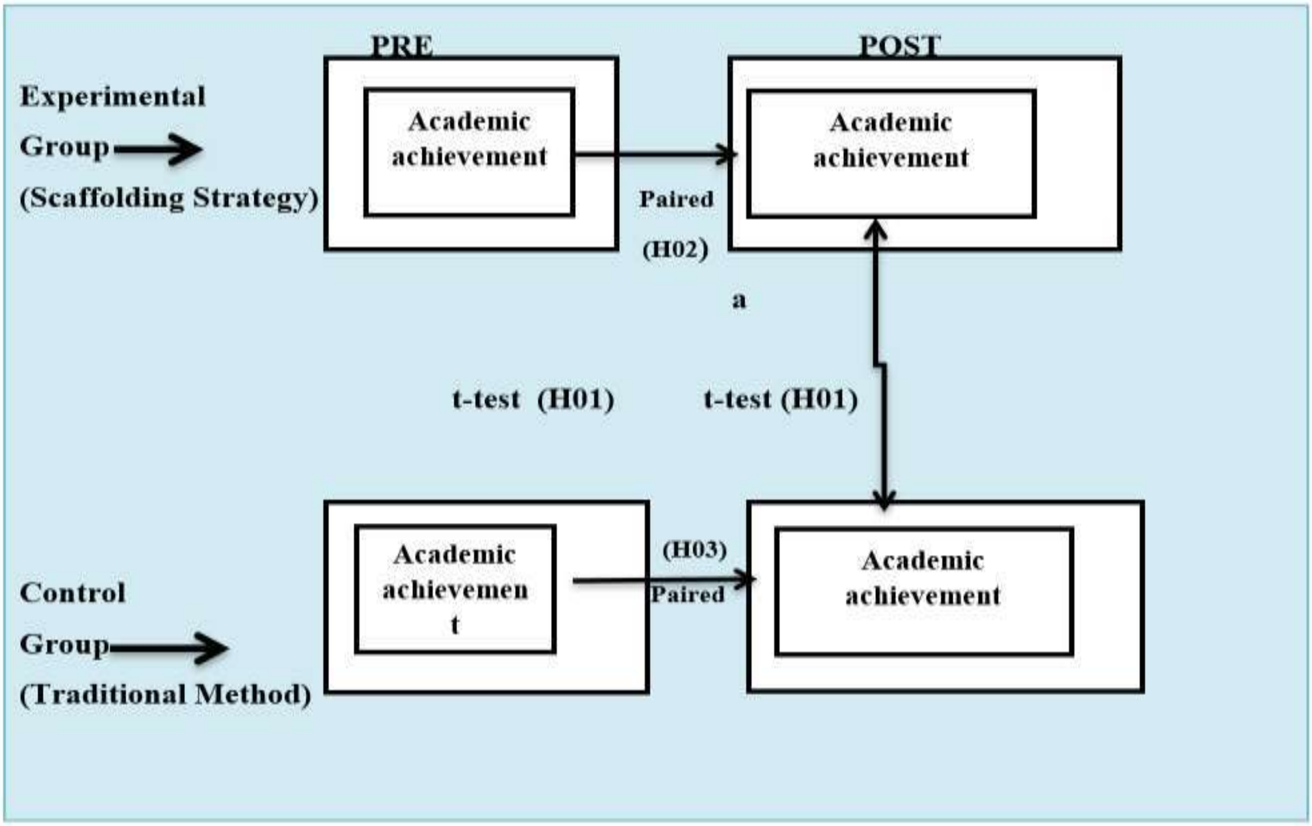
Education plays an important role in individual personally and one's personally can be changes through learning. Moreover, individual's character, attitude and behavior can be modified though learning. But individual learning can be improved through appropriate method of teaching. (Harun & Salamuddin, 2010). Practitioner emphasis on student-centered teaching approach because it helps learners to develop meaning if they themselves experience it. In addition, it is important for students to associate their prior knowledge to new concepts and idea shared in the class. Conclusively, learning becomes real and tangible among students in the class (Dano-Hinosolango, & Vedua-Dinagsao, 2014).

Scaffolding instructional strategy refers as a student-centered teaching approach that is used to accomplish maximum objectives in learning process. The key aim of scaffolding strategy is to accomplish desirable objective in a stipulated time period and engage students actively in teaching learning process (Alake & Ogunseemi, 2013). Scaffolding was closely link with the socio-cultural theory of Lev Semenovich Vygotsky, and specifically with his concept of Zone Proximal Development (ZPD). The key theme of the ZPD is the distance between what students can do by themselves and the next learning level that they can be helped to accomplish with skillful peer (Raymond, 2000). There are two development stages that is (i) the actual stage and the potential stage. The actual stage determined through independent problem while developmental or potential stage can be determined through problem solving under competent peer (Van de Pol, Volman, Oort & Beishuizen, 2015). In scaffolding strategy, teachers provide proper guidance to their students so they can able to solve the problem. it is a very effective strategy in which assist students solve problems and diverse tasks under the guidance of teachers' supervision and competent peer (Simons, & Klein, 2007).

In Pakistani scenario, teachers are mostly used old methods while teaching mathematics. Teachers use talk and chalk while teaching mathematics. Mathematically, teachers consume 80% time in delivering lecture and only 20% time consume in practical activities (Sultana & Zaki, 2015). Scaffolding teaching strategy could be very useful to improve the cognitive level of students in mathematic. Cognitive problems of learners can be solved through this teaching approach (Bayuningsih, Usodo & Subanti, 2018). Therefore this research paper was examined the Effect of scaffolding Teaching method on students' academic achievement in mathematics.

Conceptual Framework

According to Grant & Osanloo (2014) Conceptual framework demonstrated the association between the key variables of the study and logical presentation that how idea of research study relate to another. There is numerous research studies has been conducted to investigate the impact of scaffolding teaching approach on the students learning. A study conducted by Omiko (2015) that scaffolding teaching strategy has positively influence on the students' academic score. Joda (2019) found that students performed well who taught through scaffolding instructional strategy. Following conceptual model was developed on the basis of above empirical studies.



Hypotheses

H01: Students performed better in experimental group as compared to control group.
H02: Students achieved high marks in posttest as compared to pretest in experimental group.
H03: Students achieved high marks in posttest as compared to pretest in control group

Research Methodology

The current research was experimental in nature and thereby two groups were formed on the basis of pretest results. The experiment was carried out in GHSS School Daraban Kalan, D.I.khan. A sample of 50 students was randomly selected for the experiment. A fisher Bowl method was used to assign 25 students in control and 25 students were randomly assigned in experimental group. Pretest and Posttest was design from 10th grade mathematics syllabus and therefore both tests were based on 30 Multiple Choice Questions (MSCQs). Content Validity Ration was applied to measure the content validity of instruments. In CVR, both tests were validated by content experts. Students were split into two groups on the basis of pretest score which obtained before experimentation. Control group was taught through conventional method of teaching whereas scaffolding instructional method was used in treatment group. All conditions remained same for both groups except method of teaching. Low achievers students, average and higher achievers were equally participated in both groups. The treatment continues for two months periods. After completion of experiment, posttest was administered. Researcher used independent sample t-test and parried sample test was applied to test the hypotheses.

Data Analysis

Table-2 indicates the Mean difference in academic achievement of students between two groups. The result reported that Mena score of EG group ($\bar{x}$=26.90) found highest than Mean score of CG ($\bar{x}$=17.29). The result also reported that significant difference found in score taught through two different teaching strategies (p=.000<.05). Thus, H_{01} is hereby rejected.

Table 2. $H_{01:}$ Students performed better in experimental group as compared to control group.

Research Variable	C-G			E-G				
Scaffolding Teaching Strategy	n	$\bar{x}$	SD	n	$\bar{x}$	SD	tcal	Sig.
	25	17.29	7.871	25	26.90	13.79	7.33	.000

p<.05

Table 3. $H_{02:}$ Students achieved high marks in posttest as compared to pretest in experimental group

Research Variable	Pre-test			Post-test				
Scaffolding Teaching Strategy	n	$\bar{x}$	SD	n	$\bar{x}$	SD	tcal	Sig.
	25	11.89	6.88	25	24.29	8.11	-8.27	.000

p<.05

Table-3 reported that Mean score of Post-test group ($\bar{x}$ =24.29) found highest than Mean score of Pre-test ($\bar{x}$ =11.89) in experimental group. The result also reported that significant difference found in in students' academic achievement of pretest and posttest of experimental group (p=.000<.05). Thus, H_{02} is hereby rejected.

Table 4. $H_{03:}$ Students achieved high marks in posttest as compared to pretest in control group.

Research Variable	Pre-test			Post-test				
Scaffolding Teaching Strategy	n	$\bar{x}$	SD	n	$\bar{x}$	SD	tcal	Sig.
	25	12.66	6.89	25	13.24	7.22	-1.36	.189

p<.05

Table- 4 reported that Mena score of Post-test group ($\bar{x}$ =12.66) found highest than Mean score of Pre-test ($\bar{x}$ =13.24) in experimental group. The result also reported that significant difference found in in students' academic achievement of pretest and posttest of experimental group (p=.189>.05). Thus, we failed to reject the null hypothesis (H_{03}).

Discussion

The current study main focused on the scaffolding teaching method in improving understanding level of learners in mathematics subject. The findings revealed that students achieved high marks in experimental group as compared to control group.. Similar result was reported by Muhammad (2019). They found that students got highest score after implemented scaffolding teaching strategy. The result of the study revealed that students got high score in mathematics subject in post-test in experimental group as compared to pretest. Same result was given by Omiko (2015). The found that students performed well and their academic score was increased in experimental group whereas no change was found in students' score in control group.

Conclusion and Recommendations

The key objectives of the study was examined the Effect of scaffolding teaching method on students' academic achievement in mathematics]. Based on the research findings, scaffolding teaching strategy has positive impact on the students' academic score in mathematics at secondary level. This teaching strategy can help students to understand the mathematical concept and improve students' results. Precisely, the study concluded that scaffolding teaching strategy gives better results in perspective of students understanding in mathematics subject as compared to the traditional way teaching.

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RESEARCH ARTICLE

Women and Emotional Variabilities: Reading of the Delicate Complexes 'Subjecting Asha-Binodini' in Tagore's Chokher Bali

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Abstract

Women have often been deployed from many social representational practices for their absently marked subject positions; they have been made to function as the 'subjects' of absent political representations. Feminism as such had no pinpointed strategy of commencing in Indian geography, except for personalities protesting against social rules to demand equal spaces for the women. In the field of Indian English Literature that can be considered as feminist writings, we indeed have remarkable contributing personalities like Mahasweta Devi, Jhumpa Lahiri, and many more. In this regard Judith Butler beautifully stated that "Women are the sex which is not "one". Within…a phallogocentric language, women constitute the *unrepresentable*…women represent the sex that cannot be thought, a linguistic absence and opacity" (Butler, 13). Rabindranath Tagore's literary pieces has often been called feminist works for they constructively deconstructed the intricate cultural stigmas. Tagore's presentation of women was both subversive and culturally vibrant, few dominated; while few were dominated, which my paper would try discerning by following the methodology of literary review which will involve an overview of previous works and my subjective interpretation and through the application of queer-post-structuralist feminist theory.

Keywords: Women; emotions; desires; gender; queer

Introduction

Culture functions as a foundationalist fable in shaping identities and sustaining them, and such Bengali culture has also created women as a separate entity definable by few 'fixed' characteristics of linguistic absence. Tensional forces often produces beautiful network of critical discourses that further frames anatomical representations powerfully. Rabindranath Tagore (1861-1941) was a literary book that was offered to Bengali Literature. He shaped and reshaped the literary domain with contextual and cultural modernism. Being the 'bard of Bengal' he has framed the characters of women as products of oppositional power-play. Each of them survived through deep anguish and narrated through desires forbidden. Tracing from here, and using Tagore's lens to describe the Bengali culture, we can see how the cultural strength has been commandingly created. We cannot ignore the fact that ach culture has its flaw, and within the phallogocentric social construction culture functions as a "natural" excuse of continuing the phallus dominated representational strategies. Presentation of women in Bengali culture often stands in association to desires and relations to men, friendship between women, but no love between them. But these re-presentational discourses of women in Bengali culture also had some loopholes, some heteronormative structurization(s) which allows queer lens to dislocate the accepted definitions of women. Women therefore as subjects to political interrelations in literature have a different point of entrance and the position of placement and displacement of women within any cultural set-up (Bengali in this case) is therefore distinctively phallus-defined and separated. As we know 'history' has mainstreamed and obliterated many contributions of women to highlight men; however, women personalities like Kadambini Ganguly, Savitri Bai Phule and few others were noticeable challengers to the social customs braking rules to move ahead. Historical framing has modulated many operative and discursive fables and tales of women to present the image that the phallogocentric culture considers appropriate. Within such functional operations of literary and historical modifications Tagore's women were challenging and path-breaking; yet ordinarily conventional.

It is true nothing can be outside patriarchy for patriarchy rules and dominates as the omnipotent universal stature of veiling definitions and modifications, and literature as such also is a product of the same, but tries to resist the same with its powerful and expressive discourse. Desire as a term must be opaque to respected cultural discussions. Desire as a product of patriarchal empowerment has often functioned as a device to rule bodies according to the binarized structurization of this or that. Desire has been channelized, shaped, framed, and organized as acceptable, open, good, clean one hand

and unacceptable, hidden. Bad, polluted on the other hand. Desire is an important theme in all three of the selected narratives; they rule desire and allow bodies to flow. Tagore's women in these three works is therefore a boisterous displacement of patriarchal definition of what a woman is yet has slight patriarchal tints too, but also resisting the same. Intersectionality of emotional toiling is clearly an impulsive nature of portraying the characters and their lives. The issue of desire has been strictly scrutinized under the panoptical circulative frames of our culture. Desire is forbidden for some, while relinquishing for few. Rules, borders, definitions kept regulating the thirsts between centre and peripheries. Complexities, strategies, Brahminical elements, familial ties, and Bengali culture structures and produce these selected narratives. Feminism and women as a concepts and 'apparent' subjects of representational discourses often depicted many issues they were forced with. Each stage and each form of lives has a separate room of male-dominance and marginalization. Women as subject of pity and objects of eyes have dominated popular cultures including Bengali literature too. Hence when 'women' has been presented with the issue of desire questionable strategies indeed caused hindrance. Another true fact was Education and Bengal Renaissance during the 90s that drew many perceptions on Educating women and the impacts and demerits of the same; popular 'ill' believes started spreading that education destroys the 'femininity' of women, huge educations results in keeping women unmarried, or is the reason for the death of the husband; money should be saved for dowry not for education, etceteras. Such social issues were amalgamated with personal narratives of households and private affairs of desires to depict the exploitation and marginalization of women as human beings. Tagore has indeed presented many works of feminist hearings, which were ahead of its time, but few depictions were also shaded with the popular patriarchal cultures. Hence, while moving through the selected narratives an interrelation and integration of revisiting will be applied to relish the stories and their fluidity, for until we place ourselves as the 'mock-readers' to these characters we cannot entangle the mist of feminism these stories have narrated at that time.

Methodology

The method involved follows a literary review or a literature review which focuses on providing the searchers and audience with an overall idea of existing works on the question of the topic. Literature review can be both article and a book. This literature review is an article that along with empirical knowledge and subjective perception presents current knowledge and substantive findings along with theoretical contributions.

***Chokher Bali*- Binodini and Asha**

The social tomb of Bengal during the 1900s was much under the construction of British culture and when modernization was eventually touching the thresholds of Bengali households. The men were becoming the 'English Babus', education and western culture was shaping the minds of new Bengalis; thereby, personal and private selves were changing their paradigms constantly. Ideas were getting fluid yet recognized by institutional patterns. The social position of women particularly during this time was gaining quite importance and attention; even was also getting spatially, literally and ethnographically scrutinized to bring out the layers of sufferings and subjugation; to evaluate their tears with ink and trying to provide them justice under pity and dominance. Few social oppressions popular on women during then included-

- Widows were not allowed to marriage, and struggle, protests for Widow-remarriage was growling high.
- The Education of women under many evils of the society was getting submerged yet was thriving too. But, not every woman was allowed to receive Education under many superstitious beliefs and women generally were ingrained with such beliefs that further created hindrance for their liberty, and thus exploited them emotionally and physically. Education, even if it was made accessible to women it was for securing their place to a respectable position in the marriage market, but hardly few received that too.
- Women were eventually protesting, and coming forward to claim their rights amidst the political upheaval of Independence. Swadeshi Movement (1905) was a strong impact on the awakening of women, for they eventually started involving in the worldly affairs outside of their 'homes'. The struggle for Independence was also creating spaces for liberating the women to some extent.

Amidst such socio-political scenario, Tagore carefully published *Chokher Bali* (1903); a simplifyingly unconventional household narrative. The title of the novel was initially coined as *Binodini*, but later it was shifted to *Chokher Bali*, which is significantly symbolic and crucial to analyze the characters of the text, for each turns each others 'Chokher Bali', somehow! The title means something that sores the eyes of everyone, and is the reason f eye sores- "Asha- what name would you like?/ Binodini- Chokher Bali, A constant irritant like a grain of sand in the eye' laughed Binodini" (Chakraborty, 56). The novel has liberated and freed many shackles by pointing out the social injustices committed upon a widow, and how the 'witch-widow' is the creation of society only. The novel also highlights the importance of education and its need in every woman's life to safeguard their own selves against any form of exploitation and just not blame their fate for the same. The novel also strongly webbed the complex dynamics of relational spaces and horizons, including desires and emotions as dominating cards. The circuitous network of family has been beautifully curved and a regular household was turned to the exotic stage-play of few characters that were capable of creating a world within a world, and also destroying them to create a new universe; eventually and tactfully. But as we all know, Literature is just not the imaginary horizon of a human biography; rather it reflects the socio-cultural and political dimension of the time and situation in which it is placed. If we place *Chokher Bali* within the multifarious and variegated intricate designs of that social structure of 1903 Bengal, we will see the novel is a 'voice' for all widows like and unlike Binodini; for all uneducated, simple, tender girls like Asha; for many Bihari out there, and many Mahendra who were getting created as the powerful patriarchal products capable of so much. Placing the novel with the social structure of ten, we see how Tagore beautifully curved a real depiction through imaginary fable; hat is too strong in its discourse of representational bodies and objective womanhood. The novel has webbed tales of desire for widows that was forbidden, and tales of abandonment for a woman which was very common; tale of a mother and son fractioning as a plate inconsequentially consequent to the narration of the remaining story. Therefore the title *Chokher Bali*; an irritant was the novel itself to the then Bengal culture, to the social eyes and lips of the social-cultural vicinity. The novel centered to demanding rights of widows and education for women, yet unleashed how patriarchal space has restricted the 'body of women' to tender spaces to create and re-create femininity as the required way and demand along with everything. The two female characters around whom the thread of the novel is constructed are Binodini and Asha. Two opposite and deviant characters in relation to each other fabricated with beautiful abjections and quality. The relationship between them was a platform of commencing the 'error-play'. Binodini's desire arose with letters but her entrance was opened with Asha's friendship for her. Here a homo-social space was created but in an underrated manner, as the concerned person was Binodini and her position within the webs surrounding her. Asha's guiltless sharing of emotion and space with Binodini showed how desperately she demanded a friend; a *shokhi* of her own. To Asha, Mahendra was not a friend, but a god whom she has to satisfy by obeying and serving, but Binodini to her was that hopes and figure, whom she admired and caressed. For Binodini, Asha on the other hand was a card to be used, a space to be encroached, a right to be taken, a figure to be destroyed, a calm wind to create storm. With these emotional variations Asha grabbed Binodini's hand and opened those doors which allowed shades to turn darker, and created a tale of Binodini where Asha only remained the catalyst, that social girl without education to protect herself, for whom 'silence' and 'acceptance' was the only protest.

Sexuality and Feminism

Before moving to Sexuality, we must talk about feminism a bit. It is indeed difficult to trace Feminism and its definition in Indian terms. Feminism in West began with the white middle-class women's struggle to reclaim their space in terms political rights. Eventual struggles were making Feminism as an inclusive parameter of freedom, where personalities like Carol Hanisch, Rebecca Walker, Maggie Humm, Betty Friedan, Judith Butler, Michel Foucault, Jacques Derrida and their post-structuralist queer theories were drawing more spaces to experiences. But if we are to draw comparison of the same timeline in India, popularly the term Feminism never copped up, rather rights and voices for and of women were eventually commencing. Be it from literary texts to social movements, women were demanding their spaces within the public and private sphere, and that was also a little impact that 'westernization' brought into the cultural heritage of India. Along with the same voice(s) for Independence, religious communalism also merged and evoked a strong deliverable platform of protests. Eventually since then, voices for the rights of women started shaping, branching into various shades. Personalities like Savitri Bai Phule, Kdambini Ganguli, Rassundari Devi, Gayatri Devi, and many more started and prioritized education as an essential factor to liberate women. With time these protests started recognizing itself with Feminism and eventually race, caste, class, and many factors were getting included. Personalities like Bhanwari Devi and her contribution to Vishakaha Guidelines was a huge effort towards recognizing the multiple layers of subjugation against women. It was Nivedita Menon who in her work *Seeing Like A Feminist* (2013) stated that-"Feminism is thus not about individual men and women, but about understanding the ways in which 'men' and 'women' are produced and inserted into patriarchies that differ according to time and place" (Menon, 77). Therefore, if I amalgamate the timelines and place the novel into the definition that Menon said, then we can see how Tagore constructed the threads to show how patriarchy has 'produced' Binodini and Asha, and how Feminism shows us multiple ways to decipher them.

Sexuality is the sexual desire that one has for someone or maybe for many or maybe jus for two or few, it varies with time and place and situations, but appropriately it is our sexual attraction to body or bodies. This Sexuality is culturally channelized into moral and immoral. Sexuality as a term is moving and walking till now in the peripheral zone of discourses. But Tagore in his work has made sexuality as that stream and line which is not only the main but very central dice that was the reason for Binodini to become Binodini and the Chokher Bali. The fluidity of sexuality and desire; the difference between obsession and devotion; the thin line between love and power to control, were all strongly narrated through Binodini's narration. Binodini has been presented as widow leaving in the maternal house of Mahendra's mother. After she came along with Mahendra's mother to her in-laws home, where Asha and Mahendra lived, the lives started changing. Binodini has been comparing herself ever since then with Asha and thought "Mahendra's amorous attention towards Asha had constantly troubled Binodini's frustrated heart; the anguish had kept her lovelorn imagination in a state of painful arousal, full of acute excitement…ignoring a jewel like herself to embrace a feeble-minded, poor-spirited girl like Asha" (Chakraborty, 108). Binodini's desire was Mahendra and devotion was Bihari; she wanted to win Mahendra and love Bihari. Tagore has delicately presented how desire and love is different, how they are poles apart yet so closely connected that when they survive together it is acceptable for some, and when they do not co-exist they are brutally the scaring objects that can ever exist for everyone. Binodini's desire was fitting to the later one; it was devoting Bihari, for she never received a peaceful listener to herself which Bihari provided, a calm guidance that Bihari sheltered, and a strong loyalty that Bihari exhibited. It began when Bihari urged knowing about Binodini's life, her native place –

> Binodini had never found a listener to whom she could say all these things in this fashion; she has never spoken to any man in this un-self-conscious, natural way. Today, as she spoke in her fluent, sweet voice of the simplest thoughts in her heart, her very nature seemed to become gentle and contented, as if bathed in afresh shower of rain (Chakraborty, 97).

Binodini to Mahendra was that fire which jolted up within veins and wanted to erupt; that thirst which was trying to quench hard for long. Binodini's desire wimbled listening to Asha's narration of her and Mahendra's twitched strokes of love all over her body. Binodini's apparent affection and forlorn body intermingled with the absence of desire and presence of self-awareness heightened to such an extent that it finally led breaking of the 'created-timid' Asha's world when Mahendra obsessed and immersed in Binodini's seductive environment mates with her- "after the outrage that you have committed last night, are you still not satisfied?" (Chakraborty, 217). This line from the letter Asha found in her husband's Mahendra's pocket was deliberately evoking and sexually enchanting and emotionally forbidden with pain and obsession. Binodini has won Mahendra but couldn't love him, for her thirst lied in Bihari; Asha without even knowing what her desire(s) could ever proclaim lost everything that particular moment. Binodini's desire that arose while listening to Asha's love-play with Mahendra which made her "her ears turn red, and her breathing would go rapid…She wanted the same things repeated over and over again, and when the tale was finished, she would resort to fantasy" (Chakraborty, 58), was finally achieved but not quenched when Mahendra had shared his body with her that he shared with Asha. Binodini then realized that her thirst was not Mahendra; desire had already turned to disaster. But Binodini is not the villain here rather the society's victim. Women during then and still now are so much dehumanized that they were considered insignificant enough to associate with any worldly needs of human emotions. Moreover, when you turn into a widow you are further reduced as burden of flesh that must survive without any dreams or wish, remain as others will make her remain without obstruction, and questions. Binodini's character refused to play this subservient role to show that Women are humans and they can also desire; marrying them off at an early age, getting widowed at an younger age that psychologist would still term childhood; growing with human libido desires and attraction will "naturally" come. Tagore through Binodini questioned all those "unnatural rules" imposed on widows that resulted in creation of so many victimized Binodinis, perhaps. Thus, Tagore presented Sexuality and women as concepts that provided some humanized tints on the social structure although with rage!

Patriarchal and Women's Exploitation

The character portrayal of Mahendra was distinctively the centre and the one who is full of pride and self-devotion. The patriarchal process of using others as an excuse to keep the self-satisfied was truly depicted through Mahendra when in his conversation with Bihari he monologued his thoughts- "'those precious ones, coveted by others in vain, have voluntarily surrendered themselves to me forever.' The thought made Mahendra's breast swell with pride" (Chakraborty, 122). Mahendra's sexuality was full of pity, amour, self-love, and patriarchal privilege. His selfish love for himself moved him to carry on both with Binodini under the pretext of "pure love" and Asha under the pretext of "conjugal duty". The situational position of Mahendra clearly depicts how benevolent patriarchy may appear, it is nothing beyond selfishly self-centric. Putting love as the defining frame we can visualize Mahendra never loved anyone but himself; he failed love numerous times. Tagore exhilaratingly showcased how patriarchy modifies love with control and pity through the character of Mahendra; how lives and love(s) fall prey to such figures even today. Asha was his youth-play, and a doll of sexual beauty. Asha's position never crossed the fleshy paradigm of conjugal life; she was only restricted as the pitiful puppet worthy of Mahendra's sexual attention. Mahendra used Asha for his self-pleasure, for his playfulness, for his releasing area, for his claiming of control, and for satisfying his phallus-power. From the very beginning Asha is portrayed as the 'object of pity'- "Mahendra took his opportunity to inspect the pitiful face of this shivering young girl" (Chakraborty, 11); hence pitifully he taught her; pitifully he had sex with her; pitifully he owned her.

For Binodini, it was quite the opposite, he felt himself drawn towards Binodini's rhetorical intelligence with sharp looks of plenty desire. Binodini for Mahendra was that desired object whose subjective control was more than him, be it in home or in his private life. The Binodini was now becoming that space encroaching whom would be a self-victory for Mahendra. Their play-time approached each door with questions of complex anguished emotions that Tagore answered at the end of this work. The entirety of falsehood was visible to the witty Binodini, for she knew that Mahendra could never love someone beyond himself. He is gravely occupied to provide himself the justified place of affection that others, particularly the women- Asha, Binodini only became the medium of making this successful- "Once you thought you love Asha, but that was false; now you think you love me, but this, too, is a falsehood. You love yourself" (Chakraborty, 2017). Mahendra's self-love was so deep that he pitied Asha his love and desired Binodini's wholeness- "Mahendra then convinced himself that very few wives were fortunate enough to receive the amount of love he still felt for Asha…His heart was large enough to accommodate both Binodini and Asha…" (Chakraborty, 212). Evaluating, we can find how patriarchy bestowed enormous power to the phallus, so that, they can utilize the same on themselves and the bodies of women. Power that will operate in and with silence, things which will not be spoken, will create Mahendra at many households even today and Binodini-Asha as objects to them.

Need of Education

During 1900s, education for women in Bengal was critically and strictly modulated according to patriarchal patterns. The situation of Education during the early 1900s for Bengal women was critical just like all other cultures. This issue was addressed but was also lagging behind the massive strides of that time like Bengal Renaissance. With the mired prejudices and superstitions that encompassed the then Bengal society, education for women was subjected to repressive mind-sets and policies. Even with further developments education of women were limited to sewing, home-science, etcetera; hardly did the women had any access to appropriate knowledge and studies. They were trained and educated to become good daughters, wives and mothers; therefore, their 'after marriage sufferings' were blamed on fate and the minimum of education received. Setting examples for the society along with the Brahmo Samaj's liberal ideologies (to some extent) many women like Chandramukhi Bose, Kadambini Ganguly broke barriers and emerged as minds with educative principles and fought for women's emancipation. Later on Anandi Gopal Joshi, Mataji Gangabai encroachingly contributed to the field of Education trying to create and reclaim the space for women. Amidst such a social background *Chokher Bali* proved tremendously fruitful in depicting the exploitation of women due to lack of education. The ingrained belief that education ruins the lives of women was critically subverted showing how the 'lack' of same is responsible for ruining their lives at the hands of the educated ones. The character of Asha was seemingly constricted to this similar position. The homo-social space between Binodini and Asha was a plot and technique that enforced how Asha's exploitation began with sharply erotic and witty exchanges between Binodini and Mahendra; how her lack of worldly knowledge and rational thinking was making her the victimized criminal of the destruction. Mahendra's awareness was large enough to engulf the uneducated Binodini, where despite Mahendra's repeated confessions; she hardly realized what he meant- "'Chuni!' His voice choked with tenderness…'I have wronged you, please forgive me,'" (Chakraborty, 105). When Mahendra was away to his college for few days regarding some work of his own, the letters that was written as a medium of communication between Asha and Mahendra was subsequently separated by the words, feelings, and desire of Binodini. Binodini functioned as that fluid emotion and knowledge which could strongly express her at the cost of Asha and her pitied position. The letters Binodini composed penetrated Asha's mind and soul and became her own words with feelings she never explored. The letters repeatedly hinted a love which was both "indirect yet explicit, forbidden yet intimate, poisonous yet sweet, given yet withheld" (Chakraborty, 117) that Mahendra felt, that aroused him, but depleted and derogated the Asha again and again. Pitying Asha is what Tagore restricted; rather he tried implying why was Asha pitied-for having no parents, no love? No, rather for having 'no power' of her own, that Education could have provided to every woman. Through Asha Tagore presented situations, shed light on bodies and minds that were crumbled under the super-position of decrees, rules, beliefs, and powers regularly. The novel was both literary revolt with an unconventional frame and a subverted plea to recognize and revisit the 'spaces' of women, both physically and psychologically.

Conclusion

Each character in this web of emotional variabilities stands victimized yet powerful. Looking at Mahendra, his emotion was a mixture of pity and amour for Asha; desire and conquer for Binodini, but Mahendra was not the victim of emotional challenges rather a victim of patriarchal privilege that gives him the power to pity and conquer Asha and Binodini simultaneously. Moving our focus on Binodini, we find she is powerful for she chooses to play with her feelings and desire. Her education provides a rational sensibility to Binodini for controlling bodies, and emotions. It was her victimized position of widowhood that imposed the power of subverted pities, which in turn permitted her to grasp and rule the spaces she always wished to! It is Asha therefore who stands powerless in all forms. Her lack of educative upbringing makes the victim of emotions, society and beliefs that binds her broken life horribly. Asha's 'innocent' nature was what Patriarchy modeled for women, and Tagore presented how such an "ideal" nature destroys the woman only. Asha's emotional variabilities are ruined, for her love to Binodini faded in dry spells; while, her trust on Mahendra was brokenly and forcibly restored again. Thus, both Asha and Binodini stands as larger social victims who were depleted of everything as they were the 'marked presence and a linguistically representational absence'. Thus, *Chokher Bali* stands an astounding literary irritation that hampers the intricate patriarchal constructions of the social structure; initiating the queerness of emotions and desires of women, trying to establish a voice through few *un-voiced* horizons.

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RESEARCH ARTICLE

Violations of International Humanitarian Law: Political Views on Law and Human Rights

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Abstract
The purpose of this study is to analyze the form of settlement of violations of International Humanitarian Law, as well as to analyze the Legal Politics of Human Rights in view of gross international human rights violations. The normative legal method used in this research. The results of recitations or trials in international humanitarian law and international human rights are good and very important in ensuring justice for victims of human rights violations, but in the human rights judicial process it should not take a long time to make decisions on victims and their families.

Keywords: Legal Politics; Humanitarian Law; Human Rights

Introduction

Attention to Human Rights is in line with the development of the era of globalization which requires recognition of universal values that are believed to be true. The universal value is the value of humanity that is carried by every human being in the world, with the recognition of these universal values, the rights of every human being must be respected. Besides being universal, human rights are also contextual, meaning that human rights appear in certain social contexts and face certain challenges. As a form of Indonesia's commitment to provide protection for human rights, in addition to the recognition in the constitution, Law No. 39 of 1999 concerning Human Rights was promulgated (Agustiartono 2006).
The roll out of reforms in Indonesia in 1998 was marked by the transfer of power from President Suharto to BJ Habibie, prompting the Indonesian people to demand an end to past human rights violations. The demand for disclosure of past human rights violations such as what happened in Indonesia by Jorge Correa is a political situation that must be faced in the transition period (Correa 2014). In addition, the demands for the settlement of human rights cases have also attracted international attention (Arinanto 2004). Related to this, the international community wonders whether international humanitarian law has been implemented or whether the law has been ignored by the authorities, as well as what about the perpetrators of this violation of international humanitarian law (AKBAR 2017). in Indonesia itself. Human rights violations are not new, such as the cases of students being killed during demonstrations due to clashes with security forces, such as the Trisakti cases (12 May 1998), Semanggi I (13 November 1998), and Semanggi II (22-24 September 1999) International (Arinanto 2015).
Attention and pressure on the handling of gross human rights violations also occurred in the conflict in the former Yugoslavia. To try the perpetrators of war crimes and human rights violations in the former Yugoslavia, the United Nations Security Council (UNSC) through Resolution No. 827 of 1993 dated 25 May 2003 established the International Criminal Tribunal for the Former Yugoslavia (ICTY) based in The Hague, Dutch.ICTY was formed under the Statue of International Criminal Tribunal for the Former Yugoslavia. Similar to the Indonesian Ad Hoc Human Rights Court, the ICTY has been given jurisdiction to examine and prosecute war crimes and gross human rights violations that occurred in Bosnia Herzegovina and Kosovo since January 1, 1991 (Atmasasmita 2000).

“The problems examined in this research are first, What is the form of settlement of the ICTY for violations of International Humanitarian Law? And how does legal politics in human rights view gross international human rights violations?”.

Research Methods

“The approach used in this problem is to use normative research based on the main material by reviewing the theories, and concepts, as well as regulations on legislation related to this normative research, While the approach used is a conceptual approach and also uses document study techniques in tracking existing legal materials”.

Results and Discussion

International Tribunal Former Yugoslavia (ICTY)

A.Criminal Tribunal For Former Yugoslavia (ICTY)

The demands for the settlement of cases of gross human rights violations committed by the military who have committed war crimes and crimes against humanity against civilians in the Balkans are voiced by the victims and their families so that the perpetrators get punishment and the victims get justice they deserve, by "hearing" the demands, the International Criminal Tribunal for the Former Yugoslavia (ICTY) (Kittichaisaree 2021).

The International Criminal Court for the former Yugoslavia (ICTY) is the United Nations legal tribunal that deals with war crimes that occurred during the conflict in the Balkans in the 1990s. “Since its founding in 1993, ICTY has changed the landscape of international humanitarian law and provided opportunities for victims to voice the horrors they witnessed and experienced. In its precedent decisions on genocide, war crimes and crimes against humanity, the ICTY has shown that senior positions of individuals can no longer protect them from prosecution”. It has now been shown that those suspected of having the greatest responsibility for the atrocities committed can be held to account, and also that the blame must be individual, protecting the entire community from being labeled "collectively responsible" (ICTY 2018).

The ICTY statute is a significant progress for the development of international humanitarian law and of course for crimes against humanity because this statute explicitly regulates the definition of crimes against humanity, although it is limited to conflicts that occur in the territory of the former Yugoslavia. The definition crimes against humanity according to Article 5 of the ICTY Statute is (United Nation 2009):

“The International Tribunal shall have the power to prosecute persons responsible for the following crimes when committed in armed conflict, whether international or internal in character, and directed against any civilian population”: Murder, Extermination, Enslavement, Deportation, Imprisonment, Torture, Rape, Presecutions on political, racial and religious grounds; Other inhumane acts.”

B. International Crimes

Robert Cryer puts a limit on “international crimes” from these limits it can be drawn the idea that international crimes are crimes against international courts or tribunals by international law norms that are given jurisdiction to try. Robert Cryer also stated that international crimes include four types of core crimes: genocide, war crimes, crimes against humanity, and crimes of aggression/crimes against peace, which if it is related to the case raised in this study, is the case one of the core crimes mentioned by Robert Cryer (Arie 2015).

M. Cherif Bassiouni, divides the level of international crime into three. First, international crimes referred to as international crimes are part of jus cogens. The typical and characteristic of international crimes is related to human peace and security as well as fundamental human values. There are eleven crimes that occupy the top hierarchy as international crimes, namely (Bassiouni 2006): “Aggression; Genocide; Crimes against humanity; War crimes; Unlawful possession or use or emplacement of weapons; Theft of nuclear materials; Mercenaries; Apartheid; Slavery and slave-related practices; Torture and other forms of cruel, inhuman, or degrading treatment; Unlawful human experimentation.”

C. Crimes Against Humanity

“The definition Crimes Against Humanity can be found in the London Charter which gave birth to the Nurenberg Trial In Article 6 of the London Charter Of The International Military Tribunal it is fully stated” (A. R. Nasution 2012):

“Crimes Against Humanity: Namely, murder, extermination, enslvement, deportation, and other inhumane acts committed against any civilian population, before or during the war; or persecutions on political, racial or relegius grounds in execution or of in connection with any crime within the jurisdiction of the tribunal, whether or not in violation of the domestic law of the country where perpetrated”.

The Rome Statute has determined that acts which constitute Crimes Against Humanity can occur if they fulfill the following two elements, namely:

1.These acts were carried out as part of a “widespread” or “systematic” attack directed against the civilian population. According to the ICTY, the systematic requirements must meet four elements, namely: ‘(1) the existence of a political goal (2) the execution of a criminal act on a very large scale against a group of civilians or the repeated execution of inhumane acts (3) preparation (or provision) and use of important public or private resources, whether military or otherwise; and (4) the involvement of high-level political and/or military authorities in the determination and formulation of the methodical plan.”

2.“seizure that was carried out was part of or was intended to be part of a widespread and systematic attack against the civilian population” (Setiyono 2005).

The for committing serious violations, the military authorities who, when a conflict arises, commit or order their subordinates to commit violence or immoral acts against civilians shall be punished for the rest of their life in order to account for the actions that have been taken during that time.

D. International Military Tribunal

World War II which lasted from 1939 to 1945 was the greatest war ever experienced by mankind, both from the scale of destruction and the scale of the weapons used. More than 50 to 70 million lives were lost in the most destructive war in the history of mankind, including millions of lives lost from the Holocaust perpetrated by Nazi Germany on Jews and minorities in Europe, making World War II the most violent conflict. deadliest ever recorded in history (Summerville 2008).

After the end of World War II, the victors of World War II felt the need to establish a military tribunal that would try violators of war and humanity from Nazi Germany for all their crimes committed during the war. Initially, the Allies issued a declaration in Moscow in 11943, which promised punishment for Axis war criminals, but stated that this declaration was "without prejudice to the large cases of war criminals whose crimes did not have a specific geographic location." and which will be punished by a joint declaration of allied governments (Cryer, Robinson, and Vasiliev 2019). Then International Military Tribunal (IMT) in Nuremberg which was established through the London Agreement, August 8, 1945, in this London Agreement, the allied countries agreed to establish a military tribunal that would try criminals against humanity from Nazi Germany (Encyclopedia 2020).

Legal Politics in Human Rights views gross violations of international human rights.

A. The concept of Human Rights

“The concept of Human Rights has two basic meanings, namely first, rights that cannot be separated and revoked are human rights, because they are human beings”. “The second meaning of human rights is rights according to law, which are made according to the legal formation process of the community itself, both nationally and internationally”. The basis of these rights is the consent of the governed, i.e. the consent of the citizens, who are subject to these rights and not only the natural order which is of the former meaning. So it is not appropriate if the abolition of citizenship status is carried out for any reason, because, a person or individual born in the territory of the Republic of Indonesia is entitled to his citizenship status, and in order to respect the human rights possessed by that individual so as to realize the protection provided by the UDHR and as well as protection from the State of Indonesia (Levin 2012).

According to Sri Soemantri, a legal state must fulfill several elements, namely

“The government in carrying out its duties and obligations must be based on laws or statutory regulations” (Soemantri 1992);

- There is a guarantee of human rights (citizens);
- There is a division of power within the state;
- There is supervision from judicial bodies.

In connection with the statement above, especially in point 2 regarding the existence of guarantees for human rights, it can be concluded that in every constitution of a legal state there must be found guarantees for human rights, especially for its own citizens. Human rights itself covers various aspects of human life, ranging from rights in the political field, the right to life, the right to freedom of speech, rights in the legal field.

B. Intermediary Concepts of International

“Law International law places institutions and processes beyond domestic law and politics. In a period of political change, international law offers an alternative construction of law which, although there is a substantial political change, is ongoing and eternal. Local courts trust these international understandings” (Arinanto 2015).

The potential of this understanding of international law found its strength in the post-war period. International law also acts as an intermediary concept to reduce the dilemma of the rule of law posed by substitute justice in transitional times and to justify the legality of the Nuremberg Trials relating to the debate over the retroactive principle of (Teitel 2015).

C. Right To Know

Right to Know dijabarkan secara komprehensif dalam Update Set of Principles for the Protection and Promotion of Human Rights through Action to Combat Impunity 2005 (Orentlicher 1990).

Right Toof Human Rights through Action to Combat Impunity of 1997. to Diance Orentlicher, the Set of Principles not intended to create new international legal norms, but reflects developments in international law. According isbinding law (biding effect), but the principles contained in it are practiced in various countries in the world so that it can be regarded as customary international law (Commission of Human Right (CHR) 2004) .

D. The Purpose of United Nation

To prevent war, try to re-create it by forming the United Nations (UN). Article 1 of the United Nations Charter states that:

The Purpose of the United Nations are:

1.“To **maintain international peace and security**, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and International law, adjustment or settlement of internasional disputes or situations whis might lead to a breach of the peace”;

2.“To **develop friendly relations among nations** based on respect for the principle of equal rights and self-determination of peoples, and to take othe appropriate measures to strengthen universal peace”;

3.“To **archive international cooperation in solving international problems** of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion”; and

4.“To be a **center for harmonizing the actions of nations** in the attainment of these common ends”. The bottom line is that the goal of the United Nations is to maintain international peace and security and seek to take concerted action to prevent and eliminate threats to peace, acts of aggression and promote peaceful means.

E. Inherent Dignity

According to Tommy F. Awuy, basically what Human Rights want to demand itself is not a question of the West and East dichotomy, but a shared realization that every human being, whoever he is, wherever he is, whatever skin type he is, should be seen solely. because he is human. However, this is where the problem lies, the question of who a human is is still important until now (Makoni 2012). In general, human rights can be formulated as these rights, it is impossible for us to live as humans (inherent dignity). as determined by the modern concept of human rights, namely: Human rights could generally be defined as those rights which are inherent in our nature and without which we con not live as human beings” (Mutua 2001).

According to Baharuddin Lopa, the sentence "it is impossible to live as a human being" should mean "it is impossible to live as a responsible human being". The reason for adding the term responsibility is that besides humans have rights, they also have responsibility for everything they do (Pompe 1994).

F. The Vienna Declaration and Program of Action

“All human rights stem from human dignity and are inherent in human beings as central subjects of human rights and fundamental freedoms; consequently must be the most important inheritor and must participate actively in the realization of the rights and freedoms, as determined. The Vienna Declaration and Program of Action states that: That all human rights drive from the dignity ond worth inherent in the human person, and that the human person is the central subjek of human rights ond fundamental freedom, and consequently should be the principle beneficiary and should participate actively in the realization of these rights and freedom”. (Sullivan 1994).

“Everyone is born free and has the same dignity and rights. Those who are endowed with reason and reason should associate with one another in brotherhood as stated in Article 1 of the Universal Declaration of Human Rights, namely: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood” (A. B. Nasution 1997).

Conclusion

That the practice of decisions or courts in international humanitarian law and international human rights is good and very helpful in upholding justice for the victims of gross human rights violations, with the presence of ICTY, IMT Nuremberg, the victims of this serious violation feel very helped and can find justice by giving sanctions to the perpetrators of Crimes Against Humanity. Therefore, the length of the process in imposing sanctions on violators is a concern for the international community, is there something that is holding back the punishment for the violators, the court should be able to quickly impose sanctions and also punish the perpetrators who cause " wounds” that may be incurable for the victims as well as the families.

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RESEARCH ARTICLE

Residential Housing Satisfaction in Public Housing Estates in Calabar, Cross River State, Nigeria

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Abstract
The paper examined the satisfaction level of residents in public housing estates in Calabar, Cross River State Nigeria. The variables for establishing the satisfaction level were broadly categorized into three (3); housing location, physical facilities and environmental factors. However, five (5) public residential estates were selected for data collection. Data were elicited using 100 copies of questionnaire. Questionnaire were given to household heads and all were returned and used for analysis. Analysis were carried out using frequencies and relative satisfaction index (RSI). With RSI, the satisfaction level of the residents with the housing area was determined. Furthermore, a five point likert scale was adopted in collecting data from residents within the housing area. Findings revealed that the residents of public housing estates were not completely satisfied with the housing environments. For instance, it was shown that the residents were fairly satisfied with the housing location. Similar results were obtained on both the environmental and physical facilities. Variables such as proximity to service, waste disposal/management, water supply among others were observed to influence the level of satisfaction of residents with the housing area. It was also observed that facilities and amenities were drastically deteriorating within public residential estates and the aesthetic quality of the housing environment is facing serious distortion. Based on these observations, it was suggested that facilities and amenities that go along to making housing environments habitable and conducive be provided and deteriorating facilities be upgraded. There should also be regular renewal of the housing environments in public estates to avoid deterioration and dilapidation of structures within the housing environment.

Keywords: Housing environment; housing location; level of satisfaction; physical facilities; residential housing

Introduction

Housing refer to buildings that function as homes, offices and other structures that are capable of providing shelter to humans for varied purposes. Housing range from simple dwelling units to complex fixed structures of wood, brick, concrete and other related materials containing bedrooms, bathrooms, kitchen, living room, dining room, water and plumbing system, power and electrical system as well as cross ventilation (Salisu, Odulaja, Ogunseye, Fasina and Okunubi, 2019). Furthermore, housing reflect the socio-cultural and economic values as well as historical evidences of civilization of any society. Eteng (2016) opined that housing units play inevitable roles in determining the comfort of it residents. He explain that the quality of housing unit occupied by residents is a useful tool in defining the socioeconomic class of such persons in the society. Salisu *et al.*, (2019) established a link between the type/quality of the housing occupied and the health/wealth of residents and places. Hence, high income earners usually demand for housing with better facilities than the medium and low income earners. However, the quality of housing occupied plays an intricate role in the survivability of the residents of the housing unit. For instance, Akpu and Sarah (2015) showed that in Kano metropolis Nigeria, the type, setting, facilities and nature of housing units occupied by residents increased the susceptibility/vulnerability of residents to certain health concerns including cerebrospinal meningitis. In all, housing play multifaceted roles in the determination of not just the health but also the general welfare of residents of the housing structure.

Given the importance of housing, governments in both developing and developed countries have approached housing development and provision for it citizens using different strategies and techniques. In Nigeria, the government have ventured into public housing development with the aim of closing the housing need gap due to the fact that housing demand has been on the increase as a result population growth especially in urban areas (Eja, Inah, Yaro and Inyang, 2011). Basically, the increase in human population imply that there is corresponding increase in housing demand. In recent times, governments have adopted the development of public housing system in order to close the housing need gap and provide affordable housing to its citizens. Specifically, public housing units the world over are developed and encouraged in order to improve the living conditions of residence or citizens as well as ensure all citizens own or have direct access to decent, safe and clean housing in healthy environments with adequate infrastructural services at affordable cost, and with secure tenure (Federal Republic of Nigeria, 2012). To this end, several public housing units have been developed in major urban centres of Nigeria. For instance, there exist several public housing projects in Abuja, Lagos, Kano, Port Harcourt, Kano and Calabar. While there have been public housing development and subsequent allocation to citizens, the issue of housing satisfaction by the residents of the public housing schemes has not been given sufficient attention in existing studies. Holistically, public housing satisfaction measures the extent to which occupants dwelling units feel that their housing facilities help them to achieve their goals. Satisfaction therefore explain the level to which the needs and aspirations of occupants of the housing units are met.

Basically, the sole aim of venturing into public housing development is to meet the needs and aspirations of the occupants of the structure. This suggest that although public housing provision is ventured into by the government applying various low-cost strategies to ensure the availability of housing units, certain facilities/amenities need to be provided to increase the level of satisfaction of the housing occupants (Jiboye, 2020). In other words, public housing development policies seek to ensure the setting up of housing units that will satisfy the housing occupants. In existing literature, several factors have been identified as indicators to satisfaction of residents in public housing units. Such facilities include sanitation facilities, size of rooms, height of buildings, security and proximity to other places of interest as well as availability of water, roads and waste disposal/management system (Mohit and Azim, 2012; Kuma, 2017; Adisa and Amole, 2021).

In Cross River State, there exist several public housing estates that were developed by governments at various levels. The housing units which were provided for low-cost purposes were intended to provide maximum satisfaction to the residents of the properties. However, available studies have not been able to give explicit discussions on the levels of satisfaction of residents with the properties. This makes it difficult to formulate polices, actions and strategies that will be useful in housing upgrading and sustainability. Basically, the essence of embarking on public housing development is to close the housing need gap through providing affordable housing units that are capable of sustaining humans while providing shelter and shade from the extremity of weather, rain and other factors that are capable of discomforting humans outside the housing facility. The inability of studies to ascertain the extent to which residents are satisfied with public housing units in the study area suggest that there is a gap in knowledge that requires to be filled. Against this backdrop, the paper was conceived with a view to understanding the level of satisfaction of residents of public housing estates in Calabar and further make recommendations that will lead to sustainable public housing development.

Literature Review

Housing has been conceived in various ways by scholars. Basically, housing is more than a mere shelter. It encompasses the totality of the residential environment that man uses for shelter. It is a structure that is highly needed for man's physical, mental health and social well-being. Housing is a basic need in the daily needs of individuals. It is a very essential commodity and it is highly needed for survival of man. In all, humans desire housing units for different purposes. However, attempts by past government administrations have been made to venture into public housing development being that the financial implications of embarking on housing development is huge hence, the need to embark on low-cost housing development by governments has become obvious. In public estates, the housing units are basically for residential accommodation. However, the satisfaction levels have been a subject of interest in available studies. In Hulhumale, Maldives, Mohit and Azim (2012) assessed residential satisfaction of occupants with public housing. They based their assessments on the physical features and service provision within the housing units as well as the public facilities and social environments within the housing area. Their study highlighted that majority of the residents were only slightly satisfied. However, satisfaction levels were observed to be higher for services provided and public facilities when compared to satisfaction with physical space within the housing unit and the social environment within the housing area. Their study suggested provision of houses with necessary facilities so as to boost satisfaction among residents.

Mammadi, Baba, Tukur, Muhammad and Abdullahi (2020) evaluated residents' satisfaction with public housing in Maiduguri metropolis. Specifically, their study assessed the levels of quality of housing components, occupants' preference and satisfaction. They adopted the quantitative approach and obtained data through questionnaire survey on household heads of the housing estate. They further used descriptive and inferential statistics such as mean ranking, frequency distribution and multiple regression in carrying out data analysis. They noted that the quality of building component as well as the condition of bedrooms, living rooms, roofs and kitchen were ranked as very good while stores, dining areas, garage and toilets were simply in good state. They further noted that public housing quality and preference significantly influence occupants' satisfaction in Maiduguri metropolis. Based on their findings, they suggested that occupant peculiarities be integrated in the design and development of housing estates.

Salisu *et al.* (2019) examined residents' satisfaction with public housing in Lagos, Nigeria. They specifically sought to determine the satisfaction of residents with housing units and location through assessing the level to which the residents were satisfied with the quality of public housing. They relied on questionnaire administration for data collection purposively choosing five public housing estates. Their study noted that residents were mostly dissatisfied with the units and location of public housing estates. They also noted that residents were dissatisfied with space allocation, quality of services and infrastructural facilities. They equally observed that residents were dissatisfied with most physical, social/behavioral, public facilities/functional as well as economic/environmental components. Furthermore, Salisu *et al.*, (2019) pointed out that poor structural design, maintenance policy, unstable power supply, poor parking lot, poor drainage and sewage systems were the problems affecting public housing residents.

Similarly, Jiboye (2020) examined public housing satisfaction in Lagos, Nigeria, His study employed a conceptual model with three housing components consisting of the environment, dwelling and management subsystems. He used multiple regression and analysis of variance (ANOVA) in explaining the correlate levels of variables. His study indicated that tenants' satisfaction level with both the environment and dwelling components of housing was above average, while the satisfaction level with the management component was below average. He also noted a significant relationship between tenants' satisfaction levels and the environmental, dwelling and management components of housing. Due to his findings, he stressed on the needs to consider relevant factors of the environment, dwelling and management in housing design and development.

Onifade, Lawanson and Adewale (2018) in Lagos studied housing satisfaction among residents. They adopted the multi-stage sampling technique by stratifying the residential areas into high, medium and low density. Their study noted that two of the variables are positively correlated and significant in low and medium densities. The variables were the number of rooms occupied and type of buildings occupied by residents. They further applied descriptive and correlation analysis in establishing significant levels. They concluded that number of rooms occupied, types of building are the sustainable housing satisfaction determinants in medium and low density areas. Equally, the number of rooms occupied is a major determinant in high density areas. Hence, they established that sustainable housing satisfaction determinants show differences among residential densities in Lagos metropolis, Nigeria,

Adegbile, Onifade and Solanke, (2019) carried out a similar study in Ogun State, Nigeria. He applied mixed research approaches and obtained data using structured questionnaire. They applied descriptive and inferential statistics in carrying out analysis. Their study revealed that satisfaction with the housing attributes is influenced by indoor air quality, individual space, building privacy, condition of building materials and indoor lightening. They therefore noted that for residents to be satisfied adequately with housing units, there is need for the above facilities to be made sufficiently available. They suggested that adequate attention be given to the above factors in the housing design and development process so as to promote housing satisfaction among residents.

From the submission of scholars, it is obvious that the satisfaction of residents within housing units in the study area is dependent on certain variables. The variables can be broadly categorized into social, economic and environmental factors. The availability of facilities, services and utilities that go along in making a place habitable also contribute towards ensuring that the satisfaction of residents in public housing estate is heightened and adequately achieved. As seen in the studies presented by scholars above, studies in relation to the Calabar Metropolis bordering on the satisfaction of residents with the housing facilities that are provided are lacking this suggest that there is a gap in knowledge that needs to be filled. Against this backdrop, this study is of immense importance.

Materials and Methods

Study Area

Calabar metropolis is the capital city of Cross River State. It lies between Longitudes 8 º18` East and 8º26` East of the Greenwich meridian and Latitudes 4º50' North and 5º67' North of the Equator. The entire surface area of the metropolis is 159.65square kilometres. The metropolis is bordered on the North by Odukpani Local Government Area and on the West by Calabar River. It also share boundaries in the East by the Great Kwa River and in the South by the Atlantic Ocean. The metropolis is made up of two Local Government Areas; Calabar South and Calabar Municipality. The 1991 population census results put the number of humans at 328876. Current projections suggest that a total of 687351 are residing in Calabar (Eteng and Ajom, 2021). The major engineers of population growth in the study area include civil service, trading, farming and artisanal activities. Calabar Metropolis is a major tourism destination hotspot that attract visitors from various part of the world. Christians dominate the study area. Being a state capital and a major urban area in Nigeria, there is influx of people and housing demand has been increasing in the area over the years. Equally, governments at various levels have seen to the development of public estates in the Calabar Metropolis. The benefactors of public housing units cut across various spheres of the civil service.

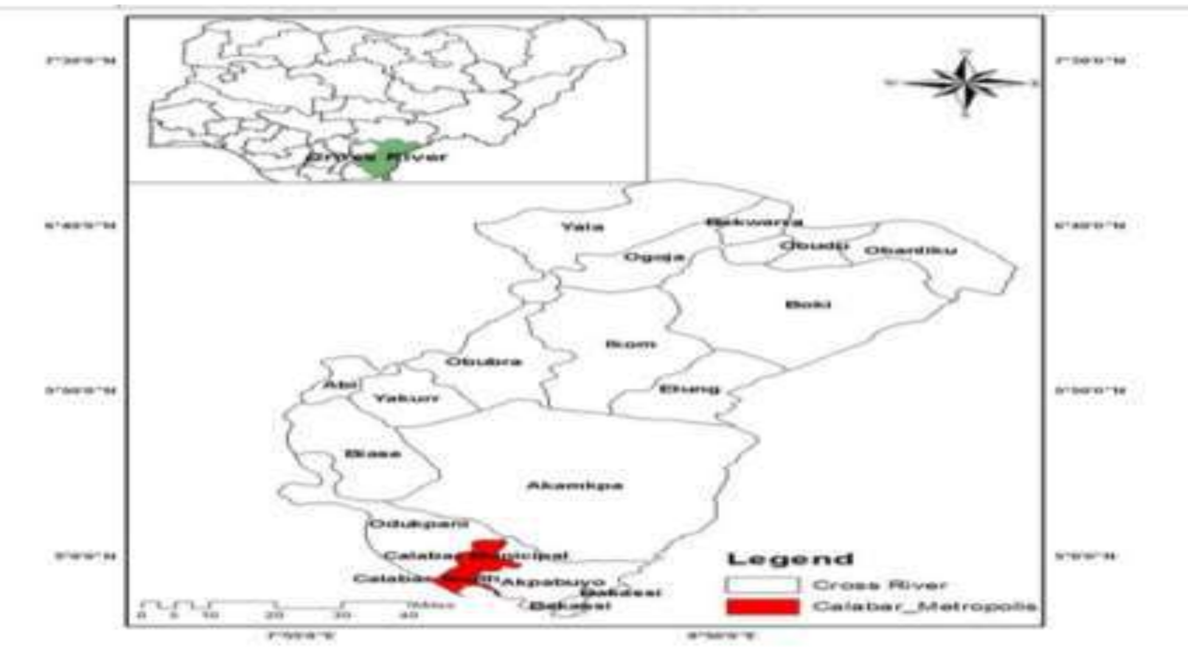

Figure 1: Calabar Metropolis on the Map of Cross River State
Source: Geographic Information System Laboratory, Department of Urban and Regional Planning, University of Cross River State, (2021)

Methods

The study adopted the descriptive design. The study relied on primary data. This involved the use of questionnaire for data collection. Specifically, five (5) public housing estates were purposively sampled. In all, a total of 100 household heads were given copies of questionnaire to complete. The questionnaire were systematically distributed using appropriate skipping range. Frequencies and percentages were used in carrying out analysis. In order to establish the level of housing satisfaction, the Relative Satisfaction Index (RSI) was adopted. RSI is mathematically represented as follows: RSI = $(5n_5+4n_4+3n_3+2n_2+1n_1)$ /5N. The study adopted a five point likert scale. The grading of the likert scale is as follow; 5 = very satisfied, 4 = satisfied, 3 = fairly satisfied, 2 = dissatisfied and 1 = strongly dissatisfied.

Results and Discussions

Satisfaction with Housing Location

The level of satisfaction of residents with the location of the housing units was ascertained with five (5) variables as seen in Table 1. The table showed that the residents were mostly not very satisfied with the housing location. For instance, the RSI score of 3.3 depicts that the residents of the study area were fairly satisfied with the space allocation with the housing area while 2.6 explain that the residents were dissatisfied with the proximity of the public estates to other services. In all, the table indicate that the residents are not completely satisfied with the overall location of the housing location.

Table 1: Satisfaction with Housing Location

	Variables	Very Satisfied	Satisfied	Fairly Satisfied	Dissatisfied	Very Dissatisfied	RSI
1	Space allocation within housing area	23	31	13	14	19	3.3
2	Quality of services within housing area	12	34	21	14	19	3.1
3	Public facilities/infrastructure within housing area	19	16	17	12	36	2.7
4	Satisfaction with social environment within housing area	26	21	14	11	28	3.1
5	Proximity to services	13	17	21	18	31	2.6

Source: Field Survey, 2022

Satisfaction with Physical Facilities

The satisfaction level of the residents of public estates with physical facilities was summarized in Table 2. However, the table show that the height of ceiling in public estates and the size of rooms tend to be the variables with the largest RSI score. The score depict satisfied and fairly satisfied. Furthermore, the table indicated that the residents were dissatisfied the aesthetic quality among other variables as seen in the table. However, the varying levels of satisfaction in the physical facilities show that there is need for certain factors to be put in place in the housing development process of residential public estates in the study area.

Table 2: Satisfaction with Physical Facilities

	Variables	Very Satisfied	Satisfied	Fairly Satisfied	Dissatisfied	Very Dissatisfied	RSI
1	Size of rooms	32	36	14	13	5	3.8
2	Height of ceiling	34	39	21	6	0	4
3	Sanitation facilities	24	27	27	18	4	3.5
4	Number of rooms	18	17	14	11	40	2.6
5	Electrical fittings	23	19	13	9	36	2.8
6	Aesthetic quality	12	11	13	18	46	2.3
7	Size of compound	9	16	21	15	39	2.4
8	Quality of construction materials	21	23	14	28	14	3.1
9	Parking space	13	24	19	25	19	2.9
10	Widows/doors	26	12	23	17	22	3
11	Floors	35	21	12	11	21	3.4

Source: Field Survey, 2022

Environmental Factors

Environmental factors as it concerns the satisfaction of residents of public housing estates in Calabar depict that the residents were dissatisfied with the waste disposal, water supply system and ventilation. Only the near absence of gully erosion satisfied the residents. In all, the satisfaction levels of residents in public estates towards the environmental factors show differences. This imply that the environment is not completely conducive for residents to stay and leave in.

Table 3: Environmental Factors

	Variables	Very Satisfied	Satisfied	Fairly Satisfied	Dissatisfied	Very Dissatisfied	RSI
1	Waste disposal	7	9	31	23	30	2.4
2	Road surfaces	46	23	12	6	13	3.8
3	Water supply system	12	9	13	29	37	2.3
4	Noise pollution	34	13	12	33	8	3.3
5	Ventilation	20	12	23	18	27	2.8
6	Drainage system	23	12	15	12	38	2.7
7	Erosion	48	27	12	6	7	4
8	Flooding	32	28	13	4	23	3.4

Source: Field Survey, 2022

Conclusion and Recommendations

The study focused on assessing housing satisfaction of residents' of public estates in Calabar Metropolis, Nigeria. It was noted that the residents were not completely satisfied with the housing units. For instance, it was noted in the study that the residents lack access to certain facilities and environmental/physical factors do not completely favour the residents. Although the study indicate that the residential housing satisfaction of the residents vary, it is obvious that the overall satisfaction is within average. In other words, residents in public housing estates in Calabar are fairly satisfied with the housing area. This is inevitable in the midst of poor planning, poor funding and overcrowding in public housing units. Facilities in public housing estates were also observed to be deteriorating and depreciating as significant attempts have not been made by housing institutions to fix and upgrade the housing units. The physical attributes applied in judging the level of satisfaction indicate that residents in public housing estates lack access to improved and safe waste disposal systems while public water supply systems are failing and have long become unreliable. It was also shown that the aesthetic quality of the housing environment is distorted all of which influence the satisfaction of residents to remain fair. Based on the study findings, it is inferred that facilities and amenities that go along to making housing environments habitable and conducive be provided and deteriorating ones be upgraded. There should also be attempts to promote regular renewal of the housing environments in public estates to avoid deterioration and dilapidation of structures within the housing environment.

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RESEARCH ARTICLE

Regulation of Sanctions in Increasing Supervision of the Food and Drug Supervisory Agency (BPOM) Against the Circulation of Food and Drugs Containing Hazardous Materials

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Abstract
Processed food products circulating in the market do not all provide guarantees of quality and safety for consumers. The number of cases that afflict consumers due to consuming processed food products that do not meet the specified quality standards, for example the case of packaged milk containing melamine, non-halal adjinomoto cooking spices, candy containing addictive substances, and others. The problems discussed in writing this article are the form of increased supervision of the Food and Drug Supervisory Agency (BPOM) on the circulation of food and drugs containing hazardous materials and the efforts of the Food and Drug Supervisory Agency regarding the circulation of food containing hazardous materials. The research method used in the provisions governing the existence of sanctions in order to increase effective supervision for perpetrators who violate these rules. So it is hoped that strict sanctions for business actors who violate in the context of writing articles are normative legal research, in the form of research by examining laws and regulations that are related to legal problems that occur. The results of the study form ways to improve supervision carried out by BPOM by indirectly forming an integrated food supervision network with other agencies such as the agriculture department, the trade department, which collaborate in particular to conduct a supervision team on the circulation of food and drugs containing hazardous materials. Therefore, BPOM must carry out its duties and functions collectively to prevent business actors from committing fraud by using materials containing hazardous substances. Then the efforts made by the Food and Drug Supervisory Agency related to the distribution of food containing hazardous materials, namely preventive and repressive efforts. As for suggestions from the author, namely the Food and Drug Supervisory Agency to carry out intensive and equitable supervision to minimize the circulation of food containing hazardous materials that endanger public health and it is recommended to take preventive and repressive protection efforts.

Keywords: Consumer Protection; Improvement; Supervision

Introduction

Since the beginning of the independence of the nation and state, the Indonesian people have been determined to realize the society we aspire to, namely a just and prosperous society. The basis of the legal relationship between consumers and business actors does not have to be contractual (privilege of contract) (Shidartha 2000).
Processed food products circulating in the market do not all provide quality assurance and safety for consumers. The number of cases that afflict consumers due to consuming processed food products that do not meet the specified quality standards, for example the case of packaged milk containing melamine, non-halal adjinomoto cooking spices, candy containing addictive substances, and others (Shidartha 2000). Food is one of the basic needs that are very important and essential in human life in addition to the needs of clothing and shelter. In everyday life, food plays a very important role in human life. The main role of food is to maintain survival, protect, maintain health and stamina, and is useful for increasing energy in the body so that it is sufficient to work optimally and productively. Then the problem occurs because (Asyadie 2005) the still weak control system for processed food circulating in the market, still weak implementation of product quality standards, consumer awareness is still low to produce well, level of consumer awareness is still weak (Asyadie 2005). Thus, drug trafficking that is not in accordance with the standardization of the product is tantamount to allowing the public to face various bad risks, allowing the development of crime in society, and degrading the trust, dignity, and self-esteem of the nation. In the eyes

of the international community. This is also caused by factors related to the possibility of criminality, both small and large violations.

This is certainly contrary to the right of consumers to safety, where every product that contains a risk to consumer safety must be accompanied by information, at least clear instructions for use. In addition to product standardization, several facts are found in everyday life, such as the discovery of products in the form of drugs that contain hazardous materials.

Drug and food supervision can be carried out to protect the public from the presence of dangerous food and drugs caused by business actors who commit fraud on products made so that it is very detrimental to consumers who buy these products. Therefore, the need for legal protection for consumers for their dignity as consumers needs to be increased through increasing awareness of caring for self-protection which is affirmed in the ratification of Law Number 8 of 1999 concerning Consumer Protection (Syawali and Imaniyati 2000).

That the safety of a food is an important condition that must exist because it will be consumed by every human being. Food that is quality and safe for consumption can come from household kitchens or what we know as Home Industry (IRT) or the food industry. Therefore, the food industry is one of the determinants of food development whose quality and safety standards have been set by the government.

However, those faced in the field have other purposes, for example the case of a drug used by the Indonesian people for years, namely the Albotyl thrush drug which contains a dangerous substance (Policresulen) which has been regulated and prohibited by BPOM. . This shows the lack of seriousness of BPOM in protecting consumer rights and on the other hand business actors in complying with warnings and regulations regarding the dangers of certain substances when consumed by consumers themselves. In fact, this product has been circulating for almost 10 years in Indonesia, why is the government waiting for complaints and reports before taking action (Puspitasari 2010).

In the current era of globalization, there are lots of foods that contain dyes that are circulating in the market and cause unrest in various circles. Because color is the most powerful attraction for tasting a food, then the aroma. The aroma and delicious taste can be ignored if the color of the food is unattractive or pale and does not match what is expected from the food itself. Colorants are food additives that can make food attractive and aim to attract consumers and cover discoloration due to processing (Puspitasari 2010).

Correspondingly, market behavior and structure can sometimes be unpredictable, which often leads to fraud. One form of fraud in business that is carried out by some irresponsible business actors is to produce, distribute, and offer products that are harmful to the health of consumers themselves. The actions of business actors who only seek profit without paying attention to the health of consumers have take many victims.

Food coloring is divided into two groups, namely natural dyes and artificial dyes. In Indonesia itself, regulations regarding the use of dyes that are permitted or prohibited for food are regulated in the Decree of the Minister of Health of the Republic of Indonesia concerning Food Additives. However, business actors often misuse dyes for food due to the lack of public knowledge about which dyes should be used for textiles and which dyes should be used for food, and in terms of price, textile dyes are much cheaper than dyes. Coloring for food. Therefore, there is a need for the role of BPOM to oversee the distribution of food (Ina Nurhayati 2011).

With the increasing development of technology and means of transportation, manufacturers are now able to produce traditional medicines in large quantities and can distribute traditional medicines throughout Indonesia. The high public interest in traditional medicine has triggered the emergence of other traditional medicine producers, so that people are served with various kinds of traditional medicines with various choices of brands, properties, and forms. Coupled with the government's policy regarding the implementation of a free market, the availability of traditional medicines in the country is increasing with the presence of foreign traditional medicines entering Indonesia (Ina Nurhayati 2011).

So that in order to provide certainty of protection to consumers in this case the community, both to the production, distribution and use of pharmaceuticals and food that do not meet the requirements for quality, safety and efficacy. As the obligation of the State to protect the public as stated in Law Number 8 of 1999 concerning Consumer Protection.

In order for the entire food processing process to meet the requirements for food quality and nutrition, it is necessary to establish a system, namely an effective guidance and supervision system. Coaching for producers means encouraging business actors to act in accordance with applicable rules, be it laws and customs. Supervision from various parties and the imposition of strict sanctions on irresponsible business actors are expected to be able to minimize cases like this. The agency that moves to oversee the circulation is the Food and Drug Monitoring Agency (BPOM) which is a non-departmental government agency (LPND) in charge of supervising the safety, quality, and nutrition of drugs and food circulating in the country that will be consumed by consumers (Yusmanita n.d.).

The regulation of sanctions In affirming a violation Is contained in Article 60 paragraph 1 concerning administrative sanctions in Law Number 8 of 1999 concerning Consumer Protection which states that the Consumer Dispute Settlement Agency has the authority to impose administrative sanctions on business actors who violate Article 19 paragraph 2 and paragraph 3 , Article 20, Article 25, Article 26. And there are also criminal sanctions given to business actors who violate the provisions of the Act.

Thus, in the regulation of sanctions in the Act, it must be strongly emphasized so that there are no longer business actors who violate these rules because they are detrimental to the community and business actors must be responsible for compensating for consumers who have been harmed, therefore the government must strictly make higher sanctions so that there are no violations that can harm consumers.

Article 4 of Law Number 8 of 1999 concerning Consumer Protection point a has explained the right to security and safety, this is included to ensure the safety and security of consumers in the use of food that contains dangerous hazards, so as to avoid losses. So it is the responsibility of business actors to compensate for violations made because they endanger consumers by using hazardous materials

The responsibility of business actors to compensate for what they trade and/or offer to consumers, starts in Articles 19 to 24 in Article 19 UUPK no. 8 Years !999, namely:

Damage, pollution, and or consumer loss due to consuming goods and or services produced and traded. Business Actor is responsible for providing compensation;

Health care and or the provision of compensation in accordance with the provisions of the applicable laws and regulations are included in the compensation as referred to in paragraph 1 may be in the form of a refund or replacement of goods and or services of a similar or equivalent value or:

The grace period of 7 (seven) days after the date of the transaction for the provision of compensation;

Does not rule out the possibility of criminal charges based on further evidence regarding the existence of an element of error related to the provision of compensation as referred to in paragraphs 1 and 2. In addition, the affirmation that the perpetrators must not Business Actors that can be sued by consumers for compensation in Article 24 of the UUPK are:

Responsible for claims for compensation and or consumer claims for business actors who sell goods and or services to other business actors if: - Changes to goods and or services that are not made by the business actor to the consumer; - It is not known that there are changes in goods and or services by other business actors that are not in accordance with the sample, composition, and quality

If other Business Actors who buy goods and or services resell to 53 consumers by making changes to the goods and or services. The Business Actor as referred to in paragraph 1 shall be released from responsibility for claims for compensation and/or consumer claims.

Based on the explanation of the background above, the problems studied and analyzed in writing this article are to examine the vague norms related to the form of increased BPOM supervision of the circulation of dangerous food and drugs and there are ways to increase supervision of BPOM related to the circulation of food and drugs. Containing hazardous materials (Yusmanita n.d.).

Research Methods

The research method used in writing the article is normative legal research. This is because this research was conducted with the aim of assessing the existence of a vague norm in the ambiguity of setting sanctions and setting legal sanctions in the event of a violation of pagans containing hazardous substances. The writing of this article uses the statutory approach (the statute approach) 5 and the conceptual analysis approach (the analytical & conceptual) (Diantha 2016). The legal material search technique used in writing this article is to use a document study technique which is intended to conduct an assessment of the legislation and legal literature related to map digitization. Meanwhile, related to the method of analysis of legal materials applied in the writing of this article is to use a description technique and a systematization technique using qualitative analysis. The data analysis technique is a qualitative analysis technique. This analysis is carried out by describing the normative problems proposed and analyzed with the help of several interpretations and the chosen approach (Ali 2021). In addition, this article uses the theory of supervision in which the understanding of expert opinion Menurut Sarwoto, pengawasan adalah kegiatan manajer yang berusaha untuk melakukan tugas sesuai dengan rencana yang ditetapkan. Dan/atau hasil yang dikehendaki (Sarwato 2006).

Results and Discussion

Form of rules related to sanctions for Enhanced Supervision of the Food and Drug Supervisory Agency on the Circulation of Food and Drugs Containing Hazardous Materials

Scope of Consumer Protection

Consumer protection in processed food products should be obtained by every consumer for processed food products circulating in the market. The discovery of imported Oreo products from China which has been proven to contain melamine in inspections of food products on the market is not in accordance with Article 7 letter d of Law Number 8 of 1999 concerning Consumer Protection which explains that one of the obligations of business actors is to guarantee the quality of goods and/or services. applicable. Of course it is very worrying if there is an increase in price but it is not followed by an increase in the quality of the product itself (Hura, Njatrijani, and Mahmudah 2016).

One of the rights that are the subject of consumer protection is the right to obtain honest and real information about the products and services used. Through labels or information provided correctly and completely, this is what then becomes the basis for consumers to choose a product for their needs. Because of this, providing information in the form of the composition of a product which in fact does not match its contents is an act of fraud and violates the law by business actors (Hura, Njatrijani, and Mahmudah 2016).

In relation to the distribution of food and medicines and food containing hazardous materials in the province of Bali, BPOM in the province of Bali has made efforts to monitor the recall of health products, so that for further handling, BPOM will withdraw for business actors. which manufactures medicines and food containing hazardous materials for public health. So in the future, BPOM must increase supervision of business actors who commit fraud in the manufacture of food or drugs containing hazardous materials so that there is no anxiety for consumers who buy these products or foods.

Consumers are generally defined as the final users of the products handed over to them by business actors, namely everyone who gets goods to use and are not traded or traded anymore. Consumers are every user of goods or services for their own, family or household needs, and not to produce other goods or services. According to Article 1 point 2 UUPK it is determined that: "consumers are every person who uses goods and services available in the community, both for the benefit of themselves, their families, other people, and other living creatures and not for trade" (Kristiyanti 2014).

Therefore, the Center for Drug and Food Control (BPOM) has an obligation to handle events that have a detrimental impact on the rights of consumers, especially processed food and drug products. The most basic right is to get correct information on the products consumed, because consumer health is the most important thing in the survival of every individual, because without health it is impossible for a person to carry out activities in daily life. In Article 19 paragraph 1 of the UUPK concerning the Responsibility of Business Actors, it is explained that Business Actors are required to be responsible for providing compensation for damage, pollution, and or consumer losses due to consuming goods and or services produced or traded (Nasution 2002).

In order to increase productivity by prioritizing quantity over product quality, manufacturers are competing to make products as efficient as possible in order to reduce production costs and increase profits for the producers themselves, which in turn harms consumers with the use of hazardous materials or substances. Legal protection for consumers has been regulated in the provisions of Law Number 8 of 1999 concerning Consumer Protection. It is clearly stated in Article 4 that consumers have the right to correct, clear, and honest information about the goods being traded and as business actors are required to provide clear and honest information regarding the condition of the goods at risk of being used (Dewi 2015a).

The Form of rules related to sanctions for Enhanced Supervision of the Food and Drug Supervisory Agency (BPOM) on the Circulation of Food and Drugs Containing Hazardous Materials

The drug and food supervisory agency established by the government is a non-departmental government agency (LPND) which aims to protect the security, safety, and health of consumers by detecting, preventing, and supervising a product circulating in the community, be it medicine or food. To do this, the government established an agency, namely the Food and Drug Supervisory Agency (BPOM), which has national and international relations, authority in law enforcement and has a high level of professionalism (Rusli 2012).

The Food and Drug Supervisory Agency (BPOM) is included in a non-departmental government institution in accordance with Article 3 letter x Presidential Decree No. 166 of 2000 concerning Positions, Duties, Functions, Authorities, Organizational Structures, and Work Procedures of Non-Departmental Government Agencies. The task of the drug and food supervisory agency itself is regulated in Article 73 which stipulates that "the drug and food supervisory agency has the task of carrying out government duties in the field of drug and food supervision in accordance with the provisions of the applicable laws and regulations" (BPOM 2019).

Various forms of ways to improve supervision carried out by BPOM by indirectly forming an integrated food supervision network with other agencies such as the agriculture department, the trade department, which collaborate in particular to carry out a supervision team on the circulation of food and drugs containing hazardous materials. BPOM must carry out its duties and functions collectively to prevent business actors from committing fraud by using materials containing hazardous substances (Tampubolon 2018).

The sub-systems of Drug and Food Control consist of:

Producer Supervision Sub System The production control system is still divided into 4, namely:

(1) Good Manufacturing Practices (GMP) Good Manufacturing Practices are good production methods where this good production method has guidelines or categories in meeting good production methods;

(2) Pre-Marketing Vigilance Pre Marketing Vigilance is supervision before obtaining marketing authorization and after distribution. Which is where the supervision begins at the time of processing raw materials to become food ingredients.

1) Post Marketing Vigilance Post Marketing Vigilance is supervision after food is circulating in the market. This surveillance is carried out at the field or market inspection stage which will then be investigated;

2) Hazard Analysis and Critical Control Point The supervision is carried out by the Center for Drug and Food Control (BPOM), which initially starts from the production process, the processing stage of raw materials, distribution before food is circulated, as well as supervision in the market where the food has been circulated and consumed by the public. From these stages carried out by BPOM which will be given a report that has been analyzed regarding

the dangers and risks.

Consumer Supervision Sub-System

In the supervision of the Center for Drug and Food Control carried out on consumers, there are several activities, namely:

1) Consumer Empowerment This empowerment is a supervisory activity carried out by the Center for Drug and Food Control, because in realizing legal protection, especially in consumer protection, people who consume food are legal subjects. By monitoring and empowering consumers, the consumers will realize what their rights and obligations are in consuming food;
2) Consumer Education After empowering consumers, education is an important activity to do. Education or providing education is something that should be done because of the low level of continuous knowledge of the Indonesian people at the level of consumer awareness to understand their rights and obligations.

Government Supervision Sub-System

The Center for Drug and Food Control establishes cooperation and coordination with stakeholders in the control of hazardous food with the establishment of Joint Regulations of the Minister of Home Affairs and the POM Agency Number 43 of 2013 and Number 2 of 2013 concerning Control of Materials Containing Hazardous Substances that are Abused by Food. Cooperation agreements in an effort to provide support and exchange of information related to the supervision and control of the distribution of food containing hazardous materials in the area… The POM Center also establishes cooperative relationships with universities related to the development of HR competencies and otherwise provides learning facilities for students related to the implementation of tasks and functions UPT Drug and Food Control Agency (BPOM).

In the form of sanctions used in the regulation of Law Number 8 of 1999 concerning Consumer Protection, it is emphasized that there are administrative and criminal sanctions in which to notify business actors who commit violations but there are still business actors who violate them to the detriment of consumers. tougher sanctions than previously created sanctions. So the government must re-create these regulations so that there will be no more violations for business actors who harm consumers by using hazardous materials.

So that inspections carried out by BPOM are very routinely carried out to ensure the quality of food circulating freely in the market because safety is very important for consumers. Supervision is carried out regarding foods that do not have complete labels on food packaging and foods that are suspected to contain hazardous materials. Supervision is carried out related to the existence of fraud committed by these business actors. Therefore, the form of BPOM on the circulation can be carried out by means of laboratory tests (Tampubolon 2018).

Efforts by the Food and Drug Supervisory Agency in relation to the circulation of food containing hazardous substances

Constraints by the Food and Drug Supervisory Agency to the Circulation of Food Containing Hazardous Materials

Currently, there are various kinds of foods that contain harmful ingredients circulating freely in the market. Food containing hazardous materials, namely food that is not suitable for consumption and is harmful to health and threatens life safety, which means that the food cannot be circulated because the quality, safety, and quality are not guaranteed by the competent authority. If they are not careful in sorting and choosing the desired food products, then consumers will become targets of exploitation from irresponsible business actors because without realizing it, consumers just accept it without being smart in choosing food products to be consumed. In food product trading activities, it shows that there are still many business actors who deliberately sell food containing hazardous materials. This is of course detrimental because it can endanger the health of the consumers themselves (Wikipedia n.d.).

The Food and Drug Supervisory Agency is an institution that has the authority to supervise and provide counseling and socialization to the public on drugs and food that are indicated to contain hazardous materials. The Food and Drug Supervisory Agency is an institution that is very influential in efforts to optimize the nutritional needs of the community so that quality human life can be realized.

The internal constraints experienced by Food and Drug Supervisory Agency in supervising the circulation of food containing hazardous materials city area are as follows (Irna Nurhayati 2009):

a. Limited staff of the Food and Drug Supervisory Agency, both at the center and in the province, causes BPOM's performance to be not optimal The Food and Drug Supervisory Agency as a non-departmental Government agency whose organizational structure has been regulated and determined by the Government through laws and regulations governing the duties, functions, authorities and organizational structure of the Food and Drug Supervisory Agency. The number of staff at the central office and the provincial office of the National Center for Drug and Food Control has also been determined by the Government. Therefore, this staff limitation needs to be addressed by the government as the party that gives the supervisory mandate to the Food and Drug Supervisory Agency to increase the number of staff. The limited number of staff, of course, cannot be underestimated, because it will affect the less than optimal performance of the Food and Drug Supervisory Agency in carrying out its supervisory duties. This can also affect the intensity of supervision that can be carried out and the scope of drug and food products that will be inspected by the Food and Drug Supervisory Agency within a certain period of time.

b. Supervision of the Food and Drug Supervisory Agency Conducted Periodically and Randomly, Causing Drugs and Food Products Containing Hazardous Materials To Escape From Control

There are still many irresponsible business actors who openly distribute food containing hazardous materials on the market. Whereas previously the business actors had been given warnings and given warnings by the Food and Drug Supervisory Agency officers, but these warnings were not heeded.

The low level of consumer legal awareness is caused by several factors, including the following:

1. People who do not care about health and are less intelligent when choosing a food product;
2. Difficult financial conditions that make people prefer cheap food products without paying attention to the quality of the food products to be purchased;
3. As well as the absence of advocacy and socialization from related parties regarding the dangers of the misuse of hazardous materials in food.

The factor of the low legal awareness of consumers to make complaints to the Food and Drug Supervisory Agency through the Consumer Complaints Agency Unit (ULPK) will of course also affect the quality of supervision by the Food and Drug Supervisory Agency. Although it is realized that only a few consumers report related to the circulation of food containing hazardous materials and harming these consumers (Irna Nurhayati 2009).

Efforts by the Food and Drug Supervisory Agency Related to the Distribution of Food Containing Hazardous Materials

Food products are processed products that are high risk because food will be consumed by the community and every human being for their survival. But at this time there are many circulating food products that contain harmful ingredients. This condition is one of the reasons that cause the position of business actors and consumers to be unbalanced and consumers are always in a weak state (Dewi 2015b).

Consumers become the object of business practices carried out by business actors to get the maximum profit. Foods that contain hazardous materials can be dangerous and even cause death if not taken seriously. In addition to supervision from the government through the Food and Drug Supervisory Agency, the public as consumers must also be smart and careful in choosing and buying a food (Mulyansyah, Effendi, and Edorita 2016).

Not intending to poison consumers, Balinese street food that is circulated and sold in the market is still prone to containing hazardous materials so it is necessary to be wary of because it can harm and endanger the health of the consumers themselves if consumed. Business actors are expected to be able to protect consumers by taking preventive measures to anticipate food products containing hazardous materials so that they are not consumed by consumers (Suriati, Darmawan, and Mansur 2018).

In general, the prevention efforts carried out by the Food and Drug Supervisory Agency against the circulation of food containing hazardous materials are as follows (Rachmatullah Rizky, Setyawan, and Wahjuni 2017):

Preventive Efforts

As for the preventive efforts provided by the Food and Drug Supervisory Agency to prevent the circulation of food containing hazardous materials, namely the Food and Drug Supervisory Agency in cooperation with increasing coordination with relevant agencies such as the Health Service, Industry and Trade Office, Food Security Service, and Local Government, namely by carrying out village food safety activity which invites a number of village heads to be given advocacy that village heads must also care about safe food and avoid various kinds of hazardous materials.

Repressive Efforts

The repressive efforts carried out by the Food and Drug Supervisory Agency related to the circulation of food containing hazardous materials, namely by providing administrative sanctions if a violation is still found in the form of a light warning and if the warning is not heeded, a strong warning will be given which will lead to the withdrawal from circulation and the confiscation of a number of people. food products containing hazardous materials, then the relevant business actor is ordered directly by the Food and Drug Supervisory Agency to destroy the food product if it is proven to contain hazardous materials which is then witnessed directly by the local village head.

Efforts carried out by BPOM against business actors who violate distribution permit standards can be carried out in several ways, namely: a. Administratively,

by providing a warning letter to business actors issued by BPOM officials, if it is still not heeded, a stern warning letter will be given. The revocation of a permit can also be applied by BPOM directly if it is BPOM that issued the permit. If the permit is issued from outside BPOM, it is entitled to provide a letter of recommendation for the revocation or suspension of the intended business license to the relevant agency that issued the permit. And finally, administrative measures can be taken in the form of closing businesses that violate the standard provisions of the distribution permit.

Legally

A court process will be carried out if it is found that a business actor has received a sanction of destruction or confiscation, but still does not heed it and is seen whether it has an intentional element or an unintentional element. The sanctions obtained vary from fines, probation, and imprisonment. This sanction can be adjusted to the law that ensnares according to the type of violation committed.

The administrative efforts that have been stated above are listed in Article 54 number (2) of the Law of the Republic of Indonesia Number 7 of 1996 concerning Food with a maximum fine of Rp. 50,000,000 (fifty million rupiah) and revocation of production license or business license.

Thus, there are efforts made for the government to prevent violations committed by business actors by distributing hazardous materials and the government must strive optimally and firmly by making sanctions for business actors who violate it.

Conclusion

Various forms of ways to improve supervision carried out by BPOM by indirectly forming an integrated food supervision network with other agencies such as the agriculture department, the trade department, which collaborate in particular to carry out a supervision team on the circulation of food and drugs containing hazardous materials. BPOM must carry out its duties and functions collectively to prevent business actors from committing fraud by using materials containing azardous substances. Efforts by the drug and food regulatory agency related to the distribution of food containing hazardous materials in the community by carrying out preventive and repressive protection efforts. The preventive efforts can be in the form of coordinating with relevant agencies, carrying out village food safety activities, and conducting advocacy or outreach to village heads.

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RESEARCH ARTICLE

Managerial skills of schools' heads and the performance of teachers: The case of public schools in Antique, Philippines

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Abstract

The Governance of Basic Education Act of 2001 directed that the school head be an instructional leader and an administrative manager. One of the most valuable aspects of high-performing schools is how school leaders and teachers work together as a group, and it is clear that the school leader is a big part of that. This study assessed the relationship of the managerial skills of the school heads in the Division of Antique to the teacher performance. The study employed a descriptive research design, and the respondents were the 140 randomly selected elementary and high school teachers. The study revealed that most teachers were female, middle-aged, married, with 11.36 years of teaching experience, pursuing graduate studies, with Teacher 1 position, and rated with an outstanding performance. In addition, the results revealed that school leaders' managerial skills were rated as "always"; this indicates that school leaders demonstrated effective managerial skills, as assessed by the teachers. In addition, the study disclosed a significant correlation between the managerial skills of school leaders and teachers' performance. Thus, the researchers recommended that school heads' managerial skills be upheld by the key result areas outlined in the Performance Standards for School Heads to improve their managerial competence with the assistance of the National Educators Academy of the Philippines within their standards and the quality of training delivery.

Keywords: Managerial skills; effective management; leadership; teacher performance

Introduction

Managerial skills are essential capabilities that determine an executive or head of an organization (school) will be. It is viewed as the ability to plan, organize, and direct the operations of an educational enterprise for the educational system as a whole, according to Giami and Obiechina (2019). For successful and efficient planning, staffing, organizing, coordinating, managing, and decision-making, management abilities are essential, according to Earl and Fullan (2003). Therefore, managerial skills are the ability, knowledge, and experience necessary to execute management responsibilities and achieve organizational objectives and goals. Principal managerial skills refer, in this context, to the capacity to plan, oversee, organize, coordinate, control, make decisions, and start actions that will assist and support teachers in achieving the school's goals and objectives. Regardless, managers are free to develop managerial skills that will aid in the achievement of organizational (school) goals and objectives (Giami & Obiechina, 2019).

Managerial skills are essential in any organization. It establishes the conditions and expectations for excellent instruction and the developing learning culture for both educators and students. For decades, educational officials worldwide have pushed to enhance school performance (Abdurahman & Omar, 2021). For school leaders, the primary consequence of this shift in policy has been tremendous pressure to demonstrate the importance of their work to this progress (Education Development Trust, 2016). Making the wrong decision in an organization can be harmful to its leaders and members, according to Eduardo and Gabriel (2017). As a result, decision-making is at the heart of management, and it strives to choose the optimal option for achieving a goal.

The school heads play a critical role in helping the school by articulating a common purpose of establishing distributed leadership within a collaborative school climate. Principals display leadership by tools and procedures, and situational decision-making requires them to make their own choices. According to Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, Chapter I Section 7, each public school or cluster of schools in the Philippines is required to have a school head who is expected to form a team with school teachers and learning facilitators to deliver quality educational programs, projects, and services, as well as a core of non-teaching staff who handles the school's administrative, fiscal, and auxiliary services. The law precisely defined how the school principal had to carry out his responsibilities. It is expected that one's leadership qualities would be put to the best possible advantage. The legislation's attainment of high-quality learning outcomes also allows school leaders the authority to direct instructors and pupils. School heads must also have authority, responsibility, and accountability (AURA) in managing all school matters following national educational policies, plans, and standards as stipulated in the said RA 9155. As a result, the quality of the school's head determines whether it succeeds or fails.

Meanwhile, as educational input, teachers require much attention from the government and school administrators to complete various jobs and obligations related to bringing education goals, policies, and life programs. Because of this, teachers require continual support in terms of training, participation in decision-making, and remuneration for giving them a sense of belonging and improve their overall work performance to achieve school goals and objectives. The duties done by a teacher in accomplishing organizational goals at a given time in the school system can be described as their work performance (Giami & Obiechina, 2019). Teachers' work performance is linked to their participation in decision-making, higher artistic autonomy, favorable work environment, and work behavior or attitude. A productive worker could be a happy worker," the saying goes. Those who feel their work environment is supportive and caring have high self-esteem, self-worth, and job satisfaction in their schooling, and it is hard for them to quit a responsible workplace (Villanueva & Meer, 2021).

As a result, the administrative abilities of school administrators and teachers' performance are intertwined. It cannot be overstated how important it is for a school administrator to have the necessary managerial abilities to achieve the established educational goals and objectives, as well as the general performance of the teachers. A competent leader who guides the organization in attaining the school's objective, which is largely focused on education and development, is a critical component of a successful school. The schools would be successful, and the teachers' performance would improve as a catalyst for change if the school heads had the necessary administrative abilities. Therefore, the researchers are motivated to investigate the managerial skills of school heads and teachers' performance in selected schools.

This study aimed to determine the relationship between school heads' managerial skills and the teachers' performances in the selected schools in the Division of Antique. Specifically, it sought to answer the following objectives: (1) determine the socio-demographic profile of the teachers; (2) determine the managerial skills of school heads in the selected schools; and (3) Determine the significant relationship between the managerial skills of the school heads and the performance of teachers.

Literature Review

The management entails organizing available material resources to achieve them and attain the organizational desired goals and objectives. It is the efficient and effective utilization of available resources to achieve objectives. To effectively lead schools toward achieving educational goals, school principals must have a wide range of skills that lead to changing expectations of what leaders must know to do (Victor, 2017). Management is in charge of achieving a specific aim or target represented through goals or objectives. In addition, there must be a good way for people to communicate with each other. There must be a good communication mechanism between teachers, students, and school officials both inside and outside the school to fulfill the goals of all levels of education (Akinwale, 2017).

Organizational success is dependent on effective leadership. Behavior is often recognized as one of the most influential variables in leadership. Aside from leader conduct, which has been proven to be an important predictor of leadership effectiveness in the literature, age is also thought to be an important determinant of leadership effectiveness (Boerrigter, 2015). The age of a school leader is one of the most important demographic elements concerning effectiveness, based on early trait theories. However, based on Boerrigter's (2015) study, there is no significant association between a leader's age and transactional or transformational leadership. His study disclosed that age does not influence a leader's management effectiveness.

The management of an organization is not a straightforward task. It requires a vast array of skills and knowledge. Nevertheless, management inspires individuals by arranging and managing them to accomplish the activities that will assist the organization in achieving its objectives (Memisoglu, 2015). From 1909 to 2001, Tanz (2003) presented a brief management history. Despite all the progress, he believes that some theorists may be able to uncover the secret to managing in the future century. On the other hand, Jayne and Dipboye (2004) found that an organization must devote significant resources to a variety of other diversity-related initiatives, such as dedicated diversity management staff, workplace programs, and benefits such as flexible work arrangements, domestic partner benefits, corporate-sponsored employee affinity groups, and other programs aimed at attracting and retaining a diverse workforce.

In today's world, no manager will be effective unless they have basic management skills (Ibay & Pa-alisbo, 2020). To put it another way, managers must understand the dynamics of their workplace. Management that analyzes effective communication networks and develops human abilities, such as strengthening athletic managers' communication, leadership, and management skills and defining the link between them, can improve the degree of communication, according to them. School principals should routinely incorporate school workers in the decision-making process with continuous communication to increase their dedication and attention to school goals and objectives. Akinfolarin and Ehinola (2014) emphasized that at all levels of education, there must be effective communication between instructors, students, and school officials both inside and outside the school in order to achieve goals. The inclusion of an effective information and communication system in school administration will assist in aligning teachers' and students' goals and objectives with those of the school, encouraging them to enhance the teaching and learning process (Victor, 2017).

Human resources are the firm employees who help achieve goals. They are the company's engine. Human resource management focuses on maximizing employee productivity. It focuses on recruiting, managing, and directing employees (Chukwuka & Nwakoby, 2018). Individual people involved in running the educational system for long-term growth can make big changes to the educational value. The people who work at the school are valuable assets that should be taken care of. In order to get the most out of teachers, students, and support staff, a school administrator must be able to motivate, supervise, train, and put in place long-term programs for employee welfare. Because it is often meant to help people manage better, welfare policy is not just about money. It also includes things like employer-employee relationships (Victor, 2017). Teachers and students might be motivated by physical or intangible benefits. Likewise, school administrators should provide rewards based on individual differences. School administrators must acquire staffing, orientation, communication, training, supervision, conflict management, motivation, discipline, and professional growth abilities. School administrators must boost student enrollment, orientation, discipline, welfare services, and cohesion for effective human resource management. An excellent academic achievement requires a favorable teaching and learning environment with sufficiently controlled instructional and learning materials (Victor, 2017).

Furthermore, material resources that aid in the teaching and learning process include buildings, laboratories, libraries, e-learning facilities, instructional materials, furniture, classrooms, offices, school records, and sports facilities, among other things. Material resource management is the effective and efficient use of physical buildings and instructional materials for school development. Several factors influence the quality of instruction delivered by instructors and student's academic achievement at any school, the most important are the school's facilities (Victor, 2017). When school facilities are inadequate or poorly managed, quality education is impossible. Planning, acquiring, storing, using, and maintaining school facilities to improve teaching and learning are all part of the material resource management process. Stakeholders in the education sector should also audit school facilities regularly to identify issues that need to be addressed. For instructional enhancement, school administrators should not only assure the availability of physical and instructional materials but also develop efficient skills in material resource management. On the other hand, the supply of suitable physical facilities and teaching resources depends on school finances, which must be effectively managed (Victor, 2017).

The main goal of financial management is to raise money and make sure that the money is spent most effectively and efficiently possible. The planning, coordinating, and managing of money inflows and outflows to achieve organizational performance and development is known as financial management. Mito and Simatwa (2012) assert that some examples of financial management activities are budgeting, auditing, using accounting techniques, finding ways to cut costs, making the most money possible, and maximizing profits. The head is the chief accounting officer, one of the most important people in any company when it comes to managing the school's money well. Poor budgeting is one of the main things that keeps schools from running well. It is because overspending or underspending can lead to misappropriation of funds and bad management of school funds. For effective financial management, good school administrators must carefully and efficiently manage educational resources, including money, materials, and apparatus, such as computers, instructional technology, and internal facilities, under their authority (Victor, 2017).

Likewise, school principals with effective management skills will foster quality and competition. (1) an understanding of administrative obligations; (2) the ability to maximize the school's social potential; (3) the power of teaching and leadership; (4) an appreciation of the symbolic significance of their position; and (5) a strong work ethic and a value-based culture (Paturusi, 2017). In school administration, the principal is responsible for planning (planning), organizing (organizing), executing (doing), and managing (managing) (controlling).

In the early years of the twenty-first century, there was much interest in educational leadership, according to Bush (2007). Due to the prevalent notion that the quality of a school's and student leadership has a substantial impact on its performance. In many areas of the globe, it is becoming increasingly clear that if schools offer their students the greatest possible education, they must have successful leaders and managers. On the other hand, the government is becoming increasingly aware that its most significant assets are its people and that retaining or gaining competitiveness depends on cultivating a highly skilled workforce. The school requires well-trained and devoted educators, the cooperation of senior and middle-level administrators, and the direction of highly effective principals.

Furthermore, Janardhanan and Raghavan (2018) claimed that ability and motivation impact performance. A person's capacity to properly carry out their work tasks and responsibilities are called employee performance. As a result, firms must devise strategies to enable their staff to function at their peak. Employees' levels of job performance are governed not just by their skill but also by the extent to which they are motivated.

Teachers' work as professionals in carrying out their primary responsibility of educating, instructing, guiding, directing, training, assessing, and evaluating pupils is reflected in their performance. Teachers' pedagogical, professional, and social competence enables them to meet the educational objectives that have been specified. On the other hand, teachers' performance is influenced by or closely tied to a variety of elements that have a direct or indirect impact on their working circumstances. The principal's leadership style and conduct and managerial competence, motivation, work discipline, and compensation are all elements to consider (Paturusi, 2017). The teachers' performance reflects the job they have done as professionals in carrying out their primary role of teaching, instructing, guiding, directing, training, assessing, and evaluating students. Teachers' pedagogical, professional, and social abilities enable them to achieve the stated educational goals. In contrast, a range of factors that impact their working conditions, either directly or indirectly, influence or are strongly linked to teachers' performance. The management competency, motivation, work discipline, pay of the principal, and leadership style and behavior are all factors in the evaluation (Paturusi, 2017).

Notwithstanding, teachers' performance was also a major factor in whether or not a school would succeed or fail. According to Adeyemi (2010), workers' level of engagement in the organization's day-to-day operations can impact job performance (school). Employees, of course, respond differently in different conditions and under different leadership. For the best outcomes, organizational leaders or executives (principals) must consistently push their employees (teachers) to perform at their best by understanding their needs and attempting to meet them. Therefore, the tasks done by a teacher in accomplishing organizational goals at a given time in the school system may be characterized by their job performance (Muraina, 2014). As a result, the purposeful commitment and engagement of school leaders in the school's day-to-day administration to achieve established goals and objectives are referred to as teacher job performance.

Principals' managerial skills have a favorable impact on teacher performance; thus, if principals have stronger managerial skills, teachers' performance will increase (Patarusi, 2017). The job performance of school staff, including teachers and principals, impacts the quality of education. Through continual supervision, principals should establish a favorable and enabling atmosphere for teachers to improve their competence and competency. It would also encourage the system's members to develop good interpersonal ties, work together, and be motivated to achieve school objectives (Giami & Obiechina, 2019).

Methodology

The researchers employed a descriptive research design in the study using an adapted that assessed the managerial skills of the schools and elicited the profile of the teachers. The study respondents were the randomly chosen 140 teachers from the different districts of Antique. The researchers calculated the study's sample size using the Raosoft sample size calculator with a 95% level of confidence and a 5% margin of error. An adapted questionnaire from Magbojos (2012) and Victor (2017) as the primary data gathering tool was used in this study. The tool underwent a face validation and reliability test using Cronbach alpha analysis. The Cronbach's alpha value, as a result, is 0.836, indicating that this is a reliable instrument (Taber, 2017). Based on the computed Cronbach alpha value, the instrument obtained a reliability value of 0.836. Thus, the instrument is considered reliable and accepted. Then, the instrument was sent to respondents by email or messenger account using Google form links since there is a restriction on people's mobility due to the COVID-19 pandemic.

The researchers employed frequency, percentage, mean, and standard deviation as descriptive statistics for statistical analysis. On the other hand, Kendall's tau-b correlation coefficient was used to measure the relationship between the school heads' managerial skills and the teachers' performance. The SPSS has been used in treating and analyzing the data.

Results and Discussion

Demographic Profile of the Teacher-Respondents

As shown in Table 1, female respondents outnumber male respondents, accounting for 78.6 percent as against 21.4 percent, respectively. The age of the respondents was grouped according to employment classification (OECD, 2022). Almost all (90.7 percent) of the respondents are from the age group of 25-54 years old or are those in their prime working lives, 7.1 percent are from 55-64 years old or those passing the peak of their career and approaching retirement, and only 2.1 percent belong to the age group of 15-24 years old or those just entering the labor market following education. In addition, most of the respondents are married (67.9 percent), 30.7 percent are single, and 1.4 percent are widows.

Table 1. Frequency and Percentage Distribution of the Demographic Profile of the Respondents

Profile Variables	Frequency	Percent
Sex		
Male	30	21.4
Female	110	78.6
Age		
15-24 yo	3	2.1
25-54 yo	127	90.7
55-64 yo retirement)	10	7.1
Mean =38.71, SD=9.851		
Civil Status		
Single	43	30.7
Married	95	67.9
Widow	2	1.4
Years in Service		
1-10 years	83	59.2
11-20 years	30	21.4
21-30 years	24	17.1
31-35 years	3	2.1
Mean = 11.36, SD=8.340		
Highest Educational Attainment		
Bachelor's degree	51	36.4
With master's unit	76	54.3
Master's degree	11	7.9
With doctorate unit	2	1.4
Position		
Teacher 1	81	57.9
Teacher 2	26	18.6
Teacher 3	26	18.6
Master Teacher	7	5.0
Performance Rating AY 2019-2020		
2.500 - 3.499 (Satisfactory)	1	.7
3.500 - 4.499 (Very Satisfactory)	64	45.7
4.500 - 5.000 (Outstanding)	75	53.6
Mean=4.447, SD=.298		

Most of the respondents have a master's unit (53.3%) as their highest educational qualification. Also, a great majority of the respondents hold the position of Teacher 1 (57.9%), while Teacher 2 and Teacher 3 both have a frequency of 18.6 percent. On average, the respondents' average length of service is 11.36 years. The majority of the respondents received a performance rating of outstanding (53.6 percent). On the other hand, very few of the respondents received a performance rating of satisfactory and below (1.4 percent) since most of them got an Outstanding (53.6%) performance.

4.2 Managerial Skills of School Heads in the Selected Schools in the Division of Antique

Table 2. Mean and Standard Deviation in the Managerial Skills of the School Heads as Perceived by the Teachers

Managerial Skills	N	Mean	Std. Deviation	Interpretation
Effective Communication Skills	140	4.34	0.64	Always
Effective Human Resource Management	140	4.28	0.69	Always
Effective Material Resource Management	140	4.26	0.78	Always
Effective Financial Resource Management	140	4.30	0.78	Always

Legend: 1.00-1.80= (1) Never; 1.81-2.60= (2) Seldom; 2.60-3.40= (3) Sometimes; 3.40-4.20= (4) Often; 4.21-5.00= (5) Always M=mean; SD=standard deviation

As disclosed in Table 2, the managerial skills of the school heads in terms of effective communication skills (M=4.34; SD=0.64), effective human resource management (M=4.28; SD=0.69), effective material resource management (M=4.26; SD=0.78), and effective financial resource management (M=4.30; SD=0.78) have obtained mean scores between 4.21 to 5.00 were evaluated as "always ." This indicates that most of the respondents evaluated that their school heads have demonstrated effective managerial skills and have shown good management and leadership in their respective schools. Thus, according to the findings of the study, the researchers believed that the school schools' managerial skills in terms of effective communication, effective human resource management, effective material resource management, and successful financial resource management need to be sustained by these school heads. Although, Bush (2007) stated that school leadership conceptions are complicated and diverse. Similarly, Egboka's (2017) study reported that many school heads and principals have not effectively applied or adopted numerous human resource and material resource management practices. Nevertheless, in the case of the school heads of the Division of Antique, they are equipped with the necessary managerial skills for effective school management and leadership.

The importance of the principals' communication abilities cannot be overstated, according to Giami and Obiechina (2019). Tyler (2016) effectively proved the need for effective communication skills in school leadership. Additionally, school division training of potential school administrators, including communication-based leadership practices, can improve school leaders' actions and change performance outcomes. It means that good communication skills, good human resource management, material resource management, and financial resource management were commonplace but not unusual. Indeed, these skills are necessary for school leaders and need to be honed even further. In addition, Ogba and Igu (2014) reported that the efficiency of the principals has a direct bearing on the atmosphere of the school. They will have sharper administrative visions and missions due to the quality of the training that they have gained.

Furthermore, based on his yearly Office Performance Commitment and Review Form (OPCRF), school principals can evaluate which areas need to be improved. As a result, the school principal will be able to refine and prioritize the areas where he needs to improve, as outlined in his next school year's development goals. Additionally, according to the Performance Standards for School Heads (PSSH) indicators, this development practice of the school heads is one technique of monitoring and assessing their managerial skills. According to Ikediugwu (2014), the quality of the principal in a school determines not only the performance of students but also the success of teachers and the overall effectiveness of schools.

Considering he or she is the school's manager, the school head has a wide range of managerial abilities to cope with the school's numerous resources. These are critical in giving good solutions to various issues that arise throughout the performance of work-related abilities. Goodarzi, Nazari, and Ehsani (2012) say managers and leaders must have management skills that provide context for actions. Apparently, no manager will succeed in today's climate without a management foundation. Managers must understand their workplace's dynamics. Management skills determine managers' and leaders' efficiency and effectiveness.

Correlation between the managerial skills of school heads and the performance of the teachers

Table 3 reveals that all the p-values of the four (4) managerial skills of the school heads are less than 0.05. Therefore, the null hypothesis is rejected. Hence it is concluded that there is a significant association between the teachers’ performance ratings and the four managerial skills of school heads. The finding suggested that the teacher performance complements the school head's managing skills in these schools. According to Janardhanan and Raghavan (2018), employees' job performance is governed by their talent and the degree of their motivation. However, the overall performance of the school head is determined by the average performance of all school personnel, according to the Performance Standards for School Heads (PSSH). This study supports the relevance of communication skills in Title I elementary school leadership. School divisions can promote rising school leaders by identifying common behaviors and tactics among administrators at such schools (Tyler, 2016).

Table 3. Test correlation between the managerial skills of the school heads and the performance of the teachers

		Performance	
Kendall's tau_b	Effective Communication Skills	Correlation Coefficient	0.790
		Sig. (2-tailed)	0.026
		N	140
	Effective Human Resource Management	Correlation Coefficient	0.692
		Sig. (2-tailed)	0.023
		N	140
	Effective Material Resource Management	Correlation Coefficient	0.730
		Sig. (2-tailed)	0.041
		N	140
	Effective Financial Resource Management	Correlation Coefficient	0.530
		Sig. (2-tailed)	0.038
		N	140

On the other hand, the findings of the current study opposed those of Patarusi (2017), who stated that principals' managing abilities had a beneficial impact on teacher performance, meaning that a better managerial capacity for principals will result in better teacher performance. As a result, school leaders must develop their management skills to improve the performance of their teachers and the school as a whole. Similarly, the present study relates the findings of Chukwuka and Nwakoby (2018) that HRM practices have a positive relationship with employee performance. This study also agreed with the paper of Villanueva, A., Disu, and Villanueva, K. (2021) indicated that the school leaders need supervisory, interpersonal, and leadership abilities to manage resources and functions effectively. The study clearly showed that school heads needed to go beyond being a manager and become leaders with intrinsic human relationships. According to the report, a school head must be more than a manager. A manager with good leadership and interpersonal abilities will excel in school administration. Parallel to Espinosa's (2018) study, school heads' financial management strategies help them create a budget, define goals, and identify sources for human resources, time allocation, teaching and learning materials, and proper costing. Principals must continue to improve their financial skills to manage teachers' performance and instructional needs better.

Conclusion and Recommendation

The findings of the study showed that the majority of teachers were female, middle-aged, married, 11.36 years in the teaching service, earned master's units, Teacher 1, and obtained outstanding performances. Moreover, results also revealed that the school heads' managerial skills as to effective communication skills, effective human resource management, effective material resource management, and effective financial resource management were "always" observed by the teachers. This means that school heads have shown effective managerial skills as evaluated by the teachers. Further, the study revealed a significant association between the managerial skills of the school heads and the teachers' performance. Thus, the researchers recommended that school heads' managerial skills be sustained in accordance with the key result areas (KRA) outlined in the Performance Standards for School Heads (PSSH) for continual improvement of the school's overall organizational climate through a quality, productive, responsive, result-oriented, and good financial implementation of resources, as well as the school heads' assistive qualities. With this, the Department of Education should continuously and strongly tie up with the National Educators Academy of the Philippines (NEAP) for their development programs and training for the school leaders in the Philippines to be trained with their standards and the quality training delivery.

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Conflict of Interest

The researchers declare no conflict of interest in this paper.

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RESEARCH ARTICLE

Final and Binding Essence on Constitutional Court's Judgment in Judicial Review

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Abstract

Mahkamah Konstitusi, has specific characters, one of the typical characters is the final and binding judgement. The reality is many judgements of the constitutional court are not complied with and tend to be ignored by the legislature. Then the petitioner who feel that their constitutional rights have been violated do not have instruments to fight for their constitutional rights that have been violated by the legislators. Based on the statement above, there are problems which is studied, what underlying the basic consideration of the formation of Constitutional Court in Indonesia? And what is the essence of the final and binding of Constitutional Court's judgements? The aim of this study is to determine and comprehend the essence contained in final and binding nature of the Constitutional Court's judgements, especially in judicial review of UUD 1945. The method of law study used was normative law research method which is law research from internal perspective with the object of the study was law norms. It can be concluded that the basic rationale of MK formation in Indonesia, from political side, the existence of MK is required to balancing the legislators' power. From the law side, the existance of MK is the consequence from the change of MPR supremacy become constitution supremacy. The essence of final and binding Constitutional Court's judgement is the stand- alone judgments, so that the judgement cannot be taken by legal action. Constitutional Court judgement is erga omnes which means binding on other parties, including state administrator.

Keywords: Constitutional Court; Essence of Judgement; Final

Introduction

The existence of Constitutional Court (MK) in Indonesian constitutional structure is a form of separation power with the principle of checks and balance. The system of separation power with the principle of checks and balances aimed at each branch of power controlling and balancing the others branch power, with the expectancy there is no abuse of power from each state power institution. The authority given by the constitution should be used accordingly with the purpose and objectives from the authorizing. MK is the state institutions which has strategic function in Indonesia constitution. MK is designed to be guard including interpreter of the basic constitution. According to the article 24C paragraph (1) and (2) UUD 1945, MK has four (4) authorities and one (1) obligation which is: authorize to adjudicate on first level and the last which the decisions are final to test the constitutions on Basic Constitutions, cut off authority dispute of state institutions whose authorities are given by Basic Constitutions, cut off dissolution of political parties and ended off conflict regarding the result of general election. Constitutional Court required to give judgement in the opinion of Representatives Council regarding violation by President and or Vice President according to Basic Constitution. One of authorities mandated to MK based on article 24C paragraph (1) UUD 1945 is judicial review. Judicial review is the authority to judge is the law is in accordance with or contrary to UUD 1945. MK as a constitutional court, has typical character which is the character of MK judgement is final and binding. This character is different with judicial judgement in Supreme Court environment that provides other legal remedies, including review mechanism and clemency.(Soeroso 2016) MK judgements are final and binding, means that all forms of court judgement both who consent petition for judicial review of the constitution, or consenting partial or completely, has automatically changed the provisions of a law by stating the contradictory to UUD 1945 and stating that the contradictory provisions have no binding legal force. The Constitutional Court's final judgement, means the first and the last judgements and there are no other legal remedies. The consequence of the final judgement is binding immediately upon the recitation of the Constitutional Court's judgements, this is based on Article 57 of Law No. 24 of 2003 concerning Constitutional Court as amended by Law No. 8 of 2011 concerning Amendments to Law No. 24 of 2003 Regarding the

Constitutional Court in which the Constitutional Court Law is written which states:
(1) The judgement of MK states that the content of paragraphs, article, and/or part of the law that contrary to the 1945 Constitution of Indonesians' Republic the content of paragraphs, articles, and/or parts of the law does not have binding legal force.
(2) The judgement of MK states that the law formation does not meet the arrangement of the law formation according to 1945 Constitution of Indonesian's Republic, the law does not have binding legal force.
(3) The judgement of MK that grants the application should published in the State News of Indonesian's Republic within 30 (thirty) days of a maximum period after the judgements announced.
According to Inosentius Samsul, Constitutional Court's judgement have binding legal force ex nunc (van nu af, slechts voor de toekomst van kracht), helpless in the means of ex tunc (van toen af). It is confirmed in the article 47 and article 57 paragraph (2) UU MK.(Eddyono 2019) The fact in society, Final and Binding Constitutional Court's judgement can not just be realized based in accordance with the purpose of the judgement itself. According to the result of the study carried out by Indonesian Legal Roundtable known that many MK judgements is not implemented. The research carried out on judgement of judical review MK on 2003-2018, especially on decisions which granting the application.(Eddyono 2019)
One of the legal events that occurred in the judgement of Court Constitution Number 33/PUU-XIV/2016 where in the judgement states Article 263 paragraph (1) KUHAP contradicted with UUD 1945. The consequence from that judgement is review effort may only be submitted by prisoner or the heirs. This decision was ignored by the prosecutors. Even Prosecutor Yudi Kristiana explicitly states that the judgements will be not followed by the presecutors.(M Agus Maulidi 2019) That legal events is one of the MK judgements which are not obeyed by the legislators, it is because the nature of final court judgements which means there is no other legal remedies. Then the petitioners whose feels their constitutional right violated, doesn't have instruments to fight for their constitutional rights which violated by legislator.
The essence of Court judgement is a full reflection of the ideals of the law, namely justice (gerechttigheid/equality), legal certainty (rechtsicherheit/certainty), and benefit (zweckmaes sigkeit). According to Maruarar Siahaan, the effectivity of checks and balances may be viewed from the implementation or not implementation of the Constitutional Court's judgements by the legislature.(Asy'ari, Hilipito, and Ali 2016)
Based on the explanation above, there are problems that need to be studied by the writer that is what underlines the formation of MK in Indonesia? And what is the essence of MK judgements final and binding nature on judicial review?
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Research Methods

The legal research used is the normative legal research method. Normative legal research is the legal research from internal perspective with the object of the study is legal norms.(Diantha 2017) The research approach used is constitutional approach, conceptual approach, legal rule history. The legal material source used in this study were primary legal material, secondary and tertiary. After the legal material collected then carried out the analysis to obtained the last argumentation which in the form of answer to the research problems.

Results and Discussion

The History of Thought and Formation of Constitutional Court

The formation of Constitutional Court is a new phenomenon in the world of state administration. The idea of the formation of Constitutional Court is excess of the development of legal thought and modern state administration that occurs on 20 century.(Bachtiar 2019) The beginning of Constitutional Court's Formation begin with judicial review in United States Supreme Court, under management of John Marshall in the case of Marbury versus Madison on 1803. In this case, provisions that give the supreme court authority to issuing writ of mandamus on Article 13 Judiciary Act deemed to exceed the powers granted by the constitutions, then the Supreme Court declared that it was against the constitution as the supreme of land. But, on the other side declared that William Marbury in accordance with the law is rightful to a letter of his appointment. The courage of John Marshall in the case of Marbury vs Madison, become new precedent of American History and its influence is widespread in legal though and practice in many countries. This case then become milestone of judicial review and become authority of judicial review by the Constitutional Court.(Salim 2013) Austria who firstly establish Constitutional Court in Europe Continent on 1919-1920. But there is other record which state that actually Czechoslavakia firstly establish the Constitutional Court which was on February 1920.(Palguna 2018) Austria Country considered a pioneer on the establishment of Constitutional Court in Europe because adopt the shape of idea in UUD 1920.(Asshiddiqie and Syahrizal 2011) The idea of the instutional format of the Austrian Constitutional Court was pioneered by Hans Kelsen, according to Hans Kelsen, the implementation of constitutional rules on Legislation can effectively guarantee only if one organ besides legislative institution was given task to test wheter a legal product is constitutional or not, and not enforce it if according to this organ the product of the legislature is unconstitutional. For that sake, it is necessary to establish a special judicial organ like constitutional court or constitutional control of constitutions which called by judicial review, that can be given by ordinary court and especially Supreme Court. After the world war two, the ideas of Constitutional Court with judicial review spreading all over Europe, by constructing Constitutional Court separately from Supreme Court. Constitutional Court as special Court which initiated by Hans Kelsen, furthermore known as European model or centralized model or Kelsenian Model. Special Court which is Constitutional Court is having authority to declared that a constitution that made by legislature against without requirements of a concrete case but rather based on theoretical reason (in the abstract).(Palguna 2018)

The development of constitutional testing European model there are three forms:

1. Austria Model or Continental Model, that apply centralized system in which a Constitutional Court establish by exclusive authority controlled the constutitionality of law
2. German Model, that apply centralized system in which Constitutional Court establish by exclusive authority declared the law and action or activity against with constitution, but all courts (others) could rule out the law that considered against the constitution.
3. France Model, that appy centralized system in which Constitutional Council only has presentive supervision authority, that is able to check the constutitionality of law that has been validated but not yet constutionalized by parliament.(Palguna 2018)

The idea of Constitutional Court in Indonesia was firstly discussed on MPR Institutions meeting when discussing impeachment regarding with the case of dismissal of Predisent of Abdurrahman Wahid on 2001, then come up the ideas to introduce special court institutions, so that the president is not arbitrarily demanded by MPR by the process that solely relying on the political process. In the relation, come up idea to made Constitutional Court Institution. The changed of the three amendments of the 1945 Constitution, means since that time Constitutional Court was existed. Because, the existence of Constitutional Court has been regulated on Article 24C paragraph (1) until (6) the third changed of amandements of the 1945 Constitutions on 9 November 2001. On the third changed of UUD 1945 contains article that is related to impeachment of President, which is on Article 7B that regulate the existence of Constitutional Court. That article stated that the Presidents could be dismissed by MPR after going through the judicial examination process at the Constitutional Court. On 10 August 2002, the arrangement of Constitutional Court was included on Article of the transisional regulations the fourth changed of UUD 1945. Article III of transisional regulations states, Constitutional Court formed the latest on 17 August 2003, and before it was formed all authorities carried out by Constitutional Court. Juridically MK was formed on the fourth changed of UUD 1945, which is Article III Transisional Regulations. Regarding on these the authority is temporary given to the Supreme Court. On 2002 until 2003, Constitutional Court act as MK. Then, it can be said on 2002-2003, Supreme Court is Interim Constitutional Court. The legalization of UU MK carried out on 13 August 2003.(Bachrain 2016)

The idea of MK establishment strengthened in reformation era, but actually the idea of judicial review had been existed since the discussion of UUD 1945 by BPUPKI on 1945. Prof Muhammad Yamin, express the opinion that Supreme Court or MA should be given the authority to compare the law. On that time Prof Soepomo refused that opinion because consider that UUD that still arranged at that time was not follow the concept of trias politica supported by the conditions at that time many bachelors of law did not have experience regarding the authority of judicial review.

During the validity period of the RIS Constitutions (UUD 1949), judicial review ever become one of the MA Authorities, but limited to test the state law on Constitution, based on Article 156 paragraph (2) RIS Constitution (UUD 1949) and the Articles 157 RIS Constitution. Article 158 RIS Constitution that consist of 4 paragraphs, in general describe the substance of the Supreme Court's Judgement on their authority of judicial review of state laws on Constitution. Next on UUDS 1950, was unregulated regarding laws testing institution, it is because the laws were seen as the implementation of populace sovereignty running by the governments with the DPR.

The new order period was formed by the Committee Ad Hoc II MPRS (1966-1967) that recommend the given of the right to examine law materials to MA, it was based on the determination of MPRS No. XIX/MPRS/1966 jo determination of MPRS No. XXXIX/MPRS/1968 regarding judicial review of Legislative Law Product outside of MPRS Law Product which was not suitable with UUD 1945. The idea of judicial review re-emerged during the discussion of laws structural, at that time the Indonesian Judges Association proposed that the Supreme Court be given judicial review authority over the Constitution. However, because these provisions are considered as material for the content of the constitution while in UUD 1945 was not regulated so that the proposal is not approved by the legislators, MA was determined to have limited judicial review authority, that was to examine statutory regulations below the law against the law.

The idea of forming MK with the authority to review materially the law on 1945 Constitution can be viewed from two sides, which is from the political side and from the legal side. In the terms of constitutional politics, the existence of MK is required to balancing the power of constitutions' establishment that is owned by the DPR and the President. It is necessary so that the law does not become legitimacy for DPR and the President who are directly elected by the populace.(Bachrain 2016) From a legal perspective, the existence of the Constitutional Court is the consequence of the change from the supremacy of MPR to the supremacy of the constitution, the principle of a unitary state, the principle of democracy, and the principle's rule of law. Article 1 paragraph (3) of the 1945 Constitution stated that the Indonesia is a legal state. Law is a hierakis unitary system and culminating on the Constitution. Therefore, the law supremacion itself also means the supremacy of the constitution. In order to make the constitution truly implemented and not violated, then it should be guaranteed that the legal provisions under the constitution is not against with the constitution itself by granting the authority to review and cancel if the legal provisions indeed against with the constitution.

The Identification of Constitutional Court Judgement on Constitutions Testing

The judgements in court are the action of judges as state officials, stated in open session for the public and made in writing to end the disputes. As the action of law, judges' judgement aimed to end the disputes, then the judge's judgement is a state action in which its authority delegated to the judges both based on UUD 1945 or Law. The existence of MK in Indonesia Constitutional is a progress of law development and democracy in Indonesia. The existence of MK has changed the doctrine of parliamentary supremacy replaced it with constitutional supremacy.(Faqih 2016) As part of state power in the judiciary, this is based on Article 24 paragraph (2) of the 1945 Constitution which states that judicial power carried out by a Supreme Court and institution within the general judiciary, religious courts, military courts, state administrative courts, and by a Constitutional Court. Based on Article 24 C paragraph (1) UUD 1945 and Paragraph 10 UU MK emphasized that Constitutional Court is competent to judge and decide at the first and the last level which the judgment is final, certain constitutional matters. One from the four powers of Constitutional Court based on Article 24 C paragraph (1) UUD 1945 is to examine the laws against the basic Constitutions. The right to examine the law or judicial review is the right to examine (toetsingrecht) of the judicial power to test the legislation. The function of judicial power in conducting the test is based on supervision authority as the consequence of the principle of checks and balances between the organs of implementing state power.(Soebechi 2016) The examination of laws and regulations is inherently inherent with judicial power and is the nature from the task of judges in carried out the function of adjudicate. According to Harun Alrasyid, as long as it is not denied, the right to review is owned by the judge, which is not only a permanent right but also an obligation. According to Moh. Koesno, judicial power is not only to maintain the validity of the law, but to maintain and realize the basic law.(Bachtiar 2019) Regarding to the authority of the Constitutional Court in reviewing the laws on the Constitution (judicial review) based on Article 24C paragraph (1) of the UUD 1945, it is emphasized that the decision of the Constitutional Court is final. This provision is emphasized in Article 10 paragraph (1) and Article 47 of the Constutitional Court Law which stated that the decisions of the Constitutional Court have permanent legal force since it was stated in a plenary session which was open for public. Regarding the final and binding nature of MK judgement, it often become the subject of discussion in legal circles. Regarding the emergence of the word binding that accompanies the final word, there are those who question the reason that Article 24 C paragraph (1) of the UUD 1945 does not mention the existence of a binding term. This is actually not a substantial problem. Every judge's judgement that has permanent legal force should have a binding nature.

Academically, this is a juridical consequence to emphasize that the judge's or court's judgement should be obeyed.(Palguna 2018) In the other word, on the obligation to obey the decision, the form of the binding nature of the decisions situated. Because if it is not binding, what is the function of a judge's or courts' decision. Referring to the opinion above, it can be stated that MK judgement is a reflection of the judge's statement as a state official who is authorized by the UUD 1945 or by law to decide the disputes that submitted by applicants who feel that their constitutional rights have been impaired due to the enactment of law to obtain justice and certainty. In the terms of legal force, the final nature of MK judgement in this law includes binding legal force (final and binding). MK judgement has final and binding legal force since it was declared in a plenary session open for public, means that since it was declared it had permanent legal force there was no legal remedy in the form of appeals and cassation.(Mohammad Agus Maulidi 2017) This is clearly explained in the explanation of Article 10 paragraph (1) of the Constitutional Court Law, stated that the judgement of the Constitutional Court is final, i.e. the judgement of the Constitutional Court immediately acquires permanent legal force from the moment its was declared and there was no legal remedies that can be taken. Thus, the Constutional Court is the first and the last Court. Reviewed from the nature of the judgement divided into (3), which is a declatory judgement is a judge's judgement that states what is becoming law or judgement that contains a statement of affirmation of a situation or legal position only. A Constitutive judgement is a judgement that excluded a legal situation and or creates a new legal situation. Meanwhile, a condemnatoir judgement is a judgment that contains the punishment of one of the litigants or a judgement that contains an imposition.

MK judgement in its jurisdiction of judicial review of laws on Constitution is declaratoir-constitutive, this is because MK judgement only stated what is become the law of a statutory norm, which against to UUD 1945, and at the same time the judgment excluded the legal situation based on the law. Cancelled norms and create new legal conditions.(Bachtiar 2019) This is explicitly regulated in Article 56 paragraph (3) of the Constitutional Court Law which states, in the event that the application is granted as referred to in paragraph (2), the Constitutional Court expressly states the material content of the article, paragraph, and/or part of the law that contradicts with the 1945 Constitution of the Republic of Indonesia. The final judgement of the Constitutional Court cannot be released with the principle of erga omnes. Erga Omnes means that it can apply to anyone, not only the disputing parties. The Constitutional Court's judgement applies as a law that binds everyone in the Indonesian community.(Soebechi 2016) Based on Article 10 paragraph (1) of the Constitutional Court Law and reaffirmed in Article 47 of the Constitutional Court Law and Article 39 of the Regulation of the Constitutional Court Number: 06/PMK/2005 concerning Guidelines for Proceeding in Cases of Judicial Review which states, the Constitutional Court's judgement has legal force as of completion declared in a plenary session open for the public. Because the judgement of the Constitutional Court immediately has binding legal force since it was declared, the legal consequences of the judgement of the Constitutional Court are not only binding on the parties (interparties), but all parties, including citizens, are obliged to implement the judgement of the Constitutional Court. The nature of erga omnes is attached to the decision on the right to judicial review because the object of the test is a written regulation that regulates and is binding on the public. Thus, if the Panel of Judges accepts the application and it is granted as well as the material content of the articles, paragraphs, and/or parts of the law that have been cancelled, the whole community will automatically be bound by the judgement.

Regardless of whether the judgement of the Constitutional Court are in accordance with the expectations of justice seekers, the reality is that the judicial review reflects the urgency of the existence of MK in administering judicial power after the amendment of the 1945 Constitution. The judicial review is a form of guarantee for the constitutional rights of citizens and aims to limit the government's authority in terms of legal products issued. The authority to review laws on the 1945 Constitution that given to the Constitutional Court is a form of strengthening the realization of purpose of the rule of law concept itself.

Conclusion

Based on the result of discussions above, the conclusions obtained were:

1. The idea or rationale of the establishment of the Constitutional Court in Indonesia, is viewed from two sides, which is from the political side and from the legal side. On political side, the presence of MK is required to balancing the law power establishment that are owned by the DPR and the President. On the legal side, the existence of MK is the consequence of the change from the supremacy of MPR to the supremacy of the constitution, the principle of a unitary state, the principle of democracy, and the principle of the rule of law.
2. The essence of the Constitutional Court Decision is final and binding in the judicial review, it is an independent judgement, so that the judgement cannot be taken by legal action. The Constitutional Court's judgement is final and binding not only binding on the litigants, but also binding on other parties including state officials (erga omnes), the nature of erga omnes is attached on the judgement of the right to a judicial review because the testing object is a written regulation that regulates and binding for general. Thus, if the Judges Council accepts the application and it is granted as well as the material content of the articles, paragraphs, and/or parts of the law that have been cancelled, the whole community will automatically be bound by the decision.

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