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Dr. Manoj Kumar

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FOREWORD

I am pleased to put into the hands of readers Volume-4; Issue-1: 2022 (January-February, 2022) of “**Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)**”, an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to, Humanities and Education development. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.



Dr. Manoj Kumar

Editor-in-Chief

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Specialized Dictionary Mobile Apps for Students Learning English for Engineering, Business and Computer Science

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Abstract

Use of dictionaries is an integral part of language learning and teaching. With the availability of smartphones, EFL, ESL and ESP students can access and download a variety of specialized mobile dictionaries Apps (MDAs). Specialized MDAs are of special importance for students learning English for engineering, business, and computer science purposes. They contain thousands of essential specialize technical terms covering several sub-categories within the engineering, business and computer science fields. They are a good tool for enriching the students' specialized vocabulary and helping them learn faster and remember more in a shorter time. This article aims to show ESP instructors examples of engineering, computer science and business MDAs available in the Google Play or Apple Stores; how specialized MDAs can be located; criteria for selecting specialized MDAs; the lexicographical features of specialized MDA and instructional stages with MDAs. Instruction with MDAs goes through three stages: pre-task, task, and post-task phases. The instructor serves as a facilitator. She can help students find and download MDAs that meet their needs and purposes and match their proficiency level; gives pre-questions; and follows the students up to make sure they are making the best use of MDAs. The article concludes with some recommendations for ESP pedagogy with MDAs.

Keywords— Specialized dictionaries, mobile dictionary apps, engineering dictionary apps, business dictionary apps, computer science dictionary apps.

I. INTRODUCTION

In this day and age, smart phones are loaded with educational applications that students of all ages and all fields of study can use for a variety of purposes, including foreign/second language learning. A variety of language learning apps are available in the Android and Apple Stores for developing English as a Foreign Language (EFL), English as a Second Language (ESL), and English for Specific Purposes (ESP) students' listening and speaking skills [1]; [2]; [3]; listening to and pronouncing new vocabulary based on first language (L1) to second language (L2) translation [4]; reading skills and literature [5]; [6]; [7]; [8]; writing skills [9]; vocabulary learning [10]; enhancing students' incidental vocabulary learning in English-medium universities through the use of Personal Digital Assistants (PDAs) [11]; standardized tests [12]; learning English by children on smart phones, iPads, and tablets [13]; [14]; and general language learning purposes [15] [16]; [17]; [18].

As for dictionaries, students have been using monolingual, and bilingual, general, and specialized print (paper) dictionaries in learning L1 and L2 for a very long time [19]. They used them to look up the meanings of difficult words in general as well as specialized contexts. When portable (handheld) electronic dictionaries appeared over 2 decades ago, students started to use them and bring them to class instead of carrying heavy paper dictionaries. Students majoring in languages and translation used portable (handheld) electronic dictionaries for a variety of purposes such as obtaining definitions of general and specialized terminology, Arabic equivalents of English words and English equivalents of Arabic words, a variety of word senses, synonyms, pronunciation, part of speech, spelling variants, derivatives, verb conjugation, usage and grammar notes and illustrative examples [20]; [21]. Soon, many monolingual and bilingual, general, and specialized dictionaries in many languages started to have an online

version [17]; [22]. There are even dictionary websites that host numerous dictionaries in one location such as www.onelook.com in English, and www.almaany.com in Arabic. Further development in digital dictionaries have occurred in the past decade or so, with the creation and widespread use of mobile apps for almost every traditional dictionary such as Webster, Cambridge, Longman, Collins, and McMillan. Those can be accessed from any smart mobile phone, iPad, or tablet.

Due to the importance of digital, online dictionaries and mobile dictionary apps (MDAs) in language learning, a review of the literature has shown numerous studies that highlighted the benefits of using MDAs in language learning such as learning Chinese, Turkish and English as a foreign language. For example, in China, secondary school students in rural areas use smartphones, followed by portable electronic dictionaries, tablets and laptops in informal learning of English [23]. Similarly, students learning Turkish as a foreign language most often use Google Translate and Turkish English mobile dictionaries. The students' interest level in using mobile dictionaries was rated 'good' [24]. At an Australian university, [25] found that all students enrolled in language courses across ten languages in the first-, second- and third-year level use electronic dictionaries to look up unknown words or obtain translations. Many students' comments reflected their knowledge of the effective use of electronic dictionary tools and awareness of their limitations.

In Hong Kong, [26] found that MBAs are essential tools that help college students in L2 learning and in academic studies. Bilingual dictionaries with multiple functions and rich resources help the students engage in learning the subject courses and learn English at the same time. However, discrepancies exist in the students' actual and desired use of dictionary functions. Undergraduate students in Taiwan, who used handheld electronic dictionaries to learn English, reported that those dictionaries were useful and fun. Use of handheld electronic dictionaries positively correlated with students' satisfaction with English mobile learning. Self-management of learning could moderate the relationships between key mobile English learning determinants, satisfaction, and continued intention [27]. Moreover, [28] found that students had positive attitudes and emotions toward mobile learning, consisting of anticipation, joy, surprise, and trust. However, there were negative emotion of apprehension and anxiety while communicating in a foreign language.

A second line of research investigated the effects of using digital, electronic, and mobile dictionaries on vocabulary acquisition in L2. At Amirkabir University of Technology, in Iran, dictionary and lexical apps are very

popular among students. The students find them useful in language learning but there are different viewpoints on the potential of mobile apps for developing different language skills. The type of apps used significantly shaped students' attitudes towards app-based language learning [29]. In Hong Kong, mobile dictionaries facilitated incidental word learning significantly through consulting mobile dictionaries while reading [30]. At Al-Najah National University, in Nablus, Palestine, students enrolled in educational readings in English at the Faculty of Social Sciences and Teacher Training had a great and exciting experience in using mobile dictionaries for learning new vocabulary. The students also had positive attitudes towards mobile dictionaries [31].

A third line of research compared some dictionary types and the effects of teaching strategies on vocabulary learning. A study by [32] investigated the effects of types of dictionaries used on lexical proficiency in writing by intermediate level students preparing for the TOEFL. Bilingual English-Persian Desk Dictionaries were the most frequently used, whereas Bilingual Persian-English Desk Dictionary and Bilingual Persian-English Mobile Dictionary were the least favoured dictionaries among the students. Consulting dictionaries to obtain meaning during the reading-writing, and after listening-speaking tasks were the most common habits among the students. There was a significant correlation between the dictionary type used and students' lexical proficiency in writing and between students' skill in dictionary use and their lexical proficiency in writing.

Another study by [33] compared the influence of electronic dictionaries vs. paper dictionaries on vocabulary learning and retention of Iranian EFL students. Results indicated that students in the electronic dictionary group outperformed those of the paper dictionary group. It was concluded that electronic dictionaries can improve vocabulary learning.

In a third study by [34], freshman students with upper intermediate proficiency level were taught 320 head words from the Academic Word List via SMS, whereas the control group was taught the same words using a dictionary. Both groups made improvements with no significant difference between them in the post-test scores. However, on the delayed post-test, the experimental group outperformed the control group, i.e., SMS learning had a more significant effect on vocabulary retention than dictionary usage. The researchers recommended that language instructors use SMS as a useful way to help students retain vocabulary items in their long-term memory.

Furthermore, the literature review has shown that despite the widespread growth in the use of smartphones,

iPads and tablets, which have facilitated a plethora of new mobile language learning applications in all languages especially English, there is still a dearth of studies that investigate the utilization of specialized MDAs in the teaching of English for engineering, business and computer science purposes at colleges of science and technology such as the Ibra College of Technology in Oman. In this respect, [33] indicated that vocabulary learning needs special teaching strategies and language learning process. The use of dictionaries is a great help in vocabulary learning and the emergence of electronic dictionaries has added a new and valuable resource for vocabulary learning. Mobile phone apps are a new addition to information and communication technologies which have created new ways to help students in learning specialized technical terminology in engineering, business, and computer science. [30] added that although the dictionary format is significant, dictionary training is indispensable.

At colleges of technology, students studying English for engineering, business and computer science purposes usually focus on their assigned textbooks and many are not familiar with relevant engineering, business, and computer science MDAs. Many instructors teaching English for engineering, business and computer science purposes are specialized in English or linguistics but they are not familiar with engineering, business and computer science MDAs in those areas of specialty, and do not know how to integrate them in teaching English to freshman students majoring in engineering, business and computer science.

Since ESP instructors play an important role in guiding students' lexical learning of specialized technical terms, this study aims to introduce ESP instructors to: (i) the types of engineering, business, and computer science MDAs, their lexicographical features, different learning modes, and how words can be located, browsed, learnt and revised; (ii) the benefits of using MDAs; (iii) how to search MDAs; (iv) criteria for selecting engineering, business, computer science MDAs; (v) stages of teaching with engineering, business, computer science MDAs; and (vi) the ESP instructor's role in training students to use specialized MDAs.

This study is significant because specialized MDAs are a well-established aid for learning English technical terms in the students' area of specialization. Many students learning English for engineering, business and computer in English-medium colleges and universities struggle when they have to learn specialized technical terms, facts, or fundamental concepts in English. In some cases, students taking ESP courses are even unsure about what they should study and how they can broaden their knowledge of technical terms. The students can use a multitude of

specialized MDAs at their own convenience for free. Even ESP instructors with little knowledge in engineering, business or computer science can acquire specialized technical terms in those areas by searching MDAs.

II. WHY USE SPECIALIZED MOBILE DICTIONARY APPS

Students learning English for engineering, business, or computer science purposes can enrich their technical terms in their area of specialization by using MDAs specialized in engineering, business, or computer science as these contain thousands of technical terms. A variety of specialized MDAs in a specific area exist which students of different proficiency levels (beginners, intermediate and advanced) can use. ESP students can check the meanings of difficult technical terms in a short time. They learn faster and remember more. The students can use specialized MDAs for self-testing. They can check their MDAs anywhere, anytime and as many times as they need.

III. SEARCHING FOR ENGINEERING, BUSINESS AND COMPUTER SCIENCE MDAS

The instructor may search the Google Play and/or Apple App Stores for engineering, business or computer science MDAs targeting a specific area of specialization within the general field by selecting specific search terms such as "engineering dictionaries", "civil engineering dictionaries", "business dictionaries", "economics dictionaries", "computer dictionaries", "information technology dictionaries" and so on. She can enclose the search terms in quotation marks, and use Boolean operators (&, or, not) to narrow the search. It is important to add "English" in order to get more accurate results and to avoid getting MDAs in other languages. Once a search term is entered in the search box, Google Play will suggest related search terms that can be tried. The students can also locate, select, and suggest MDAs for specific sub-fields such as:

- **Engineering:** *mechanical, electrical, chemical, environmental, electronics, software, architectural, petroleum, mining, biochemical, biomedical, biomolecular, environmental, food, genetic, materials science, petroleum, plastics, textile, construction, telecommunications, geotechnical, structural, mechatronics, microelectronic, optical, robotics, electronics, transportation, power systems, aeronautical, aerospace, agricultural, astronautical, automotive, energy, marine, manufacturing, power plant, renewable energy, thermal, industrial engineering and others.*

- **Business:** management, economics, finance, logistics, planning, corporate, accounting, marketing, human resources, banking, international business, hotel management, e-commerce, e-business, hospital administration, entrepreneurship, supply chain management, project management, data analysis, investments and securities, logistics.
- **Computer Science:** software, programming, telecommunications, networking, network security, information security, information technology, information systems, information science, artificial intelligence, computer software and applications, computer systems networking, data processing, data mining, computer information systems. hardware engineering.

For examples of MDAs in engineering, business and computer science, see Images 1, 2, 3 in the Appendix.

IV. FEATURES OF SPECIALIZED ENGINEERING, BUSINESS AND COMPUTER SCIENCE MDAS

Specialized MDAs have a letter index, a category index, or an alphabetical index. Students can enter the term they want look up in the search box or they can browse the list of terms under a particular letter. They may also search in a particular category. Some MDAs have a tutorial, a guide, videos, quizzes and/or "Term of The Day". Some business MDAs have a loan calculator. Specialized MDAs generally give the definition of a technical term or an acronym. The students can also enter a letter in the search box and get an alphabetical list of the technical terms that begin with that letter, browse through the list and select the term they are looking for. The students can bookmark the words which they have looked up and would like to save for later. They can use the quizzes to assess their vocabulary knowledge or learning, or retention (See Images 4, 5, 6, 7, 8 in the Appendix).

On the other hand, specialized MDAs have some shortcomings such as: having ads, giving the definition of the term only, not showing how a term is pronounced, not giving the part of speech nor other words derived from the term. In some specialized MDAs, the students have to enter the word they are looking for and may not find it if they misspell it and they do not see a list of options in alphabetical order. In many MDAs there are no illustrations to clarify the meaning especially in engineering dictionaries.

V. CRITERIA FOR SELECTING ENGINEERING, BUSINESS AND COMPUTER SCIENCE MDAS

The MDAs selected should be related to the students' area of specialty. The instructor can download several MDAs, that target a particular subspecialty to accommodate the students' different proficiency levels, interests, needs, learning styles and even to be familiar with different MDA designs and content. MDAs chosen should contain enough material for practice. The instructor should take into consideration the difficulty level of the terms within the MDA, degree of familiarity and complexity and content details. The instructor can look at the MDAs star ratings and read the users' reviews and comments. She may try several MDAs in an engineering, business, or computer science sub-specialty before deciding which ones are useful and appropriate for the students. She can select those that are free of charge and easy to use by the students.

VI. INSTRUCTIONAL STAGES WITH SPECIALIZED MDAS

Instruction with MDAs goes through 3 phases. In the *Pre-Task Phase*, the instructor tells the students which MDAs they need to locate, download, and use. She shows the students how to search Google Play or the Apple App Stores for specialized MDAs targeting a specific area of specialty. She tells the students about the MDAs to be used. She posts a sample of MDAs on a Learning Management System (LMS) such as Microsoft Teams, Zoom, Google classroom, Blackboard, a blog, an online discussion forum, on Facebook, Twitter, WhatsApp, or Telegram. She states the objective of using the MDAs, i.e., tells the students what they are going to do, study or practice and how they are going to use the MDAs. She gives clear, specific, and detailed instructions on how a particular task should be performed. She tells the students what is expected of them, how many MDAs they need to complete and sets a deadline for completing the assigned MDAs.

In the *Task Phase*, the students work with the MDAs on their smart phones, tablet, or laptop at home or in class. They work on MDAs individually, in pairs or small groups. They post queries, comments, and evaluations of the MDAs they have used on an LMS or a social media network. The instructor answers students' questions, provides guidance, and help with difficulties.

In the *Post Task Phase*, the ESP instructor gives feedback and comments on the students' performance. She encourages the students to use specialized MDAs in their area of specialization and gives credit for using them. The students correct their classmates' errors and make comments on each other's performance. They keep a log of

the MDAs they have used with their evaluation of and comments on each.

VII. THE ESP INSTRUCTOR'S ROLE

The ESP instructor serves as a facilitator. She helps the student enrolled in English for engineering, business, or computer sciences courses in locating and downloading relevant MDAs that meet their needs and purposes. She matches the students' English proficiency level with the specialized MDAs difficulty level. She encourages the students to fully engage in the MDA activities. She follows the students up to make sure they are making the best use of the MDAs. She gives extra credit for using MDAs in their ESP courses depending on how many they have completed. Technical terms learnt from MDAs may be included on ESP tests to motivate the students to take the MDA activities seriously.

VIII. RECOMMENDATIONS

ESP instructors teaching English for engineering, business and computer science purposes should exploit latest advancements in mobile technology to help ESP students develop their English proficiency level and learn how to search specialized MDAs. Specialized MDAs allow students to use their visual and auditory senses to learn difficult technical terms. ESP instructors should always remember that MDAs do not teach by themselves, and their use does not guarantee the automatic learning and recall of the specialized technical terms. ESP instructors should encourage their students to engage in, respond to, and be actively involved in activities with MDAs. They should supervise students, give them feedback, guide them, and encourage them. Students may use specialized MDAs of their choice. Those who do not own a smart phone may access specialized online dictionaries using their laptop computer.

To make the best use of MDAs, the ESP instructor may integrate different elements of word knowledge with online word activity designs, direct instruction on specific technical terms, and students' awareness of specialized term selection. To make technical term and content technical learning more effective, the students can browse and locate terms of interest to them on their own. Since ESP students' satisfaction, perceived difficulty of MDAs and level of control over MDAs affect their performance, selected specialized MDAs should have a variety of formats and designs. ESP instructors can prepare a taxonomy of available MDAs in a specific area together with their use for language learning based on the students' experience. ESP instructors can enhance students specialized lexical

competence by modifying the type of MDAs they use, understanding students' choice of MDAs, and their habits in using MDAs.

The utilization of different MDA formats by students learning English for engineering, business, or computer science together with their preference and views on their usefulness in specific contexts, are still open for further investigation by researchers in the future.

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APPENDIX

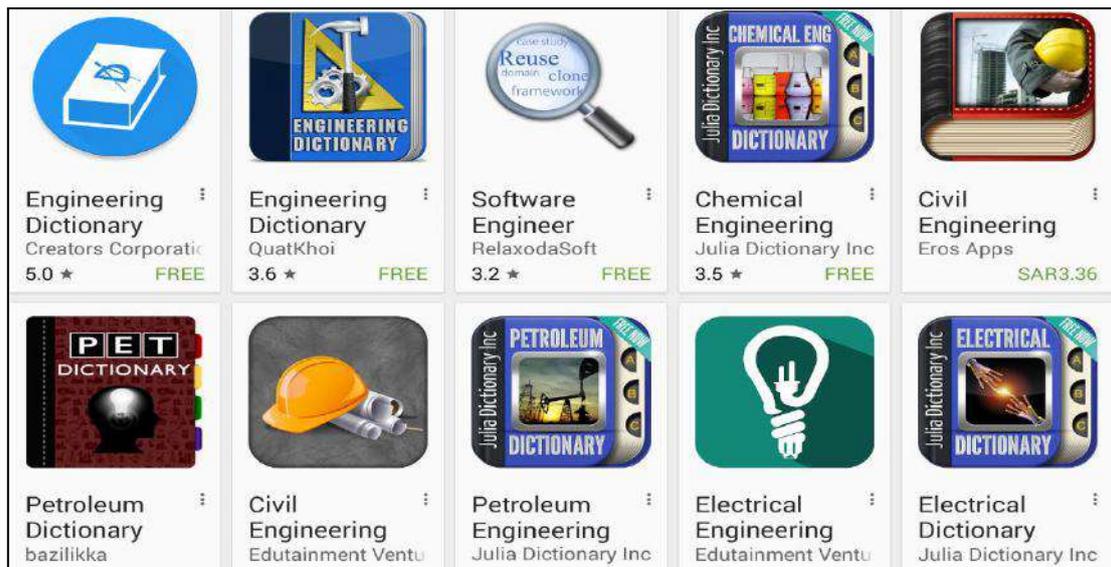


Image 1: Examples of Engineering Mobile Dictionary Apps



Image 2: Examples of computer Science Mobile Dictionary Apps

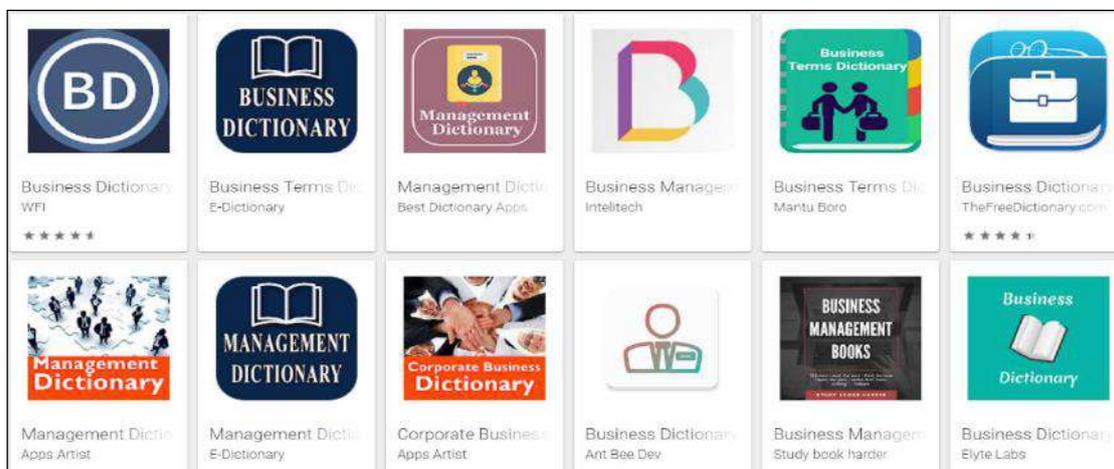


Image 3: Examples of Business Mobile Dictionary Apps



Image 4: Components of Engineering Mobile Dictionary Apps



Image 5: Further Components of Specialized Mobile Dictionary Apps

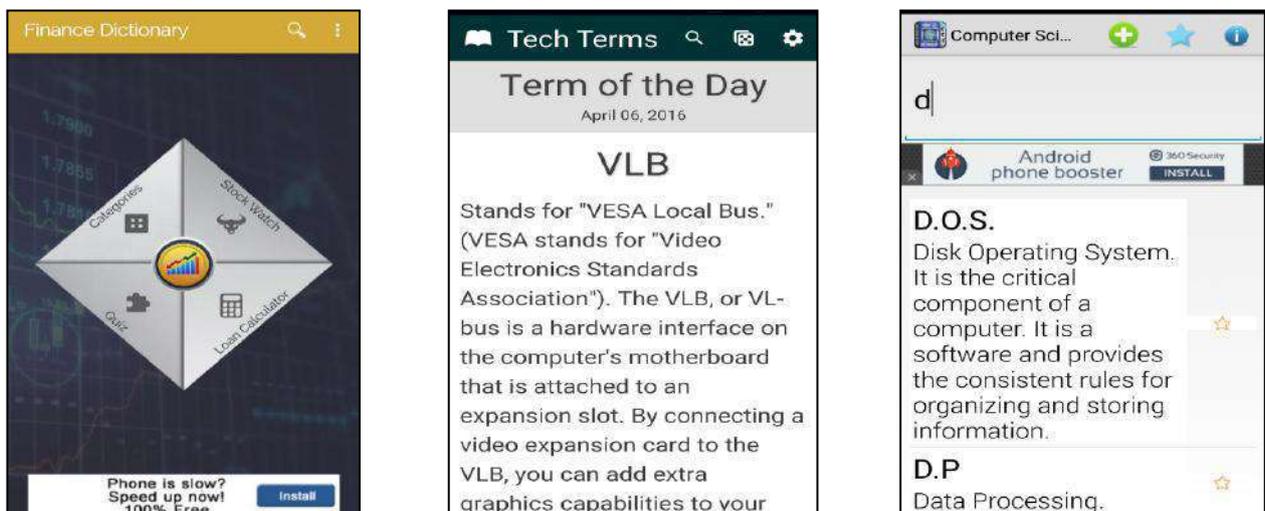


Image 6: Features of Specialized Mobile Dictionary Apps

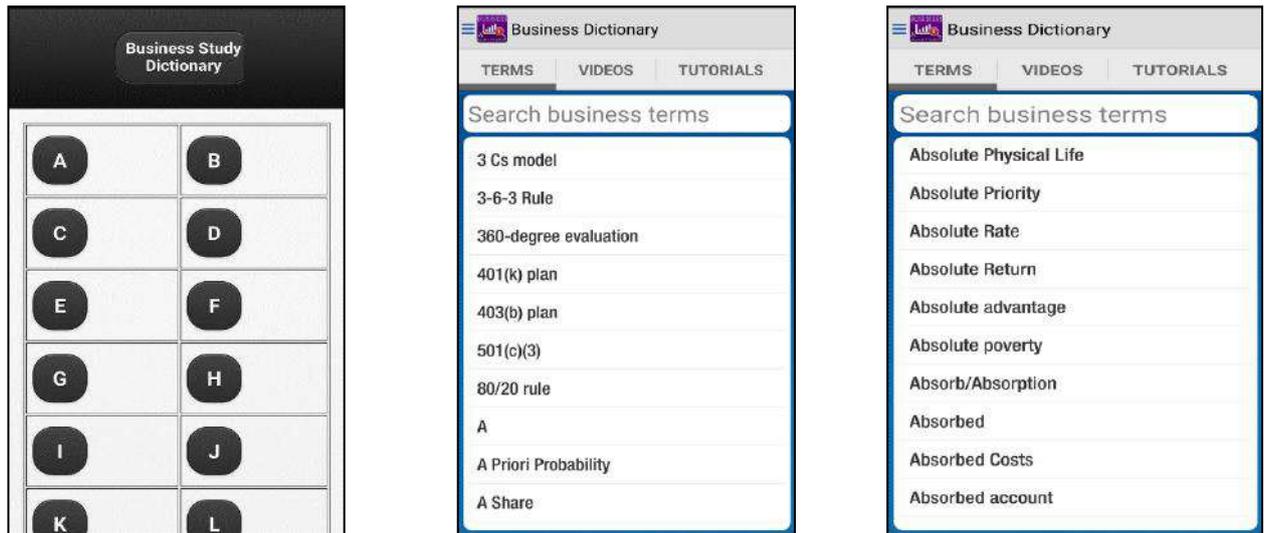


Image 7: Searching Entries of Specialized Mobile Dictionary Apps

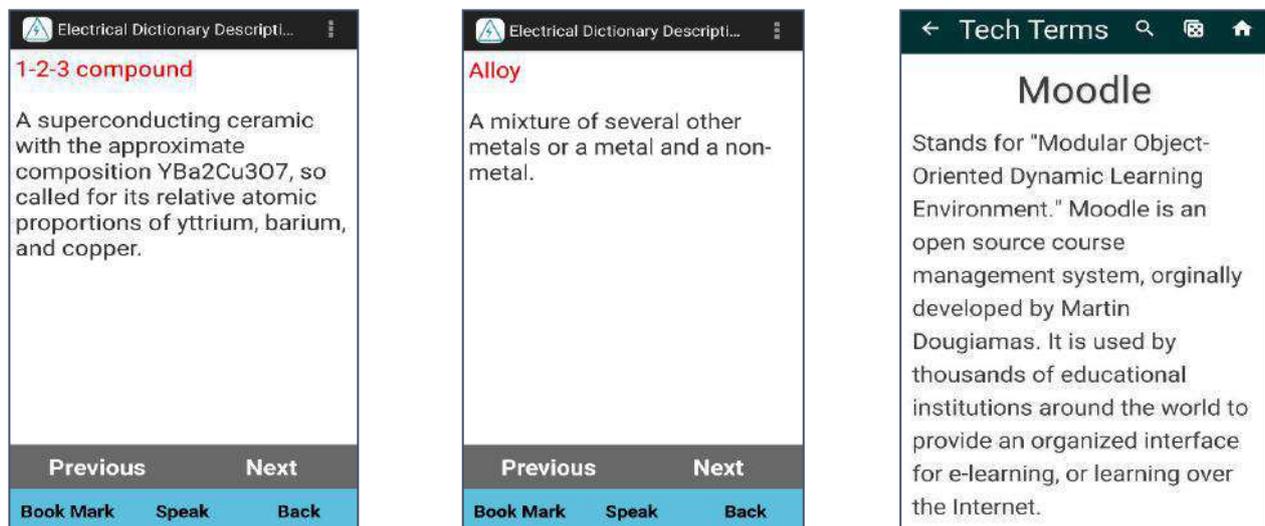


Image 8: Sample Definitions of Technical Terms

The mediation role of organization citizenship behaviour between employee motivation and productivity: Analysis of Pharmaceutical Industries in KRG

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Abstract

Organizational Citizenship Behavior (OCB) is a type of behavior that has an impact on the efficiency of an organization. It has far-reaching implications in the workplace. OCB can help organizations become more effective by improving productivity. Employee motivation and citizenship behaviours have become important issues in OB. This study examines the mediation role of organization citizenship behaviour between employee motivation and productivity at pharmaceutical Industries in KRG. The researchers employed quantitative research method via using a survey to measure the current study. The questionnaire was distributed randomly among 150 administrative employees of different pharmaceutical industries in Kurdistan region. However, the researchers were able to gather 139 completed questionnaires. The findings revealed that organization citizenship behaviour has a significant and positive mediation role between motivation factors and productivity at pharmaceutical industries in Kurdistan region of Iraq.

Keywords— Organization Citizenship Behaviour, Employee Motivation, Productivity, Pharmaceutical Industries.

I. INTRODUCTION

As a due to globalisation, organizations are constantly changing in every aspect of their operations. Organizational working procedures are also rapidly changing as a result of technological advancements. There are some active OB practices that can assist in providing solutions to problems that arise as a result of the workplace's constant change. These practices have the potential to be a significant source of organizational success (Supriyanto, et al., 2018). Managing people in the current age group at different work sites in a vibrant and rapidly changing environment is not an easy task. Because some people prefer one dimension of benefits while others prefer a different dimension of benefits, there should be different treatments for different people. OCB that provides strength to the organization in the form of increased employee productivity should be implemented for this purpose (Garg, 2020).

Currently, the importance of managing a firm's resources should be kept in mind for any firm's success. Human resources are crucial and must be taken into account. OCB is a key differentiating factor for many organizations, particularly in the service industry (Priyankara, et al., 2018).

A thorough examination of material in management research reveals that the level of motivation and commitment of employees in the organization has a direct relationship with the organization's productivity. Many factors influence and shape employee motivation in the workplace. OB and the provision of basic needs for employees are two factors that influence and shape employee motivation. When people notice that they are treated equally and fairly at work, they achieve OB. Fairness produces motivation in social exchange, according to well-known psychologists. Because if everything in life is fair, everyone will get what they deserve. Individuals compare their actions to those of others to see if they are being treated fairly. Because OB is a major source of employee motivation, it cannot be taken lightly (Zahavy, 2018).

Researchers and organization behavior (OB) practitioners have been paying more attention to the relationship between organizational citizenship behavior, employee motivation, and productivity. This is a critical issue because employees are frequently regarded as a company's most valuable asset (Dharma, 2018).

In today's job market, finding highly talented and skilled employees has become difficult. As a result, any company that accomplishes this feat gains a competitive advantage over its competitors. This implies that effective management of this resource is a major managerial concern. The OB literature has extensively discussed how organizations manage and retain employees by implementing a variety of OB practices (Budur & Poturak, 2021). Providing extensive training and development opportunities, designing fair job and productivity appraisal processes, developing incentive pay systems, and so on are examples of such practices (Ciobanu, et al., 2019). Despite the fact that these bodies of OB literature provide extensive empirical evidence supporting how organizational citizenship behavior can actualize desired outcomes, it is surprising to note that previous studies frequently appear to ignore how employees' behavioral reactions affect these relationships (Paais & Pattiruhu, 2020). The literature ignores how employees think about and react to OB, making it difficult to understand how these practices lead to desirable outcomes. Employees who anticipate and monitor rapid changes in the business and figure out how to deal with these changes in order to maintain or improve effectiveness are needed by organizations (Curcuruto & Griffin, 2018). As a result, we argue that organizational citizenship behavior (OCB) is involved in the behavioural process of employees to help explain the productivity relationship. Extra efforts that go beyond the scope of core job responsibilities are included in this behavior (e.g., finding out the changes in demand, advocating initiatives to adapt to changing conditions, and exercising a proactive stance toward the efficient implementation of strategic changes). OCB may help to confirm the role that they play in determining the extent to which employees create an intention to leave their current job (Ismael & Yesiltas, 2020).

Employees become a valuable resource for a company. They are a necessary component for the organization to progress and overcome obstacles. Improving employee productivity is one of the challenges that organizations face. Productivity is defined as the efficient and effective use of resources to achieve a set goal (Luu, 2019). The OCB factor has a significant impact on employee and organizational productivity. It motivates practitioners and academics to seek out new construction that will have a significant impact on OCB. The researchers are interested in OCB's ability to improve individual and organizational productivity (Ng, et al., 2021). By improving job productivity and employee productivity, OCB has the potential to improve organizational efficiency (Pham, et al., 2020).

Organization Citizenship Behaviour OCB

The concept of OCB in different sectors has been studied theoretically and empirically for over two decades, and the OCB experiences and outcomes have been analyzed (Wuryani, et al., 2021). OCB is defined as "discretionary behavior that is not directly or explicitly recognized by the formal reward system and that, in aggregate, promotes the organization's effective functioning" (Anwar, et al., 2020). OCB was recently defined in terms of its relationship to performance, as "performance that supports the social and psychological environment in which task performance occurs" (Pham, et al., 2019). The advantages of OCB include the following: first, engaged employees are more likely to receive positive performance ratings from their managers (Pourmola, et al., 2019). This is because engaged employees are liked and regarded more favorably by their bosses (Miao, et al., 2019). Second, there is a link between reward and performance, such as bonuses, pay raises, promotions, or work-related benefits (Beltrán-Martín & Bou-Llusar, 2018). Third, because those who perform well receive higher benefits and rewards, their chances of being laid off are lower than those of other employees in the event of a downsizing due to economic hardship. Based on a review of the literature, developed seven common dimensions. Helping behavior, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development are examples of these dimensions (Hamza, et al., 2021). However, thanks to Organ's OCB, there are some conceptual overlaps between concepts like altruism and courtesy (Hussein & Yesiltas, 2020). The term "contextual performance" is used to describe OCB. It is defined as task-facilitating behavior manifested in psychological and social environment support. This behavior supports task performance in order to benefit the organization (Prabowo, et al., 2018). This behavior is manifested in a conscious and voluntary willingness to work and contribute to the organization (Pancasila et al., 2020). Helping others, volunteering for extra tasks, and following work rules and procedures are all examples of OCB behaviors. Employees' added value is reflected in this behavior, which is one type of prosocial behavior, i.e. positive social, constructive, and meaningful help behavior. OCB is defined as workplace behavior that goes beyond one's job requirements based on one's personal judgment. According to organizational theory, OCB arises as a result of a system of cooperation and people's willingness to contribute and strive for system cooperation, and it has become an absolute requirement in organizations (Hwang & Lee, 2019). Entrepreneur leadership has an effect on OCB. Entrepreneurial leadership, (Subarto, et al., 2021), focused on the desire to introduce and enhance innovative activities. Extra-role

behaviors (OCB) have been linked to proactive and innovative behavior. Employees become more responsible, patient, responsive, and proactive as a result of increasing helpful behavior, positive behavior, volunteering, and participating in supporting organizational functions, according to the findings. The relationship between OCB, Spiritual quotient, and employee performance is based on research that spiritual quotient can organize and guide individual actions in order to improve individual and organizational performance. Rodríguez-Cifuentes, et al., (2020) suggested that in order to understand OCB's role in performance, it should be studied in conjunction with spirituality. In recent years, organizational citizenship behavior (OCB) has become a popular organizational factor in the literature. Organ and colleagues coined the term individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization. These actions are not mandated by job descriptions, are not rewarded or punished by management, and are entirely voluntary (Li, et al., 2019). Despite the importance of burnout in terms of organizational performance, there are few studies that look into the link between burnout and OCB. Furthermore, despite the significant relationship between job satisfaction and both burnout and OCB, no research has yet mentioned the mediating role of job satisfaction (Hur, et al., 20187). Discretionary behaviors that promote organizational effectiveness are distinct from formal role behaviors. Prosocial organizational behavior, extrarole behavior, good soldier syndrome, and organizational citizenship behavior are all terms used to describe these informal behaviors. Some social behaviors are included in OCB, such as being sensitive to others' mistakes, discussing problems if necessary, completing work on time, being innovative, assisting others, and acting voluntarily (Shobe, 2018).

Soriano, et al., (2020) reviewed the OCB literature and determined whether the OCB dimensions fit into a five-factor, two-factor, or one-factor model; they concluded that the one-factor model was the best. After reviewing these studies, it is clear that the OCB concept has yet to be fully conceptualized, and the dimensions of the concept have yet to be agreed upon. Despite this ambiguity, the literature is increasingly advocating for merging the dimensions. Within the organizational life, OCB has been linked to employee productivity (Bateman & Organ, 1983), motivation, OB, organizational performance, and productivity. When OCBs are increased, so is organizational achievement; additionally, OCB can improve coworker and managerial productivity, free resources for more productive purposes, serve as an effective means of coordinating activities, and improve the organization's ability to attract and retain the

best people (Kim & Beehr, 2018). When considering the importance of OCB, it's also a good idea to look into the potential interactions between OCB and burnout. According to previous research, a thorough understanding of OCB antecedents must account for the influence of potential contextual moderators and mediators such as motivation, perceived organizational instrumentality, and perceived individual instrumentality, on the relationship between leadership and OCB or other constructs on OCB. Multiple studies have shown that different workforce cultures may have different perspectives on their relationships with OCB (Gawke, et al., 2018).

Employee Motivation

Many researchers and authors have defined motivation as the psychological impetus that controls a person's level of effort as well as their persistence in the face of obstacles in the workplace. It's also described as "a cognitive decision-making process that influences goal-directed behavior persistence and direction" (Deng, et al., 2019). "Work motivation can also be defined as the psychological forces within a person that determine the direction of that person's behavior in an organization," according to another definition. The following are the main components of the definition: effort, direct power, and different routes for behavior and effort. These words translate to the approach people take in order to achieve high levels of performance that will benefit their organizations in the long run. Motivation, as defined by (Budur & Poturak, 2021), is the desire to accomplish something ((smael & Yesiltas, 2020). Thus, motivation occurs when a person is "moved to do something to 3 achieve an end," whereas demotivation or unmotivation occurs when someone should do something but is not moved or inspired to do it. Authors such as (El Masri & Suliman, 2019) emphasize the importance of conducting more research and studies on motivation from a broader perspective in order to better understand the concept of employee behavior in the workplace in the public sector. The literature reveals that there is a difference in motivation between private sector employees and their managers versus public sector employees and their managers. Consider the two types of motivation, intrinsic and extrinsic, for a clear and deep understanding of the context of motivation. According to Wang, et al., (2019), employee engagement in the workplace is a basic need that can be divided into two categories: intrinsic and extrinsic motivation. Intrinsic motivation refers to a person's internal principles for completing a task and meeting work obligations, whereas extrinsic motivation refers to an individual's desire to achieve specific outcomes such as (money or rewards) that are linked to the same duties and tasks (Parke, et al., 2018). The intrinsic concept refers to a person's personal pleasure. To summarize, intrinsic

motivation refers to internal needs, whereas extrinsic motivation refers to external needs that are interpreted by external environments. Within the organization, both approaches and styles of motivation are required to achieve a suitable work environment, as well as on an individual level to achieve employee satisfaction and engagement (Supriyanto, et al., 2020). Employee motivation, satisfaction, retention, and performance can all be improved and sustained with the right mix of practices tailored to the organization's needs (Olugbade & Karatepe, 2019). Reward management, performance appraisal, and promotion practices were identified as three critical areas of employee motivation for high performance. Employees receive rewards in exchange for their efforts, indicating that they and their contributions are valued. These are essential for attracting employees, maintaining motivation, job satisfaction, and staff retention (Rofcanin, et al., 2018). Inadequate rewards lower motivation and performance, increase turnover, and lower organizational performance (AlKahtani, et al., 2021). Performance appraisal is used to determine promotions/demotions, pay raises, retention, transfers, and training and development needs by evaluating employee performance, identifying developmental needs, and assessing contribution to organizational goals (Raza, et al., 2018). It measures employee performance and improves motivation, commitment, and job satisfaction, resulting in better performance and retention (Nguyen, et al., 2019). Promotions can be motivating because they are seen as rewards for good work and provide opportunities for growth and advancement (Haerani, et al., 2020).

Productivity and Organisational Citizenship Behaviour (OCB)

OCB includes "discretionary behavior that is not directly or explicitly recognized by the formal reward system, but in the aggregate promotes the effective functioning of the organization." Importantly, in today's business environment, an individual's behavior is influenced by how they feel about their job, which influences how they conduct themselves (Garg, 2020). There have been five distinct aspects of OCB identified: (a) discretionary behavior; (b) altruism, or assisting others with organizationally relevant tasks or problems; (c) civic virtue, behaving or indicating willingness to participate in the company's life; (d) sportsmanship, behaving or indicating tolerance of less-than-ideal circumstances without complaining; and (e) courtesy, or efforts to prevent work-related problems with others (Supriyanto, et al., 2018). OCBs are silent behaviors that influence individual and productivity, according to current research, and they should be encouraged (Priyankara, et al., 2018). Employee productivity can be measured, for example, and this can have a positive impact on employee behavior because it is seen as contributing to

their professional development and remuneration (Zahavy, 2018). Promotion has the benefit of lowering costs and increasing the affective commitment of promoted employees (Kondratuk et al., 2004). As a result, businesses are more willing to provide programs that manage and develop their talented workforce, and OCBs are displayed in anticipation of rewards or promotions. Employee motivation and organizational citizenship behavior are related. Some studies show that Employee motivation boosts extra-role behavior (Dharma, 2018), while others claim that the relationship between productivity and OCB is based on motivation and social exchange (Budur & Poturak, 2021).

Employees are less likely to engage in civic behavior if they believe their employer has failed to fulfill their employment obligations. Employees are more likely to exhibit OCBs if they believe their employers have treated them fairly. But, in Developing countries, there has been little research on OB and OCB, particularly with employee motivation as a mediator (Ciobanu, et al., 2019). Furthermore, the limited literature available reveals that previous studies' findings are ambiguous. In a high power distance and collectivistic society like developing countries, Paais & Pattiruhu, (2020) claim that there is significant relationship between OB and productivity. In Developing countries, however, only a few studies have looked into the link between OB perceptions, Employee motivation, and OCB in the manufacturing sector. Given the current Developing countries workforce's job-hopping habits, the question of how employee perceptions of OB are related to Employee motivation and OCB remains unanswered (Hussein & Yesiltas, 2020). This research aims to answer that question. Organizational citizenship behavior and organizational OB appears to be a key determinant of OCB, according to numerous studies (Curcuruto & Griffin, 2018). Except for Employee motivation, where Developing countries recorded significantly higher endorsement than expatriates, no significant difference was found between the two groups on perceptions of distributive, procedural, and interactional aspects of OB, as well as organizational commitment and turbulence, according to the findings from a sample of Developing countries nationals with tenure appointments and expatriates with contractual appointments drawn from four public universities in developing countries (Luu, 2019).

Methodology and sample

This research aimed to examine the mediation role of organization citizenship behaviour between motivation factors and productivity at pharmaceutical industries. To enable the study to measure the above-mentioned mediation role, the researchers used four motivation factors, first is

recognition, second is compensation, third is work ethic, and fourth is career growth along with organization citizenship behaviour as a mediator. The researchers employed quantitative research method via using a survey to measure the current study. The questionnaire was distributed randomly among 150 administrative employees of different pharmaceutical industries in Kurdistan region. However, the researchers were able to gather 139 completed

questionnaires. All items in the questionnaire were evaluated by using five point Likert scale ranging from 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree to 5= Strongly Agree. After the completion of data gathering, all data were examined by SPSS to analyse the relationship between motivation factors and productivity along with organization citizenship behaviour as mediator.

Conceptual Framework

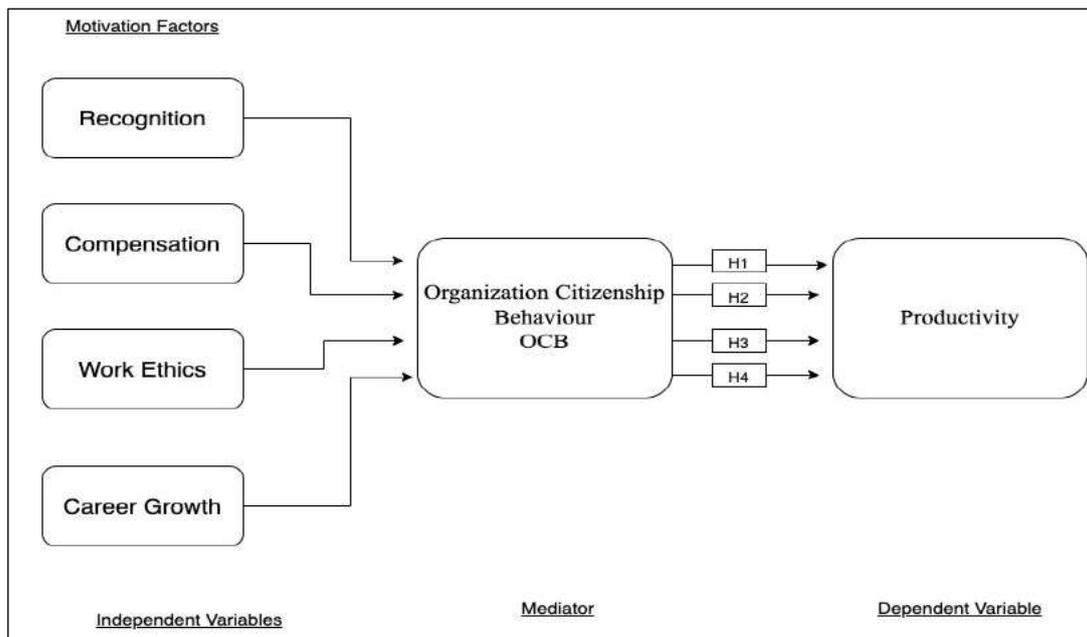


Fig.1- Conceptual framework

Research Hypotheses

H1: Organization citizenship behaviour has a positive and significant mediation role between recognition as a motivation factor and productivity at pharmaceutical industries.

H2: Organization citizenship behaviour has a positive and significant mediation role between compensation as a motivation factor and productivity at pharmaceutical industries.

H3: Organization citizenship behaviour has a positive and significant mediation role between work ethic as a motivation factor and productivity at pharmaceutical industries.

H4: Organization citizenship behaviour has a positive and significant mediation role between career growth as a motivation factor and productivity at pharmaceutical industries.

Table 1- KMO and Bartlett Sphericity Test of Self-rating Items

Factors	N of items	n	KMO	Bartlett test	
				Chi-Square	Sig
Recognition	10	139	.702	2.147	.000
Compensation	9	139			
Work ethics	11	139			
Career growth	10	139			

As we can see in table (1), the result of KMO for motivation as independent variable (recognition, compensation, work ethics, and career growth as a motivation factors), organization citizenship behaviour as mediator and productivity at pharmaceutical industries as dependent

variable, r ; is .702 which is higher than .001 this indicates that the sample size used for the current study was more than adequate. Furthermore, the result of Chi-Square is 2.147 with the significant level .000.

Table 2: Reliability analysis

Variables	N of items	n	Cronbach's Alpha
Recognition	10	139	.712
Compensation	9	139	.728
Work ethics	11	139	.711
Career growth	10	139	.756
Organization citizenship behaviour	10	139	.739
Productivity	10	139	.758

As seen in table (2), the reliability analysis for 60 items used to measure the influence of motivation factors (recognition, compensation, work ethics, and career growth), organization citizenship behaviour as mediator and productivity at pharmaceutical industries as dependent variable. The above 60 questions were distributed as follow; 10 items for recognition as a motivation factor, 9 items for compensation as a motivation factor, 11 items for work ethics as a motivation factor, 10 items for career growth as a motivation factor, 10 items for organization citizenship behaviour as a mediator, and 10 items for productivity at pharmaceutical industries as a dependent variable. The researchers applied reliability analysis to find out the reliability for each factor, the findings revealed as follow: as for recognition as a motivation factor was found the Alpha to be .712 with the sample size of 139 for 10 questions which indicated that all 10 questions used to measure recognition as a motivation factor were reliable for the current study, as for compensation as a motivation factor was found the Alpha to be .728 with the sample size of 139

for 9 questions which indicated that all 9 questions used to measure compensation as a motivation factor were reliable for the current study, as for work ethics as a motivation factor was found the Alpha to be .711 with the sample size of 139 for 11 questions which indicated that all 11 questions used to measure work ethics as a motivation factor were reliable for the current study, as for career growth as a motivation factor was found the Alpha to be .756 the sample size of 139 for 10 questions which indicated that all 10 questions used to measure career growth as a motivation factor were reliable for the current study, as for organization citizenship behaviour as a mediator was found the Alpha to be .739 the sample size of 139 for 10 questions which indicated that all 10 questions used to measure organization citizenship behaviour as a mediator were reliable for the current study, and as for Productivity as a dependent variable was found the Alpha to be .758 the sample size of 139 for 10 questions which indicated that all 10 questions used to measure Productivity as a dependent variable were reliable for the current study.

Table 3: Correlation Analysis

Items		Recognition	Compensation	Work ethic	Career growth	Productivity
Recognition	Pearson Correlation	1				
	Sig. (2tailed)					
	N	139				
Compensation	Pearson Correlation	.522**	1			
	Sig. (2tailed)	.000				
	N	139	139			

Work ethic	Pearson Correlation	.578**	.598**	1		
	Sig. (2tailed)	.000	.000			
	N	139	139	139		
Career growth	Pearson Correlation	.602**	.603**	.614**	1	
	Sig. (2tailed)	.000	.001	.000		
	N	139	139	139	139	
Productivity	Pearson Correlation	.511**	.631**	.642**	.517**	.671**
	Sig. (2tailed)	.000	.001	.000		
	N	139	139	139	139	139

** Correlation is significant at the 0.01 level (2-tailed).

As it can be seen in table (3), the finding revealed that the value of Pearson correlation ($r = .511^{**}$, $p < 0.01$), between recognition as a motivation factor this indicated that there is positive and strong correlation between recognition as a motivation factor and productivity at pharmaceutical industries, the value of Pearson correlation ($r = .631^{**}$, $p < 0.01$), between compensations as a motivation factor this indicated that there is positive and strong correlation between compensations as a motivation factor and productivity at pharmaceutical industries, the value of Pearson correlation ($r = .642^{**}$, $p < 0.01$), between work ethics as a motivation factor this indicated that there is positive and strong correlation between work ethics as a motivation factor and productivity at pharmaceutical industries, the value of Pearson correlation ($r = .517^{**}$,

$p < 0.01$), between career growth as a motivation factor this indicated that there is positive and strong correlation between work ethics as a motivation factor and productivity at pharmaceutical industries, and the value of Pearson correlation ($r = .671^{**}$, $p < 0.01$), between organization citizenship behaviour as mediator this indicated that there is positive and strong correlation between organization citizenship behaviour as mediator and productivity at pharmaceutical industries.

Testing first research hypothesis

H1: Organization citizenship behaviour has a positive and significant mediation role between recognition as a motivation factor and productivity at pharmaceutical industries.

Table 4-Hierarchal Multiple Regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.117	.2002		3.561	.000
	Recognition	.594	.035	.601	2.635	.000
2	(Constant)	1.311	.141		2.145	.000
	Recognition	.602	.071	.608	1.008	.000
	Organization Citizenship Behaviour	.671	.035	.677	1.365	.000

a. Dependent Variable: Productivity

Table (4), demonstrates a hierarchal multiple regression analysis to investigate first research hypothesis which stated that Organization citizenship behaviour mediates recognition as a motivation factor with productivity at pharmaceutical industries. Concerning model (1) the direct relationship between recognition and productivity, the value of $B = .594$, the value of $Beta = .601$ with $P\text{-value} = .000$ this indicated that there is a significant and positive relationship between recognition and productivity. As for model (2) which applied multiple regression analysis to find both recognition as independent factor and organization citizenship behaviour as a mediator factor with productivity at pharmaceutical industries as dependent

factor, the findings showed that the value of $B = .602$, the value of $Beta = .608$ with $P\text{-value} = .001$ as indirect relationship between recognition and productivity, on the other hand, the value of $B = .671$, the value of $Beta = .677$ with $P\text{-value} = .000$ as mediation between organization citizenship behaviour and productivity. The findings proved that there is a positive and significant direct and indirect relationship between recognition and productivity at pharmaceutical industries, moreover organization citizenship behaviour has a positive and significant mediating role between recognition and productivity at pharmaceutical industries.

Table 5: Sobel Test

Input:		Test statistic:		Std. Error:	p-value:
a	.602	Sobel test:	3.89087704	0.10381772	0.0000
b	.671	Aroian test:	3.87291261	0.10429928	0.00001
s _a	.141	Goodman test:	3.9090938	0.10333392	0.00000
s _b	.071	Reset all	Calculate		

P-value is significant at level 0.005

Table (5), illustrates the finding of Sobel test to find the mediation analysis, the result demonstrates the direct relationship between recognition and productivity, $P\text{-value} = .0000$ this indicated that there is a significant and positive direct relationship between recognition and productivity. Furthermore, $P\text{-value}$ is $.000$ as indirect relationship between recognition and productivity. Moreover, the results proved that there is a positive and significant direct and indirect relationship between recognition and

productivity, moreover organization citizenship behaviour has a positive and significant mediating role between recognition and productivity at pharmaceutical industries.

Testing second research hypothesis

H2: Organization citizenship behaviour has a positive and significant mediation role between compensation as a motivation factor and productivity at pharmaceutical industries.

Table 6: Hierarchal Multiple Regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.336	.101		2.521	.000
	Compensation	.539	.032	.542	2.365	.000
2	(Constant)	1.331	.127		2.314	.000
	Compensation	.617	.013	.621	1.365	.000
	Organization Citizenship Behaviour	.632	.029	.637	1.339	.000
a. Dependent Variable: Productivity						

Table (6), demonstrates a hierarchal multiple regression analysis to investigate second research hypothesis which stated that Organization citizenship behaviour mediates compensationas with productivity at pharmaceutical industries. Concerning model (1) the direct relationship between compensation and productivity, the value of B = .539, the value of Beta = .542 with P-value =.000 this indicated that there is a significant and positive relationship between compensation and productivity. As for model (2) which applied multiple regression analysis to find both compensationas a motivation factor as independent factor and Organization citizenship behaviour as a mediator factor with productivity at pharmaceutical industries as dependent

factor, the findings showed that the value of B =.617, the value of Beta = .621 with P-value .001 as indirect relationship between Compensation and productivity, on the other hand, the value of B =.632, the value of Beta = .637 with Pvalue .000 as mediation between Organization citizenship behaviour and productivity. The findings proved that there is a positive and significant direct and indirect relationship between compensation as a motivation factor and productivity at pharmaceutical industries, moreover organization citizenship behaviour has a positive and significant mediating role between Compensation and productivity at pharmaceutical industries.

Table 7: Sobel Test

Input:		Test statistic:		Std. Error:	p-value:
a	.617	Sobel test:	19.80503287	0.01968914	0.000
b	.632	Aroian test:	19.8014033	0.01969275	0.000
s _a	.013	Goodman test:	19.80866444	0.01968553	0.000
s _b	.029	Reset all	Calculate		

P-value is significant at level 0.005

Table (7), illustrates the finding of Sobel test to find the mediation analysis, the result demonstrates the direct relationship between compensation and productivity at pharmaceutical industries, P-value =.000 this indicated that there is a significant and positive direct relationship between compensation and productivity. Furthermore, P-value is .000 as indirect relationship between compensation and productivity. Moreover, the results proved that there is a positive and significant direct and indirect relationship between compensation and productivity, moreover

organization citizenship behaviour has a positive and significant mediating role between compensation and productivity.

Testing third research hypothesis

H3: Organization citizenship behaviour has a positive and significant mediation role between work ethic as a motivation factor and productivity at pharmaceutical industries.

Table 8: Hierarchal Multiple Regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.339	.3214		4.002	.000
	Work ethics	.498	.034	.502	2.363	.000
2	(Constant)	1.933	.121		1.854	.000
	Work ethics	.503	.027	.511	1.331	.000
	Organization Citizenship Behaviour	.597	.071	.603	1.631	.000
a. Dependent Variable: Productivity						

Table (8), demonstrates a hierarchal multiple regression analysis to investigate third research hypothesis which stated that organization citizenship behaviour mediates work ethics with productivity at pharmaceutical industries. Concerning model (1) the direct relationship between work ethics and productivity, the value of B = .498, the value of Beta = .502 with P-value =.000 this indicated that there is a significant and positive relationship between work ethics and productivity. As for model (2) which applied multiple regression analysis to find both work ethics as independent factor and organization citizenship behaviour as a mediator factor with productivity as dependent factor, the findings

showed that the value of B =.503, the value of Beta = .511 with P-value .001 as indirect relationship between work ethics and productivity, on the other hand, the value of B =.597, the value of Beta = .603 with P-value .000 as mediation between organization citizenship behaviour and productivity at pharmaceutical industries. The finding proved that there is a positive and significant direct and indirect relationship between work ethics and productivity, moreover organization citizenship behaviour has a positive and significant mediating role between work ethics and productivity.

Table 9: Sobel Test

Input:		Test statistic:	Std. Error:	p-value:
a	.503	Sobel test: 7.66397541	0.03918215	0.000
b	.597	Aroian test: 7.65481926	0.03922901	0.000
s _a	.027	Goodman test: 7.6731645	0.03913522	0.000
s _b	.071	Reset all	Calculate	

P-value is significant at level 0.005

Table (9), illustrates the finding of Sobel test to find the mediation analysis, the result demonstrates the direct relationship between work ethics and productivity, P-value =.000 this indicated that there is a significant and positive direct relationship between work ethics and productivity. Furthermore, P-value is .000 as indirect relationship between work ethics and productivity. Moreover, the results proved that there is a positive and significant direct and indirect relationship between work ethics and

productivity, moreover organization citizenship behaviour has a positive and significant mediating role between work ethics and productivity at pharmaceutical industries.

Testing fourth research hypothesis

H4: Organization citizenship behaviour has a positive and significant mediation role between career growth as a motivation factor and productivity at pharmaceutical industries.

Table 10: Hierarchal Multiple Regression

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.744	.1121		1.221	.000
	Career growth	.464	.072	.471	1.633	.000
2	(Constant)	1.033	.112		1.528	.000
	Career growth	.481	.017	.486	1.323	.000
	Organization Citizenship Behaviour	.609	.052	.612	1.332	.000

a. Dependent Variable: Productivity

Table (10), demonstrates a hierarchal multiple regression analysis to investigate fourth research hypothesis which stated that organization citizenship behaviour mediates the relationship between career growth with productivity at pharmaceutical industries. Concerning model (1) the direct relationship between career growth and productivity, the value of $B = .464$, the value of $Beta = .471$ with $P\text{-value} = .000$ this indicated that there is a significant and positive relationship between career growth and productivity. As for model (2) which applied multiple regression analysis to find both career growth as independent factor and organization citizenship behaviour as a mediator factor with productivity as dependent factor, the findings showed

that the value of $B = .481$, the value of $Beta = .486$ with $P\text{-value} .001$ as indirect relationship between career growth and productivity, on the other hand, the value of $B = .609$, the value of $Beta = .612$ with $P\text{-value} .000$ as mediation between organization citizenship behaviour between career growth and productivity. The findings proved that there is a positive and significant direct and indirect relationship between career growth and productivity, moreover organization citizenship behaviour has a positive and significant mediating role between career growth a motivation factor and productivity at pharmaceutical industries.

Table 11: Sobel Test

Input:		Test statistic:		Std. Error:	p-value:
a	.481	Sobel test:	10.82116843	0.02707	0.000
b	.609	Aroian test:	10.81540309	0.02708443	0.000
s_a	.017	Goodman test:	10.826943	0.02705556	0.000
s_b	.052	Reset all	Calculate		

P-value is significant at level 0.005

Table (11), illustrates the findings of Sobel test to find the mediation analysis, the result demonstrates the direct relationship between career growth and productivity, $P\text{-value} = .000$ this indicated that there is a significant and positive direct relationship between career growth and productivity. Furthermore, $P\text{-value}$ is $.000$ as indirect relationship between career growth and productivity. Moreover, the results proved that there is a positive and significant direct and indirect relationship between career growth and productivity ustries, moreover organization citizenship behaviour has a positive and significant mediating role between career growth as a motivation factor and productivity at pharmaceutical industries.

II. CONCLUSION

The concept of employee motivation is considered as an encouraging employee attitude towards the organisation and its vision. Impeding motivation among employees facilitated with engagement can create, develop and increase OCB.

OCB mediates the relationship between motivation factors and productivity at pharmaceutical industries in Kurdistan region. It is manifested helpful behavior, positive behavior, showing effective productivity above minimum standards, voluntarily participates in supporting organizational

functions, motivating employees and responsive and proactive that ultimately will improve productivity.

This study presented an integrated analysis of the OB-OCB relationship by including organization citizenship behaviour as a mediator to provide a wholesome perspective of the associations between motivation factors and productivity. The study has expounded on the importance of employee motivation in the OB-OCB relationship, and therefore, the correlation between these constructs must not be overlooked. Organizations would have to improve OB in tandem with effective motivation approaches to enhance OCB. Motivation and OCB are related to each other. If the employee is motivated, engaged the percentage is possible showing high OCB level. The study shows that OCB is mediating the employee motivation and productivity relationship. This study respondent came from a specific group in the pharmaceutical industries in Kurdistan, those who are have a high level of qualification.

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Multi-grade Teaching impact in Extended Classroom

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Abstract

This journal was to explore and encourage the teachers of my school, how “The Multi-grade Teaching” have the impact on teaching in our lower classes where we have a smaller number of children. The journal was carried out to design and explore collecting the information from one of the Extended Classroom in the catchment area of my school.

The study reveals that the teachers and students require extra time to work hard beside the actual normal classes. It provides significant implications with the professional support needed by the teachers while dealing with classes by a single teacher. There is a need for teachers to be very active, professionally trained to handle the students learning to bring the better result. Based on my study, suggestions have been made that might help our future educationists, teachers and parents. I also come across that parent’s involvement is vital in order to support the classroom with a single teacher handling the classes.

Keywords— Multi-grade teaching, MGT in Bhutan, MGT in rural Bhutan, Learning in Himalayas, Lhotsampas, Bhoteykharka, Dzongkha, Adebasay.

I. INTRODUCTION

“Multi” means plenty, many, or more than one and “grade” means level. Multi-grade, therefore, means many levels. Applied to the educational setting, Multi-grade Teaching is a situation in which one teacher teaches many grades, all at the same time. In other words, it refers to a classroom teaching in which learners of two or more adjacent grade levels are taught in one classroom by one teacher for most, if not all the day (Birch & Lally, 1995). Similarly, Pridmore (2007) defines Multi-grade Teaching (MGT) as a situation in which one teacher teaches learners of two or more grade levels during one time-tabled period, usually in the same classroom (p. 559).

The children in primary and community schools have a well-established rural tradition in many countries, including Bhutan. In the majority of small rural schools, there may be several grade levels in one classroom taught by one teacher, hence multi-grade. Small schools have been established and organized in this way because of the need for children in remote, isolated and scattered communities to have access to schooling. Multi-grade teaching was introduced in 1991 to address issues of distance-to-school in mountainous rural and remote Bhutan in order to access to primary education (Maxwell, 2012; Strawbridge, 1994).

Bhutan has been practicing multi-grade teaching for past two decades and there are lots of factors that a teacher considers in a multi-grade class room. The two

teacher education colleges provide a module for multi-grade teaching in one of the semesters which lays the foundation and the teacher explores the beauty later in the teaching field.

A successful multi-grade classroom and teaching comprises of lots of factors and strategies that the teacher adopts. The teacher needs to plan the setting, organize, be creative, bring resources, do well planned teaching, assess and evaluate the learners. A teacher shouldering the roles of two or more teachers is an amazing thing.

Classroom Organization

One of the important aspects in multi-grade teaching is the classroom organization which directly influences students’ learning. The way things are arranged around children plays an interesting role in learning and attention. “Little we get distraction, greater the comprehension.”

Classroom planning

There are numerous things a teacher should keep in mind while planning. Since multi-grade teaching is done in rural areas, conditions of most of the Bhutanese rural classrooms are challenging and the teacher needs a lot of proper planning. Keeping in mind the categories of three different centers, which is an integral part of multi-grade classroom setting the teaching space needs to be designed accordingly. In every multi-grade classroom, having a well

distinguished learning center, an activity center and a subject resource center plays a vital role both for classroom organization and classroom management.

I have seen couple of multi-grade classrooms and worked as multi-grade teacher for almost fifteen years in the remote schools of Mongar and got an opportunity to visit Armidale, Australia in 2001 to see and learn a lot about multi-grade teachings. I am lucky to have joined this year to Samtse Dzongkhag, Ugyentse Primary School where I had the opportunity to visit ECR at Bhoteykharka. The teacher had a good management practice in dealing with multi-grade teaching learning which I visited in the beginning of 2021. I saw a multi-grade classroom was well organized by a single teacher. The school was a community based located in a remote place where stationery and materials were hardly available. Despite the difficulty in availability of resources, the classroom was a result of teacher's creativity and hard work. The classroom was for grade PP, I and II.

Description of the classroom organization

Firstly, the classroom at its first sight was such a feast to the eyes. The wall colour and all the other assets were worth seeing. The classroom had a well settled learning center which was located slightly in the left corner of the room. The teacher had made quite a spacious classroom by using the next room which was used as mini store. The rooms were thoughtfully used which was handy as his classroom looked beautiful and spacious too. The learning center was characterized by a U-shaped arrangement where students of same grade was seated in each line and in front of their desk was their names and class (the teacher sometimes changes the seating arrangement according to his lesson activities, so he keeps the students' name and class tag in front of the desk for students to know his/her seats). I was just awed to see how a teacher makes things happen for his students. There were two boards, one green board was stationed in the middle of the students' seats which could be viewed by every student in the class. And another was a portable white board which was donated by a group of civil servants of the village. The teacher uses this board for follow up activities. He said that having the portable board really helped him in teaching and also monitoring students' activity. The teacher table was located to left of the green board which neither distracted students' attention nor the movement. A rack made of wooden planks which contain students' notebooks kept near the teacher's desk. The teacher could access to any book of the students without having to move and make unnecessary movement which might distract students' attention. The learning center was a big hit for me.

The activity center was located on the right side of the classroom, which extends to the extreme end of the

classroom. The activity center was divided into small corners which played its effective role. It had corners like discussion corner, art corner, construction corner, reading corner and nature corner. In the activity corner, the teacher had kept two tables which could accommodate four students in each table. This was where the students did the activity when asked by the teacher. I still remember what the teacher said about this center. It was the most effective part of the classroom because the students really liked to discuss and share their ideas in groups. And, this was where they performed their magic. Center is found conducive as the teacher had created. The activity center was decorated with the chart and works done by the students. As soon as the teacher assigns activity to one of the grades students, they silently move to the center and do the activity. The teacher at the end of the week makes each student to see what are the things pasted on the wall and appreciate their own work with merit certificate awards for further improvement.

The reading corner was where students read. They could pick any book from the book rack and enjoy. The wall of the corner also had informative charts with pictorial interpretations. The art corner was full of beautiful drawings by the students. The teacher made sure to paste the drawings drawn by the students. They loved to see their art on the walls. The corner had crayons, colour pencils and water colours. The students loved to work with colours. This was the corner for artist in making and creative minds.

A subject area resource center is an area where student resources relating to a specific subject are located. The classroom didn't have a well-defined subject area resource center but the other corners which the teacher created sufficed the purpose of the subject area resource center. Corners like reading corner where colourful and insightful, books were kept served the best subject area resource center. The shelves had books where the students could find information related to their subjects.

Planning

A multi-grade classroom requires a lot of planning and patience. The initial start is always a tough one. Putting all the ideas into action requires a good amount of time and patience. All the multi-grade teachers I have met so far have said that planning plays an important part for smooth going of works. It is toughest when they have small space for multi-grade classroom as there are so many things to be kept on good place. Small space often creates distraction between the classes.

The activities the teacher designs should always match the classroom organization. If the teacher has two activities that requires the students from two grades to use activity center, there would be chaotic situation in the classroom. In the Bhutanese classrooms, we usually do not

have enough space to create a good multi-grade classroom; however, the teacher plays their trick and make it happen. For an instance, to have effective learning the teacher designs the activities in such a way that no students are distracted from each other. If one grade uses the activity center, other uses the reading corner and the third one uses the learning center.

One of the teachers also said that, the places where the students' bag and lunch boxes are kept are very important. These are the things that distract them the most as they are young children who love to ponder around their belonging.

Instructional Delivery and Grouping

A teacher in his lesson planning mostly plans on how to deliver the lesson to the students and what type of activity should be given and how that should take place whether in groups or individual.

Delivery of lesson and instruction happens in two ways as mentioned in the book that are recitation and discussion. In multi-grade classroom in Bhutan teacher uses both instruction delivery, depending on the content of the lesson. Recitation tends to work best with factual or convergent type of information and with students of same ability. In most of cases in Recitation delivery the most responses are given by the smart students. This is where the teacher does its magic to let all the students participate. Questions can be posed grade wise or to all if in introductory part. The teacher can also pose questions individually to let students feel everyone is included in learning.

Discussion is the most effective way to teach lessons and also engage students in learning. Discussion uses well thought-out, divergent questions aimed at perplexing students, in order to stimulate thought and conversation. This form of learning is comprehensive for the students as they can put their thought on the table as there is no correct answer. A teacher can always conclude the decision with the most appropriate answers and give credit to students for their ideas and thoughts. I feel that in multi-grade classroom 'Discussion' is most effective as the teacher can design activities for different grades which include them to have discussion involving the use of different corners. While two grades are engaged in discussion the teacher can do teaching with the other grade.

I have seen a teacher using discussion method to teach all three grades having the appropriate subject topic alignment. For an example, topics like; match the colours for grade PP, read and colour the fruits for grade 1 and read and colour the body parts for grade 2 can be taught together. The teacher can discuss the names of the colours by letting the students to discuss the things with different colours and

at the end make them show their findings. After that the teacher can assign their individual grade activity. Students would enjoy more when the teacher adopts different methods of teaching. This is one way that can help students work along with other grades.

The topic I loved reading from the book was the Practice Model of Instructions because I could relate it much to my own experiences and knowledge. In this model, two areas focused are Learning Environment and the Learning Activities.

I really could relate the six essential variables affecting the learning environment. Teacher authority, task orientation, positive expectation, student cooperation and accountability, non-negative affect and established structure are the six essential variables which plays a bigger role in the individual level of students' lives.

Positive expectation is what a teacher needs to assure the students. This is important for single grade classroom and most important in multi-grade classroom because a single teacher needs to attend to all the requirement of the grades. A teacher can let the students know the positive expectation from the teacher. A teacher expecting good quality work and letting them know they all can do is a different kind of happiness a student can feel. Student's motivation to learn is at peak when their teacher believes in them. A multi-grade teaching would result into fruitful learning if teachers have positive expectations from the students.

The book states, "Teacher who expects students to work together and cooperate on academic tasks produce higher student performance than teachers who do not emphasize cooperation."

Students' cooperation is the key for success of the teacher's designed activities. In Bhutanese multi-grade classroom, most of the activities are oriented with discussion in groups, pairs and whole class which enhances students' cooperation and accountability. Students should be given the responsibility for their own learning. If students are instilled the value of cooperation from such a young age there would be no difficulty in their later grades. The multi-grade classroom corners are the main areas where students can what their cooperation skills. No wonder teachers come up with so many interesting activities with the use of various corners.

Grouping as an instructional strategy

Grouping is one of the strategies for effective learning for the students. In grouping for learning, teacher considers the needs of both individuals and group. Teacher groups the students into whole group, large group, small group, pairs or individual.

Multi-grade classroom grouping is same like the single grade classroom if the learning activities are for a grade only. Heterogeneous grouping or the mixed-ability grouping is the most effective way to maximize students' success. This is the way to engage all the students and also this gives the opportunity for low achievers to learn from other peers. In a multi-grade classroom, teacher can sometime frame an activity which includes all the grade students and do heterogeneous grouping.

In one of my multi-grade teaching observations of a trainee of Paro College of Education, she had brought grade five and six together and grouped them heterogeneously in four groups of 4 or 5 members. Each group had different ability students and also from different cultural background from both the grades. She assigned them an activity where they had to talk about two different festivals in Bhutan (Social Studies topic). He was pretty obvious that the grouping he had done would result into discussion of one Buddhist festival and another Hindu festival celebrated by Lhotsampas. He was satisfied when the students had written on the two different festivals. With this grouping, students had the opportunity to learn from each other and learn others culture. This shows the beauty of cooperative learning and grouping styles.

One of the multi-grade class teachers said that the students loved reading in pairs. Knowing the interest of students is important for the multi-grade teacher as they can use students' interest and talents in learning too. Teacher can group students into pairs or groups of three for partner reading and choral reading. The teacher said that he let the student who is passionate about drawing to give some tips in groups to the students in their art class. This way of grouping helps teachers in lesson delivery and also inter-learning is promoted.

II. CONCLUSION

The e-book given to us for reading brought such an enormous reflection to me on the practices on the multi-grade teachings in Bhutan. I could recollect all the multi-grade classes I have taught during 90's, seen and thus, helped me to reflect in this assignment for the promotion purposes to P1. All the topics were so relevant on multi-grade knowledge but to reflect on our own Bhutanese classroom, it made me realize the efforts of one's knowledge and hard work to achieve a well-designed multi-grade classroom.

Given a chance there would be few teachers who would opt to teach multi-grade classroom as it requires so much of time and dedications. The chapters I read made me go through in-depth knowledge on the classroom

organization, and instructional delivery and grouping. The details reflected on the book and the current scenarios were so much similar and the efforts put in by our multi-grade teachers well deserve for the all praises to be made.

I would also take opportunity to teach and experience multi-grade teaching if I ever get a chance to do. There is so much charm and happiness to do something new for me like multi-grade teaching and I am working on action research too "How can we manage to improve teaching learning of Adebasay at Ugyentse" (Native Black People here in the boarder). Having read and reflected on the Bhutanese practices of multi-grade teaching I have got so much of knowledge and insights which I would again continue multi-grade teaching. If not the ideas of so many corners which plays a vital role not only in multi-grade classes but also can be used in a single grade classroom with high class strength of different ability child.

In nutshell, a multi-grade teaching and classroom is not a piece of bread on the table. The class to work in a good flow requires a lot of planning and hard work. After all the setup of the class, the teacher needs to have good learning activities and classroom management. This is where the lesson delivery and grouping play a vital role. These are some of the interesting topics I hooked from the book I read.

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Perception of Parents and Students on Education in Emergencies during the COVID-19 Pandemic under Thimphu Dzongkhag 2020

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Abstract

Globally COVID-19 pandemic has disrupted the normal functions of schools. Online learning is a new concept in Bhutan. Nonetheless, teaching and learning happened using various online learning platforms. This study examines the students', parents', and school's perceptions about the effectiveness of online Education in the Emergencies teaching-learning environment. A total of 690 students, 677 parents, and 12 schools participated. The survey questionnaire prepared by the Education Monitoring Division, Ministry of Education was used to collect data. The findings of the study suggest that 66% of students enjoyed EIE lessons. Although, 70% of the student respondents reported that their parents could help them in online learning, in reality only 62% of parents provided academic-related support to their children. The findings reiterated that the most popular application during the online learning was WeChat followed by Google Classroom and a slow internet connection and high internet data subscription charges were cited as major challenges for both teachers and students alike. Further, the results of the predictive analysis suggest 11% variability that can be accounted for by studying 1-2 hours in a day. Interaction and communication with teachers to clear their doubts more than four times a week is accounted for an 18% improvement in the effectiveness of online learning. The third predictor supports and guidance received from parents in learning could be accounted for 24% effectiveness, while the final predictor variable time spent on playing video games and other online games did not contribute to change in r square value.

Keywords— Education in Emergency, Self-Instructional Materials, online learning environment, Education Monitoring Division, Ministry of Education.

I. INTRODUCTION

The COVID-19 pandemic has forced universities, colleges, and schools all over the world to make modifications in their systems of delivering classes (Zhou et al., 2020). More than ever, the use of technology to leverage online learning has increased dramatically (Adarkwah, 2020; Bergdahl & Nouri, 2020; Hill & Uribe-Florez, 2020). Online education continues to become the primary tool in delivering undisrupted lessons around the globe (Kerres, 2020; Onyema, 2020). Also, one of the major impacts on the education systems was the indefinite closures of schools in more than 100 countries worldwide (Ahmed, 2020; Kerres, 2020; Onyema, 2020).

The Bhutanese education system, for the first time, witnessed a substantial pedagogical shift in the

teaching and learning processes. Online learning is a new concept in Bhutan. Teachers in Bhutan, like in many other countries, were pushed beyond their comfort zones and are compelled to replace the instructional time loss through online learning (Dorji, 2020). As a result of COVID-19 regardless of teacher-student readiness, in many countries classes have begun teaching remotely, using online learning platforms (Bergdahl & Nouri, 2020; OECD, 2020).

1.1 Background (Bhutanese Education in the wake of COVID-19)

The first positive case of COVID-19 in Bhutan was detected on 5th March 2020 (Gyem et al., 2020). In the wake of it, the government closed all the schools in four western districts in the country for two weeks. With the

dramatic rise of imported positive cases on 18th March 2020, the government declared all the schools and institutions to remain closed until further order from the government. Subsequently, a sharp rise of COVID positive cases led to a complete closure of primary and lower schools for the academic year 2020 (Ministry of Education [MoE], 2020 b).

MoE in collaboration with Royal Education Council and Bhutan Council for School Examination and Assessment (BCSEA) responded to the situation with the “adaptation and prioritization of curriculum to deliver desired learning outcomes and facilitate students’ continuity of education” (MoE, 2020, a). While the curriculum has been planned and delivered through different platforms such as national broadcast media (Bhutan Broadcasting Service and radio), YouTube, Google Classroom, and print media, ensuring the effectiveness of the lessons were left to the teachers. The MoE developed and designed ‘Self-instructional materials’ (SIM) and were distributed to students who had no access to cable and internet connections. Teachers were entrusted by the Ministry to provide guidance and support to students using Google Classroom for classes IV – XII, and other social media for classes PP – III (MoE, 2020, a).

1.2 Significance of the Study

The study on Education in Emergencies will have a direct bearing on the school closure during the emergencies at the national and Dzongkhag levels. Further, it will support the future course of plans and activities required to adopt during such emergencies. The study will examine the impacts of virtual education in Bhutan ever since the closure of schools on 18 March 2020. Findings will also reveal the associated merits and challenges of the operation of Education in Emergencies.

1.3 Research Objectives

This study aims to:

- determine the overall scenario of education in Thimphu Dzongkhag during the COVID-19 pandemic after the closure of schools from 18 March 2020.
- discover the effectiveness of Education in Emergencies delivered through different mediums of teaching and learning.
- espouse relevant educational pathways to navigate continuity of Education in Emergencies during any pandemic in the future

II. REVIEW OF THE RELATED LITERATURE

Education in Emergency refers to education for populations affected by unforeseen situations such as

armed conflict or natural disasters (Sinclair, 2001). It is a set of linked project activities, which enable education to continue even in times of acute crisis or long-term instability (Nicolia, 2003). The COVID-19 has disrupted the normal educational settings across the globe with no exception to Bhutan. Thus, the government and public institutions had to operate schools and institutions by applying the principles of Education in Emergencies.

During the time of emergencies, the most affected sections of the society are the children who are in rural areas, children with disabilities, and those children who are left alone by themselves. Children who are out of school for an extended time are less likely to return to the classroom. Many children will expose themselves to threats and violence. Threats and violence include separation from their family and losing their home, forced or voluntary conscription, and sexual violence. Children either are prone to affect psychologically, by their personal experiences, or through the stresses placed on their families and communities. Because of threats and violence, children might attend into petty trade, casual labor, childcare, prostitution, and or active participation in the conflict (Nicolia, 2003). The emergencies also have a huge impact on teachers. It leads to increased teacher attrition and absenteeism (Education in emergencies, n.d.). During such time of emergencies, the situation is further constrained by problems such as insecurity and household poverty, poor educational quality leading to early dropout, and the breakdown of educational management systems (Sinclair, 2001).

Education can help children to reduce their vulnerability by building new lives based on the three core principles: the child’s right to education, protection, and the community’s priority of education. Schools are not just for a place of academic learning. Meaningful engagement such as recreational activities for creativity and socializing with peers are all essential elements of the experience (Nicolia, 2003). It may be more difficult to meet these principles, however, cannot be ignored (Sinclair, 2001). Therefore, schooling is one of the most important means of restoring a sense of normalcy to the lives of children. It contributes significantly to overcoming the psychological and other forms of distress that children would have experienced (Education in emergencies, n.d.). Despite the enormous challenges and disruptions an emergency brings, it can also open up opportunities for universal reform in the education system. Such emergency as COVID-19 has propelled reform in which immediate changes are rendered possible. Emergencies can thus provide an opportunity for transformation and adapting to new normal. Therefore, education possesses enormous value for its own sake, and all the children including adults who are affected by the

emergencies have the right to education. Eventually, education is indispensable in times of any emergency settings to prepare societies for imminent post-conflict or post-disaster reconstruction, social and economic development (Talbot, 2013).

III. METHODOLOGY

The researchers adopted a mixed method to carry out the study. This method offers comprehensive information and rich conclusion from the quantitative and qualitative data. The triangulation of data avoids potential biases arising from the use of a single methodology (Forbes & Heale, 2013). Furthermore, the employment of varieties of data collection methods strengthens each type of data collected and minimizes the weaknesses of any single approach employed by increasing its validity and reliability (An overview of quantitative and qualitative data collection methods, n.d).

3.1 Participants

The selection of participants for this study was based on convenience sampling. Out of 4123 students, a 20% sampling representation was considered (690) student respondents and (677) parents. The details on the number of schools, students, and parents are presented in Table 1.

Table 1: Details of descriptive statistics

Sl.No.	School	Students	Total Students	20%	Parents
1	Bjemina PS	35	176	35.2	34
2	Genekha LSS	15	311	62.2	19
3	Hongtsho PS	32	156	31.2	35
4	Lingzhi PS	12	56	11.2	12
5	Sisina PS	41	204	40.8	42
6	Tshaluna PS	8	43	8.6	8
7	Yum Thujizam PS	15	163	32.6	15
8	Khasadrapchu MSS	168	949	189.8	169
9	Kuzhugchen MSS	101	489	97.8	100
10	Yangchengatshel MSS	87	550	110	87
11	Desi HSS	100	586	117.2	86
12	Wangbama HSS	76	440	88	70
Total:		690	4123	824.6	677

3.2 Instrumentation

The instruments used are based on Education in Emergencies (EiE) survey questionnaire developed by the Education Monitoring Division, Ministry of Education. The instruments sought responses from students, schools, and parents covering many dimensions related to online teaching and learning processes.

3.3 Measurement scales

Since all of the measurement scales for parents and student surveys were mostly at the level of the categorical variable, therefore to have a data fit for analysis, most of the questions had to be coded and converted either into an ordinal or a continuous variable. Therefore, using the principal component factor analysis technique, all items for students (20 items) and parents (11) items were factor-loaded. The analysis results showed that at Eigenvalue ≥ 1 , with the “Principal Axis Factoring” method, and the “Promax” rotation method with Kaiser Normalization, there could be 8 factors extracted from 31 observed variables, and the extraction variance was 60.2%.

The rationale behind conducting principal components analysis was to reduce the dimensions as some questions in the survey (students and parents) were redundant and as such similar items were collated together. The eight extracted themes generated were;

- a. **Effectiveness:** Effectiveness is defined as the degree to which something is successful in producing the desired result. In this regard, effectiveness refers to the online learning method. For this theme, item 1, item 2, and item 20 (from students), and item 9 and item 11 (from parents) were utilized.
- b. **Time Use:** The second identified theme is ‘time use.’ Time use can be understood as allocation of time for online lessons and assignments, reading, playing the game, and the number of hours rendered in helping their parents. It also considers parents' views on the number of hours spent by their children on academic learning, reading, playing online games, helping parents, and physical activities at home. Items included under this theme are items 3, 14, 15,19 (Students) and items 2,3,4,5, and 6 from the parent’s questionnaire.
- c. **Support and Engagement:** This theme encompasses the support provided by schools, teachers, and parents in engaging students for learning. It also includes the level of effectiveness of functioning of EiE programs at the school level and support provided to the SEN students. The

pooled items for this particular theme are items 4, 12, 13 (from the student questionnaire) and items 7 and 10 from parent’s questions.

- d. **Accessibility:** Accessibility refers to whether students have access to academic learning resources such as TV, smartphone, SIM, video, radio, textbooks, and MP3 player with support from Dzongkhag Education Sector. Items included within this theme are items 5, 6, 9, and 18 from students’ questions.
- e. **Assessment:** Assessment literacy has been recognized as an important tool for teachers. It helps them useful information about student learning to teach more effectively by responding to students’ learning needs. Stiggins (1991) defines assessment as a set of knowledge about educational assessment and the skills required to apply that knowledge to measure student learning. For instance, some of the examples could be the assessment of students’ learning by teachers from the lessons/task given on TV, radio, SIM, or through any other social media. Only item no 10 from student questions was found fit for this theme.
- f. **Interaction and communication:** Interaction and communication can be referred to as a frequency and mode of interaction between teacher and students for the teaching and learning process. Item included were items 8, and 11 (students), and items (1 and 8) for the parents.
- g. **Impact of school closure:** This theme explains the impact of school closure on learning and the excitement level of the learners to join the school on reopening. Item no 16 and 17 from students’ questions were used in this theme. However, for the school questionnaire, a separate thematic analysis based on the response was carried out as the responses sought were qualitative.
- h. **Challenges and Recommendations:** ‘Challenge’ may be understood as the difficulties encountered by students while using different online learning applications. Item no 7 from the student questionnaire was found to fit under this theme.

IV. DATA COLLECTION AND ANALYSIS

Firstly, an email copy of the survey questionnaire received from the Education Monitoring Division was sent to respective schools. Then, the schools were tasked to collect data from students and parents along with 6 items related to school. The data was analyzed using Microsoft Excel 19 and SPSS version 23 conventions. Mostly the

data was suitable for descriptive analyses however stepwise regression was used to predict the effectiveness of EiE was considered as the dependent variable while the Average hours I spend on online lessons and assignments per day, How frequently do you contact your teachers in a week? What type of support do you receive from teachers? How many hours do you spend on video games and other online games? How do you support your child’s learning? were treated as the predictor variable to compute the predictive analysis.

V. DISCUSSION

5.1 Effectiveness

It can be seen from Figure 1a that 459 students enjoy EiE lessons while 228 did not enjoy EiE learning. The results also indicated that 564 student respondents perceived learning to have taken place as opposed to 122 students not enjoying the EiE delivered lessons. At the same time, the differences in online learning based on parent reports, not a statistical significance could be found. Majority of students perceived online teaching and learning was ineffective while the views on general EiE learning, no differences could be found (for details see Figure 1b).

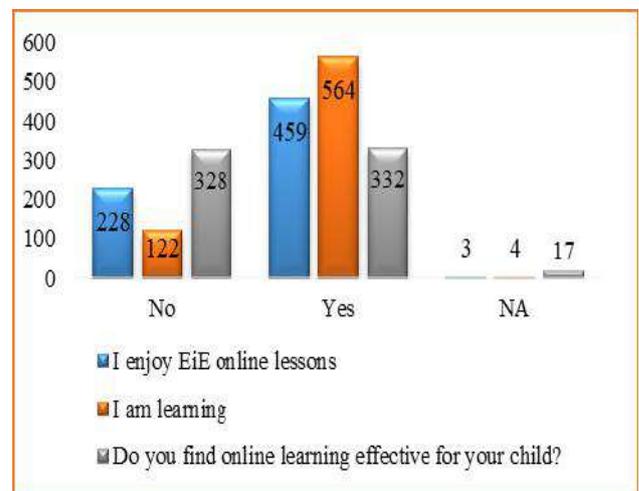


Fig. 1a: Effectiveness of EiE

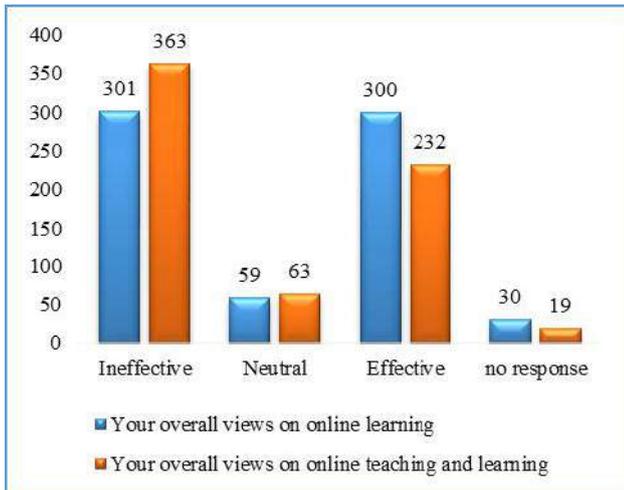


Fig. 1b: Effectiveness of EiE

A stepwise regression analysis was run to determine how much of the variation in the dependent variable is explained by the independent variable. In this regard, the effectiveness of EiE was considered as the dependent variable against the 5 predictor variables;

1. Average hours I spend on online lessons and assignments per day;
2. How frequently do you contact your teachers in a week?
3. What type of support do you receive from teachers?
4. How many hours do you spend on video games and other online games?

5. Parents' support in learning as the predictor variables to compute the predictive analysis.

The results of the predictive analysis showed 11% of the variance can be accounted for by studying 1-2 hours in online learning. Interaction and communication with teachers to clear their doubts more than four times a week is accounted for an 18% improvement in the effectiveness of online learning. The third predictor supports and guidance received from parents in learning could be accounted for 24% effectiveness, while the final predictor variable time spent on playing video games and other online games did not contribute to change in r square value.

5.2 Time Use

The data in Table 2 compares to time spent by students on various activities including time spent on learning. In general, the most noticeable average time spent on online learning is 0-60 minutes per day while there is a gradual decline in students devoting more than three hours for the learning activity in a day. Besides, student engagement in learning activities, a considerable amount of time is also spent by children in helping parents, playing online games, and engaging in physical activities. The highlight of this table is the stark similarity between reports by the parents and students, for instance, the average time spent learning and playing online games.

Table 2: Time Use

	Never	01-60min	61-120min	121-180	181-240min	241 and above	No response
Average hours I spend on online lessons and assignments per day	28	268	180	114	39	60	1
How many hours do you spend reading books/newspapers/magazines/etc. in a week?	24	338	142	80	24	79	3
How many hours do you spend on video games and other online games?	105	287	129	78	28	60	3
No. of hours you spend supporting your parents in a day	6	214	116	113	56	178	7
How long does your child spend time on learning subjects in a day on average?	0	195	208	160	67	45	2

How many hours does he/she spend on reading books/newspapers/magazines, etc. in a day?	28	441	142	40	12	14	0
How long does he/she engage in helping the family?	30	336	131	78	34	58	10
How long does he/she engage in physical games and activities?	58	287	146	90	43	44	9
On average, how long does he/she engage in video games and other online games in a day?	92	265	120	105	38	47	10

5.3 Support and engagement

As can be seen from Figure 2, 70 % of student respondents reported that their parents could help them in online-related learning activities. Furthermore, the findings from Figure 5 indicate that close 67% of parents reported that they helped children in their academic-related tasks. Nonetheless, in a true sense, only 62% of parents provided academic-related support, for instance helping children with their assignments and homework activities. On the contrary, little more than 8% of parents did not provide any assistance towards child’s learning. The results also showed only 37% of parents provided data recharges to their children, out of which 47% of parents sought student data discounts (compare Figure 5 for details). It can also be seen that the majority of parents reported spending between Nu. 400-600 in a month, while 17% of parents stated spending significantly more than Nu. 1800 and above for the data recharges (See Figure 4). Whilst for teachers, besides providing academic support, some teachers reportedly provided students with data recharges.

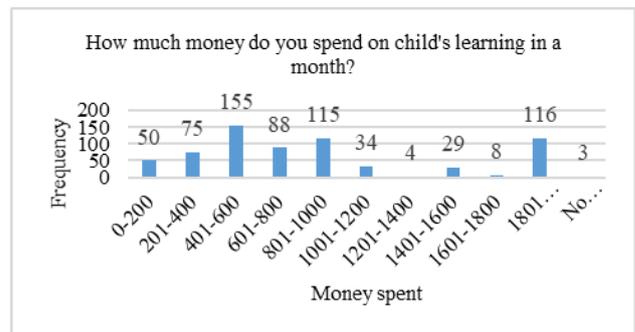


Fig. 3

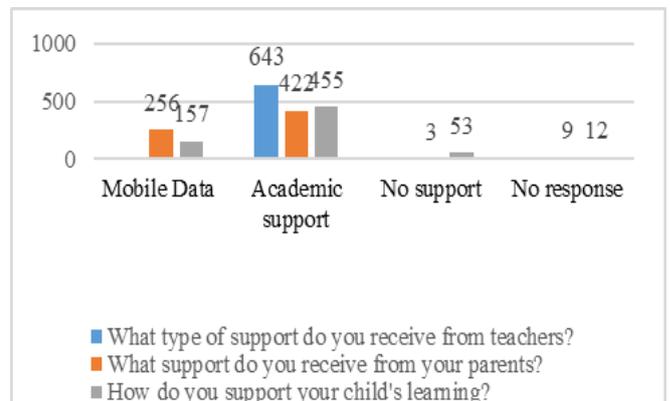


Fig. 4

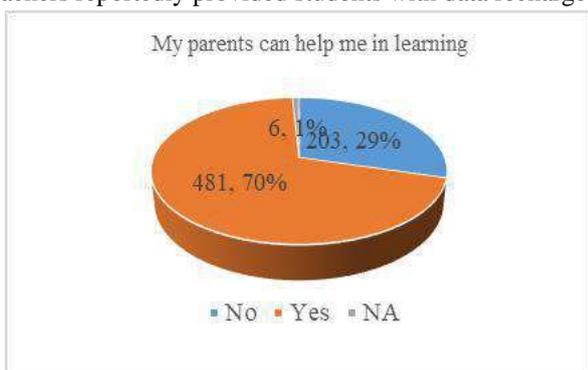


Fig. 2

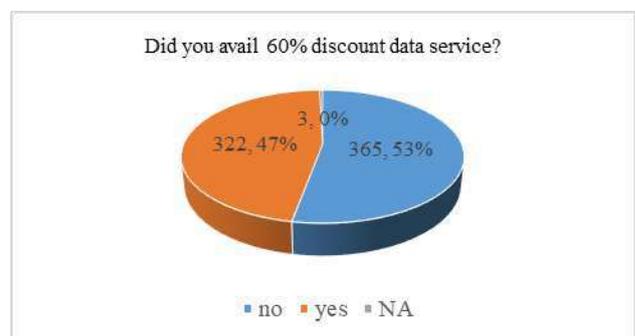


Fig. 5

5.4 Accessibility

Figure 6 illustrates statistics related to accessibility to various learning resources by the students. Out of 690 student responses, a substantial number of students (628) have access to text books, out of which 63 students reported having access SIM. The data also suggests that a small number of children accessed lessons delivered in formats such as videos, radio, and other learning forms while on the contrary, phones seemed to be the most popular preferred medium to access online learning by the students. With the students who used phones to interact and engage with lesson contents, by far the most popular application of connection was the WeChat and the google classroom applications (refer Figure 7) and the least used phone app were the WhatsApp.

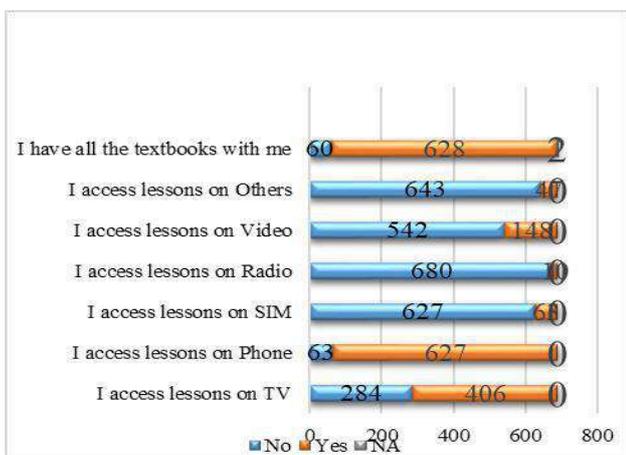


Fig. 6

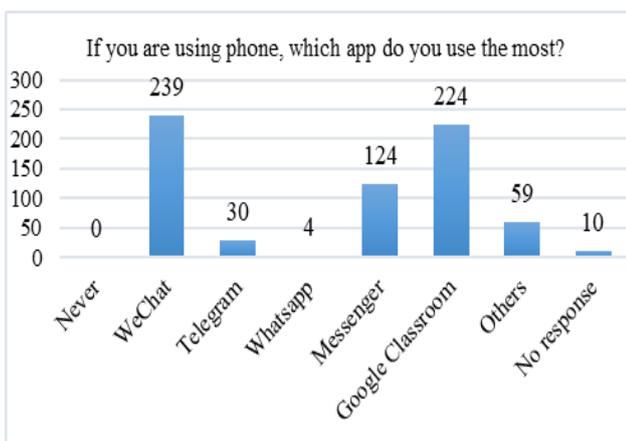


Fig. 7

5.5 Assessment

The pie-chart in Figure 8 illustrates that 92% of teachers assessed the learning tasks assigned to students.

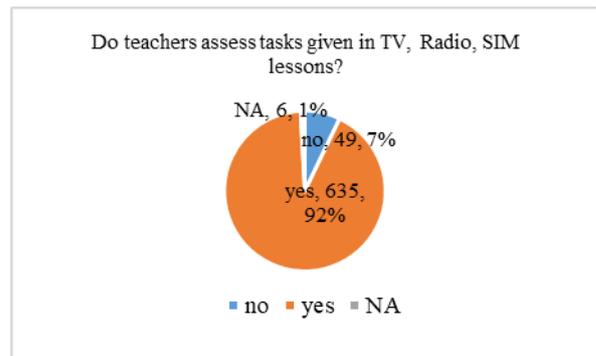


Fig. 8

5.6 Interaction and communication

The data within this theme reports on the frequency, and the medium of communication used by students to clarify their queries related to learning. According to Figure 9, 42% of students reported contacting teachers once a week while approximately 13% of students reported having contacted teachers more than four times a week. The data from (Figure 10) further substantiates with 86% of parents supporting the claim. The data in Figure 11 demonstrates that teachers remain to be the top contact point for students (44%) when it comes to clarifying their learning doubts, followed by 28% reporting using other means to solve their doubts. Parents (5%), siblings and relatives (7%), and friends contributing almost (10%) also contributed. A close to 44% of parents reported that the mode of interaction was we chat and with fewer than 7% using google classrooms and other social networking applications (Figure 12).

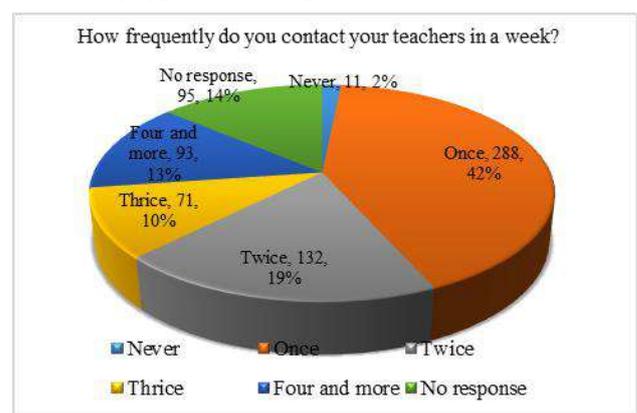


Fig. 9

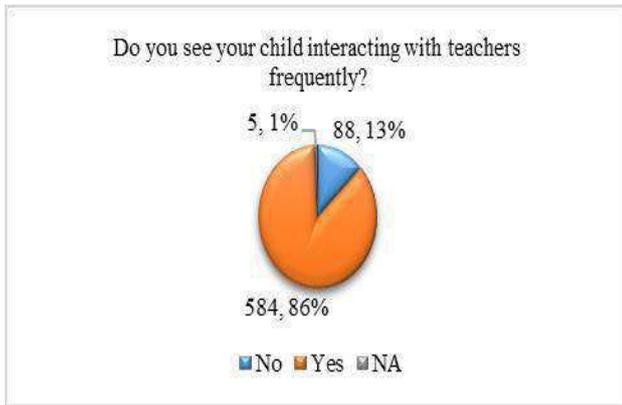


Fig. 10

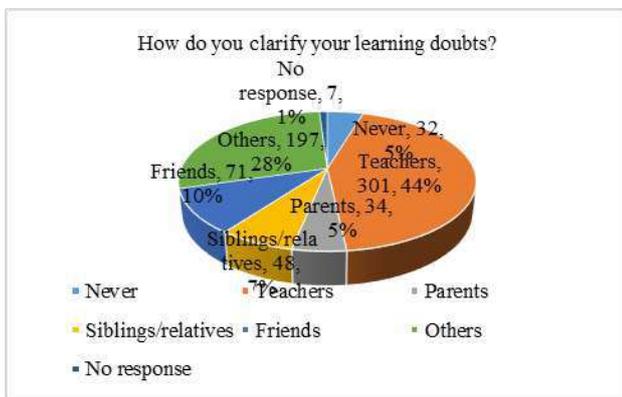


Fig. 11

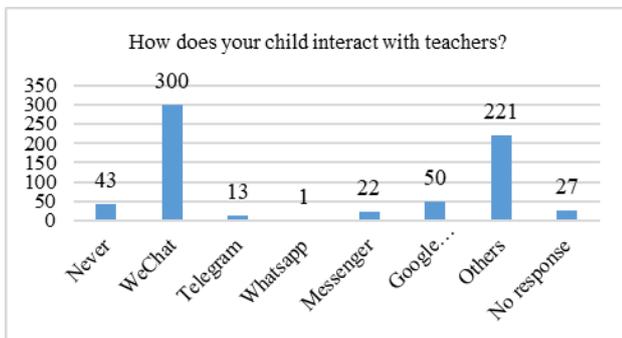


Fig. 12

5.7 Impact of school closure

The data in Figure 13 provides information on impact of school closure. The data shows rather a striking difference in terms of responses. More than 71% reported

that their interest in studies was affected as a result of school closure as opposed to 27% reporting no affect. Despite substantial disruption, still 90% of students are looking forward to returning to resume schools.

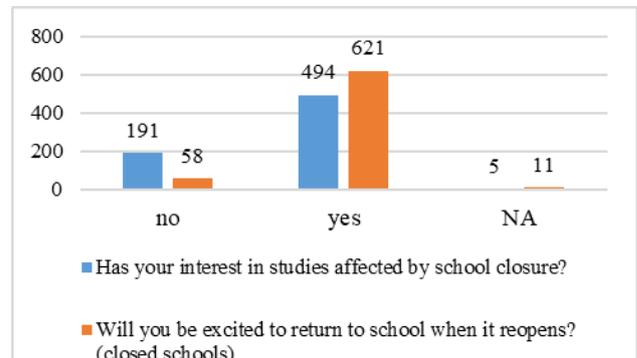


Fig. 13

VI. CHALLENGES

A total of 51% of student respondents had difficulties using the learning using various applications



Fig. 14

Finally, the summary of parents and students' perceptions on EiE is presented in Table 3.

Table 3: Perceptions of schools on EiE learning and teaching

Sl.No	Themes	Views and comments
1	Strengths of EiE	<ul style="list-style-type: none"> -Student engagement and exposure to digital media devices. -It provides platform for accessing online resources - Reduced syllabus makes learning interesting - Could provide continued learning to all the children irrespective of where they live - Teachers are confident with EiE curriculum -Could foster partnership with parents. -Students get a chance to self-explore new ideas and learning techniques
2	Challenges of EiE	<ul style="list-style-type: none"> -It's expensive. Teachers parents and students were not ready - connectivity issues, financial implication, unable to comprehend lessons teacher's inability to use technology. - At times students lose the track of the lesson. - Less response from students -Students are not ready to access online learning resources -Handling online classes are hectic and thus time-consuming - Quality of the teaching-learning process is not effective sometimes. -Network congestions, unable to receive student works on time, no validation of lesson plans/ low response rates, financial implications -Lack of orientation thus leading to delivery of unprepared lessons by - Inequity and lack of accessibility challenge learners who cannot afford it. -Online learning as a medium is a challenge
3	Support needed	<ul style="list-style-type: none"> -Orientation on online teaching pedagogy is imminent. -Free wi-fi with high-speed internet connectivity is required. -Blended learning components may be useful -As of now not much financial implication is experienced. -Create awareness to parents on online learning and make the digital device available.
4	Financial and personal implications	<ul style="list-style-type: none"> - There is the personal financial implication. The approximate monthly data charges would be 699/- or at the time more when downloading or uploading videos
5	Views on strengthening EiE in 2021	<ul style="list-style-type: none"> -Training on the use of software, e-learning methods are required for both teachers and students. -Blended learning, Teacher PD on the use of technology is most important. An online learning platform could be built keeping the Bhutanese education context intact. -Uniform implementation guidelines for all the schools across the nation particularly in using assessment tools to assess quality teaching and learning - Should the pandemic continue even in 2021, more resources should be ready, the prioritized curriculum should be discussed between different stakeholders like teachers in the schools and DEOs. -Uniform scheduling of lessons in the week or a month/ Need to include science and social studies/parents need to be well informed and provide support as much as teachers in the school.

		<ul style="list-style-type: none"> - MoE and schools have to work together and make EiE effective as far as possible -There is a need for a uniform lesson plan and assessment format.
6	Support to SEN students	<ul style="list-style-type: none"> -Constant touch with parents and students, lesson modification. -Pull-out classes and push-in classes were provided to classes IX and X students. Extra time is given to them to finish their work. -Special educational needs children who aren't able to walk properly are placed in ground floor classes. Slow learners especially those who have to learn difficulty particularly in writing are given extra time during exams just like BCSE does. -Home visits are made by teachers to support students with mild learning disabilities. -Provided SIM, MP3 audio to unreachable students - Differentiated lesson plans are planned and prepared for students with learning disabilities

VII. RECOMMENDATION AND CONCLUSION

Those students who are deprived of learning online due to poor network connectivity, and who could not own smartphones should continue with home visit lesson delivery and interaction by the teachers. Teachers who have not yet commenced in-person home visit meetings with students may have to initiate following all the COVID-19 protocols in place. For those students who did not avail reading materials other than textbooks and Self-Instructional Materials, schools may develop plans to make the school library accessible. This would contribute to keeping children meaningfully engaged and minimize exposure to harmful video games and online videos. The study further recommends the provision of user education to children on smartphones and online content. While it is nearly impossible to deny children from possessing smartphones, it is observed that children are exposed to online games and other social media platforms. The findings from this study lead to carry out more studies on the vulnerability of children’s exposure to online games and harmful effects on their learning.

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Appendix A. Survey Questionnaire to parents

Sl. No.	Questions	Response
1	Do you see your child interacting with teachers frequently?	
2	How long does your child spend time on learning subjects in a day on average?	
3	How many hours does he/she spend on reading books/newspapers/ magazines, etc. in a day?	
4	On average, how long does he/she engage in video games & other online games in a day?	
5	How long does he/she engage in helping the family?	
6	How long does he/she engage in physical games and activities?	
7	How do you support your child's learning?	
8	How does your child interact with teachers?	
9	Do you find online learning effective for your child? Justify.	
10	How much money do you spend on a child's learning in a month?	
11	Your overall views on online teaching and learning & recommendations	

Appendix B. Survey Questionnaire to students

Sl. No.	Questions	Response
1	I enjoy EiE online lessons	
2	I am learning	
3	Average hours I spend on online lessons & assignments per day	
4	My parents can help me in learning	
5	I access lessons on (TV, Phone, SIM, Radio, Video, etc.). You can mention more than one medium	
6	If you are using a phone, which App do you use the most?	
7	Do you face challenges in using different Apps?	
8	How frequently do you contact your teachers in a week?	
9	I have all the textbooks with me	
10	Do teachers assess tasks given in TV, Radio, SIM lessons?	
11	How do you clarify your learning doubts?	
12	What type of support do you receive from teachers?	
13	What support do you receive from your parents?	
14	How many hours do you spend reading books/newspapers/magazines/etc. in a week.	
15	How many hours do you spend on video games and other online games?	
16	Has your interest in studies been affected by school closure?	
17	Will you be excited to return to school when it reopens? (Closed schools)	
18	Did you avail 60% discount data service?	
19	No. of hours you spend supporting your parents in a day	
20	Your overall views on online learning and suggestions	



Scientific Literacy: To days Necessity

A Comparative Study of 10th Class Students from Different Schools

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Abstract

This era of the 21st century has been termed as the digital age because in this era the changes taking place in the living conditions of human beings have been such that the digital society has been born. The pace of developmental change in this digital society is so fast that keeping pace with it is a challenging task. In this digital world scientific literacy is very important factor.. In this research we found that urban students are leading in the comparison of rural students and girls are moving faster than boys. It is required to improve scientific literacy in rural area and hurdle is lack of supply of electricity and unavailability of resources.

Keywords— Scientific literacy, Digital age and Scientific Literacy Scale

I. INTRODUCTION

The era of the new millennium world has started with some such miraculous devices that put the whole world in a small box and give it in our hands. How to work and handle with this is still a question. Now this is our duty to literate our student for this changing world. India is still struggling with Literacy and we are talking about scientific literacy. But what can we do now this is high time to take scientific literacy rate seriously. During the Pandemic of COVID-19 only those peoples, parents and students were not suffered whose scientific literacy and knowledge were high especially about digital knowledge and use of this for the benefit of our own daily problems during pandemic.

“Moto of Digital World Whole World in the Hands of Man”

The name of this era is "Digital Age" and perhaps by the time of this era, we can also say that now the control of the entire space is in our hands. But this Amazing development has not happened in a day or two, but to reach this position, man has to show hard work and indomitable courage and is show hard work and indomitable courage till now. To understand this digital age, understanding of science and technology is necessary so that by developing decision-making ability, students can present their right participation in front of the digital society.

Concept of Scientific Literacy:

Scientific literacy literally means having knowledge of the basic sources of science but broadly looking at the basic understanding of the nature of science in which science is not related as an independent subject but is related to society and its needs, aspirations and social aspects, scientific literacy It is called

Justification of Study:

This era of the 21st century has been termed as the digital age because in this era the changes taking place in the living conditions of human beings have been such that the digital society has been born. The pace of developmental change in this digital society is so fast that keeping pace with it is a challenging task.

The present digital age is not only the era of Explosion of Knowledge, but in this era two more explosions are taking place in the WORLD and it is the, Explosion of Aspiration and Explosion of Population.

Three Challenges of Digital Age:

- I. Explosion of Population India
- II. Explosion of Knowledge
- III. Explosion of Aspiration

It is a difficult task to make oneself alive in the digital age, while satisfying the hunger of scientific and technical knowledge while raising oneself in the danger of these explosions. A student of secondary level, who is a future citizen of the country, has such a level of scientific literacy

that he will be able to fulfill his responsibility towards the country and society by taking care of himself in this era. It is important to know the answer to this question. Thus by ascertaining the level of scientific literacy, it can be concluded that Maybe what kind of saplings are we preparing for the digital society, are there any objectives, curriculum, process and need of education in this context? Title of Research Improved Evaluation Context

Statement of the Problem:

In National Curriculum Framework 2000 (pages 56-58), it is found that considering science as an important subject, it has been given a place in the secondary level curriculum, whose main objective is to understand science and its basic principles and rules. Information has been given to the students, that is, to bring scientific literacy among the students, the aim of the secondary level science curriculum is. Therefore, to find out the scientific literacy of students at this stage, the researcher has taken this research work, which is titled:

Scientific Literacy: A Comparative Study of 10th Class Students from Different Schools

Objectives:

1. Comparison of achievements of urban government, rural government and public school students with reference to the "nature of science" in the first dimension of scientific literacy.
2. The second dimension of scientific literacy is to compare the achievement of urban government, rural government and public school students in the context of "value of science".
3. In the context of "Third Dimension Society of Scientific Literacy", "Science and achievement of students of urban government, rural government and public schools to compare in.
4. The fourth dimension of scientific literacy is to compare the achievement of urban government, rural government and public school students in the context of "science related to social issues".
5. Total students with reference to the dimension "nature of science and to compare the scientific literacy of girl students.
3. To compare the level of scientific literacy of all boys and girls with reference to the dimension "Values of Science".
4. To compare the level of scientific literacy of all boys and girls with reference to the dimension "Science and Society".

5. To compare the level of scientific literacy of all boys and girls with reference to the dimension "Science related to social issues".

Research Hypothesis:

1. First Dimension of Scientific Literacy "With respect to the nature of science, there is no significant difference between the students of urban government, rural government and public schools.
2. There is no significant difference between urban government, rural government and public school students in terms of "value of science", the second dimension of scientific literacy.
3. There is no significant difference between urban government, rural government and public school students in the context of "science and society", the third dimension of scientific literacy.
4. There is no significant difference between urban government, rural government and public school students with respect to the fourth dimension of scientific literacy "science related to social issues".
5. There is no significant difference between total boys and girls' scientific literacy with respect to the "nature of science" dimension.
6. All students with reference to the dimension "Values of Science" "There is no difference between the scientific literacy of girl students and There is no meaningful difference.
7. There is no significant difference between the scientific literacy of all boys and girls with respect to the dimension "Science and Society".
8. There is no significant difference between the scientific literacy of all boys and girls with respect to the dimension "Science related to social issues"

Defining the Terms:

1. Scientific Literacy: With the help of principles, scientific facts, concepts and scientific processes, a person develops his own decision-making ability and understands, whose current perspective enables him to lead a successful life, and it is called scientific literacy. Scientific literacy provides a living experience to the individual; its level depends on the need of time, place and society.

2. Scientific Literacy Scale: Tool in which the scientific literacy known sentence is divided into four dimensions Nature of Science, Values of Science, Science and Science related to society and social problems. The level of scientific literacy can be ascertained by this tool.

Limitations of Research:

Keeping in mind the physical and human resources available in the college, research work was limited and time was also taken care of, which is as follows:

1. The research was done in all its four dimensions based on a single dependent variable scientific literacy.
2. Research work was confined to Ajmer district and for the collection of data Government Urban, Rural and public schools were selected.
3. Keeping in view the time and duration, instead of preparing research equipment, already prepared research equipment was used.
4. The sample was kept around 150-160 so that the collection and analysis can be done easily.

Selection of Sample:

As a sample the researcher select 166 students studying in class 10 of different schools of Ajmer district by random sampling technique.

Research Tool:

For the research work, the researcher used the scientific literacy scale as a tool to compile the data provided by Dr. MK Sharma. In this scale, there are a total of 25 statements related to four dimensions. In this scale, all the students have to read the statements and give their decision on a five point scale. While giving marks to the answers obtained from, the researcher can be obtained by counting the answers by giving 01, 2, 3, 4 marks keeping in mind the terms having positive polarity and negative polarity.

Type of research:

This research comes under the category of descriptive survey.

Variables:

The type of schools and gender have been taken as independent variables in this research, while the dimensions of measuring scientific literacy are taken as dependent variables, their details are as follows:

Independent variables

(a) Types of school Urban/ rural Government School and Public school

(b) Boys/girls

Dependent Variables: Four Dimensions of Scientific Literacy

(A) Nature of Science

(B) Values of Science

(c) Science and Society

(d) Science dealing with social issues

Statistics Used in Research:

In this research researcher used, mean (M) standard deviation (SD) , t value (t) and ANOVA for the analysis of data . The Bon ferine Multiple Comparison Post HOC Test were used to make mutually exclusive comparisons of multiple variables. The entire analysis work was done through computer.

II. CONCLUSIONS

In terms of the "nature of science" dimension, scientific literacy is highest among urban government school students while the lowest among public school students.

2. Scientific literacy in terms of "value of science" dimension was found to be highest among public school students while lowest among rural government school students.

3. No significant difference was found between public school, urban government school and rural government school students in the level of scientific literacy with respect to the "science and society" dimension.

4. Scientific literacy in terms of the dimension "Science related to social issues" was found to be highest among public school students while it has been the lowest for urban government school students

5. No significant difference found in scientific literacy of boys and girls with respect to the dimension "nature of science"

6. No significant difference found in scientific literacy of boys and girls with respect to the dimension "values of science"

7. No significant difference was found in the scientific literacy of boys and girls with respect to the dimension "science and society".

8. Scientific literacy of girl students is higher than that of boys in terms of "science related to social issues" dimension.

III. EDUCATIONAL IMPLICATIONS OF RESEARCH

Research work is completed only when its usefulness otherwise it would be a futile exercise. Some points emerge from the experiences and conclusions obtained during this research, which can be used practically:

1. Curriculum should be improved to increase the scientific literacy of the students at the secondary level.

2. Teachers should make special efforts at the time of teaching for the development of scientific literacy in general.
3. Teachers should always try to develop their own scientific literacy.
4. Scientific Activities should included in science textbook so that it is mandatory for the students to use them to develop scientific literacy.
5. The school environment has a great influence on students so to improve the level of scientific literacy the school environment needs to adapt activities based on scientific literacy.
6. From the point of view of general knowledge of the scientific changes taking place in the society, students should be involved in the teaching-learning process.
7. In order to satisfy the curiosity and knowledge craving of the students, the teacher should cooperate; it is unfair to put them under unnecessarily pressure.
8. Activities in schools for the development of scientific co-scholastic literacy like Science Quiz, essay reading, debate, speech competition etc. should be organized.
9. For the development of scientific literacy among the students, concepts, rules and formulas of science should be linked with ordinary life.
10. Science fair, science Exhibitions, Environmental friendly science programs, documentaries are good idea for the development of scientific literacy.

Suggestions for future research:

On the basis of the present research, it was considered necessary that the researcher should make the future researchers aware of their experiences doing research related to science education. This will help them in formulating and working on research problems. Following are the problems for future research:

1. Study of scientific literacy of students at upper primary and primary level.
2. To compare the scientific literacy of science teachers and other teachers.
3. To find out events and activities that lead to the development of scientific literacy is a part of further research.
4. Analytical study can be carried out on text books that which contents develop scientific literacy and which content needs modification.
5. To compare the scientific literacy of students of science subjects with students of other subjects at senior higher secondary level.

6. Compare the personality characteristics of students with their level of scientific literacy.
7. To compare the level of scientific literacy of students with the level of scientific literacy of their teachers.
8. Explain the role of co-scholastic activities in the context of development of the level scientific literacy of students.
9. To study the role of media in the development of scientific literacy can be carried out.
10. Comparative Study of scientific literacy with the level of Confidence is a good subject of study.
11. Role of School Environment in Development of Scientific Literacy case study can be done

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The influence of Perceived Leadership Styles on Employee Commitment: The Mediating Role of Conflict Management

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Abstract

The aim of this study is to identify the relationship between leadership styles and employee commitment among employees working in the pharmaceutical industry, mediated by conflict management. The study adopted quantitative research method to examine the current study, a sample size of 110 employees was selected from the pharmaceutical companies in Kurdistan. Junior employees who had worked in the interested organizations for the past 10 years and deemed to have substantial dealing with supervisors and managers were purposively selected. Findings revealed that; the first research hypothesis is supported which stated that leadership styles will positively and significantly influence employee commitment at pharmaceutical companies in Kurdistan. Moreover, as for the conflict management as the mediation role between each leadership style (transactional, transformational, and charismatic) and employee commitment, the findings revealed that; conflict management has a positive and significant mediation role between all mentioned leadership styles and employee commitment, moreover the findings showed that the highest value was the mediation role of conflict management between transactional leadership and employee commitment, on the other hand the lowest value was the mediation role of conflict management between transformational leadership and employee commitment.

Keywords— Transformational Leadership, Transactional Leadership, Charismatic Leadership, Employee Commitment, Pharmaceutical industry.

I. INTRODUCTION

Most leaders strive to maximize the performance of their subordinates in order to achieve organizational goals, regardless of the size or structure of their respective organizations. Indeed, leadership has been defined in terms of motivating employees to achieve organizational objectives (Rasool et al., 2021). As a result, it's not surprising that a lot of effort has gone into trying to motivate the workforce to achieve this goal. The leader's style is thought to be particularly important in achieving organizational goals, with research consistently demonstrating the advantages of transformational leadership style over more traditional forms, such as transactional leadership style, in terms of meeting organizational objectives (Du et al., 2021). In order to elicit performance from subordinates, the leader's style is also important (Bulińska-Stangrecka et al., 2021). However, the leader's style cannot be held solely responsible for employee performance or the achievement of organizational

objectives. Workers play an important role as well. Workers' perceptions of their boss's leadership style, as well as their feelings about their own ability to perform and achieve organizational goals, appear to be significant factors. Furthermore, employees' perceptions of their manager's relationship with them, particularly the level of support they receive, appear to have an impact on performance. The following constructs have been linked in previous research: (a) leadership style and organizational goals; (b) leadership style and emotions; and (c) feelings of optimism and performance. Despite this, no research has attempted to develop a model of leadership style and emotions as performance mediators. Knowing whether a leader's style has a direct impact on feelings of optimism and, conversely, frustration, as well as indirect effects on worker performance, has obvious implications for management (Lee et al., 2019).

Effective leaders in organizations have devoted followers as a matter of principle. As a result, it's not surprising that

theorists who advocate for a particular leadership style (e.g., charismatic, transformational, transactional) frequently mention employee commitment as a possible outcome (Su & Swanson, 2019). It's also not surprising that leadership is frequently mentioned by commitment theorists as a key contributor to the development of employee commitment (Kwon & Kim, 2020). Surprisingly, there has yet to be a systematic attempt to integrate findings from these two literatures regarding the links between leadership and commitment. As a result, one of the primary goals of this research is to provide meta-analytic estimates of the strength of relationships between a variety of widely studied forms of leadership and commitment. The influence of societal culture is another topic of interest for modern leadership and commitment theorists. For example, leadership scholars have looked at how culture affects leadership preferences and effectiveness (Qing et al., 2020), and commitment scholars have looked at how culture affects the nature, strength, and consequences of commitment (Ribeiro et al., 2020).

Every organization that desires to survive and thrive in a global market competitive environment must enlist the help of capable leaders. Effective leadership improves organizational productivity without a doubt. Leadership style, according to Gameda & Lee, (2020), is a major determinant of any organization's success, particularly in banks. Leadership entails having a vision and being able to put that vision into action by motivating others to achieve higher levels of performance and promoting the importance of organizational and interpersonal citizenship behaviors. According to Nugroho et al., (2020), leadership fosters understanding and recognition of a group's mission and purpose, as well as encouraging employees to think beyond their own desires and needs for the good of the cluster. Leadership is expressed or displayed through interaction between people and necessarily implies its complement, followership (Lee et al., 2020).

In the long term, almost all of the employees polled see the shortage as a catalyst for increasing employee stress, lowering patient care quality, and causing employees to leave the profession. Access to health care is being harmed by high employee turnover and vacancy rates (Salas-Vallina et al., 2020). Hiring new employees on a regular basis is expensive, and frequent staff turnover lowers employee morale and compromises patient care (Ababneh, 2021). Rapid turnover has been shown to have negative physical and emotional consequences for home residents, including an increased risk of falls, medication errors, fear and anxiety, and hopelessness (Sengupta et al., 2021). Employee retention and recruitment studies conducted by Islam et al., (2021) revealed that low wages and poor job satisfaction are the primary reasons why employees leave

their jobs. Heavy workloads, leadership styles, motivation, insufficient training, and a lack of respect are often blamed for their dissatisfaction (Barattucci et al., 2021).

II. LITERATURE REVIEW

The Concept of Leadership

Many scholars are prone to considering leadership from their own unique perspectives, making it difficult to come up with a universal definition. The ability to build and maintain a group that performs well relative to its competition (Jabeen & Rahim, 2021). How well a group performs in terms of valued outcomes is the yardstick for evaluating leadership over time. Leadership, according to Donkor et al., (2021), is a process that "involves the use of non-coercive influence to shape a group's or organization's goals, motivate behavior toward those goals, and help define group or organization culture." By extension, leadership is the process of persuading people to work willingly and enthusiastically toward the achievement of group objectives. The emphasis on an individual taking charge of a group and organizing members toward the achievement of valued goals that have been determined a priori is a common denominator in leadership definitions. One of the most researched topics in management and organizational literature is leadership. Leadership, according to Xu et al., (2021), is a real and hugely consequential phenomenon, as well as the single most important issue in the human sciences. Leadership research appears to be skewed toward issues like leadership effectiveness, identifying successful leader characteristics, leadership theories, and developing leaders. According to Esbati & Korunka,

(2021), leadership research has tended to take a one-sided view of leadership, emphasizing its positive and constructive aspects while avoiding its negative aspects. "Leadership research has primarily focused on leader effectiveness and those factors contributing to optimal performance and results," according to one possible explanation or reason for this one-sided treatment of leadership (Nazir et al., 2021).

Leadership is the process of persuading others to work toward achieving organizational objectives. For decades, leadership research has emphasized the positive and constructive aspects of leadership, with little written about the dark side of leadership—leadership derailment.

At the institutional and national levels, leadership development receives a lot of attention as a result of student learning in higher education. Many institutional mission statements emphasize leadership, aiming to develop students who will be leaders in various aspects of society,

and college campuses offer a variety of leadership training, education, and development opportunities (Crucke et al., 2021). A growing body of research on student leadership as a result of their college experience, with a focus on students' leadership behaviors and styles, is available. However, very little is known about how students think about leadership (Rasool et al., 2021).

Recent leadership research has identified a set of traits needed to deal with complex systems, rapid change, and knowledge expansion in health care, information technology, and business. Emotional intelligence (EI), vision, and business acumen are three leadership characteristics consistently associated with effective leadership in multiple health care fields, according to the literature. Employee leaders with high EI, according to Akerjodet and Severinsson, are better able to deal with daily stress while creating a positive work environment, improving organizational outcomes, and retaining staff. Vision has been identified as a critical component of leadership success in today's health-care environment. Leadership roles, regardless of health profession, necessitate not only clinical knowledge but also business acumen, which allows clinicians at the bedside to communicate effectively with administrators at the organizational level (Du et al., 2021). Buchler goes on to stress the importance of business acumen, claiming that including business management in leadership training is critical to managing and influencing the evolution and changes in health care delivery. A survey of senior employee executives revealed the importance of identifying such leadership characteristics, with respondents stating that leaders who are unable to handle their newly acquired broader management responsibilities will inevitably be replaced by others who can (Bulińska-Stangrecka et al., 2021).

As a set of personal characteristics or traits, leadership – It is possible to begin to understand leadership as the characteristics of the leader – the type of person who is capable of doing what leaders do – within the broad definition of leadership as someone who motivates or influences others. For example, the idea that leaders should have charisma, emotional intelligence, enthusiasm, toughness, fairness, warmth, and confidence, dedication, magnanimity, creativity, openness, humility, integrity, or the ability to sell things (Lee et al., 2019).

Leadership Styles

Leadership is the ability to guide a group of people toward a common goal that would not have been achieved if a pioneer had not been present. The researchers classified authority styles into three main leadership styles, which sorted out the perceptions into increasingly streamlined

information (Su & Swanson, 2019). Leadership is the process of influencing others to work willingly and confidently toward a hierarchical goal. "An initiative is commonly defined as a method of influencing individuals to coordinate their efforts toward the achievement of a specific goal or set of goals." "Leadership is commonly characterized essentially as the craft of affecting individuals with the goal of them endeavoring energetically towards the accomplishment of gathering objectives," according to Kwon & Kim, (2020). This concept can be expanded to include the ability to function with enthusiasm and certainty. Onside also stated that there are various measurements to initiative and numerous possible methods for portraying initiative style, such as oppressive, unitary, bureaucratic, appalling, consultative, and participative leadership conduct and style (Qing et al., 2020). A great deal of research has been done on the subject of authoritative change and the impact of various leadership styles on the acceptance of this change. In hierarchical life, change is a common occurrence. It asserts that change is unavoidable. It also discusses the various types of initiative that directors can use to bring about change. The analysts accomplished this by examining the supervisory initiative as well as the goals of representatives who opposed the hierarchical change. They discovered that when the director uses an authority style that can change esteems, the workers are the most averse to oppose the authoritative change (Ribeiro et al., 2020).

The following are the three main leadership styles (Crosby & Bryson, 2018):

Transactional Leadership Styles

The transactional leadership style illustrates leadership behavior that focuses solely on eliciting basic interactions between leaders and followers. Contingent reward – in which the leader provides a job description to the follower, and the follower is rewarded with material and psychological incentives based on the fulfillment of the contractual obligation (Ng et al., 2018). This type of leadership behavior essentially clarifies expectations and establishes reward systems to ensure that they are met. management-by-exception Active employee commitment – refers to a leader whose sole goal is to ensure that standards are actively met (Raja et al., 2018). This is a proactive leadership style in which the leader actively monitors the behavior of his or her followers, anticipates problems before they occur, and takes corrective action; and management-by-exception Passive – refers to leaders who only intervene after non-compliance or errors have occurred. These are inactive leaders who wait until their actions cause problems before intervening (Randel et al., 2018).

Motivating followers through the exchange of rewards, praises, and promises is a transactional leadership style. "Transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of exchanging valued things," writes Rosenbach et al., (2018). Transactional leaders, according to Seong & Hong (2018), are those who lead through social exchange. "Transactional leadership is characterized by leader-follower exchanges, whereby leaders exchange things of value with followers to advance both the leaders' and followers' agendas (Straatmann et al., 2018). When a leader focuses on his or her subordinates' "deviances, mistakes, and errors, and then taking corrective action as soon as possible when they occur," this is known as this leadership style (Sy et al., 2018). Transactional leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance. Transactional leadership is a style of leadership in which the leader encourages followers to follow him by rewarding and punishing them. Leaders who follow the transactional leadership model pay close attention to their followers' work to spot flaws and deviations. This style of leadership is effective in times of crisis and emergency, as well as when projects must be completed in a specific manner. Transactional leaders, according to Tepper et al.,(2018), use an exchange model in which rewards are given for good work or positive outcomes. People with this leadership style, on the other hand, can punish poor performance or negative outcomes until the problem is resolved. Transactional leaders, according to Terrell et al. (2018), are more concerned with processes than with forward-thinking ideas. Contingent reward or Contingent Penalty is the focus of these types of leaders. When the set goals are met on time, ahead of schedule, or to keep subordinates working at a good pace at different times throughout completion, contingent rewards (such as praise) are given. When performance quality or quantity falls short of production standards or goals, and tasks are not completed at all, contingent punishments (such as suspensions) are applied. Leadership is viewed as a negative behavior in management-by-exception. When a leader focuses on his or her subordinates' "deviances, mistakes, and errors, and then taking corrective action as soon as possible when they occur," this is known as this leadership style (Tortola & Pansardi, 2019). Management-by-exception maintains the status quo, intervenes when subordinates fail to perform at acceptable levels, and takes corrective action to improve performance (Tuan & Thao, 2018).

Transformational Leadership Styles

The definition of transformational leadership is "guidance through individualized considerations. Individualized attention emphasizes personal attention, whereas

intellectual stimulation encourages the use of logic, reason, and evidence. Studies have looked at the links between transformational leadership style and a variety of outcomes, including trust in leaders, self-efficacy beliefs, leadership satisfaction, worker absenteeism and satisfaction (Yan et al., 2018). Although there are some similarities between transactional and transformational leadership, such as providing clarity on desired outcomes, recognizing accomplishments, and rewarding high performance, there are significant differences in process and behavior. Transformational leadership entails bringing about changes in followers' values, goals, and aspirations that are in line with their own. Change is implemented by transformational leaders who articulate a vision, foster acceptance of group goals, provide individualized support and intellectual stimulation, and clarify performance expectations (Zhou et al., 2018). Transformational leadership is thought to have a direct impact on organizational performance as well as an indirect impact on organizational performance via its effects on subordinates' satisfaction with their leader. Furthermore, it is thought that performance is influenced indirectly by the effects of leadership on subordinates' affective commitment. Organizations are increasingly recognizing the value of mentoring programs for junior employees. Transformational leadership is also thought to be important in helping mentors develop effective behaviors. There have certainly been claims that the nature of employees' relationships with their managers determines how long they stay with the company and how productive they are (Aybar & Marsap, 2018). Indeed, transformational leadership has been claimed to be more effective than other leadership styles by "lifting ordinary people to extraordinary heights. Individual interactions between leaders and subordinates, particularly the way transformational leaders communicate with subordinates, play a role in this transformation.

Barreto & Hogg (2018) defined transformational leadership as followers and leaders inspiring each other to achieve "higher levels of morality and motivation" such as justice and equality. The transactional image of leadership refers to the leaders' and their followers' exchange relationships: Each participant enters the transaction with the expectation of achieving self-interest, and the leader's role is to maintain the status quo by meeting the needs of the followers. Transformational leadership, according to Bernerth et al., (2018), bonds leader and followers within a collaborative change process and thus contributes to the overall performance of the organization. In contrast to the "responsive and innovative environment" that transformational leadership creates, transactional leadership "does not bind leaders and followers in any lasting way. As a result, it produces "a routinized, non-creative but stable environment. There is a value judgment in this perception

of leadership styles, with transformational leadership being described more favorably than transactional leadership (Boamah et al., 2018).

Charismatic Leadership Styles

Charismatic leadership, which frequently incorporates charismatic and visionary leadership, entails significant motivation that inspires followers to achieve the unthinkable. The transformational leader's communicative strength allows him to create mental pictures of the future, inspiring followers to identify with and stay committed to the vision, usually through his charisma (Buzo, 2018).

The positive effects of charismatic leadership on a variety of organizational outcomes highlight their importance, and these positive effects have been demonstrated in a variety of settings. These theories look at how leaders can elicit the trust and support of their followers, which can lead to increased productivity, job satisfaction, and employee commitment. Charismatic leaders set high expectations for their followers and demonstrate faith in their ability to meet those expectations. This behavior increases followers' sense of competence and self-efficacy, which boosts their performance (Cai et al., 2018).

The ability of a leader to exert diffuse and intense influence over the beliefs, values, behavior, and performance of others through his or her own behavior, beliefs, and personal example has been defined as charismatic leadership. Unlike 'traditional' leadership theories, which emphasize rational processes, charismatic leadership theory emphasizes emotions and values, recognizes the importance of symbolic behavior, and recognizes the leader's role in making events meaningful for followers. Charismatic leaders change the needs, values, preferences, and aspirations of their followers. They inspire followers to make personal sacrifices in order to fulfill the leader's mission and 'to go above and beyond the call of duty'. Followers' motivation shifts away from self-interest and toward something else (Caillier, 2018).

According to Carleton et al., (2018), charismatic leaders as architects of radical change and role models of exemplary acts involving great devotion, personal risk, and self-sacrifice. Charismatic leaders can empower their subordinates and gain their trust by doing so. Employees' emotional attachment to the leader, collective identity, and high performance may thus be induced by charismatic leadership even outside of their work role (Chang, 2018).

Employee Commitment

Employee commitment has attracted considerable attention in theory and research because of its attempt to understand the intensity and stability of employee dedication to work organizations (Grossman & Sharf, 2018).

Nonetheless, the various definitions for employee commitment, as well as their various measures, all share the idea that employee commitment is a bond between an individual and his or her organization (Hansen & Pihl-Thingvad, 2018). Employee commitment, according to one definition, is "the force that binds an individual to a course of action relevant to one or more targets. Employee commitment has been linked to lower turnover, increased knowledge sharing, increased organizational citizenship behaviors, higher acceptance of organizational change, ethical behavior, and reduced absenteeism. Higher or lower levels of commitment have been shown to be a major factor in whether employees stay with or leave a company. Employees who are older and have worked for the company longer are less likely to leave. Employees with higher levels of education, according to other authors, are less committed to their employers. Furthermore, job title, marital status, and length of service all have an impact on employee commitment. The degree of employee commitment has been linked to the extent to which the organization has met certain employee needs (Hashim et al., 2018).

Employee commitment is divided into three categories: affective, continuous, and normative. As a result, it is a multidimensional measure of commitment that reflects emotional desire, perceived costs, and a sense of obligation to stay with the setting. Nonetheless, it suggests that there are important reasons why employees stay with their companies. There have been numerous studies on employee commitment in the past (Hoch et al., 2018). Holm, & Fairhurst (2018), investigated the impact of employee commitment on organizational change in the banking industry. Their definition of employee commitment was broad, ignoring the deep and varied feelings that define commitment. They looked into the effect of employee commitment on organizational growth. He regarded employee commitment as a solid concept, ignoring the elements that make up employee commitment; as a result, his study's focus was broad.

According to Huda et al., (2018), the difference between supervisors and leaders is that a leader directs the firm, whereas supervisors oversee operations. They believed, is the first study to look into the precise relationship between charismatic leadership and affective commitment. According to Dewan & Squintani (2018), poor leadership styles can lead to poor organizational performance and, as a result, higher employee turnover. The same is true for this researcher. This review examines the link between charismatic leadership and affective employee commitment based on this argument and the recognition of the importance of a committed workforce in achieving organizational goals and objectives. As a result, the purpose of this paper is to compile qualitative evidence on the

relationship between charismatic leadership and affective commitment. The researcher will be able to find evidence for a link between various charismatic leadership characteristics and affective commitment, while also highlighting important areas for future research and policy and practice implications (Ellis, 2018).

Conflict Management

Conflict may arise between or within individuals, groups, organizations, or nations in almost any social setting. This type of conflict can be handled in a variety of ways. These include physical or psychological dominance, capitulation, inaction, withdrawal, negotiation, or a third-party intervention (Faraz, et al., 2018).

Conflict is defined as a process in which one party perceives that another party's interests are opposed to or negatively affecting its own. Individuals, groups, organizations, and even nations can be involved in conflict. This study, on the other hand, is focused on intragroup conflict, which is defined as conflict between group members within a group. Most researchers distinguish between two types of group conflict. Task-related conflicts arise when members of a group disagree about options related to the group's task, whereas relationship conflicts arise from interpersonal conflicts unrelated to the group's function. While researchers agree that relationship conflict has a negative impact on team outcomes like performance and satisfaction, the impact of task conflict is less clear (Fletcher et al., 2019). In some cases, task conflict has been shown to be beneficial, while in others it has been shown to be harmful. In this study, we look at conflict management as a key factor in explaining why task conflict can be beneficial or harmful depending on how group members deal with it (Frieder et al., 2018).

Conflict is linked to a variety of emotions, the majority of which are negative, and which are felt and expressed differently across cultures. Emotions are influenced by culture as a result of differing interpretations and assessments of the same situation, and as a result of thought processes. In addition, each culture has its own behavioral modes and regulatory mechanisms for expressing emotions (Glatthorn et al., 2018). The term "display rules" was coined to describe a culture's control over emotional spontaneity and expression. The strategic behavior of the parties is linked to the parties' thoughts and emotions about the conflict. The behavior of a group has been represented by two axes: cooperativeness and assertiveness. In this area, there are five distinct conflict styles or modes to be found. Competing (high assertiveness) entails the use of power to gain acceptance for one's position. Accommodation (high cooperativeness) entails attempting to fulfill the wishes of the other party at the expense of one's own. Collaboration

(high in both) entails bringing all relevant issues and concerns to the surface and working out a solution that incorporates all points of view. Avoiding (low in both) avoids the issue and avoids an open discussion about it. Compromise (middle ground) entails dividing the difference by both parties giving up something in order to find a common ground. The evidence gathered with this model has backed up the idea that cultures differ in terms of these five styles (Jehanzeb & Mohanty, 2018).

Organizational conflict is defined as behavior that is intended to obstruct the accomplishment of another person's objectives. As a result of the incompatibility of goals, conflict arises from opposing behaviors. This is the result of boundaries forming within any organizational structure, resulting in separate groups competing for limited resources (Jensen et al., 2019).

Although conflict resolution skills appear to be beneficial for all organizational teams, they may be especially important for employees in empowered and self-managing work groups. They must resolve issues relating to their personalities, work roles and habits, production procedures, work quality, scheduling, and the most efficient ways to complete the work. They also have disagreements with area managers and other teams within the company. Employees require effective conflict resolution in order to successfully manage their internal functioning and make decisions that they are committed to. Conflict management theories can help theorize about organizational teams and suggest the conditions that make them productive. The evidence for team-building interventions that focus on relationships in general has been mixed (Jiang et al., 2018). According to previous research, poorly managed conflict increases stress and strain for managers and supervisors involved in the self-managing transition. The value of conflict management for empowered organizational teams, on the other hand, has little direct empirical support (Kras et al., 2019).

III. METHODOLOGY

Research design

The study adopted quantitative research method to examine the interaction effect of transactional, transformational, and charismatic leadership styles (independent variables) on employee commitment (dependent variable) along with the mediation role of conflict management.

Population and sampling

The population of interest was junior employees of pharmaceutical companies in Kurdistan. The pharmaceutical industry was selected for this research, as the number of multi-national companies in Kurdistan operates in this industry. A sample size of 110 employees

was selected from the pharmaceutical companies in Kurdistan. Junior employees who had worked in the interested organizations for the past 10 years and deemed to have substantial dealing with supervisors and managers were purposively selected. Hence, the purposive sampling technique was adopted to select the pharmaceutical companies and the respondents for the study. Purposive sampling is a nonprobability sampling technique where the units being investigated are selected based on the judgement of the researcher. This technique enabled the researchers to select respondents with rich information on the subject matter, and also willing and available to participate in the study. The homogenous type of purposive sampling was used, as the study population has similar characteristics such as occupation. The sample size was determined based on the similarity of the respondents and the convenience of reaching them, as recommended by Patton (2002).

Data collection, instrumentation and analysis

Data was collected using questionnaire to measure transactional, transformational, and charismatic leadership styles, items from (Commeirasac & Fourni, 2014; Sadeghi & Pihie, 2012; Gill, et al. 2011; Noordin, 2010, and Flynn & Staw, 2004) to develop the questionnaire and being able to measure the relationship between three leadership styles (charismatic, transformational, and transactional leaderships) with three types of employee commitment in Pharmaceutical industries. The questionnaire was structured into three sections, namely, section one collected data on the demographic characteristics (gender, age, and education level) of the respondents; section two collected data on dimensions of transactional, transformational, and

charismatic leadership; and section three collected data on employee commitment and conflict management. Sample items that measure the study variables are listed in the Appendix. The instrument was structured on a Likert scale of (1) strongly disagree to (5) strongly agree and respondents were asked to indicate the leadership styles of their supervisors and managers and the level of commitment to their organization. The statistical package of social science (SPSS 23) was used to analyze the data. Firstly, descriptive statistics analysis was applied to analyze the demographic background of participants. Secondly, reliability analysis, Pearson correlation analysis was carried out to examine the relationships among the study variables. Finally, the regression analysis was conducted to test the unique contribution of the independent variables, the augmentation and interaction effect of the independent variables and Sobel test to measure the mediation role.

Conceptual Model

The current study aimed to measure the relationship between three leadership styles (charismatic, transformational, and transactional leaderships) with three types of employee commitment. Moreover, to find out the idea of leadership and organization commitment in the pharmaceutical industries. The dimensions of employee commitment will be debated in further details to clarify and discover the perception. The relationship of leadership styles with employee commitment was represented the entire research. It is significant to recognize which leadership style will have better relationship with employee commitment.

Research Model

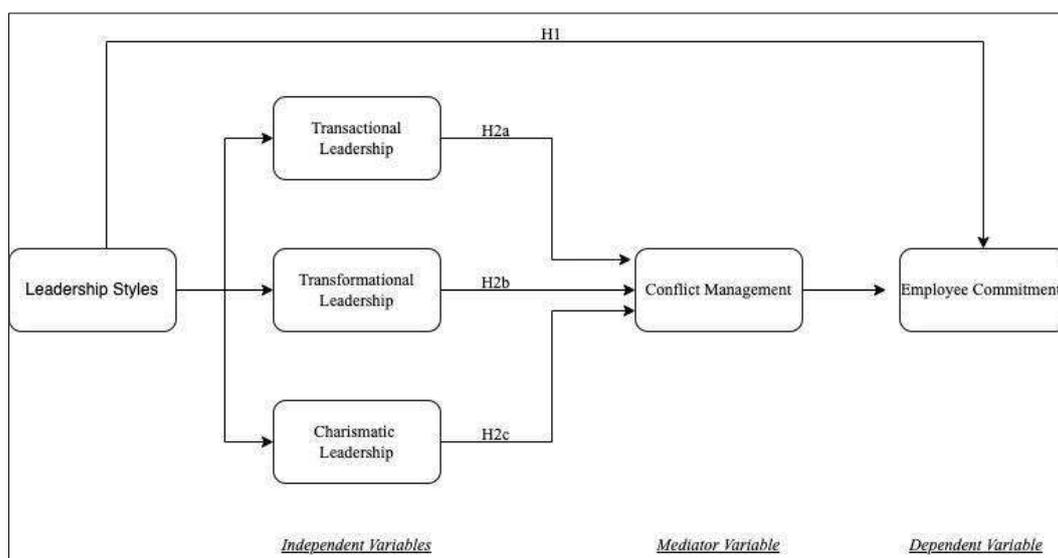


Fig.1: Research Model

Research Hypotheses

H1: Leadership styles have a positive and significant influence on employee commitment.

H2: Conflict management mediates the relationship between leadership styles and employee commitment.

H2a: Conflict management mediates the relationship between transactional leadership and employee commitment.

H2b: Conflict management mediates the relationship between transformational leadership and employee commitment.

H2c: Conflict commitment mediates the relationship between charismatic leadership and employee engagement.

IV. DATA ANALYSIS AND RESULTS

This section shows data analysis starting with demographic analysis for participants, following by reliability analysis, correlation analysis, simple regression analysis, and Sobel test.

Table 1: Gender

No	Items		Frequency	Percent
1	Gender	Male	68	62
		Female	42	38
2	Age	20-29	38	35
		30-39	42	38
		40-49	18	16
		50-59	9	8
		60-69	3	3
3	Education	High school	3	3
		Diploma	8	7
		Bachelor	63	58
		Master	23	21
		PhD	11	10
		Other	2	1

As we can see in the table (1), employees' gender, it was found that 68 male employees and 42 female employees participated in this research. Moreover, concerning employees' age, it was found that 38 employees were from 20 years old to 29 years old, 42 employees were from 30 years old to 39 years old, 18 employees were from 40 years old to 49 years old; 9 employees were from 50 years old to 59 years old; and 3 employees were from 60 years old to 69 years old. Furthermore, concerning employees' education, it was found that 3 employees had high school, 8 employees had diploma, 63 employees had bachelor, 23 employees had master, 11 employees had PhD, and 2 employees had other degree.

Table 2: Reliability Analysis

No	Variables	No of items	Cronbach Alpha
1	Transactional leadership	11	.789
2	Transformational leadership	9	.739
3	Charismatic leadership	10	.769
4	Employee commitment	10	.791
5	Conflict management	11	.771

As seen in table (2), reliability analysis allows to examine the properties of measurement scales and the items that compose the scales. The Reliability Analysis procedure calculates a number of commonly used measures of scale reliability and also provides information about the relationships between individual items in the scale. The findings revealed that the Cronbach alpha of transactional leadership is .789 which is higher than 0.6, this indicates that all 11 items used to measure transactional leadership were reliability, the Cronbach alpha of transformational leadership is .739 which is higher than 0.6, this indicates that all 9 items used to measure transformational leadership were reliability, the Cronbach alpha of charismatic leadership is .769 which is higher than 0.6, this indicates that all 10 items used to measure charismatic leadership were reliability, the Cronbach alpha of employee commitment is .791 which is higher than 0.6, this indicates that all 10 items used to measure employee commitment were reliability, and the Cronbach alpha of conflict management is .771 which is higher than 0.6, this indicates that all 11 items used to measure conflict management were reliability.

Table 3: Correlation Analysis

Correlations		(1)	(2)	(3)	(4)
Transactional leadership (1)	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	110			
Transformational leadership (2)	Pearson Correlation	.762**	1		
	Sig. (2-tailed)	.000			
	N	110	110		
Charismatic leadership (3)	Pearson Correlation	.739**	.717**	1	
	Sig. (2-tailed)	.000	.000		
	N	110	110	110	
Employee commitment (4)	Pearson Correlation	.781**	.708**	.712**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	110	110	110	110
**. Correlation is significant at the 0.01 level (2-tailed).					

As seen in table (3), Correlation analysis, it is a statistical method used to measure the strength of the linear relationship between two variables and compute their association. The findings revealed that; Pearson correlation between transactional leadership and employee commitment is $.781^{**} < 0.05$, this indicated that there is a strong relationship between transactional leadership and employee commitment, Pearson correlation between transformational leadership and employee commitment is $.708^{**} < 0.05$, this indicated that there is a strong relationship between transformational leadership and employee commitment, and the Pearson correlation between charismatic leadership and employee commitment is $.712^{**} < 0.05$, this indicated that there is a strong relationship between charismatic leadership and employee commitment.

Testing First Research Hypothesis

H1: Leadership styles have a positive and significant influence on employee commitment.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769a	.732	.591	.25938
a. Predictors: (Constant), Employee Commitment				

This table provides the R and R2 values. The R value represents the simple correlation and is 0.769 (the "R" Column), which indicates a high degree of correlation. The R2 value (the "R Square" column) indicates how much of the total variation in the

dependent variable, Employee commitment can be explained by the independent variable (leadership styles). In this case, 73.2% can be explained, which is very large as seen in table (4).

Table 5: ANOVA

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.016	1	44.016	654.238	.000b
	Residual	30.410	452	.067		
	Total	74.426	453			
a. Dependent Variable: leadership styles						
b. Predictors: (Constant), Employee Commitment						

This table indicates that the regression model predicts the dependent variable significantly well. The "Sig." column indicates the statistical significance of the regression model that was run. In this table, $p < 0.000$, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the outcome variable as seen in table (5).

Table 6: Coefficients between Leadership Styles and Employee Commitment

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.093	.151		.615	.539
	Leadership styles	.769	.039	.901	25.578	.000
a. Dependent Variable: Employee commitment						

As per simple regression analysis, (table 6), concerning testing first research hypothesis, it was found that the value $B = .769$ and the value of $Beta = .901$ with significant level of .000, this indicates that both values are positive and higher than 0.05 accordingly first research hypothesis is supported which stated that leadership styles have a positive and significant influence on employee commitment.

Testing Second Research Hypothesis

H2: Conflict management mediates the relationship between leadership styles and employee commitment.

H2a: Conflict management mediates the relationship between transactional leadership and employee commitment.



Table 7: Coefficients between Transactional Leadership and Conflict Management

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.377	.134		2.807	.005
	Transactional Leadership	.774	.034	.899	26.067	.000
a. Dependent Variable: Conflict Management						

As per simple regression analysis, (7), concerning testing H2a research hypothesis, it was found that the value $B = .774$ and the value of $Beta = .889$ with significant level of .000, this indicates that both values are positive and higher than 0.05 accordingly, there is positive and significant relationship between transactional leadership and conflict management.

Table 8: Coefficients between Conflict Management and Employee Commitment

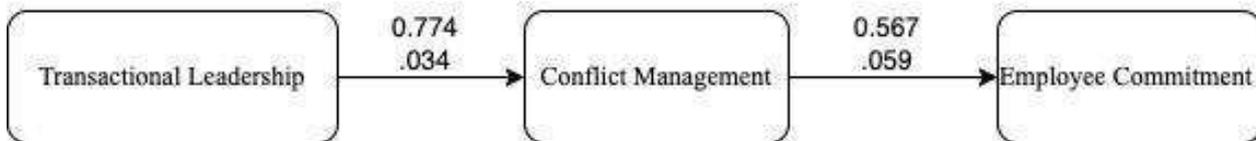
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.544	.229		2.376	.018
	Conflict Management	.567	.059	.863	14.665	.000

a. Dependent Variable: Employee Commitment

As per simple regression analysis, (see table 8), concerning testing H2a research hypothesis, it was found that the value B = .567 and the value of Beta = .863 with significant level of .000, this indicates that both values are positive and higher than 0.05 accordingly there is positive and significant relationship between transactional leadership and employee commitment

Table 9: Sobel test of (Transactional Leadership, Conflict Management, and Employee Commitment)

Input:		Test statistic:	Std. Error:	p-value:
a	.774	Sobel test: 8.85358673	0.04956839	0
b	.567	Aroian test: 8.84634556	0.04960896	0
s _a	.034	Goodman test: 8.86084571	0.04952778	0
s _b	.059	Reset all	Calculate	



H2b: Conflict management mediates the relationship between transformational leadership and employee commitment.



Table 10: Coefficients between Transformational Leadership and Conflict Management

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.912	.141		13.527	.000
	Transformational leadership	.509	.035	.562	14.453	.000

a. Dependent Variable: conflict management

As per simple regression analysis, (see table 10), concerning testing H2b research hypothesis, it was found that the value B = .509 and the value of Beta = .562 with significant level of .000, this indicates that both values are positive and higher than 0.05 accordingly there is positive and significant relationship between transformational leadership and conflict management.

Table 11: Coefficients between Conflict Management and Employee Commitment

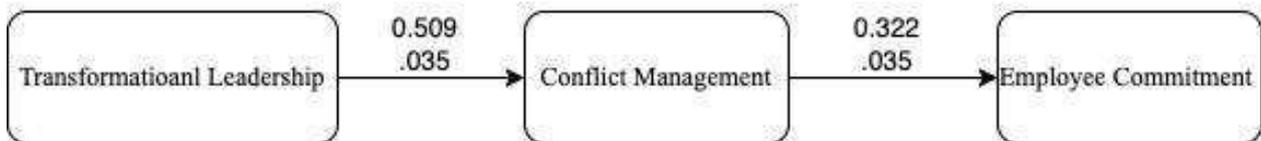
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.579	.141		18.273	.000
	Conflict management	.322	.035	.396	9.177	.000

a. Dependent Variable: Employee commitment

As per simple regression analysis, (see table 11), concerning testing H2a hypothesis, it was found that the value B = .322 and the value of Beta = .396 with significant level of .000, this indicates that both values are positive and higher than 0.05 accordingly there is positive and significant relationship between conflict management and employee commitment.

Table 12: Sobel test of (Transformational Leadership, Conflict Management, and Employee Commitment

Input:		Test statistic:	Std. Error:	p-value:
a	.509	Sobel test: 7.77486613	0.02108049	0
b	.322	Aroian test: 7.76177204	0.02111605	0
s _a	.035	Goodman test: 7.78802672	0.02104487	0
s _b	.035	Reset all	Calculate	



H2c: Conflict commitment mediates the relationship between charismatic leadership and employee engagement.



Table 13: Coefficients between Charismatic Leadership and Conflict Management

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.310	.161		8.157	.000
	Charismatic leadership	.606	.040	.647	16.195	.000
a. Dependent Variable: Conflict management						

As per simple regression analysis, (see table 13), concerning testing H2c research hypothesis, it was found that the value B = .606 and the value of Beta = .647 with significant level of .000, this indicates that both values are positive and higher than 0.05 accordingly there is positive and significant relationship between charismatic leadership and conflict management.

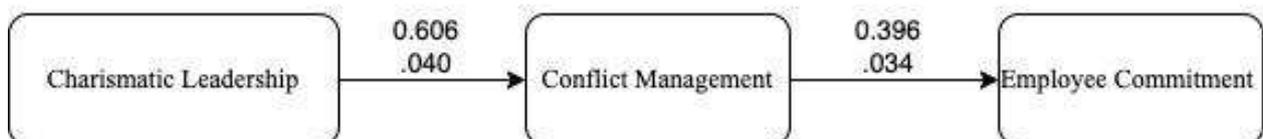
Table 14: Coefficients between Conflict Management and Employee Commitment

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.425	.133		18.288	.000
	Conflict management	.396	.034	.477	11.546	.000
a. Dependent Variable: Employee commitment						

As per simple regression analysis, (see table 14), concerning testing H2c research hypothesis, it was found that the value B = .396 and the value of Beta = .477 with significant level of .000, this indicates that both values are positive and higher than 0.05 accordingly that there is positive and significant relationship between conflict management and employee commitment.

Table 15: Sobel test of (Charismatic Leadership, Conflict Management, and Employee Commitment

Input:		Test statistic:	Std. Error:	p-value:
a	.606	Sobel test: 9.23373705	0.02598904	0
b	.396	Aroian test: 9.22112012	0.0260246	0
s _a	.040	Goodman test: 9.24640592	0.02595344	0
s _b	.034	Reset all	Calculate	



V. CONCLUSION

The current study aimed to measure the relationship between three leadership styles (charismatic, transformational, and transactional leaderships) with employee commitment along with the mediation role of conflict management. Moreover, to find out the idea of leadership and organization commitment at the Pharmaceutical industries. Leadership is the capacity to move a gathering towards a shared objective that would not be met if a pioneer had not been there. Scientists of this investigation classified authority styles into three principal styles of leadership, which sorted out the perceptions into increasingly streamlined information.

Leadership is the way toward affecting others to work readily toward a hierarchical objective with certainty. Initiative is commonly characterized just as the way toward affecting individuals to coordinate their endeavors towards accomplishment of some specific objective or objective. Leadership is commonly characterized essentially as the craft of affecting individuals with the goal that they will endeavor energetically towards the accomplishment of gathering objectives". This idea can be broadening to incorporate ability to function as well as with enthusiasm and certainty. Leadership conduct and style is the manner by which the elements of authority are done, the manner by which chiefs regularly carry on towards individuals from the gathering, onside further expressed that there are numerous measurements to initiative and numerous conceivable methods for portraying initiative style, for example, oppressive, unitary, bureaucratic, appalling, consultative, and participative.

Findings revealed that; the first research hypothesis is supported which stated that leadership styles will positively and significantly influence employee commitment at pharmaceutical companies in Kurdistan. Moreover, as for the conflict management as the mediation role between each leadership style (transactional, transformational, and charismatic) and employee commitment, the findings revealed that; conflict management has a positive and significant mediation role between all mentioned leadership styles and employee commitment, moreover the findings showed that the highest value was the mediation role of conflict management between transactional leadership and employee commitment, on the other hand the lowest value was the mediation role of conflict management between transformational leadership and employee commitment.

VI. RECOMMENDATIONS

Additionally, to ascertain the concept of leadership and employee commitment in Kurdistan's Pharmaceutical industries. Leadership is the skill to guide a group toward a common goal that would not have been achieved in the absence of a pioneer. The investigators defined authority types into three distinct leadership styles, which categorized impressions into progressively streamlined data. Leadership is the process of influencing others to work willingly and confidently toward a hierarchical purpose. "Initiative is frequently defined as the process of influencing individuals to coordinate their efforts toward the completion of a given target or set of objectives." According to Ellis (2017), "Leadership is frequently defined fundamentally as the art of influencing individuals in such a way that they will work energetically toward the fulfillment of collective objectives. This concept can be expanded to include the ability to function both enthusiastically and confidently.

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Appendix

Survey

Please tick (✓) one cell for each statement that most closely describes your overall opinion of each item.

1= strongly disagree, 2= disagree, 3= neutral, 4=agree, 5= strongly agree

Questions	1	2	3	4	5
Transformational Leadership					
1. Manager should instill pride in me for being associated with him/her					
2. In my organization, leaders, mentor and coach those they lead					
3. My manager communicates convincing values and goals					
4. My manager offers attractive visions for the future					
5. Manager should seek differing perspectives when solving problems					
6. Manager should clarify to all employees where to get information about crisis management and which specialists to contact					
7. My manager makes innovative suggestions					
8. My manager promotes an intelligent, rational and carefully thought trough resolution of problems					
9. My manager Re-examines critical assumptions to question whether they are appropriate					
Transactional Leadership					
1. Manager should provide employees with assistance in exchange of efforts					
2. Manager should use methods of leadership that are satisfying					
3. Manager should work with me in a satisfactory way					
4. In my organization, people are rewarded for learning					
5. My manager clearly formulates expectations					
6. My manager shows satisfaction if expectations were realized					
7. As a counter-move for achievement offers support					
8. Manager should focus on irregularities, mistakes, exceptions and deviations from standards					
9. Some mangers wait for things to go wrong before taking action					
10. In my organization, people spend time building trust with each other					
11. Manager should create systems to measure gaps between current and expected performance					
Charismatic Leadership					
1. Manager should re-examine critical assumptions to question whether they are appropriate					
2. Manager should make clear what one can expect to receive when performance goals are achieved					

3. Manager should articulate a compelling vision of the future					
4. Manager should emphasize the importance of having a collective of vision					
5. In my organization, teams/ group revise their thinking as a result of group discussions or information collected					
6. Manager should discuss in specific terms who is responsible for achieving performance targets					
7. Manager should consider the moral and ethical consequences of decisions					
8. Some managers consider each employee as having different needs, abilities and aspirations from others					
9. Manager should help me to develop my strengths					
10. In my organization, people are given time to support learning					

Employee commitment					
1. I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.					
2. I talk up this organization to my friends as a great organization to work for.					
3. I feel very little loyalty to this organization.					
4. I would accept almost any type of job assignment in order to keep working for this organization.					
5. I find that my values and the organization's values are very similar.					
6. I am proud to tell others that I am part of this organization.					
7. I could just as well be working for a different organization as long as the type of work were similar.					
8. This organization really inspires the best in me in the way of job performance.					
9. It would take very little change in my present circumstances to cause me to leave this organization.					
10. I am extremely glad I chose this organization to work for over others I was considering at the time I joined.					
Conflict Management					
1. I can think of several different ways to deal with a disagreement.					
2. I have thought about how I normally respond to conflicts.					
3. I feel good about how I handle most conflicts or disagreement.					
4. The ways I try to resolve conflicts usually work for me.					
5. I respond to different conflicts differently.					
6. In argument, I try to understand the other person's point of view.					
7. When someone is upset with me, I try to find out why.					
8. I try to understand if a conflict is caused by a misunderstanding.					
9. When I am involved in a conflict, I stop and think about what I should do.					
10. During a conflict I try to find a compromise.					
11. During an argument, I often say things that I later regret.					

Prevalence and Factors Associated with Hydatidiform Mole among Patients with Missed Abortion

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Abstract

A large number of studies have reported different prevalence rates for hydatidiform mole in different regions, making it difficult to determine the exact prevalence of this condition. There has been no previous study that has determined the prevalence of HM and the risk factors associated with it among patients who have had an missed abortion and were evacuated from the Medical Center and private hospitals in Erbil. Between August 2015 and October 2021, a total of 180 patients who had undergone a missed abortion were enrolled. Participation in this study was voluntary and included one hundred and eighty patients with missed abortions who were scheduled for uterine evacuation. The prevalence of HM was 12.8 percent in the overall population. The vast majority of patients with HM (27.5 percent) were under the age of twenty-one years. Risk factors such as parity, contraceptive use, previous abortion, and blood group were not found to have a statistically significant association with the outcome. Prevalence of HM among patients with missed abortion was high (12.8 percent), with age between 15-20 years being the only significant risk factor associated with the presence of HM among those who had an missed abortion. As a result, we recommend that evacuated products of conception be submitted for histopathological analysis in order to reduce the number of missed opportunities.

Keywords—Prevalence, hydatidiform mole, missed abortion , Erbil, Kurdistan Region of Iraq.

I. INTRODUCTION

To describe abnormal gestations that arise from the villous trophoblast associated with pregnancy, the term hydatidiform mole (HM) is used. Partial hydatidiform mole (PHM) is one of two histological types of HM: the other is the complete hydatidiform mole (Usui et al., 2020). Other trophoblastic tumors that can occur during pregnancy include choriocarcinoma and interstitial trophoblastic tumors, which arise from villous trophoblast and interstitial trophoblast, respectively (Memtsa et al., 2020).

Different regions around the world have varying levels of prevalence of HM. According to research done in developed countries, the prevalence of high-risk pregnancy (HM) is between 0.5 and 1.1 per 1000 pregnancies, whereas the higher prevalence is 2 per 1000 pregnancies (Khooei et al., 2019). Many countries have different ranges, for example Middle east countries have 2.2% prevalence of HM, South Africa has a 1.2% prevalence per 1000 births, and Nnewi, As a result of these findings (Nguyen et al., 2018), it's possible that HM is more common than previously thought in some countries (Li et al., 2021). Lack of research into this issue means that the prevalence of HM in Iraq's Kurdistan region is unknown (Jauniaux et al., 2020). The most well-

known risk factors for HM are maternal age and previous molar pregnancies (Lund et al., 2020). For example, women over the age of 40 have a three-fold increased risk of a complete mole, while patients with a history of molar pregnancy have a much higher risk (Yamamoto et al., 2021). Abortion and HM appear to be linked in a number of studies (Sato et al., 2019). Fallahi et al., (2019), found that of the 93 women studied, nine had HM, which is consistent with previous studies. According to another study by Horn et al., CHM was found to be responsible for 5.1% of spontaneous abortions in placenta tissue (Usui et al., 2018).

In patients who have had an abortion, initial clinical findings rarely point to HM as a possibility (Mulisyah et al., 2018). Often, we do not perform routine histopathological analysis on the evacuated products of conception. It's possible that patients with HM will be mismanaged if this condition isn't recognized as the root of the miscarriage. To determine the prevalence and associated risk factors of HM in the Erbil City, Kurdistan region of Iraq, this study was conducted.

II. MATERIALS AND METHODS

Three private hospitals in Erbil City participated in this cross-sectional study. During the period of August, 2015, and October, 2021, gynecological wards admitted patients for missed abortions. Using the Kish and Lesley formula, we were able to meet the minimum sample size of 180 women who had missed abortion. Termination of pregnancy done by medical or surgical ways and products of conception sent for histopathological study .

Data collection

The women who agreed to take part in the study filled out a detailed questionnaire about their demographics, their pregnancies, and their postpartum experiences. Formalin 10% was used to preserve the fetuses of 180 participants who had been evacuated from the study..

Data analysis

According to the pre-codes, data was entered into Microsoft Office Excel 2010 and analyzed using STATA version 11. Socio-demographic and maternal characteristics were studied using descriptive statistics. A proportion or

percentage was used for categorical variables, and a mean was used for continuous variables (standard deviation). The chi-square statistical test was used to examine the relationship between HM and categorical variables. Bivariate logistic regression took into account only variables with a p-value less than or equal to 0.05. The odds ratio was used to estimate the degree of association and a 95% confidence interval was provided. This study had a 5% level of statistical significance, so p values less than 0.05 were considered significant.

III. RESULTS

Patients who agreed to participate in this study were only eligible for participation in the study if they met the following criteria: There was a 26.9-year-old average age of participants. Around a quarter of the participants (42 percent) were housewives, and the majority of them (78.3%) were self-referred from their own homes. Most patients (67.7%) had at least a high school diploma, and only about 9% of those who took part in the study reported having a job (Table 1).

Table.1: Social demographic characteristics of the study population

Characteristics	n	(%)
Admission status		
Self referral	141	78.3
Referred	39	21.7
Occupation		
House wife	75	41.7
Student	27	15.0
Employee	16	8.9
Businesswoman	62	34.4
Level of education		
None	8	4.4
Primary	122	67.8
Secondary	48	26.7
Post secondary	2	1.1
Marital status		
Single	21	11.7
Married	140	77.8
Cohabiting	17	9.4
separated	2	1.1

There was a 12.8% overall prevalence of HM (23/180). 11.1 percent (20/180) of patients with missed abortions had complete hydatidiform mole (CHM). Prev- and 1.7 percent

(3/180) of the participants had a normal placenta tissue, while the remainder had a partial hydatidiform mole (PHM) (Figure 1).

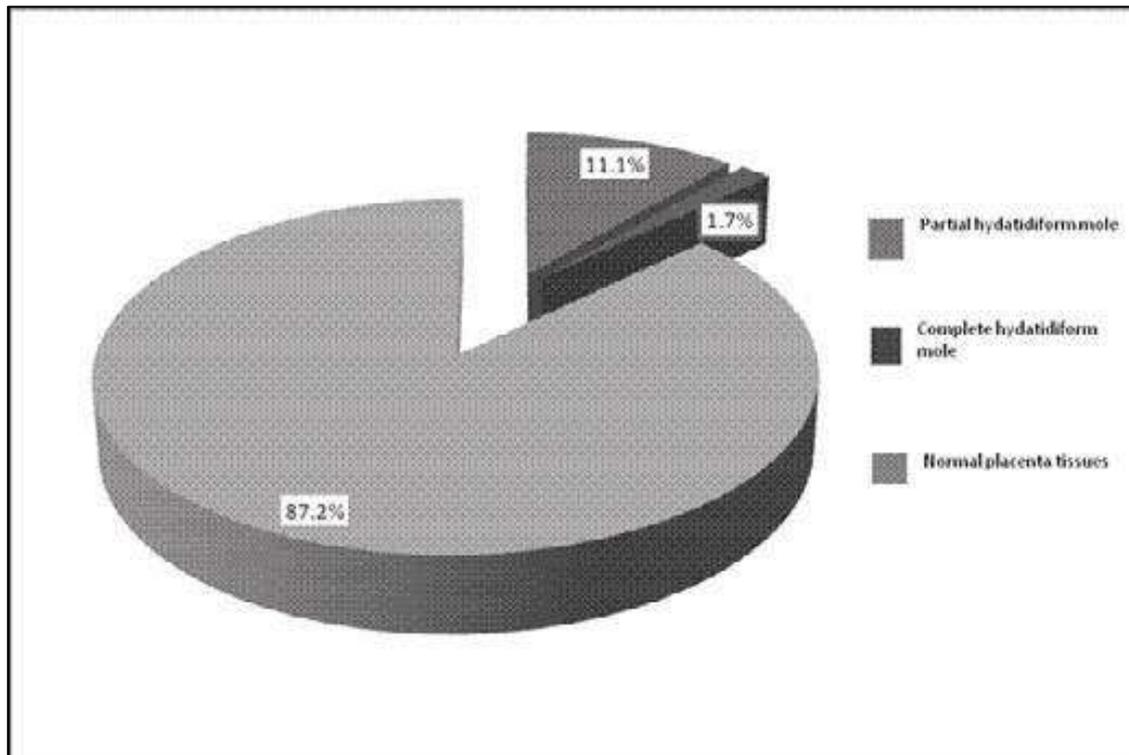


Fig.1: The prevalence of HM and its pattern

As it can be seen in figure (1), 27.5 percent of the population between the ages of 15 and 20 was found to have HM, with 20 percent having PHM and 7 percent having CHM, which was statistically significant ($p=0.01$).

Prevalence of HM was found to be higher in the primiparous group (15.8%) than in the multiparous group (9.7%), but HM was not found among the grand multiparous (56.1%). Although the association between parity and HM was not statistically significant ($p=0.29$), 13 of the primiparous women had a PHM and three had CHM.

Smoking has been linked to an increased risk of HM. Only 23 of the patients in this study admitted to ever having smoked a cigarette. The prevalence of HM in this group was 21.7 percent (5/23) compared to 11.5 percent (18/157) among those who had never smoked. Cigarette smoking quantity and duration could not be elicited. Eighty-five of the participants (47.2%) had ever used contraception. 12.6 percent of those who had never used contraception tested positive for HM, compared to 12.9 percent of those who

had. PHMs and CHMs were found in 9.5% and 3.2% of participants with no prior history of contraceptive use, respectively. There was, however, no statistically significant link ($p=0.95$) between HM and a history of contraceptive use.

One in every thirteen (14%) participants had a history of HM, compared to 117 (65%), who had never had an abortion before but had one in every thirteen (12%) of the participants in the study who had. A total of 5 of the 63 participants who had previously had an abortion had an induced abortion, while the remaining 58 had a spontaneous abortion. When it comes to spontaneous abortion, nine (15.5%) of the participants had HM, while none of the participants who had induced abortions had the condition. This study, however, found no link between HM and a prior history of abortion ($p=0.66$). None of the participants had previously been diagnosed with HM.

Table 2: Prevalence of HM by maternal characteristics for participants at Private hospitals

Variables	n%	Normal	tissue%	OR	95%CI	P value
Parity						
Primiparous	101(56.1)	85 (84.2)	16 (15.8)	1	-	0.29
Multiparous	72 (40)	65 (90.3)	7 (9.7)	0.570	0.2-1.5	
Grandimultiparous	7 (3.9)	7 (100)	0 (0.00)	-	-	
Cigarette smoking						
Yes	23 (12.8)	18 (78.3)	5 (21.7)	1	-	0.17
No	157(87.2)	139 (88.5)	18 (11.5)	0.466	0.15-1.4	
Contraceptive use						
Yes	85 (47.2)	74 (87.1)	11 (12.9)	1	-	0.95
No	95 (52.8)	83 (87.4)	12 (12.6)	0.951	0.4-2.3	
Previous abortion						
Yes	63 (35)	54 (85.7)	9 (14.3)	1	-	0.66
Induced	5(7.9)	5(100)	0(0.0)	0.816	0.3-2.0	
Spontaneous No	58(92.1)	49(15.5)	9(15.5) 14 (12)			
	117(65)	10 3(88.0)				
Previous history of HM						
Yes	0(0.0)	0(0.0)	0(0.0)	-	- -	
No	180(100)	157(87.2)	23(12.8)	1	- -	
Blood group (Rh +ve)						
A	35(19.4)	28(80)	7(20)	1	-0.1-1.4	0
B	40(22.2)	37(92.5)	3(7.5)	0.32	0.01-1.15	.
AB	31(17.2)	30(96.8)	1(3.2)	0.13	0.3-2.2	1
O	74(41.2)	62(83.8)	12(16.2)	1		

According to table (2), 74 (41.2 percent) of the participants had blood group 'O', with 12 (16.2 percent) of those having HM. There were 7 (20%) of the 35 participants with blood group 'A' who had HM, followed by 3 (7.5%) of the participants with blood group 'B'. A p-value of 0.1 was found to be statistically insignificant between HM and blood group (Table 2).

IV. DISCUSSION

According to the results of this study, 12.8 percent of the participants had HM, which was in line with a previous study in Mexico. However, the prevalence of HM in this study was higher than previously reported prevalence of HM that ranged between 0.3 percent and 3.4 percent in other countries. Most of these studies were retrospective, and their sample population included only patients with

gestational trophoblastic diseases, which could account for the discrepancy in results (Buza et al., 2019).

There was a 3.42 percent prevalence of CHM, which is higher than our own setting's rate of 3.36 percent. The difference could be explained by the fact that the prospective study included patients who had been diagnosed with CHM both clinically and histologically.

There was a strong correlation between the prevalence of HM and maternal age at the lower end of the normal range in this study ($p=0.01$). This was in line with other studies' findings. According to previous research, risk increases with age, but this study found no evidence to support that theory. This could be because in our community, the majority of women reach menopause at around the age of 50. Further research involving a larger group of patients is needed to establish a definitive link between HM and an advanced maternal age, as these conflicting findings show.

According to the results of this study, the majority of participants with HM were singletons (15.8 percent). In addition, PHM (13.9%), rather than CHM (11.9%), was the most common (3 percent). There was a statistically insignificant decrease in the risk of HM with an increase in the number of births. In Italy, Parazzini et al. found a similar result, but they only found a trend in risk for PHM. Kumar et al. reported that the risk of HM increased with parity 19, but the current findings differ from their findings. In the other studies, the majority of multiparous patients were over 40 years old, which is also reported to be a risk for HM, which could explain the discrepancy.

This study found that 12.9 percent of participants with a history of contraceptive use were found to have HM (Table 2). This study's findings, despite their small size (47.2 percent), are consistent with those previously reported by a study in the United States. It's possible that the lack of an association between HM and prior contraceptive use ($p=0.95$) is due to the fact that a sizable percentage of participants in this study who were diagnosed with HM had no prior history of contraceptive use. Because Palmer et al used a multicenter case control study to establish the link between contraceptive use and HM (Xing et al., 2021).

More than a third (35%) of the participants in this study had a history of previous abortions, including 14.3 percent of those who had HM. These findings are in line with those of Parazzini et al, who found that women with a history of prior abortion are more likely to experience HM. An Italian study found that spontaneous abortion was more closely linked to HM than induced abortion. 15.5 percent of participants with spontaneous abortions were diagnosed with HM, while none of the participants who had an induced abortion were diagnosed with this condition (Cozette et al., 2020).

In this study, there was no previous history of HM among the participants. Since it is not standard practice in our settings to routinely histologically analyze every retained product of conception (RPOC) obtained after evacuation, the possibility of previous HM had to be considered. As a result, it is possible that some of the 35 percent of participants with a history of abortion, 14.3 percent of whom had HM, may have previously had HM in an abortion.

A blood group 'A' participant was found to have 20% of HM in this study. According to blood groups, this was the most HM in the population. The results of this study contradict the findings of Lorigan et al, who found that blood group 'B' was the most common in cases of HM. Because the study population and other risk factors for HM were not evenly distributed based on blood group, it is inconclusive to say

that participants with blood group 'A' are at an increased risk.

V. CONCLUSION

Prevalence of HM among patients with missed abortion was high (12.8 percent), with age between 15-20 years being the only significant risk factor associated with the presence of HM among those who had an missed abortion. As a result, we recommend that evacuated products of conception be submitted for histopathological analysis in order to reduce the number of missed opportunities.

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Teachers in The New Normal: Challenges and Coping Mechanisms in Secondary Schools

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Abstract

Teachers encountered numerous challenges posed by the COVID-19 outbreak. Herewith, this study aimed to determine the challenges encountered by Filipino teachers in the new normal and their coping mechanisms. This study employed a qualitative inquiry to determine the challenges encountered and coping mechanisms employed by teachers amid modular instruction, involving 10 teachers from five secondary schools in the Philippines who participated voluntarily. Data were gathered through a written narrative from each participant and were analyzed thematically. Themed findings showed that these teachers are greatly challenged in terms of learning quality transfer, module distribution and retrieval, students' difficulties in following instruction, power disruption, internet connection, and health risks posed by the pandemic. Nevertheless, these teachers dealt with these difficulties by employing their own coping techniques. Teaching can be challenging and frustrating, especially in these difficult times, but as these teachers demonstrated, everything is possible. Hence, educators must be ready for any situation that may arise. This situation is unlikely to get better anytime soon; instead, teachers will need to adjust to and accept this reality.

Keywords— challenges, coping mechanisms, COVID-19 pandemic, Filipino teachers, modular instruction.

I. INTRODUCTION

The coronavirus disease 2019 (COVID-19) pandemic continuously impacts educational systems around the world and this paradigm shift is changing dramatically in the Philippines. With this, teachers' roles are critical in ensuring that students learn successfully. The occurrence of the COVID-19 put schools, teachers, students, parents, and other stakeholders to the test. Many school districts moved activities online in order to maintain instruction even when schools were closed (Organization for Economic Co-operation and Development, 2020). Aside from online learning, most public schools especially in remote areas employed modular instruction through printed self-learning modules. Additionally, most students (Cos et al., 2021; Manlangit et al., 2020) and parents opted the modular distance learning among other alternative modalities. As a result, teachers' capacity to give high-quality training and preparation for students deteriorated. The pandemic drove teachers with a crucial role in facilitating and monitoring the student's

development despite any challenges and changes in the educational platform, where learning occurs at home. Nevertheless, quality learning experiences do not occur only within the four walls of the classroom; learning can occur at any time and from any location (Pentang, 2021c).

Teachers face different challenges due to these abrupt changes in the new educational system. Modular instruction, as an alternative modality for learning continuity, resulted in various challenges. Still, teachers must keep track of their students' development and monitor the progress of their students. When feasible, the teacher should visit students at home who need remediation or help (Llego, 2021). On a regular basis, difficulties in applying the distance learning strategy developed. Dangle and Sumaoang (2020) asserted that the key challenges that occurred were the shortage of school finances in the creation and delivery of modules. Cardullo et al. (2021) added that teachers were caught off guard for emergency remote instruction owing to a lack of distant education expertise as well as computer literacy. Indeed,

the pandemic tests the teachers' flexibility and adaptation in times of crisis. As a result, it motivates them to come up with innovative ways to interact with their learners. Teachers underwent training to equip them to provide better teaching in the face of the COVID-19 threat. Still, teachers cannot simply ignore uncontrolled circumstances (Lagua, 2020). Despite the challenges, educators continue to make learning possible, doing everything they can to acclimate to the new normal.

One of the teachers' abilities is to adapt in the face of adversity. Different challenges arise, particularly during this difficult time, and teachers are still adjusting to the new normal. As a result, teachers employ a variety of coping strategies to deal with the difficulties they face. These coping mechanisms assist teachers in overcoming challenges and are a great help in improving the situation. With the foregoing facts and observations added by the lacuna in the literature concerning the experiences of schools in El Nido Del Norte in the province of Palawan, Philippines towards modular distance learning, this study determined the challenges encountered by high school teachers. It also described their coping mechanisms, which will aid in the resolution of issues that may arise during the implementation of the new normal alternative learning system. Lastly, it seeks to suggest a plan of action to avoid these challenges based on the participant's coping mechanism.

1.1 Significance of the Study

Students will be reassured that their teachers are genuinely concerned about them. Besides, teachers can be provided with encouragement and a positive outlook in the face of challenges brought about by the paradigm shift in the educational system. It will assist teachers in becoming more aware of potential issues that they may face in the new normal and prepare them for such situations and enable them to come up with alternative solutions to their problems. Furthermore, the findings will allow schools to conduct orientations and training to address the issues raised while the governing bodies will be informed of the trends pertaining to struggles among high school teachers.

1.2 Objectives of the Study

The study explored the experiences of high school teachers with modular instruction using printed self-learning modules. Specifically, the study:

- a. determined the challenges encountered by the teachers with respect to modular learning;
- b. described the coping mechanisms employed by the teachers to overcome their struggles; and
- c. proposed a plan of action arising from the challenges and coping mechanisms reported.

II. LITERATURE REVIEW

2.1 Education in Time of Pandemic

Teachers in the new normal face challenges brought by the COVID-19 pandemic which posted rapid adjustments in the educational system (Alvarez, 2021; Anzaldo 2021; Castroverde & Acala, 2021), including parents of the students (Guiamalon et al., 2021; Kintanar et al., 2021; Pascual, 2021). Even though other countries have already been rid of the virus's menace, the Philippines remains one of the most seriously hit. The pandemic has a significant impact on education in the country, where academic institutions and schools encounter major adjustments. The pandemic caused hindrances to face-to-face education (Abbas, 2021; Cos et al., 2021). The education sectors work together to ensure the continuity of education and that every school continues to achieve its goal and vision of providing excellent education to every Filipino student (Dangle & Sumaoang, 2020). As a result, the Department of Education (DepEd) instituted DepEd Order No.12 series of 2020, which formulated new learning delivery modalities at all levels, as represented in the Learning Continuity Plan (LCP) for the school year 2020-2021 up to the present (Guiamalon et al., 2021). Different learning modalities presented include online distance learning, blended learning, homeschooling, and modular distance learning in digital or printed format. Among the different modalities offered, the use of printed self-learning modules is the method used by most public schools. It is because only a few learners, especially in remote areas can access the internet since only a few have gadgets and there is a limited internet connection.

2.2 Teachers in Time of Pandemic

Teachers play a crucial role in ensuring that students get the most out of the modules that are delivered to them during the pandemic. Tosun et al. (2021) noted the lack of experience among teachers towards the current situation. Regardless of any circumstances, Pentang (2021c) stated that teachers must use available and applicable pedagogy to effectively deliver their lessons. Despite the challenges posed by the COVID-19 pandemic, teachers continue to serve by developing modules that act as students' learning guides (Lapada et al., 2020). However, Malipot (2020) stressed that teachers also air their problems on modular distance learning such as: reproduction costs and being forced to attend school as late as 11:00 p.m. to complete the printing on time. Macaraeg et al. (2021) mentioned that the country's Teachers Dignity Coalition claimed that modular distance learning has created extra workload, health risks, and additional expenses which causes teachers to beg for donations of bond paper and ink to print. These only evidently show that challenges really do exist in the

use of printed self-learning modules. Despite challenges that may impede their work, teachers manage to cope with the new normal and complete their tasks (De Villa & Manalo, 2020).

To verify the findings and insights above, this study was carried out to picture the realities and trends concerning the challenges and coping mechanisms of high school teachers in El Nido Del Norte, Palawan Palawan, Philippines.

III. METHODOLOGY

3.1 Research Design

The study employed a qualitative research design to determine the challenges encountered and coping mechanisms employed by the teacher-participants. It was deemed necessary that an in-depth inquiry is appropriate to record the teachers' challenges and coping mechanisms as the pandemic continually posed shifts in the educational system. In addition, a qualitative approach is essential with the limited number of participants who are available and willing to share their stories.

3.2 Participants and Sampling Procedure

Participants of the study were 10 secondary teachers from five public high schools in El Nido Del Norte in the province of Palawan, Philippines. Employing a non-probability availability sampling, each school has two volunteers who participated in the study, based on their availability, willingness, and voluntarism. The participants freely completed and signed a consent form while their personal information and school details were treated with utmost confidentiality and anonymity.

3.3 Data Gathering and Analysis

An approved request letter from authorities and a consent form were secured from the participating schools and volunteer teachers. To maintain anonymity, the names of the institutions and teachers who participated were kept unknown all throughout the manuscript. Besides, all participants were oriented about the purpose of the study. Having complied with all the required preliminaries, data were gathered from December 2021 to January 2022.

Data were gathered through an open-ended narrative that allows the participants to share their experiences towards modular instruction or self-learning modules highlighting two key points, (a) challenges encountered and (b) coping mechanisms employed. This scheme was implemented with the rising cases of COVID-19 in the locality where face-to-face interaction is not possible whereas online interview was not also an option with the intermittent power interruption and poor internet

connectivity. This confirms that possible procedures can be employed to learn from the experiences of the teachers which is necessary for the current study.

The researchers use the following approach to analyze the data collected: (1) thoroughly read the narratives of each participant; (2) extract substantial statements; (3) formulate meanings; (4) organize the collection of meanings into themes; (5) interpret the themes and; and (6) give recommendations. The researchers interpreted the stories shared in everyday life in the same way that narrative analysis is done (Magulod et al., 2021).

IV. RESULTS & DISCUSSION

4.1 Challenges Encountered

The COVID-19 pandemic put the educational system to the test where teachers encountered various challenges. The result revealed that teachers in the secondary schools in El Nido Del Norte came across different challenges in teaching using the printed self-learning modules amid the COVID-19 pandemic.

Theme 1: Quality learning. Due to a variety of circumstances, teachers had difficulties in the transfer of quality learning. It was revealed that teachers were challenged in validating the performances of their students. From the narrative, "*teachers cannot monitor and evaluate the actual progress of the students*". Assessing and engaging students are crucial issues in these times (Khlaif et al., 2021). With today's mode of instruction, it is really a challenge to validate students' output and performance. In addition, Anzaldo (2021) claimed that not all learners do their modules committedly and without the presence of teachers and classmates who remind them of their work, students are more likely to become sidetracked and lose sight of deadlines. Particularly, given the lack of face-to-face lectures and the fact that they were only using modules on their own. Akin to Pentang et al. (2020), learners who independently worked on their modules do not fully guarantee quality learning.

Another concern was found in the study. Parents are the ones answering the modules. Parents' writing was recognized by the teachers. As it can be noted on the participants narrative, "*it is evident that the outputs submitted were not from the students but the output of the parent/guardian*". Anzaldo (2021) support this claim that parents pamper their children and do their task instead of them. The parent's primary role in modular learning is to establish a connection and guide the child (Manlangit et al., 2020), however, it is alarming that they go beyond this role.

Parallel with Castroverde and Acala (2021), teachers were also challenged with the late submission of outputs and the number of response sheets that students passed with incomplete answers, “*there were lots of late submissions and lacking/missing entries*”. This may be due to the numerous tasks provided in each module. Similarly, Olivo (2021) showed that parents perceived that modular distance learning was generally implemented well except for the learning activities which they claimed were too many to complete in a given time period. Dangle and Sumaoang (2020) agreed that the great number of activities in each module is one of the main problems that emerged in the implementation of modular distance learning. Thus, it is reasonable to assume that this is one of the reasons why students were not able to complete their answers or even late in the submission.

Theme 2: Distribution and retrieval of modules.

The teachers expressed their struggles with module distribution and retrieval as a result of the elements that contribute to this load. The findings resulted that teachers were challenged because of the lack of resources, “*we do not have ample resources, printers, bond papers, etc.*”. In these difficult times, printers play an important role in enabling instructors to print modules. However, the teachers do not have access to printers. As a result, several teachers utilized their own money to purchase one for their classes, “*we spent from our own pocket*”. Likewise, Tagupa (2018) mentioned that teachers are frequently forced to spend their own wages on necessities that they should not be shouldering. Another issue for teachers was when modules were not posted on time. The teachers rely on modules to be downloaded from the regional or national level, “*we have a hard time securing a copy*”. Anzaldo (2021) emphasized that perhaps they might produce the module sooner to assist teachers in completing their weekly home learning plans. When uploads are delayed, teachers must construct their own instructional activities for their learners. Thus, increasing the teacher’s workload. Aside from these concerns, teachers showed displeasure when students failed to claim modules on time, “*we prepared the modules on time, so we expect it to be distributed on time too*”. Despite the difficulties of purchasing their own printer and designing their own modules in order to continue assisting students, they will be confronted with the truth that there are still students who were late in claiming modules. It is an additional hardship since it merely adds extra work to the teachers because they will have to wait for late outputs, which means they will not be able to compute their grades. Furthermore, there are students who were late in submitting answer sheets. Teachers were challenged because of the deadline for the submission of grades, “*we*

have compliances too, teachers have to submit their reports on time”. Another aspect is that a teacher has limited time to wait due to the numerous activities indicated in the module that must be completed. Accordingly, Dangle and Sumaoang (2020) reported that one of the primary challenges that occurred in the implementation of modular distance learning was many activities in each module. Thus, this could be one of the reasons why retrieval of modules was not being completed on time, which may also contribute to the student’s poor performance.

Theme 3: Students difficulty in following instruction. The teachers were challenge with the student’s difficulty in understanding modules instruction, “*instructions were clear and simple, why do they rely on a long and repetitive one as practice during face-to-face classes*”. This was evident too in the study of Alvarez (2021) where students were confused regarding the instructions indicated in their modules. This may be due to the poor reading comprehension ability of the students. Regardless of what instruction the teacher may use, reading comprehension difficulty will be a hindrance to student’s development (Abbas, 2021). In this regard, teachers are encouraged to consider developing the comprehension ability of the students since the printed modules requires reading.

Theme 4: Power interruption and internet connection. The teachers aired the challenges in terms of (a) power interruption since teachers who utilized Wi-Fi, which is powered by electricity were greatly affected since they rely on power supply to finish their tasks such as charging their laptops and printing modules. Aside from causing work delays, it may also cause harm to electronic devices in the worst-case situation (b) teachers were also hampered by poor and inconsistent internet connections, as teachers depend on strong internet connections to interact with their learners, “*we experience intermittent power interruption and no/unstable internet connection, it disrupts our preparation for the modules and communication with the students with their parents*”. As a result, teachers traveled to locations with a reliable internet connection. Akin to Tosun et al. (2021), issues such as lack of internet access and infrastructure inadequacies in rural areas hinder learning delivery. With the emergence of technology in teaching-learning as well as unprecedented challenges (Pentang, 2021b), teachers are encouraged to implement innovative programs to support not only learning continuity but also the delivery of quality education with the support of school administrators. This calls the attention too of the local government unit, electric cooperatives, and telecommunication companies to support the educational sector of the country.

Theme 5: Health risks. The teachers were challenged with the health risk in distributing and retrieving modules, “we have co-teachers who were infected by COVID-19”. Despite the risk that threatens their lives, teachers continued to serve and teach students to provide quality education for the learners. Indeed, teachers have no choice but to do their jobs regardless of any circumstances, “this is our profession and we made it our passion, we still have to go out and serve our students”. This proves the commitment and dedicated service of the teachers despite the fears of getting infected by COVID-19. Even during the pandemic, commitment, dedication, and a passion for clients and service remained (Pizaña et al. 2021).

4.2 Coping mechanisms

Despite the challenges mentioned, the teachers were able to cope with modular instruction, similar with De Villa and Manalo (2020). This demonstrates the teachers’ flexibility, adaptability, and innovativeness. Six emerging themes were identified among the coping mechanisms.

Theme 1: Money Matters! The teachers claimed that they spent their own money in order to cope with the lack of resources. Teachers 5, 6, 9, and 10 expressed, “...limited resources were among the major problems, to cope with this, I used my own money to compensate for what is needed...”. Likewise, teacher 4 stated, “...when there is a shortage of school materials, I just willingly provide it using my own money...”. Teacher 8 added, “...if no available materials, self-provide...”. Teachers have no choice but to find ways to prepare learning materials especially printed modules. Sadly, Tagupa (2018) noted that teachers must handle these themselves or their ratings would suffer. Money matters, indeed, not for teachers to spent personally, but for them to serve their students.

Theme 2: Find Ways! The teachers modify the activities to suit the learner’s needs. They craft activities aligned with the most essential learning competencies when there is no available module. Teachers 4, 5, and 6 stated, “...if modules are still not available, making simple activity sheets that are aligned with the competencies of the subject is necessary...”. Further, teacher 1 shared, “...I reduce the learning activities by assigning activities that will only meet the competencies...”. In addition, teacher 2 claimed, “...I craft my own module using the approved most essential learning competencies...”. These manifest how flexible and creative Filipino teachers are. Guiamalon et al. (2021) advanced that teachers should develop an appropriate strategy and continue to apply adequate measures to satisfy the need for new normal education, such as making their own modules or activities when needed. Hodges et al. (2020) further stated that due to the

present health issue, many educators have been forced to invent short online learning solutions. Evidently, teachers find ways in all circumstances, subjecting themselves beyond what is required and expected of them.

Theme 3: I-n-t-e-r-n-e-t! The teachers secure a place where the internet connection is fast and stable. Teachers 2, 5, and 7 expressed, “...I travel to other location just to have good internet connection...sometimes, we share from the Wi-Fi of our friends or neighbors to get online...”. Besides, Teachers 4, 8, and 9 shared, “...when there is a need to connect to the internet, I go to a place with a good internet connectivity...”. I-n-t-e-r-n-e-t, despite the connectivity being shattered, teachers always do their best to connect to the internet to download learning resources as well as to connect with their students. Teachers who go long distances merely to teach and find an internet signal for their online lessons need to be respected and honored (Olivo, 2021).

Theme 4: Communicare! The teachers communicate with care (*communicare*) the students to clarify concerns regarding their modules as well as to remind parents about their role. Teachers 4, 8, and 9 claimed, “...when it comes to giving instruction to the students...I do it personally upon distribution of modules then I will follow-up through chats...”. Besides, Teachers 5, 6, and 7 stated, “...aside from written instruction, If I have a chance, I tell personally the instruction, I find time to text or call them...”. Teacher 2 added, “...I speak their language, I give instruction in Cuyonon if the student is a Cuyonon...”. Students struggled to answer their modules because it is modular and self-paced learning, given that some children, including their parents, have no one to turn to for assistance. Teachers 3, 5, and 6 stated, “...tap parents through home visitation...parent-teacher meetings to guide their children and prioritize their evaluation for their better future...”. Furthermore, Teacher 2 shared, “...Advise parents to avoid spoiling their children, only facilitate but not the one to answer the modules...”. Likewise, Teachers 4 and 9 agreed, “...informing parents for their duty as parents through orientation, homeroom limited/face-to-face and home visitation...”. Indeed, parental assistance is essential, especially in this new normal. *Communicare* with parents is a strong mechanism for teachers to assure that the students are doing well. Pascual (2021) mentioned that teachers can support parents by suggesting an adjustment in a daily routine of a child at home which can foster a child’s literacy development. Parents can serve as mentors, tutors, and guides to their children. Pentang (2021a) demonstrated that careful mentoring, tutorials, and assistance can improve the performance of home-schooling students who work with their modules under limited supervision.

Theme 5: *Moni-tour!* The teachers monitor and toured (tracked) students' development and performance using answer sheets, retrieve modules, and feedback forms. Teachers 4 and 8 stated, "...I monitor my students' progress through their outputs and performances...". Teacher 7 added, "...I base their progress on the retrieved outputs and their attitudes in claiming or passing modules...". Similarly, Teacher 9 mentioned, "...I monitor through checking their activities and summative test...". With no face-to-face interactions to help students, it is critical to *moni-tour* and evaluates their progress. If not observed, teachers may be astonished to realize that students are not interested in doing or responding to their modules. Since student monitoring and assessment of learning is difficult in today's educational setting (Baryam, 2021), it is critical to rigorously validate the student's work. Still, the teachers were able to make time and double the effort to cope in monitoring and evaluating students' learning.

Theme 6: *Time's Up!* The teachers remained consistent in setting the schedule for the distribution and retrieval of modules. Teachers 2 and 8 claimed, "...I remained consistent with the schedule, from time to time I follow up through messenger and other means to reach out my students...". Teachers 3 and 6 added, "...I am constantly reminding my students about the schedule of distribution and retrieval of the printed modules...". Teachers 4 and 5 furthered "...I set time and date for the distribution & retrieval...I add reminders to the distributed materials...". Before the time is up, the teachers set a good example of time management and constantly encourage the students about the schedules. Accordingly, delays in both distribution and retrieval are reduced. Unfortunately, late delivery of modules by service providers, frequently created stress for teachers since they needed to duplicate the modules themselves for the modular learners (Melorin, n.d.). Still, the United Nations International Children's Emergency Fund (UNICEF, 2020) underlined that it is the responsibility of teachers to ensure that modules are delivered and retrieved on time.

4.3 Suggested Plan of Action

In dealing with various challenges that may emerge throughout the teaching process, teachers may have these plans of action.

Safety & health protocols. Teachers should make it a habit to always practice safety and health protocols to mitigate the spread of the virus as well as not to get infected while performing their function in and out of the school, and they are encouraged to get fully vaccinated.

It is best for schools to install designated hand-washing areas, provide hygiene kits for teachers, and limit

the entry of clients within the vicinity with stricter implementation of the safety and health protocols.

Lack of resources. Teachers may direct the concerns to the proper authority. They may also look for sponsorships and work on donation drives or fund-raising campaigns, or partner with their co-teachers to minimize the problems pertaining to the printing of modules.

Schools may allot more budget in the production, distribution, and retrieval of modules from their Maintenance and Other Operating Expenses.

Internet connection. Teachers may install Wi-Fi boosters and external antennas. Schools may also provide sufficient load cards to the teachers. Further, the Department of Education may enter with a memorandum of understanding/agreement with the Department of Energy and Department of Information and Communications Technology to support the electrification of remote areas and establish strong internet connection, respectively, for the schools, teachers, students, and parents to connect and communicate with each other.

Modules. Teachers should double-check downloaded modules before distributing them to the students. In case of no available modules to download, they can create one by referencing the competencies of the subject. Teachers may also provide fewer activities but are still aligned with the necessary competencies.

Giving instruction. Teachers must try to explain in every way possible for students to easily understand the given instruction. Also, teachers must be always open and give chance for the students to raise questions. If possible, provide examples and illustrations to facilitate the students. Since feedback is important (Pentang, 2021a), teachers may further allow both the students and parents to provide theirs.

Monitoring and evaluation. Teachers must keep records of students' accomplished outputs (both formative and summative) and keep them informed of their performance (transparency). Pre- and post-tests may be required where research may take place to help define the progress of the students.

Teachers must recheck provided answer keys to avoid errors. Teachers may also check for plagiarism for essay-type questions. Further, teachers should return the graded outputs of their students. Since monitoring and evaluation are equally important in ensuring quality education and preparing competitive graduates (Kankaew et al., 2021), stricter measures may be implemented by schools and concerned teachers.

Distribution and retrieval of modules. Teachers must be consistent with the schedule. To be efficient,

distribute modules and retrieved outputs during home visits. More importantly, ensure the completeness of entries and details before allowing the students to submit. With the technological advancements in education with the continuing development in educational technologies as teaching-learning tools (De Souza et al., 2021; Pentang, 2021b), teachers may explore online and offline tools to facilitate the distribution and retrieval of modules.

Parent's support. Teachers must earn the support of the parents and partner with them to help the students learn with their modules. It is best to involve them in classroom conferences and keep them informed of the student's progress in school. The whole community may take part too (Capulso et al., 2021).

V. CONCLUSIONS & RECOMMENDATIONS

The findings of the study found varying degrees of challenges that teachers experienced in implementing printed self-learning modules. Learning about the result of this study will help teachers to overcome problems arising regarding the ongoing shift in education. Teaching can be challenging at times especially in these trying times, but just like how these teachers addressed the challenges they faced, all is possible. Teachers dealt with these difficulties by employing their own coping techniques. Even though they have experienced such obstacles, the good news is that as educators, they still looked for possible solutions to solve the issues.

Based on the findings and conclusions, the researchers suggest that teachers should always bear in mind the safety and health protocols. Teachers should devise strategies to address the issue of material scarcity. Teachers should design instructional activities that are tailored to the requirements of their students. The school should have reliable and consistent internet access. Teachers should connect with their students or parents and give feedback on their performance. Teachers should constantly evaluate their students' growth. Lastly, teachers must be prepared for any eventuality that may develop.

This situation will not soon return to normal, but rather it is more like teachers are in need to adjust and accept the circumstance. This necessitates the presence of extension projects from state universities and colleges (Pentang, 2021a; Pentang et al., 2020; Pizaña et al., 2021) as well as non-government higher education institutions, where they play an important role in extension activities and outreaches by conducting series of tutorials and distributing learning materials to the students to supplement the instruction provided by teachers. A home-school link program (Kintanar et al., 2021) may be established to teach parents about effective modular

distance learning at home.

LIMITATIONS

We considered the study's small sample size of only ten participants to be a disadvantage. The researchers recommend that future studies increase the number of participants and widen the scope of the locale in order to validate the results. With the use of narratives as an innovative way to obtain data during the pandemic, the researchers strongly recommend adopting such a method for researchers who have difficulty in conducting online or face-to-face interviews or focused group discussions.

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Effectiveness of Information Communication Technology Integration on Teaching and Learning in Public Secondary Schools in Mwanza, Tanzania: A Case of Misungwi District

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Abstract

The main purpose of this study was to examine the effectiveness of ICT integration on effective teaching and learning process in public secondary schools found in Misungwi district. The study employed mixed research approach and the convergent parallel design for data collection. The study targeted 8087 respondents which comprised 7760 students, 24 school heads, 300 secondary school teachers and 3 district education officers and used 100 respondents as a sample size. The study employed simple random, stratified and purposive sampling to select respondents and the data collection tools were questionnaires, interview and observation. The study revealed that implementation of ICT has many influences on effective teaching and learning process such as it enhances the accessibility of teaching and learning materials, improve teachers and students knowledge and skills and makes lesson more effective, makes student-centered and self-directed, makes and creative good teaching and learning environment, and improve high thinking capacity for students and teachers. The study recommended that ICT infrastructures such as computers and other ICT resources should be adequately provided, and secondary schools leaders should establish income generating projects to increase sources of funds, in-service training to teachers must be provided, as well as special programs on ICT should be provided to boost teachers experience and familiarity on the use of ICT in teaching and learning process.

Keywords— ICT, teaching and learning processes, public secondary schools.

I. INTRODUCTION AND BACKGROUND TO THE STUDY

Technology is viewed as a vibrant component in teaching and learning in the 21st era (Paschal, and Mkulu, 2020). The growing usage of technology in teaching and learning has developed from traditional to the most flexible methods, (Sun and Chen, 2016). From the above standing point, Paschal and Mkulu (2020) have emphasized that the application of technology in education has influenced virtual learning, distance learning, cooperative learning and machine learning. This can be the major reason why the application of ICTs in schools are getting critical attention day after day from different education stakeholders such as parents, teachers, community, donors and international organizations at large. UNESCO (2015) has asserted that the practice of ICT in the development of teaching and learning has continued to grow steadily all over the countries since the beginning of the 21st century. ICTs have

a great impact on peoples' life across the globe as it has transformed the approach on how people reason, how they perform their work and how they live (Grabe, 2007). In this technological century, the effectiveness of teaching and learning process depends on how ICT has been in cooperated into the provision of education (Ghaviyekr, Afahar & Amla, 2012).

Kamal and Qureshi (2009) have shown that ICT can be used as an instrument for achieving economic change in every country as well as the achievement of all the 17 United Nations Sustainable Development Goals (SDGs). According to UNDPHDR (2001), most of the emerging countries including Malaysia, Singapore, Brazil, China, India, Indonesia, South Africa, as well as Tunisia, among others are active in the use of new technology in almost all of their developmental sectors. Countries that have recorded a significant economic improvement in the world are those

that have considerable initiatives in ICT integration in all sectors especially in education systems.

African countries have been working hard to integrate ICTs in their education systems. However there a lot of challenges to the effectiveness of this integration like slow internet connection, scarce technological resources, language barrier, as well as poor technological know-how which has created the digital divide between developed countries and the developing countries (Kamal et al, 2009). For instance, Botswana has shown an effort in the use of ICTs in education by dedicating most of its financial budget to strengthen the technological infrastructures so as to support an effective use of ICT in educational (Isaacs, 2007; Mangesi, 2007). In line with this, Kenya has also initiated National ICT Policy in 2006 that focused on values and strategies for the use of ICTs to improve the Kenya's livelihood. The ICT policy in Kenya gives a chance for establishment of strong ICT infrastructures for development of the country (MOEST, 2006). Also, Kenya Education Sector Support Program (KESSP) and other agencies that collaborate with MOEST like USAID has supported the improvement of the quality education in primary and secondary schools through effective use of ICT in school setting.

The Tanzania Education and Training Policy of 1995 and that of 2014 (Education and Training Policy) have directed the use of ICT in teaching and learning process in all levels of education. Again, National Information and Communication Technology Policy of 2016 and the National Vision reports guided by the Tanzania Development Vision of 2025, have identifies that ICT is central to a competitive social and economic change. Therefore, Integration of ICT in education was seen as the best strategy toward the realization of national development (NICTP, 2016; Chapelle, 2011). It is from this situation that the researcher was interested in studying the effectiveness of ICT integration on teaching and learning process in public secondary schools in Misungwi district.

1.1 Statement of the Problem

In recent years, ICT integration in all developmental sectors has been increasing in both developing and developed countries (Mangesi, 2007; Hermans, Tonduer, Van and Valke, 2008). In school contexts, ICT is viewed as the main constituents in changing the country to the future development and supporting teachers with the global necessities to exchange traditional teaching and learning methods (Ghavifekr and Rosdy, 2015). With that standing point, teaching and learning in school setting has been using ICT as the heart of instructional development (Ayoub, 2014; Alcardo et al., 2015). In connection to that, Luhama, Bakkabulindi and Mayinda (2017) noted that the ICT

integration on classroom setting becomes almost powerful when learning environments and supports learners to deal with knowledge in active, self-directed and constructive ways. In Tanzania like any other developing countries, there has been an increasing efforts made by educational institutions and the government in the adoption and integration of ICT in education as the key force to attain the teaching and learning goals Alcardo et al,(2015);. However, the review of literature such as Ayoub (2014); Alcardo et al,(2015); Placidius (2014) have indicated that, the efforts made, the adoption, implementation and integration of ICT in education are not effective to enable educational institutions to meet the intended goals and to attain development in the country. Hence, this study aimed at examining the ICT integration its effectiveness on teaching and learning processes in public secondary schools in Misungwi District with the hope of awakening the majority educational stakeholders to effectively implement radical and positive changes that will help in integration and development of the effective use of ICT in teaching and learning development in Misungwi district and Tanzania as whole.

1.2 Objectives of the Study

- i. To assess the influence of Information Communication Technology facilities on effective teaching and learning processes in public secondary schools in Misungwi District.

1.3 Research Question

The study was strived to address the following question:

- i. What is the influence of Information Communication Technology facilities on effective teaching and learning processes in public secondary schools in Misungwi District?

1.4 Significance of the Study

The findings of the study may deliver necessary data to the government, researchers as well as other education stakeholders to solve the challenges facing public secondary schools on the implementation of ICTs on teaching and learning process. Over this study, the findings may assist educational planners and policy makers to formulate appropriate ICT policies for teachers training colleges and universities that will equip students who are prepared to be teachers with ICTs knowledge and skills which will facilitate their capability of integrating ICT in their teaching process effective learning process. In addition, findings of the study are important to educational administrators such as regional and District educational officers to determine the challenges facing public secondary schools on the use of ICTs in education so they can help to find mitigation measures to overcome those problems. Furthermore, Study

findings are important to the community and other education stakeholders in such a way that it helps them to understand their role in education and how they can be more supportive in the expansion of ICT infrastructures in public secondary schools.

II. LITERATURE REVIEW

2.1 Theoretical Literature Review

The study was guided by the Constructivism learning theory developed by Jean Piaget in 1972 and Lev Vygotsky in 1978. The theory elucidates how individuals, especially students, attain knowledge and skills through interaction with various activities. Constructivism learning theory proposes that individuals can build knowledge and meaning from their experiences as they connect with the reality or others with different viewpoints. Constructivism theory relates to the study in such a way, it emphasizes students in assimilation and interaction of various ways such as ICT on finding knowledge and skills. Therefore, both teachers and learners in public secondary schools utilize ICT facilities like computer, smart phone and internet services on accessing learning materials which enrich teaching and learning process.

2.2 Empirical Literature Review

The Influence of ICT facilities on Effective Teaching and Learning Process

ICT integration remains significant in secondary schools for teachers and learners during the teaching and learning process. ICTs facilities influence teachers to access teaching resources across the globe online for the aim of enhancing their teaching and learning process. As far as this notion is concerned, various studies which have been conducted have indicate that ICT facilities has a progressive effect on the education development. Particularly, the studies conducted by Ghavifekr and Rosdy (2015) in Malaysia; Demici (2009) in Turkey; Teo (2008) in Singapore; Malakia and Clonera (2018) in Namibia and) and Placidius (2014) in Tanzania.

The findings of a study conducted in Singapore by Teo (2008) was similar to what was discovered in Namibia by Malakia and Clonera (2018) who conducted study on teachers' perception on the use of ICTs in secondary schools. The researchers have discovered that teachers have positive insights towards ICTs application in school settings. They also reveal that ICT facilities have a positive influence on the effectiveness of teaching and learning process. They then recommended that the government through the Ministry of education should certify procedures of equipping teachers with the required knowledge and skills for the adoption of modern ICT resources in education.

In Tanzania, Placidius (2014) conducted a study on teachers' readiness towards the use of ICT as a pedagogical tool in secondary schools. Findings discovered that teachers had positive outlooks towards the application of ICT as a pedagogical device although the integration of ICTs in their teaching and learning process is still problem because of different obstacles. Again, Alcardo et al,(2015) explored secondary schools students' skills and attitudes on effective use of ICTs in Tanzania. The study has discovered that students' ICTs skills were moderate and ICT facilities had not been utilized fully for teaching and learning processes in public schools. The study has also discovered that if the ICT will be fully integrated in teaching and learning, it will help to make teachers and their students to be global, by being able to connect with other educational stakeholders across borders. This is due to the fact that, ICT facilities helps students to search new knowledge, learn effectively, and also improve their knowledge and skills on the use of education technology.

2.3 Knowledge Gap

Most of reviewed studies was conducted in countries outside Tanzania like that of Malakia and Clonera (2018) in Namibia; Teo (2008) in Singapore; Laaria (2013) in Kenya; Demici (2009) in Turkey and Ghavifekr and Rosdy (2015) in Malaysia. The topic is not much documented in Tanzania so this study was conducted in Tanzania to fill the gap. Also, most of the studies reviewed studies have used single research approach, and most of them used questionnaires and interview guide for data collection. This study has used mixed research approach and also observation schedule, interview guide and questionnaires have been used for data collection. Again, most of the reviewed literatures are studies conducted many years ago, then this study will fill time gap as it conducted in 2021 so new knowledge have been discovered.

III. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Approach

The study used a mixed research approach whereby quantitative and qualitative research approaches were employed in a single study (Williams, 2007; Creswell, 2011). The current study employed convergent parallel design whereby the researcher collected qualitative and quantitative data concurrently (Kothari, 2004; Bryman & Bell, 2007; Sweeney, 2016). Population is a group of either individuals or items that the researcher wishes to take the sample of the study (Bryman, 2008). The study involved a target population of 8087 individuals and a sample size of 100 respondents in which 64 were students, 5 heads of schools, 30 teachers, and one District Education Officer.

Simple random sampling was used to select students, purposive sampling was used to select heads of schools and district education officer, and lastly, stratified simple random sampling was used to select teachers (Mugenda and Mugenda, 2003; Stephanie, 2003).

Data was collected using questionnaires, interview guide, and observation schedule. Questionnaires involved a series of questions printed where the respondents replied the questions on their own (Kothari, 2004). This instrument was used to collect data from students and teachers. Interview guide is a series of questions managed by the researcher, and it involved a face to face conversation between researcher and participants (Kothari, 2014; Creswell, 2014). It was used to collect data from heads of schools and the district educational officer. Observation Schedule is the method of gathering data through visiting the intended area of study and mark some intended physical characteristics in the natural setting (Patton, 2002). The researcher note-taking to record the availability of ICT facilities and various documents needed for the study. Content validity of the instruments was checked by different people who are knowledgeable in research issues (Mugenda and Mugenda, 2003). Split half technique was used to check the reliability of the research instruments where a correlation coefficient of 0.94 was obtained which indicated that the instruments had a high degree of reliability Kombo and Tromp (2006; Muchiri, 2012). Both qualitative and quantitative data were collected simultaneously. Quantitative data obtained from the questionnaires was analyzed using a Statistical Package

for Social Science (SPSS) Version 23.0. Researcher presented qualitative data through percentages, tables and charts. Qualitative data obtained from open-ended questions and interviews guide was analyzed using open coding, categories and themes. Data are presented using explanation and quotations of direct words from the participants

The researcher followed all acceptable research ethical principles as articulated in many literatures and scholars. Permission letter for data collection was collected from the authority, guaranteed secrecy of information given by respondents, anonymity, discretion and safety of the respondents. Finally, the researcher acknowledged all the literatures used by adhered to American Psychological Association (APA) Manual, Sixth edition.

IV. DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 The Influence of ICT Facilities on Effective Teaching and Learning Process

The researcher was intended to discover the influence of ICT facilities on effective teaching and learning processes in public schools. In a likert scale question, teachers and students were asked to rate their position about the stated influence of ICT facilities on effective teaching and learning processes. The rating scale was 1-Strongly Disagree; 2-Disagree; 3-Moderate; 4-Agree; 5-Strongly Agree. Students' responses are presented in table 4.1

Table 4.1 Students Responses on the Influences of ICT on Teaching and Learning Process (n=64)

Influences	Frequency (Percent)				
	1	2	3	4	5
Computer in teaching and learning makes lesson more effective	0(0.0)	2(3.1)	7(10.9)	19(29.7)	36(56.3)
Smartphone in teaching and learning makes lesson more effective	5(7.8)	4(6.3)	15(23.4)	16(25.0)	24(37.5)
Power point presentation stimulate teaching and learning process	1(1.6)	3(4.7)	13(20.3)	22(34.4)	25(39.1)
Digital divide influences learning methods and modes of instructions	0(0.0)	3(4.7)	4(6.3)	27(42.2)	30(46.9)
ICT based teaching and learning improves academic excellence	0(0.0)	1(1.6)	11(17.2)	19(29.7)	33(51.6)
Internet sources improve accessibility of learning in the classroom	3(4.7)	5(7.8)	19(29.7)	21(32.8)	16(25.0)

Source: Questionnaire data (2021)

Table 4.1 shows that 56.3 percent of the participants have strongly agreed that ICT facilities such as computers make the lesson more effective, 29.7 percent agreed, 10.9 were moderate and only 3.1 percent disagreed. Findings revealed that majority of participants (86.0 percent) who were involved in the study agreed that using ICT facilities such

as computers during teaching and learning in public secondary schools makes the lesson more effective.

In addition to that, one of interviewee had this to say:

Computers and projectors are very significant tools in teaching and learning process. In this case, we give

an emphasis to heads of schools to buy at least one or two computers in their schools. These facilities have many influences, as they enhance them with some additional teaching and learning resources which are not available at schools, and also they use them in matters concerning the schools administration (Interviewee F, September 2021)

The findings come in line with the study done by Teo (2008) who discovered that ICT helps in the progression in improving teaching and learning process and the provision of quality teaching. The availability of ICTs facilities and its integration in education should be kept in high consideration in our schools by all education stakeholders.

Furthermore Table 4.1 shows that 37.5 percent strongly agreed that ICT facilities such as smart phones make the lesson more effective, 25.0 percent agreed, 23.4 percent were moderate and 14.1 disagreed. These findings indicate that majority of participants (85.9 percent) agreed that using smart phones in teaching and learning processes facilitate and make the lesson more effective in schools.

In addition, Table 4.1 shows that 39.1 percent have strongly agreed that the use of PowerPoint presentation during the teaching and learning in classroom facilitates teaching and learning process, 34.4 percent agreed, 20.3 percent were moderate and 6.3 percent disagreed. The study findings revealed that majority of participants (73.5 percent) have agreed that practice of using PowerPoint presentations in the classroom facilitates the teaching and learning process. PowerPoint presentation during the teaching is a very important in teaching and learning process because it motivates and makes the lesson attractive to students.

In an interview, one interviewee was quoted commenting that;

I am a head of school but sometimes I teach in class. So my observation is that using PowerPoint in teaching is a very helpful teaching facility because it allows students to be able to see the lesson notes on the board. In our school here, teachers use to waste a lot of time writing notes on the board by hand; so my advice is that the government of Tanzania should ensure that ICT facilities are available in schools and teachers must be trained on how to operate ICT machinery (Interviewee G, Sept. 2021).

Likewise, Table 4.1 shows that 46.9 percent of the respondents strongly agreed that digital divide influences

change in teaching and learning methods as well as modes of instructions, 42.2 percent agreed, 6.3 percent were moderate and 4.7 percent were disagreed that the practice of usability of digital divide in schools influences the changes in teaching and learning methods and modes of instructions during the teaching and learning process. Thus, based on the findings, 89.1 percent of participants agreed that the use of digital divide in public secondary schools during the teaching and learning influences and changes the learning methods as well as modes of instructions to students.

Also, Table 4.1 shows that 81.3 percent agreed that ICT based teaching and learning improves students' academic excellence in public secondary schools, 17.2 percent were moderate and only 1.6 percent disagreed with the statement. These findings give a picture that ICT based has an influence in teaching and learning process and improves students' academic performance as articulated by majority of participants (81.3 percent).

This outcome is similar to what was discovered by Clonera (2018) who conducted study on teachers' perception on the use of ICTs in secondary schools. The researchers have discovered that teachers have positive insights towards ICTs application in school settings. They also reveal that ICT facilities have a positive influence on the effectiveness of teaching and learning process. When ICT facilities are used in teaching and learning process, they help to simplify the understanding of students and hence, help to ensure that the learning goals are achieved in time. The researcher has then recommended that the government through the Ministry of education should certify procedures of equipping teachers with the required knowledge and skills for the adoption of modern ICT resources in education.

Furthermore, Table 4.1 shows that 25.0 percent of participants has strongly agreed that availability of internet service in school environments improves the accessibility of more teaching and learning materials, 32.8 percent agreed, 29.7 percent were moderate and only 12.5 percent of participants disagreed with the statement. Based on these findings, 57.8 percent agreed that internet service in school environments is very important and improves the accessibility of teaching and learning resources which facilitate teaching and learning process for teachers and students in secondary schools in Tanzania specifically in Misungwi district.

These findings clarified by one of interviewee from secondary school B during an interview, who said that;

Yes, it is the responsibility of educational stakeholders in the higher level of education and who are in collaboration with mobile phone companies to insist them to improve their internet service

around public secondary schools like here in our school. When internet service around schools are improved, it enhances the usage and accessibility of teaching and learning materials by using either computer or smart phones (Interviewee B, September 2021)

When researcher interviewed one of the participants concerning influence of ICT integration on effective teaching and learning in his school, interviewee had this to say;

Indeed, our school has a special room for computers. This room has many influences not only for teachers but also for students because they always come here to learn computer skills and also for searching

educational materials on the internet. Teachers and students use this special room to access teaching and learning resources such as books and others online (Interviewee C, September, 2021)

These findings correspond to the study conducted by Ghavifekr and Rosdy (2015) who showed that ICT facilities integration in education sectors has a great influence in teaching and learning process and teachers' professional development for quality teaching and learning process in Malaysia.

Furthermore, the same question was asked to teachers and the rating scale was again 1-Strongly Disagree; 2-Disagree; 3-Moderate; 4-Agree; 5-Strongly Agree. Teachers' responses are presented in table 4.2:

Table 4.2 Secondary School Teachers Responses on the Influences of ICT on Teaching and Learning Process (n=26)

Influences	Frequency (Percent)				
	1	2	3	4	5
Computer in teaching and learning makes lesson more effective	0(0.0)	0(0.0)	3(11.5)	13(50.0)	10(38.5)
Smartphone in teaching and learning makes lesson more effective	4(15.4)	0(0.0)	4(15.4)	11(42.3)	7(26.9)
Power point presentation stimulate teaching and learning process	0(0.0)	0(0.0)	3(11.5)	9(34.6)	14(53.8)
Digital divide influences learning methods and modes of instructions	1(3.8)	4(15.4)	1(3.8)	10(38.5)	10(38.5)
ICT based teaching and learning improves academic excellence	0(0.0)	0(0.0)	5(19.2)	5(19.2)	16(61.5)
Internet sources improve accessibility of learning in the classroom	0(0.0)	1(3.8)	4(15.4)	6(23.1)	15(57.7)

Source: Questionnaire data (2021)

Table 4.2 demonstrates teachers' responses on influence of ICT in teaching and learning process in secondary schools found in Misungwi district. Findings show that 38.5 percent of participants strongly agreed that applications of computers in teaching and learning in schools make lessons more effective, 50.0 percent agreed and 11.5 percent were moderate. Based on these findings, the majority of participants (88.5 percent) agreed with statement that using computers as teaching and learning instructions make lesson more effective in public secondary schools. This result is similar to was presented by the majority of students (86.0 percent) who have also agreed that the use of ICT facilities such as computers during teaching and learning in public secondary schools makes lesson more effective.

This outcome was explored more in an interview, where one interviewee was quoted saying that;

For sure, we want our students to come to class and learn with their all heart so that

they can perform well in their exams. I think what you discovered from teachers and students are all true because, computer in an ICT facility which can be used as a teaching tool because it motivates students to attend the classrooms for learning. So teachers can connect their computers with the projector, or for those schools with a computer room, students can be given a free time to read the lesson notes themselves direct from the computer (Interviewee E, August 2021).

In addition to that, Table 4.2 shows that 69.2 percent of the participants have agreed that using Smartphone in classroom instruction makes the lesson more effective, 15.4 percent were moderate and 15.4 percent disagreed with the notion that using Smartphone in classroom instruction makes the lesson more effective. Based on findings, it is

observed that majority of participants who participated in this study have agreed that the use of smart phones in classroom instruction facilitates and makes lesson more effective in secondary schools.

This result is consistent with the student's responses where 85.9 percent have agreed that using smart phones in classroom instruction makes the lesson more effective.

During interview, one of interviewee from secondary school E blamed that

Of course we don't have computers in our schools. Sometime we use smart phones instead of using computers for searching some important materials concerning a certain subject. This situation enables us to handle within the implementation of ICT integration and facilitate teaching and learning process. (Interviewee E, September 2021).

This outcome postulates that the implementation of ICT integration on teaching and learning in secondary schools in Tanzania specifically in Misungwi District is passing in trouble period. This is because the schools face with variety of challenges. PO-RALG in partnership with other education stakeholders should increase their efforts to provide and improve ICT infrastructures and resources in public secondary schools.

Likewise, Table 4.2 shows that 53.8 percent have strongly agreed that power point presentation facilitate teaching and learning process, 34.6 percent agreed and 11.5 percent were moderate. These findings revealed that majority of participants (88.4 percent) agreed that the use of PowerPoint presentations in the classroom setting facilitates the teaching and learning process.

One interviewee had this to say;

Using PowerPoint in teaching is very helpful because it simplifies the teaching and learning process. This is due to the fact that teachers can easily finish their syllabus in time because they don't consume much time in providing lesson notes to students. However, this teaching technique is effective only with a manageable number of students in a class. This school has overcrowding classrooms so there is a need to add more classrooms if ICT needs to be fully integrated in teaching and learning (Interviewee E, August 2021)

Furthermore, secondary school teachers were asked to rate their agreement level with the statement which states that

using digital divide in the classroom, influences teaching and learning methods and modes of instruction. The study findings indicates that 77.0 percent of participants agreed that digital divide in the classroom influences teaching and learning methods and modes of instructions, while 3.8 percent indicates moderate and 19.2 percent of participants disagreed that the use of digital divide in classroom influences teaching and learning methods and modes of instructions.

Furthermore, Table 4.2 shows that 61.5 percent of the respondents have strongly agreed that ICT based teaching and learning, improves academic excellence in secondary schools, 19.2 percent agreed and 19.2 were moderate. These findings revealed that majority of participants (80.7 percent) agreed that ICT based teaching and learning in classroom settings improves students' academic excellence.

One interviewee was quoted adding that,

ICT in education is very important in ensuring effective teaching and learning process. Students and teachers can use internet for searching teaching and learning materials. It gives chance for students to get deep information about a certain topic taught in a class, students can connect with other students worldwide and learn from each other. So in general, ICT in education can help to improve learners' academic performance (Interviewee F, Sept. 2021).

Moreover, Table 4.2 shows that 80.8 percent of the respondents have agreed that internet sources in school environment increases the accessibility of more teaching and learning materials in schools, 15.4 percent were moderate and only 3.8 percent disagreed that internet sources in school environment improves the accessibility of teaching and learning materials. The findings revealed that majority of secondary school teachers in Misungwi district agreed that internet sources are very important facility that schools must have in order to access the teaching and learning materials. This finding resemble the finding of a questionnaire from students that showed that 57.8 percent of students have agreed that internet service in school settings helps to improve accessibility of teaching and learning materials in public secondary schools.

During interview, researcher asked one of participants from secondary school D who replied that

As a head of school in collaboration with the chairperson of the school board in this school, we are struggling to find a sponsor for the construction of the computer room as well as construction of

Wi-Fi for internet service around the school environment. If this happens, it will facilitate the accessibility of teaching and learning materials on internet and the implementation of ICT integration at all will be effective (Interviewee D, September 2021)

These findings match with the study done by Demirci (2009) in Turkey who revealed that internet service such as GIS software and hardware were very important determinants to the successful of ICTs integration and facilitate the accessibility of teaching and learning materials in geography lessons. This result implies that the availability of strong internet service such as Wi-Fi software in school environments could have a positive influence on implementation of ICTs integration on effective teaching and learning in public schools in Tanzania. If this service is available adequately, it could facilitate the implementation of schools programs and provision of quality education.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, it is clear that ICT integration in public secondary schools in Tanzania have several influences to the effectiveness of teaching and learning process. The study recommends that government and other education stakeholders should ensure that ICTs infrastructures must be strengthened. This must go hand in hand with the construction of computer rooms in schools; computers and projectors must be available in schools, strong internet signal, and stable electricity power. This could facilitate the effective implementation of ICT in public secondary schools and hence improvement of teaching and learning process. The study also recommends that the government should provide in-service training to teachers concerning the ICT in education to ensure that they have the needed knowledge and skills. Also, the study was conducted in public secondary schools; then the researcher recommends a similar study be conducted in public primary schools to discover the situation of ICT integration in education in this level of education.

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The Implementation of Learner Centred Approach and Reposition of Education in Public Secondary Schools in Nyamagana District, Mwanza-Tanzania

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Abstract

Learner Centred Approach has been emphasized in Tanzania for several years since 1995. The country made reforms on various education policies and programs to ensure students are trained through LCA to realize national educational objectives. This study, therefore, sought to assess the implementation of LCA in public secondary schools. The study was guided by four specific objectives. Also, it was anchored on constructivism learning theory developed in 1929 and adopted in the field of education. The researcher employed a mixed research approach and a convergent parallel research design to collect data from the field. The researcher involved teachers, school heads, students, WEOs, and DEO. A sample size of 165 informants was employed to get data in quantitative and qualitative terms. Quantitative data were analyzed through SPSS version 20, while qualitative data were analyzed through the content analysis method by coding, categories, and themes. Validity and reliability of the quantitative instruments were checked to obtain 0.80 coefficients which indicated that the instruments were valid and reliable while for qualitative instruments validity and reliability were tested through triangulation. The findings demonstrated that LCA plays a significant role in developing students' lifelong learning skills. It develops creativity, critical thinking, problem-solving skills, and innovation. Notwithstanding, the study found that teachers and students had a positive perception of the application of LCA, however its implementation in public secondary schools is minimal due to environmental challenges which lead to poor academic performance in students.

Keywords— Learner Centred Approach, Implementation, Reposition, Public Secondary Schools.

I. INTRODUCTION AND BACKGROUND TO THE STUDY

Teaching methods determine the quality of education provided to the learners in schools within the country. Tanzania has been struggling to ensure teachers are in line with Learner Centred Approach as a new teaching paradigm to promote the performance of students in secondary schools. Through this teaching approach teachers have to plan and design instructions to boost the performance of students in schools. Despite all the efforts, still, the performance of students in some schools is not pleasing. It is questionable how teachers adopted and perceive Learner Centred Approach to achieve intended objectives

Public secondary schools have been affected by poor results in their Certificate of Ordinary secondary education final examinations. The country has been struggling to improve quality education by emphasizing the application of Learner Centred Approach in its educational institutions. To achieve this objective Tanzania has made reforms of various educational policies, documents, and programs to stress the application of LCA. According to URT (1999) Education and Training Policy (ETP) of 1995 identified indicators such as participation, involvement, creativity, curiosity, discovery, integrity, confidence, and self-development as important elements to be elicited in learners. Therefore, the policy emphasized that these elements could not be achieved in absence of a student-centered approach in schools. Likewise,

the need for Learner Centred Approach has also been reflected from various national documents such as Tanzania Development Vision 2025, Education Sector Development Programme (ESDP) of 2007/2008 to 2016/2017, and ESDP 2016/2017 to 2020/2021 as well as Sustainable Development Goals of 2017/2030. All these documents emphasize the need to promote quality education in the country and thus LCA becomes inevitable.

II. STATEMENT OF THE PROBLEM

Learner Centred Approach has been advocated in student learning in Tanzania for a quite long time. Poor performance in secondary schools has been evident in the poor use of LCA in education institutions. In the Nyamagana district, poor academic performance has been witnessed in some public secondary schools due to. For example, according to NECTA results 2020, Nyakabungo secondary school, students who got division 4 to 0 were 60 percent. In Mirongo secondary school they were 55.8 percent and in Ole Njoolay secondary school, 75.6 percent scored division 4 to 0. Similarly, the graduates do not have the creativity, self-confidence, and problem-solving skills to deal with life challenges. Various educational policies, documents, and programs have pointed to the importance of LCA to student learning. For example, the curriculum for ordinary level secondary education in Tanzania showed that learning should be rooted in the concept of constructivism whereby students get opportunities to interact with the environment through well-organized tasks to build Multiple Intelligences (TIE, 2013). Likewise, the need for Learner Centred Approach has also been shown in various national documents such as Tanzania Development Vision 2025, Education Sector Development Programme (ESDP) of 2007/2008 to 2016/2017, and ESDP 2016/2017 to 2020/2021 as well as Sustainable Development Goals of 2017/2030. These documents emphasize the need to promote quality education by focusing on LCA as an important learning approach in schools. Also, URT (2017) noted that amidst laudable achievements in expanding access to secondary education in Tanzania poor learning outcomes and poor lifelong skills among graduates are still evident. The situation indicated there are differing perceptions on the implementation of Learner Centred Approach among teachers in schools. It is in this regard; the current study intends to examine the contributions of LCA on repositioning education in public secondary schools in Nyamagana district in Mwanza-Tanzania.

III. OBJECTIVES OF THE STUDY

The researcher used the following objectives to guide the study.

- i. To determine the contributions of LCA on repositioning of education in public secondary schools in Nyamagana District
- ii. To ascertain teachers' perceptions on the use of LCA and repositioning of education in public secondary schools in Nyamagana District

IV. SIGNIFICANCE OF THE STUDY

The findings of this study are beneficial to many education stakeholders such as curriculum planners, policymakers, teachers, and students. The curriculum planners would benefit from the study as it created knowledge concerning planning and implementation of the curriculum. Therefore, the planners can develop the effective methodology required for the learners to develop intended skills. Also, they would be able to prescribe LCA as the best methodology in developing lifelong learning skills for the learners and recommend the possible solution to the challenges combating Learner Centred Approach in secondary schools. Also, for the policymakers, the findings from this study can assist them to create an effective education policy to prepare learners with creativity, curiosity, discovery, and self-confidence to participate in their self-development and society at large. Also, the policymakers would be in a good position for creating a conducive learning climate that allows the smooth application of LCA. Moreover, for the teachers, this study highlights to the teachers the importance of Learner Centred Approach to the students in secondary schools. Thus, the study helps teachers to invent different strategies for applying LCA in

teaching to develop students' life skills. This study would also be helpful to the learners to visualize knowledge by creating awareness on the importance of LCA to develop lifelong learning skills. Likewise, learners would raise the sense of creativity and develop a sense of participation in various matters, self-confidence, and self-developments. The study would help learners to be knowledgeable, skilled, confident, problem solvers in different matters.

V. LITERATURE REVIEW

The empirical literature review is based on the research objectives of the current study. In this section, the researcher conducted a critical review of several articles from scholarly works based on the study objectives. The objectives included

the contribution of LCA on repositioning education in secondary schools and the Perceptions of teachers on the implementation of LCA in public secondary schools. Also, in the review, the study recognized some gaps which raised the interest of the current study.

5.1 Contribution of Learner Centred Approach on Reposition Education

In this section, the researcher reviewed a variety of scholarly works to seek the contribution of LCA on repositioning education in secondary schools worldwide. In Europe, Go, Krawczak, and Pawe (2018) conducted a study on empowering teachers for a student-centered approach in European Countries. The study employed quantitative methods in the collection and analysis of data. Questionnaires were used to get data in a cross-section survey. The researcher found that the motivation of students, developing partnerships between teachers and students, and students to be more focused on their learning are the consequences of LCA. Similarly, Risk, Self, McKean, and McKean, (2014) added that the learner-centered Approach increased students' level of students' excitement in learning, raise achievement students 'prove students confidence levels. Thus, its implementation on a learner-centered approach makes students be part and parcel of their learning and participate actively in educational activities for their self-developments. It enhances students' cooperation in various matters.

Also, Keiler (2018) carried out a study on teachers' roles and identities in student-centered classrooms in the USA. The researcher used qualitative methods in the collection and analysis of data. The descriptive explanatory design was employed in the process of data collection. The study revealed that LCA helped teachers to develop shared responsibility for students learning with student leaders. This result entails that LCA contributes to students learning by equipping leadership skills and increasing accountability and commitment in students. Likewise, In Turkey, Zek (2014) asserts that the student-centered method helped to improve student-teacher cognitive skills develop self-confidence autonomy, and make the learning process meaningful to university students. However, this was focusing on University students it is also meaningful to students in secondary schools where the foundation of self-confidence and cognitive skills are made. From this point of view, it entails that LCA should be emphasized in secondary schools to create independent learning skills in students. Ching, Lawrence, and Abdullah, (2019) in Malaysia argue that the student-centered approach creates a platform or an

opportunity for the learners to be more independent in decision making and encourages learners to be more responsible.

In the same vein, Toole (2015) investigated student-centered teaching in initial teacher education in Ireland. The study adopted quantitative methods in the data collection process. Semi-structured questionnaires were employed as an instrument of data collection from undergraduate teachers. The results showed that LCA offers a powerful vehicle for educators to work within neo-liberal systems without being of the system and increases accountability of students. LCA plays an important role in shaping students for lifelong learning skills through accountability and practice. Cabe (2015) in Dundalk Institute of Technology in Ireland also found that the student-centered approach enables the creation of a more autonomous learning environment and helped students to make meaningful content for their society and economy. Thus, this raises the need to adapt LCA in the teaching of secondary school students.

In Iran, Asoodeh and Zarepour, (2012) conducted a study on the impact of student-centered learning on academic achievement and social skills. The study adopted quantitative methods in the data collection and analysis process. Questionnaires and observation checklists were used as instruments of data collection from the participants' settings. The results showed LCA provides an opportunity for social acceptance, self-confidence and improves the mental ability of the learners. LCA promotes critical thinking in students and increases self-commitment in academic matters and social activities in general. In the same line, Singh (2011) in India maintains that the learner-centered approach boosts student interest, increases commitment, confidence, reasoning, innovative ability, better understanding, and problem-solving skills. Therefore, LCA is an important approach in developing students' capacity and critical minds while in school.

In addition, Cain (2020) carried out a study on Understanding the use of learner-centered teaching strategies by secondary education. The researcher used qualitative methods in data collection and analysis. The interview protocol was employed in the collection of data from the participants. The researcher showed that learner-centered teaching strategies increase student engagement, improve academic achievements and encourage positive social change. Thus, from the point of view of those literary reviews, a researcher perceives that LCA promotes lifelong learning in students through active participation in the

learning process. Learning by doing helps students to have a good memory and hence raises their performance in schools.

Businge and Kakongoro (n.d.) carried out a study on a teacher-centered delivery approach in Uganda's secondary school's education and empowering learners with higher-order skills. The study employed mixed methods in the collection and analysis of data. The researcher used questionnaires, focused group discussion (FGD) interview guide in collecting data from the participants. The result showed that the student-centered approach equips learners with higher-order skills and leads to effective teaching and learning skills.

In Tanzania, Kamugisha, (2019) conducted a study on the use of LCA and materials in teaching and learning social science subjects in secondary schools. The study involved both qualitative and quantitative methods in the collection and analysis of data. The researcher used documentary review, observation, and questionnaires to get data from the field. The study indicated that experimental school motivated students learning and increase performance in secondary schools. Therefore, a researcher concludes that LCA should be emphasized in school to increase students' motivation to participate fully in the learning to boost their academic performance.

4.2. Perception of Teachers on the Application of Learner-Centred Approach

In this part, the researcher conducted a literature review of various articles to seek the perceptions of teachers on the use of LCA to reposition education in public secondary schools. In Malaysia, Kok and Lim (2016) made an investigation on teacher views of the student-centered learning approach. This study applied purely qualitative methods in the collection and analysis of data. The researcher employed interviews and semi-structured questionnaires in a qualitative design to get data from the participants. The result indicated that teachers viewed LCA as an important learning approach in which students engaged in the learning process, be aware of their responsibilities, create a sense of autonomy in learning and teachers can learn from their experience. In Bangladesh, Jony (2016) found that teachers perceive student-centered instructions as important to improve the ability of students to learn the content and prepare them for class. These findings indicate that teachers perceive LCA positively. However, in a real sense, the majority of teachers seem not to apply it in the teaching and learning process.

Also, Benlahcene, Lashari, and Shehzad, (2020) investigated the perception of students using a student-centered learning

approach in Malaysian public universities. The study applied qualitative methods in the data collection and analysis process. Furthermore, the researcher used observation and interview questions to get data from the participants. The finding indicated that students' explicit positive viewpoints about student-centered learning. However, students perceive LCA positively teachers in public secondary schools prefer using a teacher-centered approach instructing students which does not offer students the opportunity to engage in learning actively. Garrett (2008) argues that teachers in New Jersey think about the relationship between instruction and classroom management but do not use student-centered management to support their student-centered instructions. Therefore, however teachers and students have positive attitudes towards LCA, the school practices are minimal.

Moreover, in Pakistan, Thomas (2013) carried out a study on teachers' beliefs about classroom teaching approaches. The researcher used quantitative methods in the collection and analysis of data. Notwithstanding, the study used a cross-sectional survey design in the data collection process. The researcher employed questionnaires to collect data from participants. The findings indicated that teachers in Pakistan are not well equipped with the knowledge and skills required to utilize LCA in class and therefore lack of pedagogical content knowledge and beliefs in some teaching methods inhibits them from student-centered teaching. In the same line, Jabbour (2013) in Lebanon added that schools require the adaptation of the traditional lecture approach of education through which physical, human and financial resources can be controlled. Thus, teachers' beliefs in some teaching methods prohibit them to apply LCA resulting in poor learning outcomes in students of secondary schools

In Lesotho, Matsau (2007) conducted a study on the learner-centered approach in language teaching. The researcher used mixed research methods in collecting and analyzing data. The study employed questionnaires, observation, and focus group discussions to get data from the field. The study showed that teachers and learners considered working alone (learner-centered) to be important in building confidence and independence skills. Hence teachers believed in teacher-centered to have independence for classroom control while students considered LCA as important to build their confidence and problem-solving skills.

Notwithstanding, In South Africa, Ec (2020) investigated student teachers' perceptions of learner-centered challenges regarding learner-centered teaching. The study employed qualitative methods in collecting and analyzing data. The interview protocol was used to get data from the participants.

The result indicated that student teachers have a limited understanding of learner-centered teaching. Similarly, Nyimbili, Namuyamba, and Chakanika, (2018) in Zambia found that teachers were not interested in teaching using learner-centered techniques hence they use a limited number of teaching activities in the teaching of students in secondary schools. Teachers' lack of interest in the application of learner-centered teaching prohibits lifelong learning in students. Therefore, the teachers should be encouraged and motivated to use LCA in teaching students to develop lifelong learning skills in students.

In Tanzania, Salema (2015) assessed the attitudes of teachers and students towards learner-centered pedagogy in secondary schools in the Kilimanjaro region. The study used mixed research methods in the collection and analysis of data. The researcher employed questionnaires and in-depth interviews to collect data from the participants. The study indicated that teachers in public secondary schools have low attitudes towards learner-centered approaches compared to private secondary school teachers. In the same line (Ngailo, 2019) in Mbeya Tanzania found that teachers in public secondary schools do not conduct field trips due to lack of funds and the introduction of a new educational curricular 2015 of fee-free education. The findings implied that teachers do not believe in the use of LCA for classroom management and therefore advocated the use of a teacher-centered approach that cannot aid students to develop lifelong learning skills and good performance.

The researcher noted some gaps in previous literature such as methodology, context, and contents gaps. Some reviewed literature indicated that many countries in the world have adopted LCA in their education system so that learners achieved quality education. European and Asian countries seem to have many studies on LCA compared to African countries, such as Go (2018), Risk and Mackean (2018), Keiler (2018), Zeki (2014), Toole (2015), and Jony (2016) among others. African countries, especially Tanzania, had inadequate studies over the implementation of LCA to reposition education. Also, some of the previous studies have shown that researchers employed single methods for the data collection process in which findings could not be generalized. These include Thomas (2013), Kok and Lim (2016), Jony (2016), Cain (2020) Jabbour (2013), Elize (2020), Mkimbili (2018), Mpho (2016), Go, Krawczack&Pawe (2018), Bossler, Lundin &Lindahl (2015), Gelsli (2009), Zhao, Ah and Mock (2019), Kumar (2016), Idd and Chimwanga (2017), Mtitu (2014) and others. The current study employed mixed research methods to get

credible information on the implementation of LCA in secondary schools.

VI. RESEARCH METHODOLOGY

This study was mixed research whereby both qualitative and quantitative methods were adopted to get data from participants in a convergent parallel design. Creswell and Plano (2007) noted that the use of quantitative and qualitative approaches in combination provides a better understanding of the research problem. Also, purposive and non-purposive sampling techniques were employed to get 165 informants from teachers, heads of schools DEO, WEOs, and students to provide data on the implementation of LCA in secondary schools. Furthermore, questionnaires, interview guides, and observation checklists were used as instruments of data collection in the field. During the process of data collection validity and reliability of the instruments were checked to seek if they could measure the required content. After the data collection process, the analysis was done through the aid of Statistical Package for Social Science (SPSS) for quantitative data while for qualitative data content analysis method was applied. Therefore, for qualitative data, it was assigned into categories, themes, integration, and summarization then interpreted in combination. Finally, the researcher observed ethical standards for conducting educational research by acknowledging sources of materials, privacy, and safety of participants.

VII. RESULT AND DISCUSSION

In this objective, the researcher wanted to examine the extent to which Learner Centred Approach contributes to repositioning education in public secondary schools in Nyamagana District. Participants involved included teachers, students, heads of schools, Ward Education Officers (WEOs), and District Education Officer (DEO) for secondary schools in the Nyamagana district. Teachers and students were given questionnaires to fill in while DEO, WEOs, and heads of schools were interviewed to provide data.

7.1. Contribution of Learner Centred Approach on Repositioning Education

Teachers were asked if the Learner Centred Approach in school promoted lifelong learning skills in students. The results showed that 83.9 percent replied "Yes" while

16.1 percent of the participants said “No” which means it did not promote lifelong learning in students. Similarly, students were asked similar questions and the data indicated that 86.5 percent replied “Yes” while 13.5 percent said “No” which means it did not promote lifelong learning skills. The findings entail that majority of the participants agreed that the application of LCA in teaching and learning develops life learning skills in students however, in a real sense majority of teachers in the selected schools do not apply it. For example, through observation, the researcher recognized that teachers preferred teaching through the lecturing method to other methods of teaching. In line with the findings by Thomas (2013) that teachers are not well equipped with the knowledge and skills required to utilize LCA in class and

Table 7.1 Participants Responses on the Importance of LCA (Teachers n = 62; Students n =96)

Teachers Responses	Teachers		Students	
	Frequency	Percentage	Frequency	Percentage
Independent Learning	14	22.6	10	10.4
Critical thinking	22	35.5	21	21.9
Problem-Solving skills	12	19.4	7	7.3
Career Choices	8	12.9	0	0
Select Combination	6	9.7	0	0
Promotes leadership skills	0	0	17	17.7
Enhances Cooperation	0	0	8	8.3

Source: Field Data September 2021

Developing Critical Thinking

Table 7.1 shows that 35.5 percent of the participants argued that LCA develops critical thinking in students. Just like teachers, students were asked a similar question and the result showed that 56.3 percent entailed LCA develops creativity in students. The findings imply that Learner Centred Approach plays a significant role in developing students' competence in the learning process. It develops students thinking capacity and widens their knowledge in various issues about their daily life. Also, during the interview, an interviewee asserted that;

Focusing a learner as the center of learning develops his/ her ability to think critically about what is learned. The student learns curiously and discovers various issues about given contents. The student goes beyond the content and thus comes with

therefore lack of pedagogical content knowledge and beliefs in some teaching methods inhibits them from adopting constructivist learning. On the other hand, 13.5 percent of the participants denied it because they do not use LCA in the teaching and learning process in public secondary schools which led to the poor academic performance of students in Nyamagana District.

Moreover, teachers were asked to explain how LCA promotes lifelong learning skills in students in Nyamagana District. Participants said that Learner Centred Approach develops creativity, critical thinking, problems solving skills, career choices, selection of combination, and promotes independent learning in students as indicated in Figure 4.1.

new ideas on the study topic (Interviewee, 1st September 2021).

This finding was in line with the conceptual framework which showed that teaching students through discussions, group projects and brainstorming develops creativity in students. Moreover, in discussing constructivism learning theory, Gunduz and Hursen (2015) argued that in the classroom constructivist activities empower the learners to gain access to their experiences and beliefs.

Thus, despite the acceptance of the participants on the role played by LCA in developing students' ability to think critically, in the selected schools' things were different. The methods used to teach students in the selected public secondary schools were not in line with LCA. For example, through observation, the researcher observed that the majority of teachers in classrooms applied the lecture method whereby students were passive in learning. This situation may result in poor academic performance of

students in the selected public secondary schools in the Nyamagana District.

Independent Learning

The teaching which focused on the learner as a center of learning develops independent learning in students. In responding to the question of how LCA promotes lifelong learning skills in students, table 7.1 indicated that 22.6 percent of the participants argued that it made students learn independently. Also, when students were asked a similar question, 10.4 percent showed that it promoted independent learning. The findings entailed that participants viewed LCA as an important teaching and learning strategy that could promote students' accountability and commitment to learning. The findings concurred with Risk, Self & McKean (2014) who reported that the learner-centered Approach increased students' level of self-efficacy, students' excitement in learning, raise achievement in learning. Despite the role played by LCA to empower students learning ability, in the Nyamagana district few teachers adopted Learner-Centered Approach to instruct students in the selected secondary schools.

In the same vein, in the interview, some respondents elicited Learner-Centered Approach as an important teaching strategy that raised students' desires in learning. An interviewee responded that:

The learner-Centered Approach is a crucial teaching method that can drive students from teacher-dependent to self-learning. When a student participates in his/ her learning will not forget what she/ he learned. Also, the method motivates a student to be curious and learn more and more independently. This type of learning develops a curiosity in students and confidence in learning (Interviewee, 5 September 2021).

This response was also in line with constructivism learning theory which posits LCA results to active learners who can create their knowledge (Hariss, Jessica & Spina, 2013). Similarly, in the conceptual framework, it is indicated that employing learner-centered techniques such as discussion, group projects and brainstorming leads to lifelong learning skills and self-directed learning. Thus, teachers in the selected secondary schools have to adopt LCA to stimulate independent learning in students.

Develops problem-solving skills

Also, in responding to the question on how LCA promotes lifelong learning Table 7.1 indicates that 19.4 percent of the respondents said that it developed problem-solving skills in students. Just like teachers, also respondents from students, 7.1 percent argued similarly to their teachers' responses. Respondents viewed LCA as a crucial strategy in teaching and learning that empowers students in critical thinking and dealing with their prevailing challenges.

Although both teachers and students in the selected schools found LCA as an important learning strategy, it was found that teachers in the selected schools did not apply it in the teaching and learning process. For example, through observation, it was found that teaching and learning resources were inadequate and some teachers did not have awareness of appropriate teaching approaches that could develop students' knowledge to solve their prevailing challenges.

Similarly, in South Africa, Manqele (2017) maintained that rural schools failed to adopt and implement LCA due to lack of relevant resources, poor quality teachers, insufficient and inappropriate teacher support programs. In the selected schools, the researcher found out that teaching was mainly based on memorization of facts than the creation of knowledge. The findings were contrary to the principle of constructivism learning theory which is based on the assumption that learning emphasis is not on memorizing facts and reproducing knowledge but rather using knowledge and transforming it. Thus, it can be concluded that there is a need to retrain teachers through seminars and workshops to help them adopt LCA effectively in public secondary schools in the Nyamagana district.

Selection of combinations for further studies

Table 7.1 indicates that 9.7 percent of the participants argued that LCA enabled students to select a combination for further studies. The findings entail that learning which focused on constructivist activities motivates students to specify their favorite subjects. The finding is also in line with constructivism learning theory as stated by Gunduz and Hursen (2015) that in the classroom constructivist activities empower the learners to gain access to their experiences and beliefs. Moreover, Risk, Self, McKean, and McKean (2014) added that the learner-centered Approach increased students' level of self-efficacy, students' excitement in learning, raise achievement, and improved students' confidence levels. Thus, LCA has a significant impact on students; it develops as their' awareness of what he/she can learn, throughout their life. Also, cost-increased learning activities increase

students' learning efficiency and thus ability to select properly desired subjects. In Nyamagana district, the findings entailed LCA was not mostly applied because very few participants (9.7) percent were argued it helped students to select the combination compared to other attributes. The results addressed that there was a need to emphasize the application of LCA in the selected schools to help students in the selection of their favorite subjects.

Career choices

Just like other attributes table 7.1 showed that 12.9 percent said LCA helped students to select their career. The result was similar to Lawrence and Abdullah (2019) in Malaysia who found that the student-centered approach created a platform or an opportunity for the learners to be more independent in decision making and encourage learners to be more responsible. In the Nyamagana district, it was found that in schools where teachers advocated LCA in the teaching and learning process students were eager to perform certain careers after their studies. In responding to the interview question an interviewee asserted that:

Students are motivated to do what they learn by practice. LCA widen up their knowledge of different things. Also, it helps students to make choices of what to do in life (Interviewee, 4 September 2021).

The findings also concurred with Cabe (2015) in Ireland who found that the student-centered approach enables the creation of a more autonomous learning environment and helped students to make meaningful content for their society and economy. Teachers need to emphasize the use of LCA in the selected public schools in the Nyamagana district to help students to develop their career choices.

Likewise, participants from students were asked to explain how LCA promotes lifelong learning skills. Table 7.1 shows that students develop creativity by 34.4 percent, problem-solving skills by 7.3 percent, cooperation by 8.3, critical thinking by 21.9 percent, independent learning by 10.4 percent, and promoting leadership skills by 17.7 percent.

Encourages cooperation

In responding to the question asked on LCA, table 7.1 showed that 8.3 percent asserted that students develop cooperation. The findings entail that learning by doing made

students work cooperatively as they practice the learning activities. In the same vein, the conceptual framework showed that LCA required the use of discussions, field trips, brainstorm, and cooperative learning techniques such as gallery walk to help the student to think critically on various issues as well as problem-solving skills. These learning techniques help students develop friendships and work cooperatively in solving their prevailing challenges.

Develops leadership skills

Table 7.1 indicated that 17.7 percent of students investigated, demonstrated that LCA help to develop leadership skills. The finding showed that participants viewed LCA as an important teaching method to help students develop leadership skills. LCA encourages group discussions and group works in which students practice leadership within the respective learning groups. The findings were similar to those of Keiler (2018) in the USA who revealed that LCA helped teachers to develop shared responsibility for students learning with student leaders.

In the observation, the researcher found that in the management of the teaching and learning process where LCA was applied students were able to organize themselves in representing what they learned. This showed that LCA helped students practice leadership when at school and later they might become great leaders in society.

7.2. Perception of Teachers on the Application of LCA in Teaching and Learning Process

In this section, the researcher intended to seek the perception of teachers on the use of the Learner-Centered Approach in public secondary schools in the Nyamagana District. The study involved teachers, students, heads of schools, WEOs, and District Education Officers for secondary schools. The researcher used questionnaires to collect data from teachers and students. Furthermore, interview guides were used to collate data from heads of schools, WEOs, and DEO for secondary schools.

Teachers Perception on LCA

Participants from students were asked whether they enjoyed learning through the Learner-Centered Approach. The finding showed that 85.5 percent responded "Yes" while 14.5 said "No" as shown in figure 7.1.

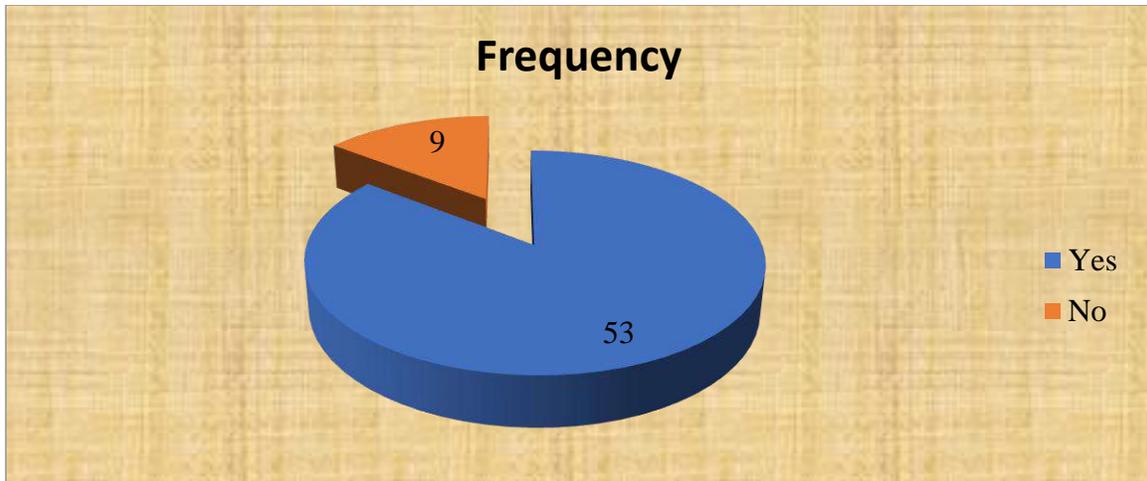


Fig.7.1 Teachers' Response on Enjoying LCA (n=62)

Source: Field Data September 2021

From the findings, the result showed that teachers had good attitudes towards the application of LCA to instruct secondary school students in the Nyamagana district. Despite their positive perception of the use of LCA in teaching students, through observation, the researcher recognized that teachers rarely apply it in teaching students. For example, in the four selected schools, teachers were teaching by lecturing and asking students questions. It should be remembered that students learn best by doing and practicing rather than listening and memorization of facts. The findings were similar to Jony (2016) who found that teachers perceive student-centered instructions as important to improve the

ability of students to learn the content and prepare them for class. Although teachers perceive LCA as important teaching and learning method in the selected secondary schools in Nyamagana it was found out that some teachers did not have a clear understanding of LCA, as a result, they only focus on questions and answers. This teaching technique could not develop students' knowledge rather than memorizing facts.

Likewise, participants from students were asked if they enjoyed it when teachers applied LCA in teaching and learning. Figure 7.1 demonstrated that 84.6 replied "Yes" which means that they enjoyed the method while 15.4 percent never enjoyed it.

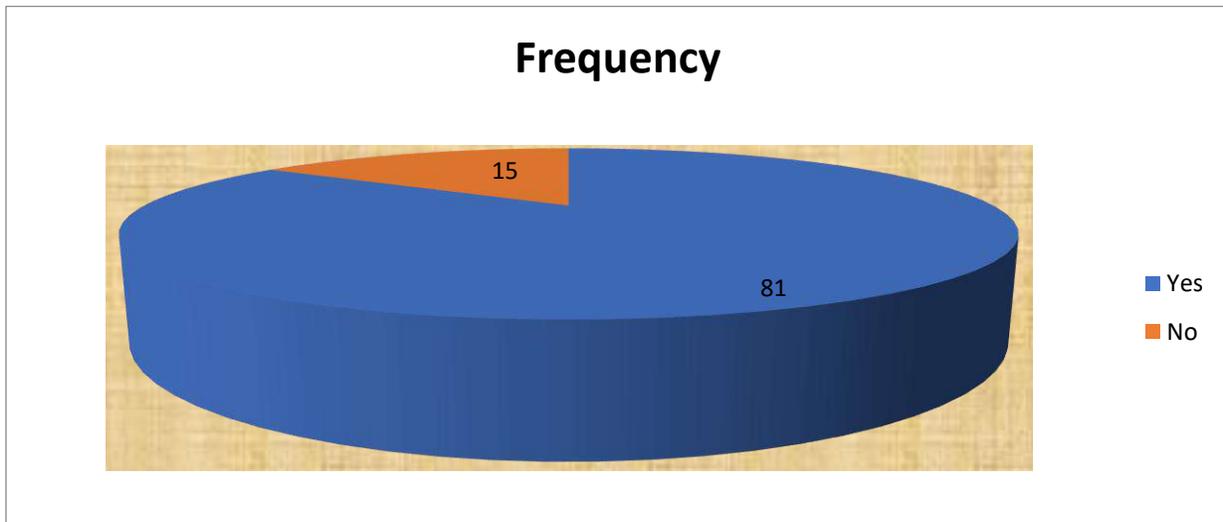


Fig.7.2: Students Responses on Enjoying LCA

Source: Field Data September 2021

The finding in figure 4.2 implies that participants had a good perception of the use of LCA in the teaching and learning process however, in the selected schools it was rarely used. Participants viewed LCA as an important teaching and learning technique that develops critical thinking and lifelong life learning skills. Also, the finding shows that 15.6 percent who replied “No” were not aware of the use of LCA in the selected schools. Thus, from the finding, it can be concluded that teachers should emphasize the use of LCA in

teaching and learning to boost students’ academic performance.

Notwithstanding participants were asked to explain how they perceived the adoption of LCA in teaching and learning. The respondents argued that LCA prepares students for life, develops lifelong learning, learns from students’ experience, and develops a sense of confidence, inadequate knowledge as shown in figure 7.3.

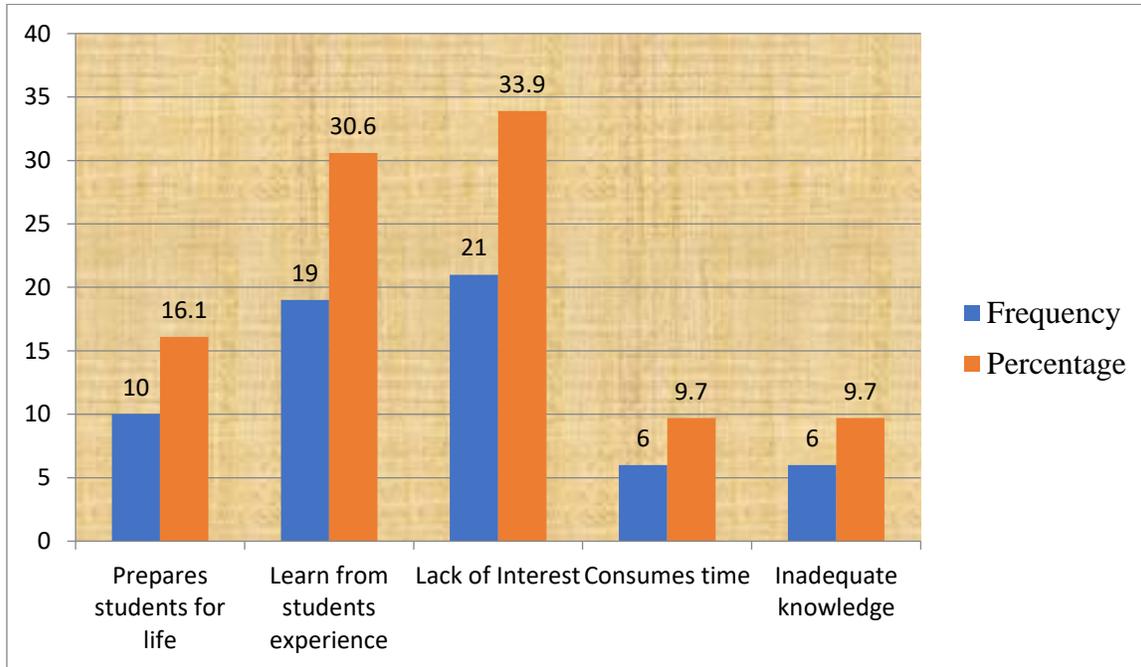


Fig.7.3 Teachers’ Perception on LCA (n= 62)

Source: Field Data September 2021

Prepares students for life

When teachers were asked to explain how teachers perceived LCA, they indicated that 16.1 percent argued Learner Centred Approach prepared students for life. Likewise, in the interview, a respondent argued:

Teachers have good attitudes towards the Application of LCA in secondary schools. For example, teachers believe that schools in which students participated in different economic activities like gardening, animal keeping, and other economic activities, prepare students for life. But the problem is that current examination pressures hinder the applicability of competency-based education (Interviewee One September 2021).

The findings indicated that teachers had good attitudes on the application of LCA in the teaching and learning process. However, in the real situation, it was rarely practiced in the selected schools in the Nyamagana district. The finding was in line with Jony (2016) in Bangladesh who found that teachers perceived student-centered instructions as important to improve the ability of students to learn the content and prepare them for class. Also, it entailed that LCA was affected by examination pressures whereby teachers did their teaching to make students pass their exams. Moreover, in discussing constructivism learning theory, Neill and McMahon (2005) argued that in constructivism much focus is given to individual learners. However, teachers’ and learners’ belief system affected their applications. Thus, there is a need to emphasize the application of LCA in the

teaching and learning process in public secondary schools in the Nyamagana district rather than preparing students for examination.

Learn from students' experiences

Also, figure 7.3 shows that 30.6 percent of the participants perceived LCA as an important teaching and learning method that could help teachers learn from students' experiences in the study content. The findings entail that participants had positive perceptions of the use of LCA for the teaching and learning process. This is because LCA provides an opportunity for the teachers to learn from students' experiences. Although teachers perceived the use of LCA positively in the teaching-learning process, in the selected schools' teachers did not apply it to the students. The situation made students remain passive in class during the teaching and learning process.

Lack of interest

Some participants argued that sometimes teachers did not have an interest in the use of LCA in the teaching and learning process. The data in figure 7.3 demonstrated that 33.9 percent said teachers lack interest in the use of LCA to instruct students. The finding was similar to Nyimbili, Namuyamba, and Chakanika, (2018) in Zambia who found that teachers were not interested in teaching using learner-centered techniques hence they use a limited number of teaching activities in the teaching of students in secondary schools.

In the interview, an interviewee asserted,

However, the government emphasized teachers to apply Learner Centred Approach in the teaching and learning process, still, teachers did not have adequate knowledge of its applications. Teachers normally used question and answers as an LCA teaching technique while other methods were not used. Teachers lacked knowledge and skills on the application of LCA in secondary schools.

Nevertheless, in the observation, the researcher observed that some selected schools had computers but students were not instructed to use computers in the learning process. The finding implies that teachers in the selected schools did not have adequate knowledge of LCA. The situation made teachers lack interest in its application in the teaching and learning process.

In the background to the study, the data showed that the government is insisted on the use of LCA in the implementation of ordinary level secondary education (TIE, 2013). Likewise, the curriculum emphasizes learning to

make sense in the life of students and promotes the intended skills and competencies. The findings are also supported by (the MoEC) report which showed that teaching and learning in secondary schools have remained traditional for a long time, most of the teachers have not been exposed to modern teaching and learning practice consistently with current theoretical development in teaching and learning (URT, 2004).

Thus, the findings entailed that teachers in the selected public secondary schools in Nyamagana District have an interest in LCA implementation but do not have adequate knowledge of its application. Therefore, there should be efforts to make sure teachers are well trained on LCA to increase their interest in its application.

Consumes time

Also, figure 7.3 indicates that 9.7 percent of the participants viewed LCA to consume time in its application. Participants argued that LCA requires adequate time and appropriate class size to enable its application. The finding implied that the majority of the selected secondary schools in the selected field of study had big class sizes which forbade teachers to use LCA in the teaching and learning process. This situation made teachers have negative attitudes towards the application of LCA in the selected schools in the Nyamagana district. The findings were in line with Neill and McMahon (2005) who identified that in constructivism much focus is given to individual learners. However, teachers' and learners' belief system affect their applications. Therefore, some participants had a negative view on the use of LCA in the big class size, which set back its implementation to promote lifelong learning.

Inadequate knowledge

Inadequate knowledge was explained by the participants by 9.7 percent. Participants argued that teachers did not have adequate knowledge to implement LCA in public secondary schools. Participants viewed inadequate knowledge as the major hindrance to applying LCA in the selected public schools in the Nyamagana district. The finding was similar to Thomas, (2013) who found that teachers in Pakistan were not well equipped with the knowledge and skills required to utilize LCA in class. Therefore, lack of pedagogical content knowledge and beliefs in some teaching methods inhibits them from adopting constructivist student-centered teaching. The findings implied that however, teachers perceive LCA positively in teaching and learning, they do not have adequate knowledge of its application. The situation prohibits the implementation of LCA and thus lowers

students' academic achievement in the selected public secondary schools in Nyamagana District. Also, the findings were contrary to those of Jabbour (2013) who found that schools required the adaptation of the traditional lecture approach of education through which physical, human and financial resources can be controlled.

Moreover, the study sought to seek the perception of students on implementation of Learner Centred Approach in public secondary schools in Nyamagana in District. Participants were asked to state whether they enjoyed learning through learner-centered pedagogy. The data showed that 84.4 percent said they enjoy the lesson while 15.6 percent denied as indicated in figure 4.4.

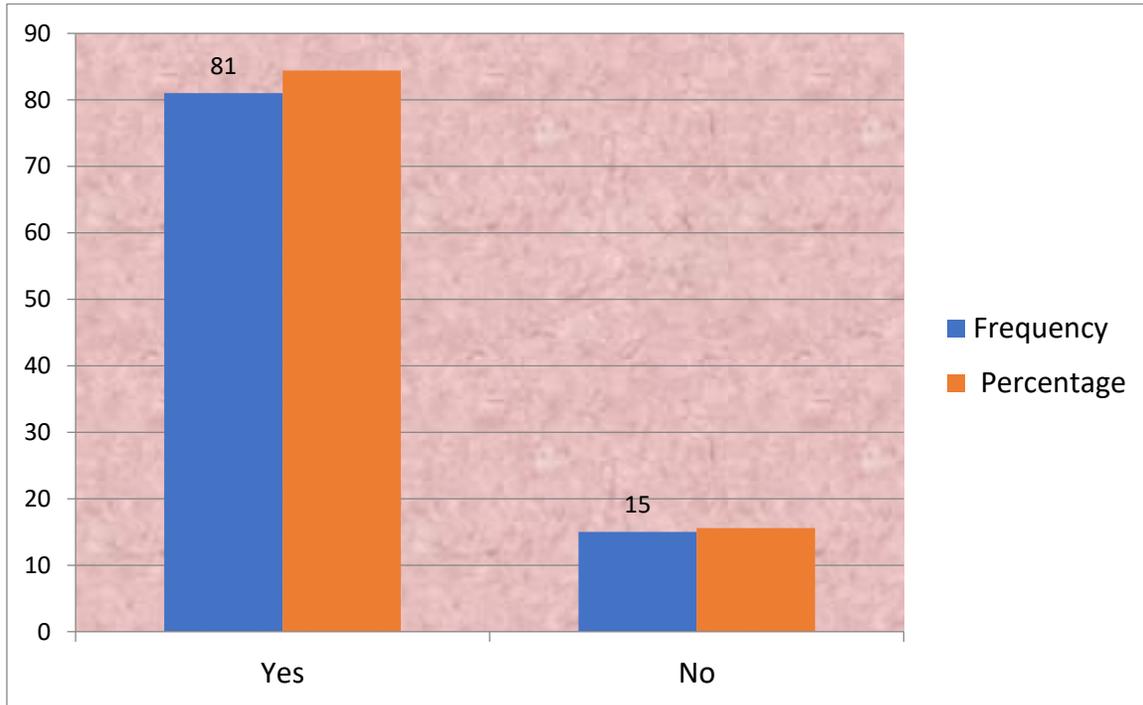


Fig.7.4 Students Perceptions on LCA

Source: Field Data September 2021

From the findings, it was indicated that participants had a good perception of the use of LCA in the learning process. The finding showed that participants enjoyed learning through LCA because it stimulated their thinking capacity and develops lifelong learning skills. However, in the selected public secondary schools LCA was rarely applicable. During the interview, an interviewee asserted,

Our students preferred practical learning like field trips but sometimes financial deficits made us have limited field trips in

On the other hand, participants were asked to explain how they perceive LCA application in schools. The participants explained that LCA is important pedagogical content that develops lifelong learning skills, develops confidence in students, and consumes time in its application as shown in figure 7.5.

schools. Some parents do not want even to support their children financially when fields trip is demanded by students. This situation forbids the implementation of LCA in school (Interviewee 5th September 2021).

The finding implies that students were eager on pedagogical content which focused on LCA but its application in school is minimal.

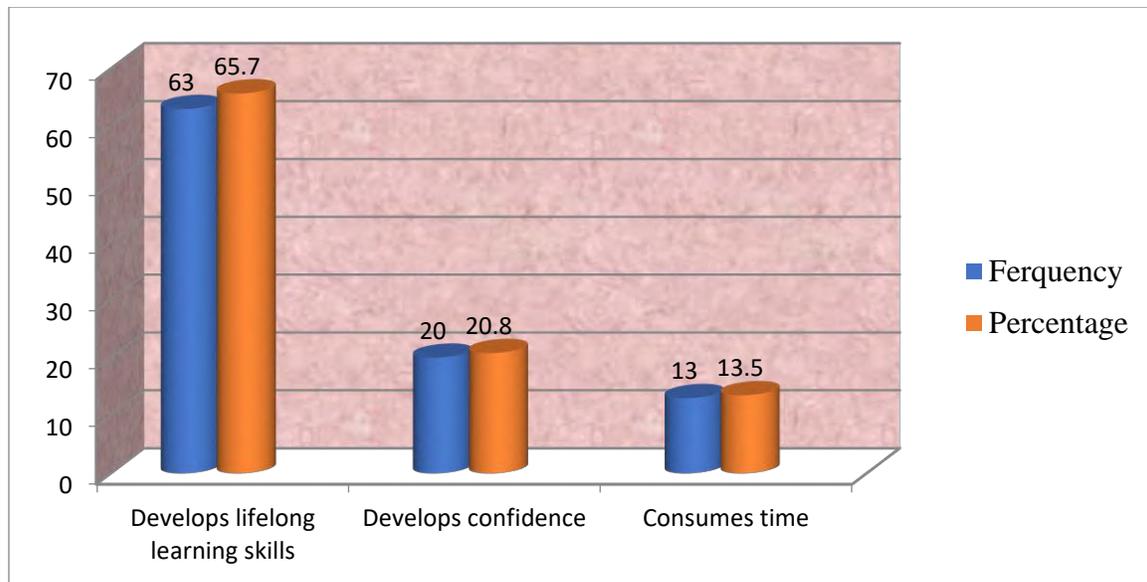


Fig.7.5: Students Perception in Adoption of LCA

Source: **Field Data September 2021**

Figure 7.5 indicated that 65.7 percent argued that adoption of LCA helped students to develop lifelong learning skills. The finding implied that the majority of the participants had positive attitudes towards the application of LCA. Participants explain that when student-centered is implemented it develops creativity, innovations, and curiosity in students. The findings were similar to Kok and Lim (2016) in Malaysia who found that teachers viewed LCA as an important learning approach in which students engaged in the learning process, be aware of their responsibilities, create a sense of autonomy in learning, and teachers can learn from their experience. Notwithstanding, in discussing principles of Constructivism learning theory Dagar (2016) maintained that learning should stimulate students thinking activities and enhance their meta-cognitive and self-regulative skills which are embedded in the study content knowledge. Therefore, although both teachers and students had positive perceptions on the use of LCA on developing lifelong learning skills in students, in the selected secondary schools were either implemented partially or not implemented at all. There is a need to emphasize the application of LCA in the selected schools in the Nyamagana District.

Developing students' confidence

Also, figure 7.5 demonstrated that the adoption of the Learner Centred Approach develops students' confidence by 20.8 percent. Participants explained that when LCA was used in

the teaching and learning process, students developed confidence in various matters. For example, a student who works in collaboration exercises leadership at schools and develops independent learning. In constructivism learning theory, Museum and Israel (1991) argued that learners construct knowledge for themselves and each learner individually and socially constructs meaning as he or she learns. Therefore, LCA helps students to be confident and develops independent learning. In the selected secondary schools, the researcher found out that where LCA was practiced students were confident to ask and learn more for what was taught compared to schools where teacher-centered was mostly implemented.

Consuming Time

Also, figure 7.5 showed that 13.5 percent said the adoption of LCA in the teaching and learning process consumes time. Participants argued that teachers who advocated LCA as a teaching pedagogy require abundant time for preparation and in the teaching process. The finding was in line with Jabbour (2013) that schools require the adaptation of the traditional lecture approach of education through which physical, human and financial resources can be controlled. The finding implied that students believed that LCA needs time and conducive teaching and learning environment which supports the adoption of LCA. For example, for schools where there are big class sizes, teachers consume time, especially when opting to apply a student-centered approach

in the teaching and learning process. Participants argued that teachers consume much time in assigning students in groups for discussion and presentation of their work. The finding also implied that the application of LCA requires an appropriate class size for a teacher to manage the approach. Thus, however, students perceived the approach positively; they showed that it may consume time in the absence of good class size.

VIII. CONCLUSION AND RECOMMENDATIONS

8.1 Conclusion

This study sought to ascertain the implementation of Learner Centred Approach to reposition education in public secondary schools. Based on the findings the study concludes that Learner Centred Approach plays a significant in students learning outcomes. The findings showed that LCA develops critical thinking, problem-solving skills, cooperation, and career choice skills in students. However, the findings indicated LCA as an important learning approach that develops lifelong learning for the students, teachers had varied perceptions towards the implementation of LCA. Some teachers believed that the learner-centered approach prepares the student for life while others believed that teachers do not have adequate knowledge to implement a student-centered approach. Moreover, participants argued that LCA requires adequate time for its usage.

8.2 Recommendations

Based on the study findings, the researcher recommended the following for effective implementation of Learner Centred Approach in public secondary schools.

- i. The government enacts effective education and training policy to emphasize the implementation of a student-centered approach in public secondary schools. The policy should be enforced by strict laws to ensure its implementation.
- ii. Notwithstanding, the Ministry of Education Science technology should plan for training and retraining for teachers on the adoption of the new teaching paradigm to equip teachers with the required knowledge for the application of LCA.

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The Role of School Management Team in Managing Students' Academic Performance in Community Secondary Schools in Tabora Municipality- Tanzania

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Abstract

This study aimed at examining the role of school management team in managing students' academic performance in Tabora municipality Tanzania. The study employed mixed method approach and convergent parallel design to collect data. The study involved both qualitative and quantitative data. The study applied simple random sampling technique and purposive technique to collect information from respondents. Simple random sampling technique was used to select community secondary schools, teachers and students while purposive sampling technique was applied to sample heads of secondary schools and district education officer to participate in the study. The study employed questionnaires and interview guides to collect information from respondents. Questionnaires were applied to collect information from teachers and students while interview guides were used to collect data from heads of schools and District Educational Officer. Quantitative data were analyzed by using statistical package of social science (SPSS) version 20 while thematic analysis was used to analyze qualitative data. The findings revealed that school management team plays a great role in managing the performance of students academically. Furthermore, the findings of the study revealed that school management team is facing various challenges such as lack of training to members of SMT, insufficient support from community around the school, students' misbehaviors, inadequate of financial support from the government, uncondusive of teaching and learning environment, lack of teaching and learning materials and lack of parents' involvement in students learning process. The study suggests that the government should provide enough funds to the school management team in community secondary schools to enable them be able to manage students' academic performance.

Keywords— School, Management Team, Students, Academic Performance, Community Secondary Schools.

I. INTRODUCTION AND BACKGROUND TO THE STUDY

Education which is viewed as a social institution serving the needs of society has been considered as an essential tool for sustainable development of the society that flourishes from one generation to another (Paschal and Mkulu, 2020) ;(Daniel, 2017). However, the existence of quality education of any society is affected by the existence of several factors such as cooperative learning in the classroom as well as teacher- students' relationship in the school contexts. (Paschal, Nyoni, and Mkulu, (2020). In spite of the mentioned factors seemed to be critical; the school management team (SMT) is among of the most prominent factors in school which has the power to influence whichever in positive or negative ways, students' achievement. SMT is made up of principal, deputy principal and heads of departments depends on the size of

the school (Maja, 2016). Principal's duties are to communicate with staff members to ensure that everything is done accordingly (Daniel, 2017) ; (Mulai, 2011). The principal also has other duties such as planning for school development, organizing, directing, implementing and communicating with school governing board members about all activities taking place at school. (Daniel, 2017). In order to have effective teaching, learning and quality education school management team should work properly so that the workers perform their duties and roles as required. From this light, (MOEVT, 2010); Nkwana (2010) have noted that School management team is very important tool in managing, controlling and evaluating the whole process of teaching and learning. For example, school management team is responsible to ensure that students' academic performance is achieved because it plays a number of roles in encouraging the students to

work effectively and efficiently towards acquiring academic performance as well as life skills.

In England and North Ireland State schools are managed by school governing boards which have the mandate to supervise all activities that take place at school on academic matters (Sulley, 2016). The school governing boards are the ones responsible for school administration, strategic planning, staff appointment and dismissal of workers who are not fulfilling their duties, school accountability and staff appraising. The public secondary schools are operating by boards which are known as school governing boards (SGB). These boards have been given all authorities to control each and every thing that takes place in all government secondary schools. In South Africa the schools are supervised by school management teams which started to be used in 1996 by the Act 84 of 1996. The Act gave the mandate of planning, directing, supervising and controlling school activities to the school management team. This Act set the base structure of managing schools in the whole country (Daniel, 2017). The school management teams were given the power to control the day to day activities at schools.

In Kenya management of education at all levels is managed by different organs. For instance Mulai (2011) point out that, school management committee (SMC) and Centre Management Committee (CMC) are used to supervise primary schools while Board of Governors (BOG) is used to manage secondary schools and tertiary institutions. All these organs are used in order to ensure that teachers perform their duties well so that students can be able to get better performance at the end of their studying period. In Tanzania SMT is made up of school head, deputy school head, academic master, and school accountant and discipline master (MOEVT, 2010); Nkwana (2010). The school management team has several duties and roles such as; implementation of education and training policy, planning for school development, directing and controlling school budgets, managing day to day affairs of school, ensuring high quality for new constructions and school maintenance, to ensure a conducive teaching and learning environment including putting sports and games in school timetable, supervising and ensuring high quality of teaching and learning including effective use of time on tasks for the entire school day (Ministry of education and vocational training, 2010).

The role of SMT is to plan, implement and make evaluation of teaching and learning process at school. Tabora municipality is among the districts in Tanzania where secondary schools do not perform well in form four national examinations despite the fact that most of schools

have school management teams which are responsible for planning, implementing, controlling and making evaluation of every activity done at school as directed by ministry of education (MOEVT, 2010). For instance some schools in Tabora municipality have been performing poor for the last five years consecutively from 2016 to 2020. For instance in 2020 some secondary schools in Tabora municipality performed very poor in form four national examination and some of them ranked last positions regional wide. Therefore the current study was intended to find out the role played by school management team to ensure that students' academic performance is improve in Tabora municipality.

II. STATEMENT OF THE PROBLEM

Tanzania has experienced an alarming increase in the number of students failing in community secondary schools since its independence (Paschal and Mkulu, 2020). Despite the fact that the government and the ministry of education has made a number of reforms in the system of education such as improvement of curriculum, construction of infrastructure and hiring of new teachers in community secondary schools, the issue of poor students' academic performance continues to be a big challenge in community secondary schools in Tanzania (Nghambi (2014); Kambambovu (2018); (Paschal and Mkulu, 2020); In relation to that, most of the researches in Tanzania are done to assess the factors that contribute to the massive failure of students within public secondary schools. The majority focus on assessing learning materials and the environment than looking at how school management team can affect the academic performance of the students. The majority of community secondary schools in Tabora municipality are among of the schools in Taboraregion which perform poor in national examinations especially in form four examinations (NECTA, 2020); (Tanzania Ministry of education and vocational training (2010). For example in 2020 form four national examination, some community secondary schools in Tabora municipality performed very poor and some of them ranked in last positions regional wide (NECTA, 2020). This situation has been taking place for several years. It is in this regard the current study was intended to investigate the role played by school management team in managing students' academic performance in community secondary schools in Tabora municipality with the hope that the study will bring a perspective to how school management team affects academic performance in community schools in Tabora, Tanzania

General Objective

To examine the role of school management team in managing students' academic performance in community secondary schools. The current study was guided by three objectives.

- i. To find out managerial functions of school management team in managing students' academic performance in community secondary schools.
- ii. To examine the contribution of school management team in managing students' academic performance in community secondary schools.
- iii. To determine challenges facing school management team in managing students' academic performance in community secondary schools.

Research Questions

- i. What are managerial functions of school management team in managing students' academic performance in community secondary schools?
- ii. What is the contribution of school management team in managing students' academic performance in community secondary schools?

Conceptual Framework

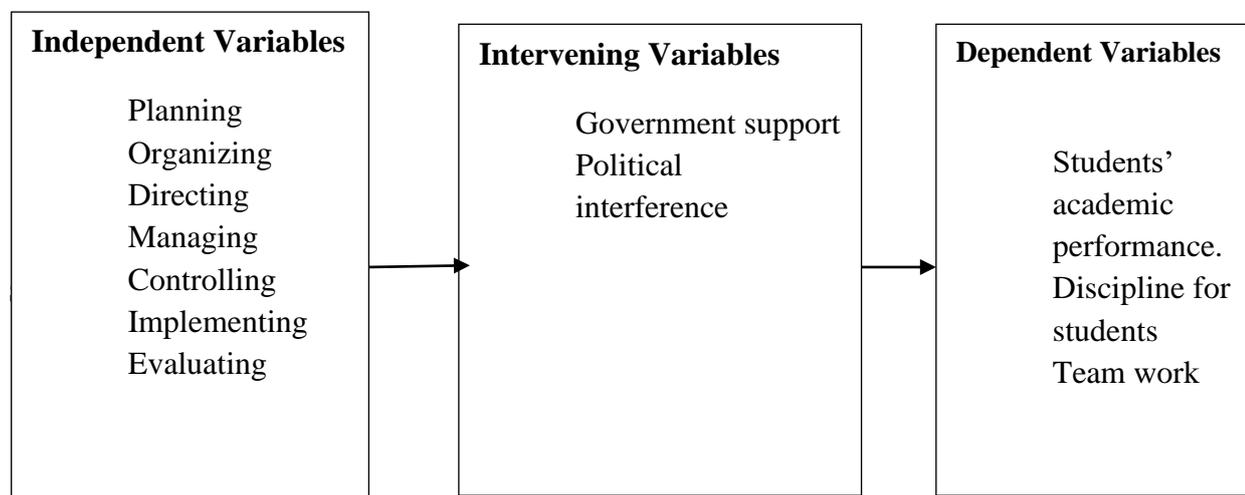


Fig.1.1 Conceptual Frame Work

Conceptual frame work is a diagrammatic representation of concepts of variables that show the interconnections between the independent, intervening and dependent variables (Mburu, 2016). Independent variable is the variable which affects another variable positively or negatively. In this study the independent variables are functions of school management team which included planning, organizing, directing, managing, controlling

- iii. What are the challenges facing school management team in managing students' academic performance in community secondary schools?

Significance of the Study

This study aimed at finding out the role of school management team in managing students' academic performance in community secondary schools in Tabora municipality. Therefore the final results of this study is sought to provide the wide knowledge to students, teachers and parents about the importance of school management team. It will also guide policymakers and curriculum designers to involve school management team in policy making and curriculum preparation in order to ensure that students' academic performance is improved. In addition the study will help the government to understand the challenges facing school management team in dealing with educational challenges hindering students' academic performance. Moreover this study will help school management team in their daily activities of supervising the whole process of teaching and learning to ensure the effectiveness of teaching profession in order to improve students' academic performance.

implementing and evaluating while dependent variables included students' academic performance, discipline for students, team work and teaching professional improvement. Intervening variables included government support and political interference. If the functions of school management team would be performed well, they would influence students' academic performance, discipline for students, teamwork and teaching

professional improvement. The government support and political interference are very important to school management team members in fulfilling their duties. It is the role of school management team to apply its efforts to ensure that these managerial functions are performed in a proper way in order to achieve goal.

III. LITERATURE REVIEW

Theoretical Review

This study was guided by administrative management theory which was profounder by Henry Fayol in 1916 in German Jengo (2016). The theory shows the importance of dividing the tasks among workers according to their specialization. In addition, Daniel (2017) Italso suggests that there should be job specialization in an organization like school since it helps workers to perform their duties efficiently and effectively (Uzugbu and Nnadozie (2016). In addition, Daniel (2017) point out that school without job specialization cannot perform better the duties. School management team has the responsibility to ensure that all activities are done accordingly by considering teachers' specialization. This theory is applicable to the current study and is useful to it since it shows how different duties and responsibilities in the organization like school should be carried out so as to improve the performance of students in a particular school. However, the theory has some weakness as it depends much on managers' skills in order to make more efficiency in an organization. Nevertheless the administrative theory enables organization to achieve the goal if it is applied properly.

Empirical Review

Managerial Functions of School Management Team in Managing Students' Academic Performance.

School management team should perform different functions in order to manage students' academic performance; these functions include control students' discipline, involving parents in students' learning process and improving teaching and learning environment. The study conducted by Watson and Sanders (2012) in USA about the understanding of parental participation in American public education, revealed that parental involvement in student' studying was very crucial since it creates corporation that allows greater collaboration between home and school environment to improve students' outcomes. In addition, parental involvement in education was seen important because it added value to educational development of students of all ages. However, Hanover Research (2019) in Southern Dakota of United States of America observed that factors like effective teachers, providing academic, social and emotional

supports to students, to influence students 'performance. In addition the findings revealed that teachers are the most impactful of all school based factors but not the most important factor overall. This implies that the teachers can help students to perform well in their studies but he/she needs the support or readiness of the students and the out of school based factors to fulfill that intention since the students can be affected by external factors such as parents, conflicts and family poverty that can hinder the students' performance. Communication is another factor that influences students' academic performance. The study done by Nkwana (2010) about the responsibility of Educators and SMT on curriculum implementation, delivery and intervention in South Africa revealed that, communication is among the factors influencing students' academic performance at school. Through communication members of school management team are able to communicate the school mission, vision and objectives that the school aims to achieve. Nkwana maintains that, to implement the curriculum depends much on the extent to which teachers are informed and prepared. This implies that the proper way of implementing the curriculum to meet the objectives and goals that have been set by the school there must be effective communication between School Management Team members, teaching staff and non-teaching staff.

Also Rasebotsa (2017) argued that, proper communication increases the quality of relationship and simplifies the implantation of curriculum development. The organization that needs to grow well it must use effective communication in order to strengthen the relationship among employees and employers of that organization. Therefore in order to perform school activities accordingly there should be well communication channels that will help to pass information from school leaders and their subordinates. This will simplify the process of teaching and learning to take place at school.

Moreover, Wambui (2018) examined the influence of girls' perceptions and attitude towards mathematics in secondary schools of west lands district in Kenya. The study found out that the school good performance depends on good teachers, motivation and the typical leadership style used at a certain school. This implies that the quality of school depends on the quality of teachers who are working at that school. In some developing countries the factor of education of teacher is the most important element of determining the quality of education being provided. School management team has the role to monitor and evaluate the whole process of teaching and learning of every individual teacher in order to improve teacher's profession.

Furthermore Kambambovu (2018) investigated the influence of school leadership on students achievement at Rombo district in Tanzania and the findings indicated that, school leadership is the factor which influences students' academic performance since leadership at school is very important in order to ensure that everything done at school is done accordingly. He maintained that leadership is the manner in which school leaders are proving directions, orders, and implementing schools plans so as to obtain the desired goals and objectives. The aim of the current study is to investigate how SMT manage leadership style as one of the factors that influences student's academic performance so as to enable teaching and learning process to take place at school.

The Contribution of School Management Team in Managing Students' Academic Performance.

The school management team contributes much in managing students academic performance by fulfilling different functions like supervising the whole process of teaching and learning, approving school budget, managing students discipline and solvating different problems happening at the work so that the student academic performance at schools.

The study conducted in USA by Watson (2012) commended that when school management encourages parental involvement in students' learning process; it creates a partnership between home and school which improves students' academic performance. In addition the study showed that when parents participate in their children's' learning it increases the commitment of students to the studies which helps them to perform well in the examinations. Therefore involvement of parents in education is very crucial since it improves educational development of students of all ages. The study shows the importance of parents to be involved in all matters concerning students' learning process.

Also, Nnangwa (2013) conducted a study in Abia state in Nigeria to find out the role of school management team in the process of education reforms. The findings revealed that school management team has a great role in ensuring good leadership by choosing the proper leadership style that helps to influence students' academic performance. In addition the study also showed that leadership style is very important to ensure that learning and teaching process takes place at school to facilitate the achievement of school goal which is to ensure high academic achievement of students in their studies

In the same line, Ntseto (2015) asserts that school management team contributes much to ensure that all supportive services are provided to teachers within a clear and well organized plan action. This implies that the SMT

should ensure that everything needed for implementation of curriculum and policies that are brought to school by the government has been provided to enable teaching and learning process to take place smoothly at school. In order to meet this role SMT should communicate with other educational officers and other stakeholders. Moreover Daniel (2017) conducted a study in South Africa about the role of SMT in curriculum management .The findings revealed that the school management team plays a great role to ensure the daily professional management of the school. The study also shows that the functions of school management team are to plan, implement, organize, control and assess the whole process of students' learning at school. In addition, the study emphasized that the implementation of curriculum at school is done under the supervision of SMT. The study also reveals the importance of making school evaluation to check whether the planned programmes are done in the manner that enables the achievement of the school goal and objectives.

Moreover, Booysen (2010) found out that schools in South Africa were performing poor because there was no school evaluation done to see how the process of teaching and learning was carried out. This implies that evaluation in any institution has great significance since it aims at making the improvement in the organization.

Furthermore, MOEVT (2010) put out the roles and duties of school management team which include implementation of education and training policy, preparing school development plans and school budgets, managing daily activities of school, ensuring high quality for new constructions and school maintenance, to ensure a conducive teaching and learning environment including integrating of sports and games in school timetable, planning, supervising and controlling all school activities taking place at school. This implies that school management team has been given duties and roles to plan, implement and evaluate all activities carried out at school to ensure that students' academic is well achieved.

Challenges Facing School Management Team in Managing Students' Academic Performance.

The school management team encounters several challenges in fulfilling its duties. These challenges become an obstacle to SMT in managing the performance of students. For instance, Kapur (2018) conducted the study in India about the factors lead to students' academic performance in secondary schools. The findings revealed that factors like family poverty, parents illiteracy, large family size, lack of provision of tuitions or extra classes, inadequacy of resources, lack of planning programmes, lack of interests in studies, psychological factor family conflicts and disputes, fear of examinations and lack of

motivation to students are among factors that hinder the student better performance in the examinations

UNESCO (2011) suggests that the big number of students enrolled lead to inadequate of resources and has resulted into difficulties in creating the expected outcomes .This has made school management to be more complex and difficulty enterprise than few decades ago. This implies that, due to the increase number of students' enrolment which does not match with the available resources in community secondary schools school management team fail to provide the requirements that needed for teaching and learning process to be carried properly. Hence leads to students' failure in academic performance. Lack of school heads' commitment is among the factors that hinder the students' academic performance. UNESCO (2011) maintains that performance of students in community secondary schools cannot be achieved in schools where school heads are not in fully committed to play their roles effectively and efficiently. This implies that school heads commitment has great impact on students' performance.

Also, Atchia and Chinapah (2019) conducted a study in Mauritius about the factors affecting students' academic performance on secondary school students' .The results revealed that 90.1% of students' academic achievement can be affected by school leadership, students' socioeconomic factors and teacher. This indicates that school leadership style, students' economic status and teacher can hinder the better performance of the student

In addition, the study done by Mestry(2017) in south Africa about assisting principals to lead and manage public schools effectively found out that, school management team members have a heavy work load and sometime do not have time to perform their instructional management functions .The findings also showed that Members of school management team have other duties out of administrative duties like teaching subjects heads of different departments like academic department.

Not only that but also, Kithinji (2013) conducted a study in Kenya to examine the administrative challenges facing school management and school heads that can affect academic achievement of students in day secondary schools .The findings showed that students' indiscipline, shortage of teaching and learning materials and school physical facilities are among the challenges that facing school management in ensuring the academic performance of students.

Similarly, Masenyi (2014) also examined the factors that lead to students' poor performance in English subject in secondary schools in Magu district in Tanzania. The study employed descriptive survey research design in data collection. The findings showed that factors like

insufficient number of teaching and learning materials, lack of enough number of teachers, lack of motivation to teachers and poor attitudes of teachers and students contribute much on students' poor academic achievements. The study also found out that students lack competence in English language because they lack support from parents and the whole community in which they live. Therefore failure in English language leads to the failure in other subjects because in secondary schools all subjects except Swahili subject are taught in English. Hence, understanding English language becomes the base for understanding other subjects.

Moreover, Nghambi (2014) conducted a study in Tabora about the factors hindering students' academic performance in certificate of secondary education examination in community secondary school .The findings showed that poor performance in form four examination was caused by several factors like poor working environment for teachers, poor supply of teaching and learning materials, high teacher student ratio which is one teacher to 65 students and poor teaching methodology. The study also emphasized that many students in community secondary schools are not ready to carry out their duties in studying. Moreover the study showed that most of students go to schools as a fashion or they have been forced by laws that need every child to go to school. Some of these students see school like a contact area where they can meet with their friends and peer groups and chat. School management team is responsible to eliminate truancy at school since it is among the factors hinder students' academic performance at school. Furthermore, the study done in Tabora municipality by Kambambovu(2018) about leadership styles in relation to students' academic performance revealed that ,leadership styles applied by school management is among the main factors hindering students' academic achievement in community secondary schools in Tabora municipality.

Knowledge Gap

Most of the reviewed studies showed that, school management team is very important in improving students' academic performance at school. The studies also showed that school management team plays a great role in supervising the daily activities done at school in order to enable students to perform well. Most of the reviewed studies were done out of Tanzania like (Ntseto 2015; Booyesen 2010; Daniel 2017; Kithinji 2013; Mulai 2011; Mburu 2016and Nkwana 2010) and few were done and documented in Tanzania like (Nghambi 2014; Kambambovu 2018; David 2014 and Jengo 2016) .

However most of these studies done in Tanzania focused much on factors affecting students' academic performance

like(Nghambi 2014; Jengo 2016 and Kambambovu 2018) Not only that but also some of the reviewed studies used pure qualitative approach to collect data like (Maja 2016 and Ntseto 2015).Moreover most of these reviewed studies have long time like (Ntseto2015; Booysen 2010;Kithinji 2013;Mulai 2011;Mburu 2016;Nkwana 2010 and Nghambi 2014; Maja 2016; Masenyi 2011; Nkwana2010 Nnangwa 2013;David 2014). This shows that there is the missing gap which needs to be filled. It is in this regard the researcher found out that there is a need to conduct this study on the role of school management team in managing students' academic performance in Tabora municipality so as that the gap can be filled.

IV. RESEARCH METHODOLOGY

This study employed mixed research approach; which enabled collection of data which have qualitative and quantitative features (Mugenda, 2003). The researcher adopted convergent parallel design which involved collecting both quantitative and qualitative data simultaneously (Creswell, 2014; Oso and Onen, 2016). The target population of this study comprised of students, teachers, heads of secondary schools and district education officer in Tabora municipality. Simple random sampling was used to select students and teaching staff, while purposive sampling was used to select heads of schools and district education officer. The study employed a sample size of 186 respondents ((Mugenda, 2003).

Data was collected using questionnaires and interview guide. Questionnaires were used to collect data from

students and teachers; while interview guide was used to collect data from heads of schools and from district education officer. Validity of the research instrument was checked by different research expertise, while reliability was checked using split half technique (Mugenda and Mugenda, 2003; Tracy, 2013). Qualitative and quantitative data was collected simultaneously. The researcher analyzed quantitative data using a statistical package for social science (SPSS) version 20 and the data are presented using tables, graphs and explanations. Again, quantitative data were analyzed using thematic analysis and the researcher presented these data using explanation and the use of quotations from the respondents (Oso and Onen, 2016)

The study adhered to several ethical principles in research like seeking permission letter, privacy and confidentiality, anonymity, informed consent, avoiding plagiarism as well as avoiding physical and psychological harm to the respondents.

V. RESULTS AND DISCUSSION OF THE FINDINGS

Presence of School Management Team in Secondary Schools

The question was constructed in order to know the presence of SMT in secondary schools in Tabora municipality. The figure below shows the teachers' responses about the presence of SMT.

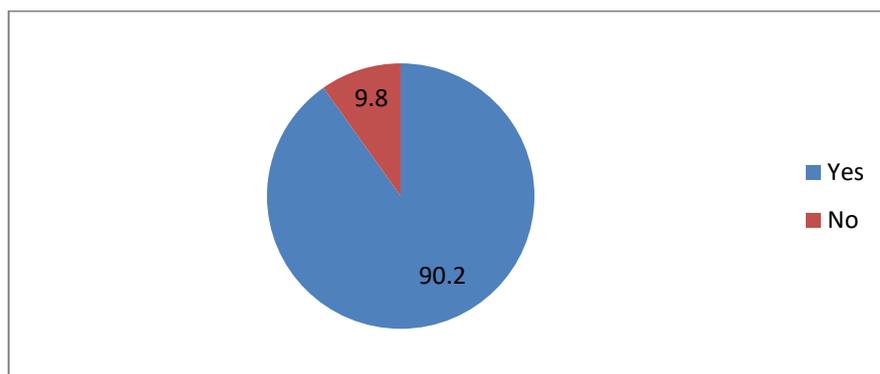


Fig.4.1. Teacher's responses on the presence of SMT in secondary schools (n= 82)

Source: Field Data, (2021)

The findings in figure 4.1 indicated that 90.2 percent of respondents said that their schools have a school management team, while only 9.8 of respondents said that their schools have no SMT. This implies that in Tabora municipality the community secondary schools have

school management teams which supervise the schools' daily activities. The presence of SMTs in community secondary schools in Tabora municipality was also proved through the interview with interviewee 2, who said that,

Our school has school management team which controls each and every thing done here at school such as preparing school time table, controlling students' discipline, preparing school budget, organizing

and supervising internal tests and examinations and preparing school plan for the whole year (Interviewee 2, October 12, 2021).

This issue was also addressed to students, and their responses are presented in figure 4.2

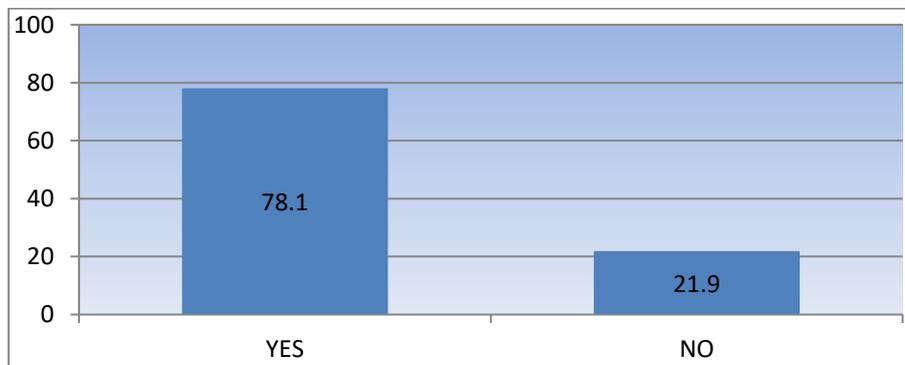


Fig.4.2 Students' responses on the presence of SMT in secondary schools (n-96)

Source: Field Data, (2021)

The findings in figure 4.2 indicated that 78.1 percent of respondents agreed that there is school management team at their schools while 21.9 percent of respondents said that their schools have no SMT. This result shows that even students are aware of the presence of school management team in their schools. One interviewee was quoted commenting that;

All community secondary schools have school management teams which supervise all activities done at schools. Under the supervision of school heads, SMTs ensure the following at school:

proper utilization of teaching and learning resources, controlling school discipline, preparing schools short and long plans, implementing school plans, Preparing school budget, and organizing internal and joint examinations (Interviewee 1, October 12, 2021).

Understanding of Managerial Functions of SMT

The researcher was very interested to know if the students know the managerial functions of SMT. The question was set for students and their responses were presented on figure 4.3 below

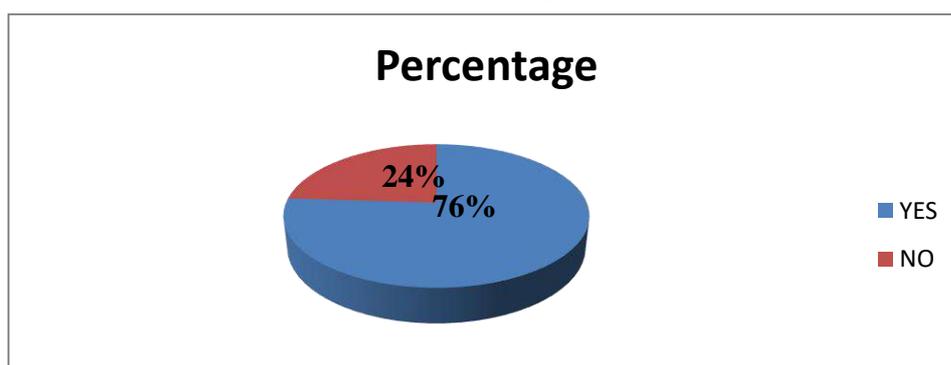


Fig.4.3 Students' responses about the understanding of managerial functions of SMT (n= 96)

Source: Field Data, (2021)

The findings in figure 4.3 indicated that 76 percent of students agreed that they understand managerial functions of SMT while only 24 of students said that they do not understand the managerial functions of SMT. The findings show that the majority of students understand the

managerial functions of school management team (SMT) in supervising the daily activities. The understanding of managerial functions by students helps both SMTs members and students to increase their efforts to ensure that the school predetermined goals are achieved through

cooperation between students, teachers and school management team members.

The question was also addressed to teachers and their responses are open in figure 4.4

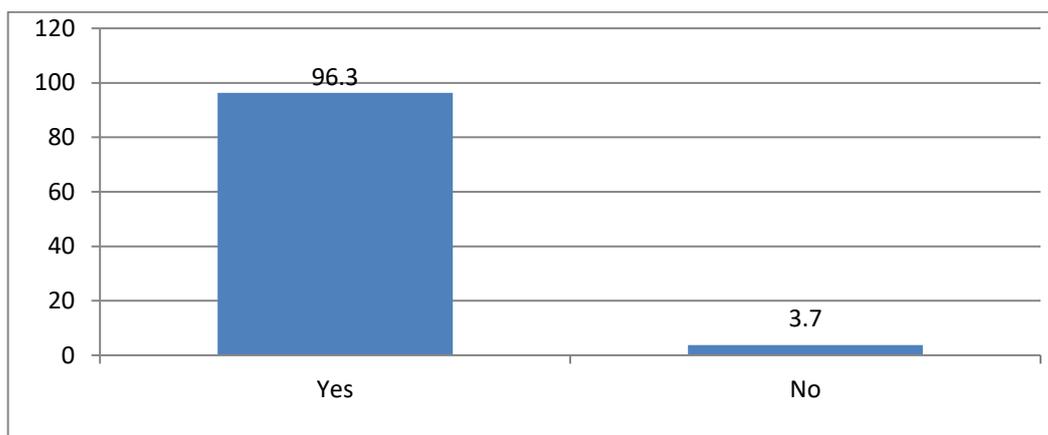


Fig.4.4 Teachers' responses about the understanding of managerial functions of SMT (N=82)

Source: Field Data, (2021)

The findings in figure 4.4 indicate that 96.2 percent of teachers know managerial functions of SMT while 3.7 percent of teachers said that they do not know the function of SMT. This findings showed that teachers in Tabora municipality know the functions of school management team at their schools. The findings imply that in Tabora municipality the majority of teachers have a

great understanding of the roles played by their SMTs in ensuring that the students' academic performance is improved.

Through open-ended questionnaires teachers were asked to mention and explain some Managerial functions of school management team and the responses from teachers are presented on table 4.1 below;

Table 4.1 Managerial Functions of School Management Team Mentioned by Teachers (n = 82)

NO	ITEMS	FREQ	Percentages
1	Maintaining students discipline	29	45.4
2	Solving problems	16	19.8
3	Motivating teachers and students	15	17.5
4	To encourage cooperation among teachers	14	17.3
Total		82	100

Source: Field Data, (2021)

The findings in table 4.1 indicate the managerial functions of SMT mentioned by teachers. It was discovered that 45.4 percent mentioned to maintain students' discipline, 19.8 mentioned that SMT is responsible for solving several problems in schools, 17.5 percent pointed out that it is responsible for motivating teachers and students and 17.3 percent commented that it is responsible for encouraging cooperation among teachers

This result was explored more in an interview where one interviewee has maintained that;

School management team has a lot of tasks to perform; among of them is to

make sure that every student has acceptable discipline. We believe that if students have discipline, other school activities including teaching and learning process can be done in a smooth way (Interviewee 4, October 12, 2021).

It was also discovered that even students are aware of the functions of school management team. Through open-ended questionnaires, students have explained the functions presented in table 4.2

Table 4.2 Managerial functions of School Management Team mentioned by students (N= 96)

NO	ITEMS	FREQ	Percentages
1	To manage students' academic performance	19	15.9
2	To manage students discipline	29	35.8
3	To control teaching and learning process	27	33.8
4	To improve learning environment	21	27.5
	Total	96	100

Source: Field Data, (2021)

The findings in table 4.2 indicate that 15.9 percent of students have claimed that SMT has a duty to manage students' academic performance, 35.8 explained that they have a role to manage students discipline, 33.8 percent to control teaching and learning process and 27.5 percent mentioned to improve learning environment. Moreover the managerial functions of SMT was also demonstrated by the interviewee 3 who said,

Some of the core managerial functions of SMT are, to ensure school discipline, planning for school development, supervising proper utilization of resources, and supervision of teaching and learning process (Interviewee 3, October 12, 2021).

The findings are in line with administrative theory which suggests that the institution should have regulations and rules which will help to guide workers on how to perform their duties effectively in order to ensure the provision of quality products (Edward, 2018). This implies that teachers have to abide to the code of conducts of teaching profession to ensure that everything done at school is done accordingly.

Contribution of SMT in Managing Students' Academic Performance.

The researcher wanted to check the understanding of students on the contribution of SMT on students' academic performance. The students' responses are presented on figure 4.5 as follows:

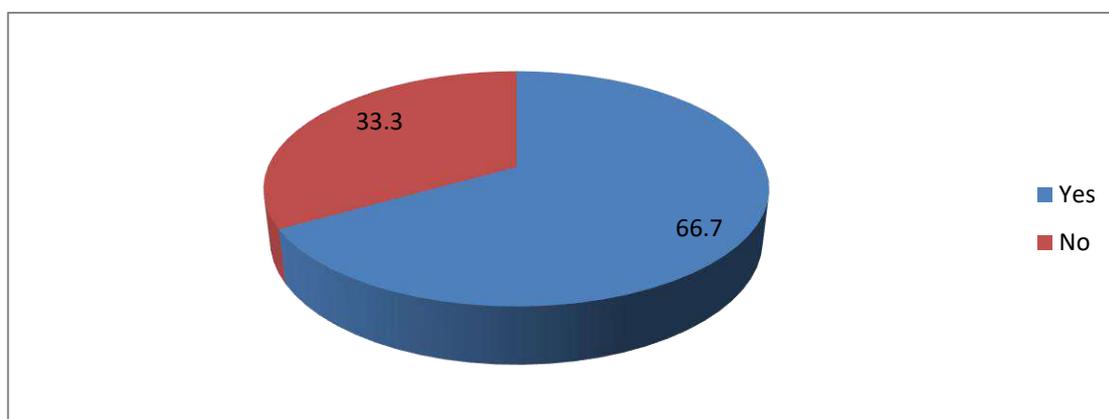


Fig.4.5 Students' responses on the contribution of SMT in managing students' academic performance. (n= 96)

Source: Field Data, (2021)

The findings in figure 4.5 shows that 66.7 percent of students agreed that SMT has a contribution in managing students' academic performance while 33.3 percent of students disagreed that SMT contributes to students' academic performance. The findings found out that the majority of students know the contribution of SMT in managing students' academic performance in Tabora. In addition, the same theme emerged in the interview with interviewee 3 who stated that,

The contribution of SMT in improving students' performance is very high in our schools because the team has a duty of controlling students' discipline, organizing examinations, and ensuring provision of teaching materials (Interviewee 3, October 12, 2021).

On this issue, teachers' responses are presented in figure 4.6

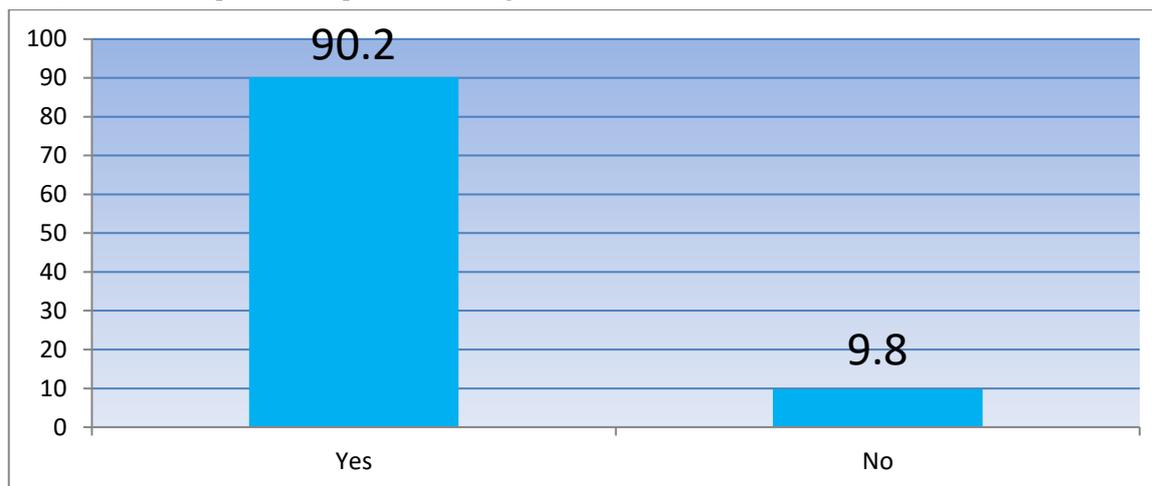


Fig.4.6 Teachers' responses on the contribution of SMT in managing students' academic performance (n= 82)

Source: Field Data, (2021)

The findings in figure 4.6 indicated that 96.3percent of teachers agreed that SMT contributes in managing students' academic performance while 3.7 percent of teachers did not agree that SMT has a contribution on students' academic performance. The findings found out that the majority of teachers are familiar with the contribution of SMT in managing students' academic performance. In an interview, it was also established that SMT has a great contribution to the students' academic performance through their duties including supervising the teaching and learning process.

In addition, the findings were in line with Kambambovu (2018) who revealed that the school management team

Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Table 4.3 Students' Responses on the Challenges Facing SMT In Managing Students' Academic Performance (n = 96)

No	Challenges	1		2		3		4		5	
		F	P	F	P	F	P	F	P	F	P
1	There is lack of Financial support.	18	18.8	14	14.6	19	19.7	36	37.5	9	9.4
2	Students' commitment to the studies is very low	9	9.4	14	14.6	20	20.8	35	36.5	18	18.8
3	School management team members are not trained regularly.	7	7.3	14	14.6	34	35.4	25	26	16	16.7
4	There is lack of support from parents	22	22.9	15	15.6	20	20.8	26	27.1	13	13.5

Source: Field Data, (2021)

The findings in table 4.3 indicates the students' responses as follows: 46.9 percent of students agreed that lack of financial support to the school management team is a challenge, 33.4 percent did not agree and 19.7 percent of

plays a great role in influencing students' academic performance. This is because they participate in supervising all activities performed at the schools. For instance it is responsible to ensure that teachers are attending their periods as indicated on school time table.

Challenges Facing SMT in Managing Students' Academic Performance.

The researcher was interested to know the challenges that face SMT in fulfilling its duties to improve students' academic performance. The findings from the students are presented on table 4.3 below.

students did not show their position. However, the findings show that majority of students in community secondary school agreed that lack of financial support is the challenge to the SMT in managing students' academic performance.

Financial support is very important as it helps the SMT to perform well its duties. This was supported by interviewee 3, who said;

The school management team tries its level best in planning for school development including improving the process of teaching and learning but sometimes our plans remain unimplemented due to the fact that there is no enough funds to implement the plans (Interviewee 3, October 12, 2021).

Moreover, the findings in table 4.3 shows that 58.3 percent of students have agreed that student's low commitment to their studies is a challenge to the performance of SMT in managing students' academic performance, 14.6 percent disagreed with the statement. The findings show that majority of students in Tabora municipality agreed that low commitment to studies is among the challenge facing school management team in managing students' academic performance. Interviewee 3 has also maintained that;

Our students are not committed to their studies; and I find that some of them come to school because they are forced by their parents or guardians and others come to school as a fashion but they are not concentrating well in their studies (Interviewee 3, 12, October, 2021)

The findings concur with Kpolovie (2014) who examined the student's interest in studying and academic performance. The scholar has discovered that the students' interests in learning are very low; something that become an obstacle to the SMT in managing the academic performance of students.

Again, the findings in table 4.3 indicates that 42.7 percent of students have agreed that lack of regularly trainings to members of school management team is a problem that facing SMT in managing students' academic performance,

while 21.9 percent disagreed with the statement. Interviewee 4 has also commented that there is no regular training given to those teachers appointed to be members of SMT to equip them with knowledge and skills (Interviewee 4, October 12, 2021).

The findings are in line with Jengo (2016) who has also discovered that among the big challenge that face school management team is the lack of training to the members. This shows that training to SMT is very important in improving students' academic performance in community secondary schools.

Also, the findings in table 4.3 indicated that 40.6 percent of students agreed that lack of support from parents is a challenge that facing SMT in managing students' academic performance, while 38.6 percent disagreed with the statement. The findings revealed that the majority of respondents agreed that lack of parents' participation in students learning is a great challenges to SMT.

This was supported the interviewee 4 who said,

The big challenge that our school faces is inadequate support of parents in students learning. Some parents think that their role is to buy uniforms and exercise books to their children only and the process of guiding students is the work of teachers who have been trained to do so. Some parents do not come to school even when they are asked by the teachers to do so (Interviewee 4, October 12, 2021).

The findings concur with Watson (2012) who revealed that parental participation in students learning plays a great role in improving students' academic performance. This indicated that parents' involvement in teaching and learning process is very important in ensuring the best student's academic performance.

On the same issue, the responses from Teachers are presented in table 4.4

Table 4.4 Teachers Responses on the Challenges facing SMT in managing students' academic performance(n= 82)

Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

No	Challenges	1		2		3		4		5	
		F	P	F	P	F	P	F	P	F	P
1	There is lack of Financial support.	4	4.9	12	14.6	27	32.9	24	29.3	15	18.3
2	Students' commitment to the studies is very low	8	9.8	4	4.9	26	31.7	30	36.6	14	17.1
3	School management team members are not trained regularly.	2	2.4	9	11	23	28	26	31.7	22	26.8

4	There is lack of support from parents	7	8.5	5	6.1	20	24.4	33	40.2	17	20.7
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Source: Field Data, (2021)

The findings in table 4.4 indicates that 47.6 percent of teachers agreed that lack of financial support is a big problem to school management team in managing students' academic performance, while 19.5 percent disagreed with the statement. The findings revealed that the majority of teachers in community secondary schools agreed that lack of financial support is the challenge to the students' academic performance. This was also demonstrated through the conversation with interviewee 4 who said

Among the challenges which face our SMT is lack of enough funds that can enable us to implement all school plans that we have planned to do. The school management team have a lot of plans but due to financial challenge, some of the plans are not fulfilled (Interviewee 4, Oct. 2021).

Financial support to SMT helps to motivate them so that they can increase their creativity and innovation in teaching process which improves students' academic performance. This is supported by administrative theory which suggested that, workers have to be creative and innovative in order to increase the output, which must go hand in hand with financial support (Uzuegbu, 2015)

The findings in table 4.4 indicate that 53.6 percent of teachers agreed that students low commitment to their studies is a challenge that facing SMT in its daily activities, while 14.7 percent disagreed with the statement. The findings show that the majority of teachers in Tabora municipality agreed that low commitment to studies is among the challenges facing school management team in managing students' academic performance. Masenyi (2014) has suggested that lack of motivation to students leads to poor attitudes in learning. Therefore, students need to be reinforced to study, which must go hand in hand by ensuring that they get all what they are supposed to get to learn effectively.

The findings in table 4.4 indicate lack of regular trainings to the members of school management team is the problem that hinders SMT in managing students' academic

performance. In this, 58.6 percent of teachers agreed with the statement, while 13.4 percent disagreed. The findings indicated that the majority of teachers' in Tabora municipality agreed that lack of regular trainings to members of school management team leads to poor performance of the team in managing students' academic performance.

Also, table 4.4 presents a statement that lack of parental support to the students learning process is a challenge which hinder the SMT to manage the academic performance of students. It is indicated that 61.0 percent of teachers agreed with the statement, while 14.6 percent disagreed. The findings found out that the majority of teachers in Tabora municipality agreed that lack of parents' involvement in students' learning is a hindrance to students' academic performance. One interviewee has claimed that;

Parents do not give us support effectively in dealing with students' discipline. When we work closely to control their children's behavior, some of them think that we hate their children and this is really discouraging (Interviewee 3, October 12, 2021)

On this issue, Ramalepe (2015) has pointed out that educational administrators should create the conducive environment where teachers, students and parents treat each other with respect in order to participate well in the process of teaching and learning. This means that the students' academic performance can be simply achieved if teachers, students and parents work together.

Suggestions of the Participants to School Management Team

The researcher was interested to know the suggestions of respondents to SMT in managing students' academic performance. The students' results are presented in tables 4.5

Table 4.5 Students' suggestions to SMT in managing students' academic performance (n = 96)

NO	ITEMS	FREQ	Percentages
1	Increasing teaching and learning resources	35	40.2
2	Time for remedial should be reduced	16	13.3
3	To provide food to students	24	24.8
4	To reduce punishment to students	21	21.7

Total	96	100
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Source: Field Data, (2021)

The findings in table 4.5 shows that 40.2 percent of students has suggested that teaching and learning resources must be increased, 13.3 explained that time for remedial

should be reduced, 24.8 suggested that food must be provided to students, and 21.7 percent have pointed out that punishment to students must be reduced.

Table 4.6 Teachers' suggestions to SMT in managing students' academic performance (n= 82)

NO	ITEMS	FREQ	Percentages
1	To increase cooperation among teachers	28	34.2
2	To solve all school problems	20	24.5
3	To motivate students and teachers	16	18.4
4	Provision of punishment to students who misbehave	18	23.9
Total		82	100

Source: Field Data, (2021)

The findings in table 4.6 indicated 34.2 percent of students have claimed that cooperation among teachers must be increased, 24.5 explained that school problems must be solved effectively, 18.4 have commented that teachers and students must be motivated to work hard and also 23.9 percent elaborated that all students who misbehave must be punished. For example, interviewee number 5 has suggested that,

The school management team should be strong enough to effectively play its role in managing students' academic performance. For instance it should be able to control students and teachers discipline and monitoring each and every thing taking place at school (Interviewee 5, October 12, 2021)

The findings concur with UNESCO (2011) which observed that students cannot perform better in community secondary schools if there is no strong school leadership which is able to fulfill its duties effectively and efficiently. In order to improve students' performance leaders should be able to carry out their responsibilities as required. This also concurs with the School Management Theory which suggests that school management team should have authority to give directions and orders about what should be done in teaching and learning process (Uzuegbu, 2015)

The researcher was interested to know the suggestion of the respondents to the government on how it can support the SMT to manage students' academic performance effectively. The responses from teachers are presented in table 4.11 below.

Table 4.7 Teachers' suggestions to the government (n= 82)

NO	ITEMS	FREQ	Percentages
1	Provision of in service training to teachers about school management	25	31.6
2	Improving salaries to teachers	20	22.4
3	Increasing financial support to run school activities	14	17.5
4	Providing teaching and learning materials	23	28.5
Total		82	100

Source: Field Data, (2021)

The findings in table 4.7 present teachers' suggestions to the government. It was discovered that 31.6 percent of teachers have suggested that the government should provide in service training to teachers, 22.4 suggested that

teachers' salary must be improved, 17.5 suggested that increasing financial support to SMT is the best strategy, and also 28.5 percent have suggested that the government

should provide enough teaching and learning materials. Interviewee number 2 said that,

Provision of management skills to the SMT, and increasing capitation grants to the community schools will help SMT to perform its duties well. Again, motivating teachers and

students, involving the community around the school and organizing joint examinations are some of the strategies to improve students' academic performance (Interviewee 2, October 12, 2021)

Table 4.8 Students' suggestions to the government (n=96)

NO	ITEMS	FREQ	Percentages
1	To build enough classrooms	28	29.9
2	To provide financial support to SMT	32	33
3	To increase teachers' salaries	17	17.5
4	To provide in service training to teachers	19	19.6
	Total	96	100

Source: Field Data, (2021)

The findings in table 4.8 indicated the suggestions of student's to the government as follows. 29.9 have suggested that the government of Tanzania should finance the construction of enough classrooms, 33 percent commented that providing financial support to SMT could be the best strategy, 17.5 percent suggested that teachers' salary should be modified, and also 19.6 percent have suggested that the government should ensure provision of in service training to teachers. In this, interviewee number 4 suggested that,

In order to solve the challenges facing SMT, the government of Tanzania should provide all the needed supports in community secondary schools like building classes, laboratories, toilets, teacher's houses, to improve teachers' salary and bringing in the learning resources (Interviewee 4, October 12, 2021).

The findings were also in line with the school management theory which emphasizes that the salaries to the workers should be satisfactory to meet workers' needs because it helps to motivate teachers to perform their duties efficiently. Again the theory emphasizes that the workers should work in conducive environment (Uzuegbu, 2015)

VI. CONCLUSIONS AND RECOMMENDATIONS

Basing on the first objective the study concluded that, teachers and students' have great understanding about managerial functions of SMT therefore they should be

involved in everything SMT plans in order to simplify implementation of the plans. Regarding on the second objective the study concluded that, school management team has great contribution in managing students' academic performance therefore it should be supported by community, parents and government in order to fulfill its duties effectively. Referring to the third and last objective the study concluded that, School Management Team encounters many challenges in fulfilling its duties in managing students' academic performance.

Basing on the findings obtained the study generally included that school management team is very important in ensuring students' academic performance not only in Tabora municipality but also in all secondary school in Tanzania. Therefore it should be given support by all education stakeholders so that it may be able to fulfill its responsibilities effectively and efficiently.

VII. RECOMMENDATIONS

Basing on the findings of this study the following recommendations were made.

- I. Teachers should be given seminars after being appointed to be members of school management team to make them be familiar with school management skills.
- II. In service training has to be provided to all teachers so as to make them have up to date skills of teaching.
- III. Policy makers should involve school management team in policy making so as to simplify the implementation of their policies.

IV. The curriculum developers have to include school management team in developing and changing curriculum to simplify the process of curriculum implementation.

V. The government should employ more teachers so as to decrease the problem of shortage of teachers especially science teachers.

VI. The community around the school should participate well in students learning process so as to improve the students' performance.

VII. The school management team should encourage parents' participation in students' learning process so as to guide students be committed to the studies.

VIII. The government and the community should participate in building classrooms to all community secondary schools.

IX. The government should increase teachers' salaries in order to motivate them to perform their duties efficiently.

X. School management team should supervise the utilization of the available resources used in teaching and learning.

XI. The school management team should encourage cooperation among teachers in order to build the spirit of team work at working places.

VIII. SUGGESTIONS FOR FURTHER STUDIES

I. New study to be conducted about the role of SMT in private secondary schools.

II. The research to be conducted on the role of SMT in boarding secondary schools.

III. The study to be conducted on the role of SMT on teachers' job performance in community secondary schools.

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The Contribution of Career Guidance Service in Public Secondary Schools towards Professional Training: A Case of Magu District, Mwanza

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Abstract

The study sought to examine the influence of career guidance services provided in public secondary schools on students' choices of future professional training in Magu district, Mwanza- Tanzania. The study was guided by Social Cognitive Career Theory (SCCT) that was developed by Lent, Brown, and Hackett in 1994. The study employed convergent parallel research design under mixed research approach which help in data collection, analysis of data. The sample size was 152 participants, simple randomly sampling was used to select secondary school teachers and form four students from. While purposive sampling was used to select public secondary school leavers in 2020 and head of secondary schools. Quantitative data were collected through questionnaires and analyzed using descriptive statistics with the helper of Statistical Package for Social Science (SPSS) version 21 and presented in frequency, percentages, graphs and charts. Qualitative data were collected through interview and analyzed thematically by creating themes. The study revealed that career guidance service that was provided in public secondary schools was ineffective; hence, making secondary school leavers to join unplanned professional training since it did not contribute to the students' choices of future professional training. The government should ensure provision of career guidance services training to teachers.

Keyword— Career guidance services, Professional training, Public secondary school and secondary school leavers.

I. INTRODUCTION AND BACKGROUND TO THE STUDY

Career guidance is an important influence in one's choice of future professional training. An individual enters into planned and right future professional training because of the career guidance service provided in secondary schools.

The aspect of career guidance emerged in the first part of the 20th century in different countries around the world. This started to help students to choose their right future professions and training in their life (Zafar, 2019). A study conducted by Wong and Yuen (2019) shows that the aspect of career guidance started over the last 60 years in Hong Kong with the aim of assisting students in the choice of future professional training. However, due to insufficient and unstructured career guidance service provision in secondary schools, many students have ended up choosing careers of their parents' interests.

In Asia, Karachi, Pakistan, and China, professional choices depend on profession training which an important aspect in students' lives is. Career guidance is highly needed in

Pakistan to promote employment and productivity. According to Yaqoob, Arif, Samad, and Iqbal (2017) the selection of a future profession depends on the effective delivery of career guidance service in secondary schools which provides information on employment opportunities that are available. This shows that effective career guidance is a crucial aspect in career decision making, which finally reduces the rate of unemployment.

Recently, a study conducted in Hong Kong, China, by Wong and Yuen (2019) noted that, despite the establishment of career guidance about sixty years ago, still it remains undeveloped for a long time. The development of career guidance service in secondary schools in Hong Kong has occurred in four phases, the first stage was 1950-1970, second one 1970s-1990, the third phase 1990s-2000 and fourth stage in 2000-2018. Also, Wong and Yuen asserts that career guidance service does not only involve the provision of career knowledge but also guide the students on the future professional training choices which introduce them into the world of work.

Hughes (2017) argues that the development of career guidance system in England has five years of historical

development although the policy which supports the history was inconsistent with that of the government. According to Hooley (2019), England as part of the United Kingdom, has a unique system on how to provide career guidance service compare to other countries like Scotland, Wales as well as Northern Ireland. However, Hooley comments that Scotland as part of United Kingdom shares some features in the system of career guidance with England.

In Africa, the intensification of education access has resulted in producing more skilled individuals who compete for a limited number of employment opportunities that are available. This situation has led to the rise of career guidance service in secondary schools for the aim of providing career knowledge and skills among the secondary school students (Mabula, 2012). Similarly, Loan and Van (2015) have noted that the high rate of unemployment among the undergraduate students is caused by the wrong choice of their professional training which is a result of ineffective career guidance service in secondary schools.

In East Africa, education career and guidance service (ECGS) have been provided since 2002. Nsamba, Kiweewa, Oonyu, and Otwine (2018) insist that East African countries like Uganda emphasizes on the provision of career guidance services in secondary schools with the aim of guiding students on vocational training and facilitating their transition from education to the employment market. Therefore, in consideration of employment rate in Uganda, it is clear that career service is an important aspect in reducing the rate of unemployment. However, in the recent past, there have been no efforts put in place in providing guidance service among the students. This shows how ineffective career guidance service has been in the country in the recent past (Robert, 2019).

Kenya is among the developing countries in East Africa which provides career guidance service in secondary schools that emphasizes on the provision of career information and career instruction for the future training. Ineffective career help service in Kenyan secondary school has led to students making wrong career choices, thus resulting in high rates of unemployment Ibrahim (Wambiya, Aloka & Raburu, 2014). This is because when career information is provided, it directs students to choose professions for certain employment opportunities (Gacohi, Sindabi, & Chepcheng, 2017).

Nyambuya, and Onyango (2020) have pointed out that in Tanzania there is ineffective career guidance among secondary schools students which leads to wrong selection of subject combinations, thereby resulting in wrong choices of future professional training and finally to

unemployment. From what has been explained above, it is plausible to say that the increase in unemployment rate in Tanzania is due to students making wrong choices of their professional training which is due to ineffective career guidance services in secondary schools in the country. From the preliminary study conducted by the researcher in Magu district it's observed that majority of the heads of schools in Magu district emphasize much on the provision of career guidance service in schools. The service provided during teaching and learning process and near final form four examination although most of the secondary school leavers who traced through snowball technique join unplanned professional training which finally lead them to unemployment. Therefore, this study examined the way career guidance service in public secondary schools in Magu district, Mwanza Tanzania contributes to the selection of future professional training among secondary school students.

Statement of the Problem

The information provided by the international labour organization shows that in Tanzania, the rate of unemployment increased in the years 2018 to 2020. Among the factors which lead to unemployment in the country is the choice of unplanned one's professional training. The goal of career guidance is to prepare students towards making right choices of their future professional training. Heads of schools in Magu district emphasize much on the provision of career guidance service because it is important in the students' choices of future professional training. From the preliminary study conducted in Mgu district the researcher identified that despite the presence of career guidance service in public secondary schools found in Magu district, students lack ideas on which professions they should join after completing secondary school education whereby most of the school leavers enter into unplanned or wrong professions thereby making them vulnerable to unemployment. In Tanzania, different studies have been carried out on career guidance but few on how it contributes to the future profession training. Therefore, the current study find out the contribution of career guidance services in public secondary schools towards the choices students make in their future professions in Magu district, Tanzania.

Significance of the Study

The results and recommendations of the study might be important to different groups in education sector including the students, policy makers and education leaders. Since the study provide awareness on the contribution of career guidance services to secondary school students' choices of their future professional training based on their intellectual

abilities and interests. Moreover the findings and recommendations of the study are important to educational leaders as it they expose the challenges facing teachers in providing career guidance services and the way to handle those challenges.

Theoretical Framework

This study guided by the Social Cognitive Career Theory (SCCT) which was established by Lent, Brown, and Hackett in 1994. The theory states that individuals make career choices by considering both internal and external factors that have an influence on individuals' goals, self-efficacy, career interests, and future expectations. The Social Cognitive Career Theory is relates to this study due to its argument that the selection of future professional training depends on career guidance, as well as the individual and environmental factors.

II. RELATED LITERATURE REVIEW

Zafar (2019) comments that in Pakistan students who had career guidance had no difficulties in making decisions about career choices. Similarly, Jain (2017) argues that there is a direct link between career counselling and guidance with the choice of career to the students. This shows that effective career guidance in secondary schools has influence on students' career choices.

A study conducted in Lebowakgomo District, in Northern Province of South Africa by William (2016) revealed that ineffective career guidance in secondary schools impacted negatively on students' choices of post-secondary school courses and training. Also, the findings revealed that career guidance was not given special attention in secondary schools in South Africa. Therefore, career guidance should be made an important component in subjects offered in secondary schools in order to help the learners to associate what they have learn with the employment opportunities available.

III. RESEARCH METHODOLOGY

This study used mixed research approach to get appropriate research findings on the contribution of career guidance service in public secondary schools towards students' choices of professional training in Magu district. Mixed research approach has been explained as the integration of qualitative approach and quantitative approaches in a single study (Azorin, 2016). The use of mixed research approach enabled the researcher to obtain

comprehensive information concerning the study problem. This study employed a convergent parallel mixed research design in data collection, analysis and presentation. Convergent parallel design is a method whereby a researcher concurrently administers both qualitative and quantitative research instruments in the same phase (Demir & Pismek, 2018). Therefore, the researcher collected qualitative and quantitative data concurrently. The use of convergent parallel research design enabled the researcher to collect data concurrently, to acquire a deep and comprehensive information as well as to make a comparison of the qualitative and quantitative information obtained from the field.

Sampling Procedures

This study employed both probability and non-probability sampling techniques. In the probability sampling, the study used simple random sampling technique to select 59 secondary school teachers and 85 form four students. While purposive sampling was used in non-probability technique to select 4 heads of schools and 4 public secondary school leavers in 2020. Thus make a total of 152 respondents.

Data Collection Methods

Quantitative data were collected through questionnaire (open ended and close ended question) and analyzed through descriptive statistic with the helper of the Statistical Package for Social Science (SPSS) version 21. The quantitative findings were presented in chapter four through table, charts and graph. The qualitative data were collected through interview and analyzed through thematic analysis and the findings were presented in quotation and narrative form.

IV. FINDINGS AND DISCUSSION

This chapter focuses on the presentation and discussion of the findings collected from the field. The analysis of the data, its interpretation and discussion of the findings are based the influence of career guidance on students' future professional training choices.

Career Guidance Services in Public Secondary Schools Enable the Students to Choose their Future Professional Training.

This study sought to identify the contribution of career guidance service toward the choice of future professional training. In this objective the findings are presented in Table 1

Table 1: Teachers' responses on whether career guidance services in secondary schools influence students' choice of future professional training (n=59).

No	Statement	Response									
		SA		A		N		D		SD	
		F	P	F	P	F	P	F	P	F	P
1.	Career guidance services in secondary school influence career choices	5	8.5	1	1.7	2	3.4	34	57.6	17	28.8
2.	Career guidance services enable students to associate what they have learnt, their ability and interest with the available job opportunities.	5	8.5	4	6.8	4	6.8	21	35.6	25	42.4
3.	Ineffective career guidance services in public secondary school impact negatively on the choice of post-secondary school training.	22	37.3	30	50.8	3	5.1	3	5.1	1	1.7
4.	The information about careers provided in career guidance services has greater influence on the choice of post-secondary training programme.	-	-	3	5.1	3	5.1	22	37.3	31	52.5

Source: Field Data, (2021).

Key; SD - Strongly disagree, D – Disagree, N – Neutral, A – Agree, SA - Strongly agree, P – Percentage and F – Frequency

Table 1 displays the responses to the statements which determine whether career guidance service contribute to the choice of future professional training among secondary school leavers. 51 per cent of teachers agreed that ineffective career guidance services in public secondary school impacted negatively on the choice of post-secondary school training while 58 of the teachers disagreed that career guidance services in secondary

school influenced career choice. Conversely, 53 per cent of teachers strongly disagreed that the information about career knowledge provided in career guidance services had a greater influence on the choice of post-secondary training programmes whereas 42 per cent of teachers strongly agreed that career guidance services enabled students to associate what they had learnt, their abilities and interests with the present job opportunities.

Table 2: Students Response on Career Guidance Services in Public Secondary Schools enable the choice of Future Professional Training Students Response (85).

No	Statement	Response									
		SA		A		N		D		SD	
		F	P	F	P	F	P	F	P	F	P
1.	Career guidance services in public secondary school influence choice of future profession training.	-	-	1	1.2	5	5.9	35	41.2	44	51.8
2.	Teachers interact and talk to the students about the world of work	2.4	2	7	1.2	7	8.2	43	50.6	32	37.6
3.	The information I got from my teacher about career helped me to choose my subjects of specialization	2	2.4	-	-	6	7.1	35	41.2	42	49.4
4.	The information about career knowledge provided in the career guidance has greater influence on the choice of post-secondary school training programmes	1	1.2	3	3.5	14	16.5	35	41.2	32	37.6

Source: Field Data, (2021).

Key; SD - Strongly disagree, D – Disagree, N – Neutral, A – Agree, SA - Strongly agree,
P – Percentage and F – Frequency

Table 2 indicate the level of students' agreement to the statements which determine whether career guidance service contribute to the choices of future profession training among secondary school leavers. The findings revealed that 50.6 per cent of students disagreed that teachers interacted with and talk to the students about the world of work and 41.2 per cent of students disagreed that the information about career knowledge provided in the career guidance had greater influence on the choices of post-secondary school training programmes. Likewise, 49.4 per cent of students toughly disagreed that the information they got from their teachers about career helped them to choose their subjects of specialization and 51.8 per cent of students intensely disagreed that career guidance services in public secondary school influenced the choice of future professional training.

Effective contribution of Career guidance service

This is revealed from Table 1 whereby 57.6 per cent of teacher disagreed that career guidance services in secondary school influenced career choices. Likewise, in Table 2, 51.8 per cent of students strongly disagreed that career guidance services in public secondary school influenced their choice of future professional training. This contrary with Zafar (2019) whose revealed that students who had career guidance made good choices in their future professional training. This shows that career guidance service in secondary schools influences career choices of the students. Therefore, this result means that most of the secondary school leavers depend on the career guidance provided in their former secondary schools in choosing their future professional training. However, career guidance service provided did not influence effectively the choice of their future profession training.

The findings are supported by the information obtained during the interview whereby the head of school C explained that career guidance service provided in his school was ineffective though it was provided to the students when they were in form four. However, the information provided had a slight impact on the choices of post-secondary education. Therefore, secondary schools should emphasize more on the provision of career guidance service, as indicated when the interviewee was quoted saying;

The service provided in school is not effective, and therefore, the school should revise the way of providing that service so as to improve its effectiveness; though, the information provided

has slight influence in the selection of future professional training (Interview H₃, 2021).

This implies that in secondary school career guidance service is provided though is ineffective due to the challenge encountered. Thus the information provided has a small impact on the choice of future professional training among secondary school leavers. Thus the findings conflicting, with Jain (2017) findings which revealed that career guidance and counselling impact on the process of making decisions on careers among students. This means that career guidance service in school enable student to choose their future professional training.

However, the finding is reliable with the theory of Social Cognitive Career which states that an individual is affected by both internal and external factors in the choice of career, thus, in this scenario career guidance service is regarded as an external factor which impact significantly on one's choice of career. In this perception, it is clear that career guidance service that is provided in secondary schools can be seen as an external factor that influences the choice of careers.

Influence of career guidance information

This sub-theme was generated from the respondents' findings which determined whether career guidance service influenced the choice of future professional training basing on the information provided during career guidance service. The sub-theme is supported by the findings in Table 1 whereby 52.5 percent of teachers strongly disagreed that the information about career knowledge provided in career guidance services had greater influence on the choice of post-secondary school training programmes.

Likewise, in Table 2 it is indicated that 41.2 per cent of students disagreed that the information about career knowledge provided in the career guidance had greater influence on the choices of post-secondary school training programmes and 49.4 per cent of students intensely disagreed that the information they got from their teacher about career helped them to choose their subjects of specialization. The findings were contrary to that by Gacohi, et. all (2017) which emphasize that the information provided about career knowledge had higher influence on the choice of future professional training. Therefore, in secondary schools, the information provided in career guidance had a slight influence on the choice of future professional training.

Furthermore, one public secondary school leaver in 2020 commented that there was ineffective career guidance service provided in school which was mainly provided during examination. The interviewee was quoted saying; “The information provided in career guidance service influences slightly the choice of professional training and that’s why most of the secondary school leavers join unplanned profession training” (Interviewee 1, 2021).

Also, the findings contrary to the Social Cognitive Theory which guided this study which regard that the information provided could be observed as an external factor which impacted on the students’ choices of future professional training. Therefore, the information provided about career guidance contribute slightly to the students’ choice of post-secondary school education and professional. However, this study revealed that the information provided in schools about career didn’t make the learners aware of the professional training opportunities available and how to join them with the required qualifications. In this sense therefore, career service provided in public secondary school cannot contribute to the choice of students’ future profession training.

Association of career guidance service with the present job opportunities.

This is another sub-theme extracted from the responses made by the participant as indicated in Table 1 whereby 42.4 per cent of teachers strongly disagreed that career guidance services enabled students to associate what they learnt, their abilities and interests with the available job opportunities. Also, in Table 2, 50.6 per cent of the students disagreed that teachers interacted with and talk to the students about the world of work. However, the findings are contrary to Upoalkpajor, (2020) findings which revealed that career guidance service enabled the students to associate their knowledge with the job opportunities available. Therefore, in Magu District, career guidance service provided in public secondary school didn’t link student with the employment opportunity available and didn’t keep aware the learner about the world of work.

In addition, the information provided through interview with the head of school B revealed that due to ineffective provision of career guidance service in schools, it was difficult for the secondary school leavers to associate it with the employment opportunities available since they were not aware of the employment opportunities (Interview H2, 2021). This is similar to the information provided by one of the secondary school leavers in 2020 who commented that career guidance service in school was ineffective and that made it difficult for the secondary school leavers to associate what they learnt in school and

the job opportunities available in relation to the choice of profession training (Interview 3, 2021). Generally, in this scenario, the study revealed that in Magu District, career guidance provided did not link secondary school leavers to the job opportunities available.

Moreover, the findings are consistent with Social Cognitive Career Theory (SCCT) which observe that an individual is affected by both internal and external factors when making the choice of careers. The association of career guidance service with job employment is an external factor which impacts on personal goals and one’s choice of career. Generally, the career guidance service provided in public secondary schools does not link the learner with the employment opportunities available; thus, most of the secondary school leavers enter into unplanned profession training. Therefore, in this sense, effective career guidance service provided in schools should be link the learner with the employment opportunities available.

V. CONCLUSION AND RECOMMENDATIONS

The study concludes that career direction services in public secondary schools in Magu district did not contribute to students’ choices of their future professional training.

The study recommends that education policy makers should integrate career guidance in the education policies in order to ensure effective implementation of the service in schools. The incorporation of career guidance aspect in the education policies will create room for the policy implementers to do effective implementation of the service.

The study further recommends that the school administrators should ensure that public secondary school teachers get involved effectively in the provision of career guidance services to the students with the aim of helping them to choose their planned future professional training.

Also, the study recommends that the government should ensure provision of career guidance service training to the teachers in order to help the students in their selection of subjects of specialization and finally to choose their future professions appropriately.

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Teachers' Participation in Decision Making and Work Performance in Public Secondary Schools in Meru District Council in Arusha Tanzania

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Abstract

Teachers' participation in decision-making plays a significant in their work performance. In Tanzania, the idea of participation in decision-making emerged from decentralization policy and was adopted in the field of education through the Education and Training Policy of 1995. The theme was to emphasize that school administrators involve teachers in decision-making to improve school work performance. This study sought to find out the relationship between teachers' participation in decision-making and their work performance and identified the factors affecting teachers' participation in decision-making to work performance in secondary schools. Also, the study anchored on Transformational Leadership Theory developed by Mac Gregory Burns in 1978. Moreover, the study adopted a mixed research approach specifically convergent parallel to collate data from teachers, heads of schools, WEOs, and DEO for secondary schools. Validity and reliability of quantitative instruments were tested through content and appearance whereby 0.82 correlation coefficients were obtained to indicate the instruments were valid and reliable. Likewise, the reliability of qualitative tools was obtained through a triangulation system. Quantitative data were analyzed through a computer software program known as SPSS version 20 while qualitative data were analyzed through content analysis methods which involved assigning data into themes, categories, and summarization. The findings demonstrated that there is a relationship between teachers' participation in decision making as it increases efficiency, commitment, accountability and enhances students' performance. Also, the study indicated that teachers' participation in decision-making was affected by inadequate time for participation, financial challenges, facilities, transparency, and lack of leadership training. These factors led to poor academic performance in schools.

Keywords— Teachers' participation, decision-making, work performance, public schools.

I. INTRODUCTION

In Tanzania, the idea of shared decision-making originated from the decentralization system that began in 1972 when the central government transferred some of its powers and functions to restricted authorities (Godha, 2014). The thought was further adopted in the education sector to enhance rapid development in its activities. Education and Training Policy of 1995 emphasized the transfer of authority from central government to schools and teachers (URT, 2010). The aim was to ensure that education stakeholders are engaged in decision procedures to improve performance in education institutions. In the same vein, Secondary Education Development Program SEDP I and SEDP II stated that the government restated the role of local government to involve lower authorities in school to engage in decision-making process whereby teachers' participation

in the implementation of education programs was highly needed (URT, 2010).

Therefore, following the implementation of policy programs, the idea of involvement in decision-making seems to be achieved at higher levels of education administrations than in lower authorities in schools. For example, Education Sector Development Program ESDP 2007/2008- 2016/2017 outlines the structure and process for education sector dialogue in Tanzania mainland from the Ministry level to school level whereby participation of stakeholders of education was given priority to improve performance (URT, 2010). Similarly, the ESDP review of 2016/2017- 2020/2021 emphasized that the existing dialogue structure has played a significant role in fostering collaborations among key education stakeholders to get updates on emerging issues (URT, 2017).

The Ministry of Education Science and Technology (MoEST) through Curriculum for Secondary Education identified the qualities needed for school heads to have attributes of commitments, dynamism, responsibility and accountability, confidence, and commands of good public relations and pro-team work. School heads with identified attributes understand the importance of teachers' participation in the decision-making process. Therefore, the involvement of teachers in the decision-making required special attention in public secondary schools by infusing leadership skills to the school heads to improve work performance. URT (2010) through the Secondary Education Development Program (SEDP II) stipulates that good governance is the cornerstone in effective utilization of human capacity towards enhancing efficiency and effectiveness in the provision of secondary education. Similarly, URT (2013) in the Curriculum for ordinary level secondary education showed that promoting teamwork enhances work performance.

However; the same document states that school leaders do not have a good relationship with their subordinates in the management of different education matters. This condition lowers teachers' morale, commitment, and work performance resulting in poor academic performance among students. Therefore, school leaders are responsible to ensure teachers are involved in the decision-making process to promote their work performance.

Participation in the decision-making process is a major pillar of work performance in secondary schools. The Ministry of Education Science and Technology in Tanzania through its education programs insist that school administration should involve teachers in the decision-making process to improve work performance in secondary schools. Despite the government efforts, some school heads do not abide by the government directives which leads to the poor working performance of teachers in public secondary schools. Also, according to (Ngussa and Gabriel, 2017) report, it showed that there is little teachers' participation in most public secondary schools in Arusha Municipality which leads to low working morale among secondary school teachers. Teachers' participation helps to boost teachers' confidence, ensure effective implementation of curriculum, and reduce teachers' turnover (Owusu, et. al, 2014). In Meru District, the majority of students (70%) scored division four and other students get zero in their final form four examinations in public secondary schools (NECTA, 2018; 2019; 2020). Therefore, it is in this context the researcher wants to find out the degree of involvement of teachers in the decision-making procedures and how it promotes their work performance in public secondary schools. This study was guided by the following objectives;

- i. To examine the relationship between teachers' participation in management and work excellence in Secondary education.
- ii. To identify factors affecting teachers' participation in decision-making and work performance.

This study is beneficial to many education stakeholders such as policymakers, heads of schools, teachers, and researchers. Policymakers can create effective education policies with clear guidelines on how teachers can participate in decision-making to improve job performance. Also, school heads can easily capture new ideas from teachers once involved in decision-making for school efficiency. Similarly, teachers can be motivated and increase their commitment and accountability in work to raise students' academic performance. Also, this study provides a way forward and encourages more research in schools to seek the best ways to improve teachers' commitment and enhance students' performance in public secondary schools.

II. LITERATURE REVIEW

In this section, the researcher reviewed several articles from scholarly works based on the objectives of the study. From the articles, the researcher identified some gaps which call for the interest of the current investigation.

Relationship of Teacher's Participation in Decision Making and Work Performance

Teachers' involvement in decision-making is vital towards school efficiency. In Iran Sagvandy (2015) investigated teachers' participation in different levels of decision making in the Dezful council on developing professional skills. The researcher adopted quantitative methods in the collection of data in a sample size of 70 participants. Also, the researcher used questionnaires and an observation checklist to collect data from the participants. The study identified that there is a positive significant relationship between teacher participation in educational research, administrative, organization, and conference-related decisions. The researcher also added that involving teachers in decision-making helps to increase their productivity to the benefit of students.

Also, (Eris, Kayhan, Bastas & Gamar, 2017) carried out a study on teachers' and administrative staff views on teacher participation in the decision-making process in Cyprus. The investigation was purely quantitative research. The guiding questions were employed by the researcher to gather data from the participants. The findings indicated that school administrators adopt more democratic attitudes in the decision-making process and include school staff more frequently in the decision-making process in areas of school

responsibilities and authority to subordinates. In Turkey (Ozan, Ozdemir, and Yirci, 2017) made an investigation on Ethical leadership behaviors of school administrators from teachers' point of view. The researcher used quantitative methods in collecting and analyzing data. The researcher also used questionnaires as the instruments of data collection from the field. The researcher identified establishments of ethical codes for school administrators to help them to decide with integrity, fairness, and in a more ethical manner about teachers' issues. Therefore, the school principal must involve teachers in the planning and establishment of ethical codes for integrity. Similarly, Haryanto (2020) in Nigeria, found that there is a significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara state. Thus, involving educators in the decision-making processes in secondary education impacted motivation to the teachers and achieve higher in public secondary schools.

Also, In Ghana Okuoko & Dwumah (2012) examined employee involvement in decision making and workers performing decision-making was a mixed research workers' questionnaires and interview to collect data from the field. The researcher found out that involvement in decision-making impacted positively on workers' commitment and performance in an organization. Therefore, involving teachers in decision-making promotes accountability and commitments of teachers in their job operation in secondary schools. Notwithstanding, Surkino and Sieghthai (2010) in seeking whether participative decision-making affects lecturers' performance in higher education in Thailand maintained that involving lecturers in decision making is used to improve not only performance but also organization performance. Although the study was carried out in higher learning educational institutions, it is also applicable in public secondary schools. Teachers' involvement is vital towards school efficiency in schools.

In Nigeria, Olurunsola and Olayemi (2011) conducted a study on teachers' participation in decision-making in secondary schools in Ekit State. The researcher employed quantitative methods in the collection and analysis of data. A teacher decision-making questionnaire (TDMQ) was used to collect data from the participants. The researcher also used the descriptive analysis method to analyze data. The researcher found that participation of teachers in decision-making in the administrative activities enhances teachers to gain experience, removes boredom, frustration and increases workers' commitment, efficiency, and job satisfaction. Also, Tchapchapchet, Iwu, and Ille (2014) in South African University on examining employee participation and productivity found that employee participation in decision making has a positive impact on

the effectiveness, efficiency, and productivity of faculty. The involvement of teachers in the decision-making process makes teachers feel they are part and parcel of the institution. Thus, school administrators need to ensure teachers are involved in planning and other school matters to enhance accountability and voluntary participation in the implementation to improve work performance in public secondary schools.

In addition to the foregoing, in Ethiopia Atsebeha (2016) carried out a study on principals' leadership styles and their effects on teachers' performance in the Tigray Region. The researcher adopted mixed research methods in the collection and analysis of data. Furthermore, questionnaires and focus group interviews were used as the instruments of data collection in the field. The study revealed that leadership style has a significant relationship with the job performance of teachers in schools. Therefore, the participation of teachers in the decision-making process in school-related matters is highly dependent on a type of leadership style employed in the school. Some school heads do not see the necessity of involving their employees in the decision-making process which leads to the failure of implementation of various school programs. Transformational leadership style is very important in school organization to ensure each individual is motivated to perform duties in school and thus high performance.

Similarly, in Zimbabwe Wadesango (2012) in investigating the influence of teacher participation in decision making on their occupational morale found that participatory decision-making leads to more effective organization and higher staff morale. Therefore, employee involvement in decision-making promotes motivation and encourages a higher level of accountability and commitment for the school to succeed and hence good job performance.

Likewise, (Kariuki, 2018) in Kenya found that school principals involve teachers in pedagogical ways of teaching and learning, symposium, and staff discussion to improve their job performance. Teachers' participation in decision-making in various aspects is vital to school organizations. Involvement encourages new ideas and innovation towards the implementation of the program and hence yields high performance of teachers.

In Tanzania, Ngussa (2017) examined participation in decision-making on teachers' commitment in Arusha Municipality. The researcher used quantitative methods to collect and analyze data from the field. Also, the researcher used a descriptive comparative design to examine the level of participation between private and public secondary schools in Arusha. The decision-making questionnaire method was applied to get data from the participants. The findings indicated that there is a significant relationship

between teachers' participation in decision-making and teachers' commitment.

Factors Affect Teacher's Participation in Decision Making

Heads of the school play a significant role in enhancing teacher participation to improve work performance in schools. Despite their roles, some factors determined teachers' involvement in every aspect of decision-making in school.

In Sweden, Paulsrud and Wermke (2019) conducted a study on decision-making in the context of Swedish and Finnish teachers' perceptions of autonomy. The researcher employed mixed research methods in the collection and analysis of data. Moreover, questionnaires and interviews were used as the instruments of data collection in the field. The study revealed that teachers' involvement in management is affected by teachers' education, professional ethics, and institutional norms. Thus, teachers' participation depends on the teachers' level of education, school culture, and the nature of the school administrator. Another related study was carried out by Hammad (2017) in Egypt on decision-making domains and teachers' participation. The study was a qualitative study using a descriptive survey design. The researcher maintained that teachers regarded school decisions as insignificant and irrelevant to their concerns and therefore significant decisions are retained by central administrators. Sometimes the perception of teachers regarding decision-making in school is affected by teachers whereby the decision-making process is left to the key administrators in school and hence implementation became difficult. Therefore, there is a need to train school principals as well as teachers to strengthen their knowledge on the importance of collective decisions to improve work performance in schools.

Also, Saleem, Aslam, Yin, and Rao (2020) investigated principal leadership styles and teacher job performance in China. The researcher used quantitative methods in the collection and analysis of data. Questionnaires were used as the instruments of data collection in the field. The study showed that school principals prefer a directive leadership style to participative leadership. The researcher also, added that principals need to be trained on the useful practice of participative leadership function to be productive. In addition, Mohammed (2017) in Ethiopia unveiled that teachers' involvement in decision-making is affected by lack of transparency, lack of skills in teachers, and knowledge in the decision. Also, the study showed that principals do not have self-confidence and hence interference of political authority affects their decision-making. Therefore, teachers in school should be trained to

develop their confidence in the decision-making process to improve job performance in secondary schools.

Meintjes (2018) investigated participatory decision-making in schools in South Africa. The study adopted mixed research methods in the collection and analysis of data. Also, the researcher used questionnaires and interview to collect data from the participants. The study revealed that the absence of confident teachers, dialogical teachers' voices in staffrooms and staff meetings, and lack of collegiality in staff relationship affects educator partaking in school decisions. The researcher added that in a school where a hierarchical, autocratic culture exists, principals do not engage, in participatory practices and suffer from accountability pressure alone, struggling to extend decision making within the school management team and excluding the general teaching staff beyond the senior managers. Thus, the autocratic style of leadership in public secondary schools affects the performance of teachers and leads to ineffective implementations of school plans.

Likewise, Kiumi, Chemnjor, and Macharia (2014) conducted a study on determinants of teachers' involvement in the decision-making process by secondary school principals in the Nyahururu sub-count in Kenya. The study used quantitative methods in collecting and analyzing data from the field. Questionnaires were used as instruments of data collection from the participants. The researcher identified that autocratic leadership behavior may nature an exclusive decision-making pattern and also principals do not have human relation skills and consensus-building skills in the decision-making facet of school management. Therefore, school principals need to adopt human relations and consensus-building skills to create a sense of participation in decision-making among teachers in schools to enhance the performance of teachers.

Also, Mugambi (2015) investigated the contributions of heads of schools in supporting and advancing academic excellence in secondary Education in the Tigania west sub-count in Meru count in Kenya. The researcher used quantitative methods to collect and analyze data in a descriptive survey design. The study used questionnaires to get data from the participants. The study found that most principals involved their deputies and teachers in decision making, and the school faced challenges such as inadequately trained teachers, teaching and learning materials, science laboratories and libraries affected teachers' involvement in decision making. Therefore, inadequate facilities lead school heads to apply an autocratic leadership style in decision-making. This is because they cannot meet the desires of their teachers hence, low performance.

Similarly, in Tanzania, Mndeme (2014) made an investigation on the management of teachers' motivation in Temeke Municipality. The researcher used quantitative and qualitative methods to collect and analyze data in a survey research design. Furthermore, the study employed questionnaires, observation schedules, and document reviews to get data from the field. The findings indicated that poor management and planning system, corruption and delay in information and documents to reach the targeted persons, lack of teacher's participation in decision making on different matters affected the performance of teachers.

In the same vein, Mbope (2015) made an investigation on the impacts of teachers' motivation on the improvement of the quality of teaching and learning in public primary schools in Ilala District in Tanzania. The researcher identified that lack of recognition of teachers' work, lack of involvement in decision making, lack of appreciation from education officers and school heads, and poor working conditions affect teachers' participation in decision making. However, this study was carried out in public primary schools, it can be also applicable in public secondary schools in Tanzania. Thus, some education administrators do not value the contribution of teachers in school to make programs effective. School principals should be trained on the importance of group participation to enhance work performance as well as to make effective implementation of school programs.

III. RESEARCH METHODOLOGY

This is mixed research whereby the researcher used both quantitative and qualitative methods to get data from the field. Also, for understanding

deeper on the problem, the study adopted a mixed research design specifically convergent parallel. Research design is a specific procedure involved in the research process from data collection process, data analysis, and report writing (Creswell (2012:20). The researcher employed a mixed research design specifically convergent parallel design to collect and analyze data from the field. Convergent parallel mixed methods design is a type of design in which qualitative and quantitative data are collected concurrently,

analyzed separately, and then merged at the end of the study (Creswell, 2014). Moreover, the study employed 147 participants from students, heads of schools, WEOs, and DEO for secondary schools. These participants were obtained through Yamane's formula for calculating the sample size. Before the process of data collection, the validity and reliability of the instruments were tested through a split-half system and

0.82 correlation coefficient. This showed that the instruments were valid and reliable. Notwithstanding, after the data collection process, analysis was done with the aid of computer software known as SPSS for quantitative data while qualitative data were assigned into categories, themes, summarization, and integration for interpretation. Finally, the researcher observed the ethical procedures, norms, and regulations for conducting education research such as seeking informed consent, permission, privacy, the safety of the participants, and acknowledging sources of data to avoid plagiarism.

Findings of the Study

In the presentation and discussion of the findings, the researcher organized the findings based on the research objectives.

Relationship of Teacher's involvement in Decision Making and work Performance

This objective sought to unveil the relationship between teachers' participation in decision-making and their work performance in public secondary schools in the Meru District council. Participants involved were teachers, Heads of schools, Ward Education Officers (WEOs), and the District Education Officer for secondary schools in Meru District council. Teachers were given questionnaires to fill in while heads of school, WEOs, and DEO were interviewed.

Participants from teachers were asked whether it is important to involve teachers in the decision-making process in public secondary schools. The findings showed that 83.1 percent replied "Yes" it is important while 16.9 percent indicated "No" which means it is not important. The findings are represented in figure 4.1

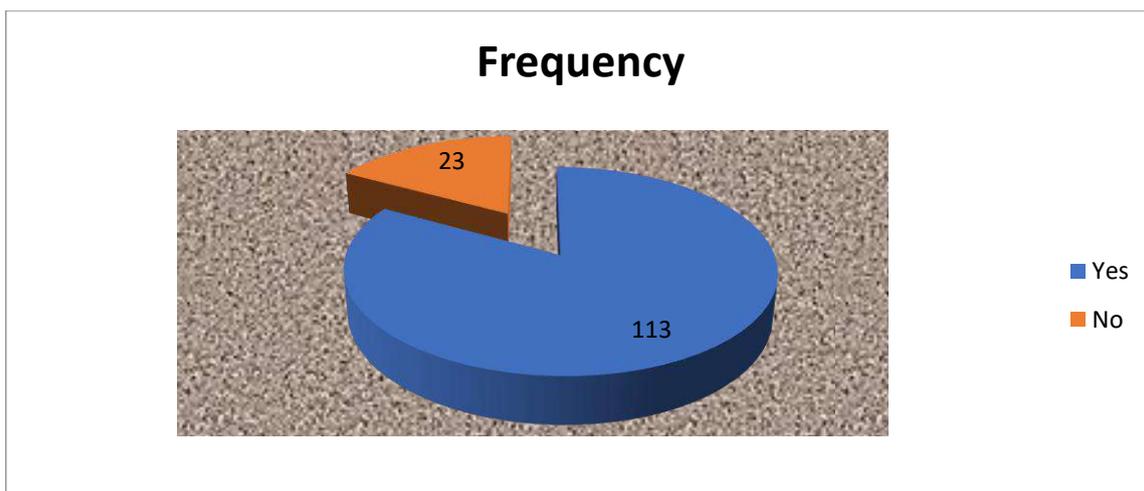


Fig.4.1 Teacher's response on importance of Teacher Participation in Decision-Making

Source: Field Data August 2021

The findings indicated that teachers viewed their participation in decision-making as an important aspect to enhance work performance in secondary schools, however; in some circumstances 16.9 percent neglected because they were not involved in all school-related matters. Some school heads do not involve teachers in all school matters to secure their interest. During the interview, an interviewee reported that:

It cannot be denied that engaging educators in the decision procedures have an optimistic influence on their job performance, but some school leaders have either poor managerial skills or inability to involve their subordinates in some matters due to personal interests. (Interviewee three, 2021)

The result also showed that involving teachers in the decision-making process in all school matters increases their work morale and commitment and hence school goals can be achieved easily. The findings concurred with (Haryanto, 2020) in Nigeria who found that there is a significant relationship between teachers' involvement in academic planning and job performance in secondary schools. Thus, school heads should plan effective strategies to ensure teachers are involved fully in various education and school-related matters to boost their work performance.

Moreover, participants were asked if teachers' participation in decision-making can promote work performance in secondary schools. The data showed that the majority of the participants 89.0 percent accepted while 11.0 percent rejected as represented in figure 4.1

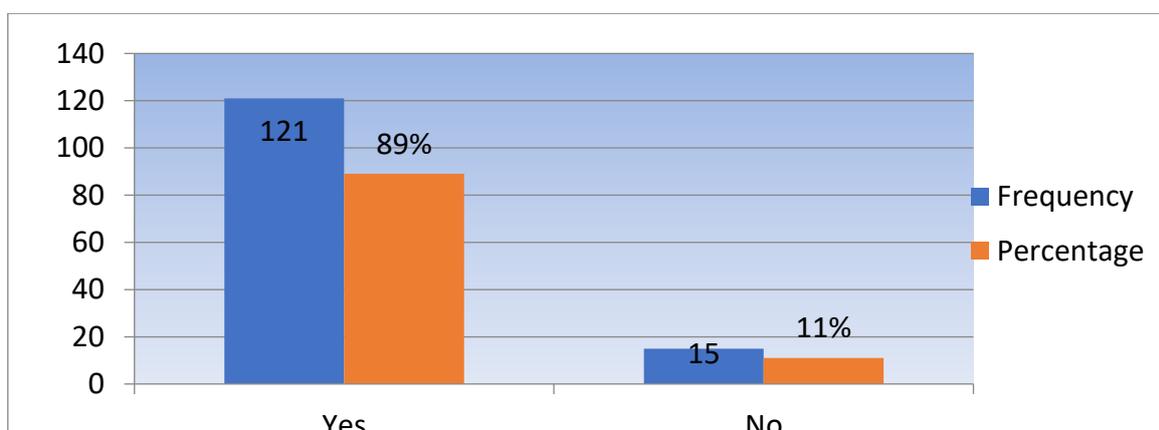


Fig.4.2 Participation in Decision Making Promotes Work Performance

Source; Field Data, August 2021

The findings demonstrated that involving teachers in decision-making plays a significant on work performance.

Participants viewed the aspect of involvement as a key to making teachers comfortable in giving out their ideas as

input towards school success. This was also supported by one of the interviewees who said that:

Involving teachers in decision-making in secondary schools help to make teachers comfortable in giving out their views to improve the academic performance of the students. It promotes the sense of ownership, understanding the decision and hence implementation becomes easy (Interviewee One, August 2021).

The findings also related to the conceptual framework in figure 1.1 which indicated that participation in decision-making increases accountability and commitment of teachers and finally high academic performance in students. Moreover, it concurred with the Transformational Leadership Theory which insisted that transformational leaders employ their abilities to promote ideas of others to transfer individuals to higher performance (Moradi and Shabbaz, 2016).

On other hand, 11.0 percent rejected that teachers' participation in decision-making can promote job performance due to the reason that some leaders do not make it applicable in their organization. They thought that it consumes time and therefore dictatorial style is most applicable. However, they may achieve performance, it

may result in teachers' turnover, and organization performance may not last long. Another interviewee said:

Inadequate participation of teachers in the decision-making process demoralizes teachers in doing their jobs. Most of the time, they lose morality in performing their duties. This situation made students perform poorly in their final examinations (Interviewee Six August 2021).

Thus, school managers and education administrators in the Meru district should ensure effective teacher participation in decision-making to boost the performance of teachers to achieve higher in academics in long run.

Importance of Teachers' Involvement in Decision-Making

Also, to understand well the association between teachers' involvement in decision-making and work performance, participants were asked to explain the importance of involving teachers in the decision-making process in secondary schools. The data showed that involving teachers in decision-making helped to create new ideas, enhance academic performance, the solution to challenges, increase efficiency, increase teachers' commitment and reduce conflict in school as represented in figure 4.3.

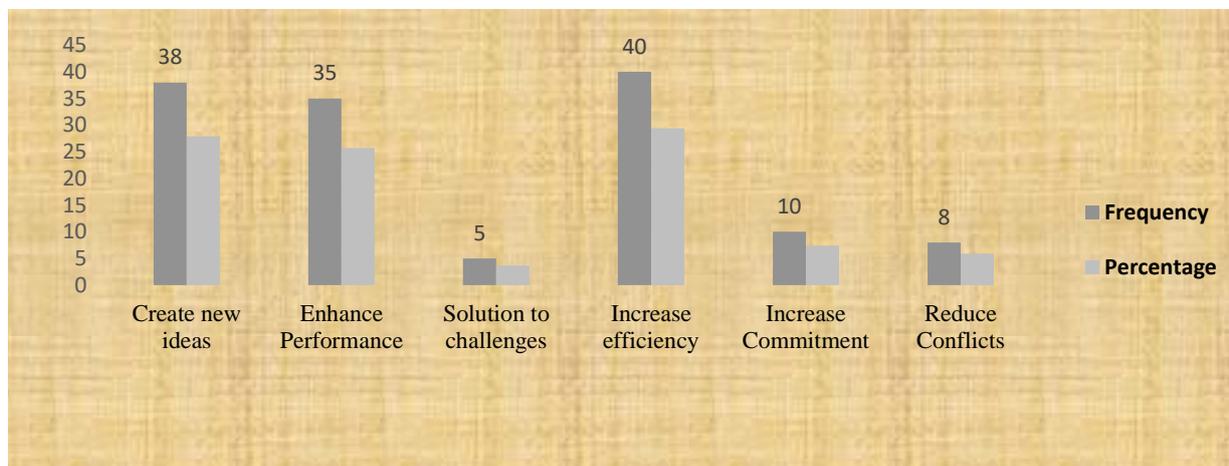


Fig.4.3 Importance of Teachers' Partaking in Decision Making

Source: Field data August 2021

The findings showed that participants had positive perceptions towards teachers' involvement in the decision-making process. They argued that involving teachers in decision-making led to new ideas, enhanced performance, increase efficiency, commitment, and reduced conflicts.

Increase Efficiency

Figure 4.3 demonstrated that 29.4 percent of teachers argued that involving teachers in decision-making helped to increase the efficiency of teachers in schools. Participants added that active involvement in decision-making motivated teachers and promote a sense of ownership and transparency to make an organization successful. Similarly, when interviewees were asked to explain the relationship

between teacher participation in decision making and work performance an interviewee responded:

Involving teachers in decision-making helped teachers to gain experience increase their confidence in work, motivate teachers, and increase creativity and innovation which lead to school efficiency (Interviewee two, August 2021). In the same vein, another interviewee argued that Involving teachers in the decision-making process helped teachers to gain experience, felt motivated, and hence school vision and mission will be achieved easily (Interviewee Eight August 2021).

In addition, (Olurunsola and Olayemi in Nigeria, 2011) found that participation of teachers in decision making in the administrative activities helped teachers to gain experience, removes boredom, frustration and increases workers' commitment and efficiency. In the Meru district, there is evidence that heads of schools have good efforts to ensure teachers are involved in decision-making. In the observation, the data showed that in all five schools 100.0 percent had a vision and mission, timetable for staff meetings, and school objectives. Despite all valuable planning for involving teachers in the decision-making process, some teachers were unaware of the school vision and Mission. They were not able to state their school vision and mission. This situation resulted in ineffective performance in school. Moreover, in observation, the researcher recognized that all five public secondary schools (100.0 percent) had inadequate teaching and learning resources. Facilities such as books, classrooms, laboratories, and libraries were inadequate which drove back school efficiency.

Creation of new Ideas

The emergence of new ideas was also represented by participants as the importance of teacher involvement in decision-making. Figure 4.3 demonstrated 27.9 percent of the participants said concerning educators during the decision process that helps in the generation of new ideas in school. Participants said that enhancing teachers' participation in decision-making made teachers work in confidence, increase innovation and creativity. During the interview participants from WEOs said:

For the school to perform well, teachers should be fully involved in all school matters. Active participation in school management makes teachers motivated and to be active in innovation and creativity. This situation makes teachers

give new ideas which are important for school survival (Interviewee Eleven, August 2021).

In the Meru district, the researcher discovered that for schools whose heads invested in the active participation of teachers, heads of departments were active and innovative. For example, through document analysis, it was found that 60 percent of schools were aware of the importance of the active contribution of educators in the decision. However, were encountered environmental challenges. In these schools, there was evidence of teachers' participation such as departmental minutes, files, meeting minutes, school calendar indicating time allocation for teacher's debates and framework which were vital for school success. Therefore, from the findings the researcher concluded that some teachers were very aware of the importance of involving teachers in decision making but, they are affected by environmental challenges such as inadequate facilities and insufficient funds. This led to the failure to implement the newly created ideas and hence lowered school performance.

Enhances Students Performance

The findings in figure 4.3 show that 25.7 percent of the participants revealed that involving teachers in decision-making enhances student academic performance in school. Participants argued that concerning educators in deciding process encourages a sense of accountability and commitment among teachers. From the interview, an interviewee said:

Teachers' involvement in decision-making helps teachers to be comfortable giving out their views and ideas to make programs effective in secondary schools. Teachers' input in a decision made them accountable and committed to program implementation. When teachers are accountable and committed to the planned school programs students' performance becomes higher (Interviewee nine, August 2021).

The findings were also supported by (Okuoko & Dwumah, 2012) in Ghana who found that employee involvement in decision making impacted positively on workers' commitment and performance in the organization. Likewise, the conceptual framework in figure 1.1 indicated that Teachers' involvement in decision-making encourages accountability, commitment and improves students' academic performance in secondary schools. Also, Moradi and Shabbaz (2016) in discussing Transformational Leadership Theory maintained that transformational leaders employ their abilities to promote the ideas of others and transfer individuals to higher performance. Involving

teachers in decision-making is vital to students' academic performance. In the Meru district, heads of schools do not involve teachers fully in the decision-making process. Heads of schools argued that there are challenges associated with ensuring the active involvement of teachers in the decision-making process. The challenges made schools perform not to the extent required. Therefore, there is a need to address school environmental challenges to enhance the best student academic performance in public secondary schools.

Increases Teacher's Commitment

The findings in figure 4.3 also pointed out that 7.4 percent said that teachers' involvement in the decision-making process increases their work commitment in school. Participants said that when they are involved in decision-making, they felt motivated and work voluntarily in their duties.

During the interview, an interviewee asserted that "Involvement in decision making made teachers to be active participants in school management and thus helped the leader to achieve school objectives (Interviewee Seven August 2021).

This implies that teachers' involvement in decision-making promotes teachers' commitment. Thus, school leaders must ensure teachers are involved in decision-making and leave behind their interest for school growth. Avolio (1999) in discussing Transformational Leadership Theory added that transformational leader transcends their interests for the growth of the organization. In the same vein, the conceptual framework showed that teachers' involvement in decision-making develops teachers' commitment and empowers their work performance in school.

In the Meru district, through observation, the data showed that the commitment of teachers to their work is 60 to 70 percent. The situation made schools have low performance. Teachers felt to be committed but inadequate facilities challenge their implementation and some school heads do not give adequate support hence decreasing teachers' commitment to work.

Reduces School Conflicts

Teachers' involvement in decision-making plays significantly in the learning setting. The finding indicated that 5.9 percent of the participants said that school conflicts may be reduced through the active participation of teachers in the decision-making process. In the interview participant said,

Conflicts in schools are the result of a lack of transparency and involvement. Teachers' participation in decision-making makes each teacher know what is

going on in the school. They understand sources of income and amounts are given as well as expenditures. Everything becomes transparent and hence reduces many questions on financial frauds and embezzlement. Prolonged conflicts may be history for such a school (Interviewee six, August 2021).

In the Meru District council, teachers are well informed about finances received in school; hence transparency was not a problem. Heads of schools revealed that however teachers are involved in the financial decision; some teachers are stubborn and always quarreling with school administrators for their interest. This situation may lower their work performance in school.

Solution to Challenges

Some participants supported that teachers' involvement in making decision empower teachers to give out the solution to problems by 3.7 percent. In the interview, a participant asserted that:

Teachers' participation in decision-making creates unity among teachers and school administration. Teachers feel part and parcel of the school management and thus whatever challenges arise in the school; the solution will be obtained through collaborative discussions. Therefore, participation is good to improve teachers' work performance (Interviewee One, August 2021).

The conceptual framework in figure 1.1 demonstrated that participation decision-making develops a sense of collaboration which is an essential element in problem-solving. There are challenges mentioned by participants as a block to teachers' participation in decision-making. The challenges such as inadequate funds and facilities can be solved if there were effective collaboration among teachers. For example, some schools can establish income-generating projects to support and cover some expenses. This can reduce dependence on central government financial disbursement only.

Factors Affect Teacher's Participation in Decision Making

In this objective, the researcher wanted to examine factors affecting teachers' participation in decision-making and work performance in public secondary schools in the Meru District council. Participants involved in the provision of data included teachers, heads of schools, Ward Education Officers, and DEO for secondary schools. Furthermore, the researcher used questionnaires to collate data from teachers.

Heads of schools, WEOs, and District Education officers for secondary schools were interviewed. Also, a document checklist and observation checklist were employed to seek the realities of teachers' participation in decisions within their actual environment.

Participants were asked if there were challenges encountered in involving teachers in decision-making processes. The data showed that 89.0 percent replied "Yes" while 11.0 percent said "No" as indicated in figure 4.3

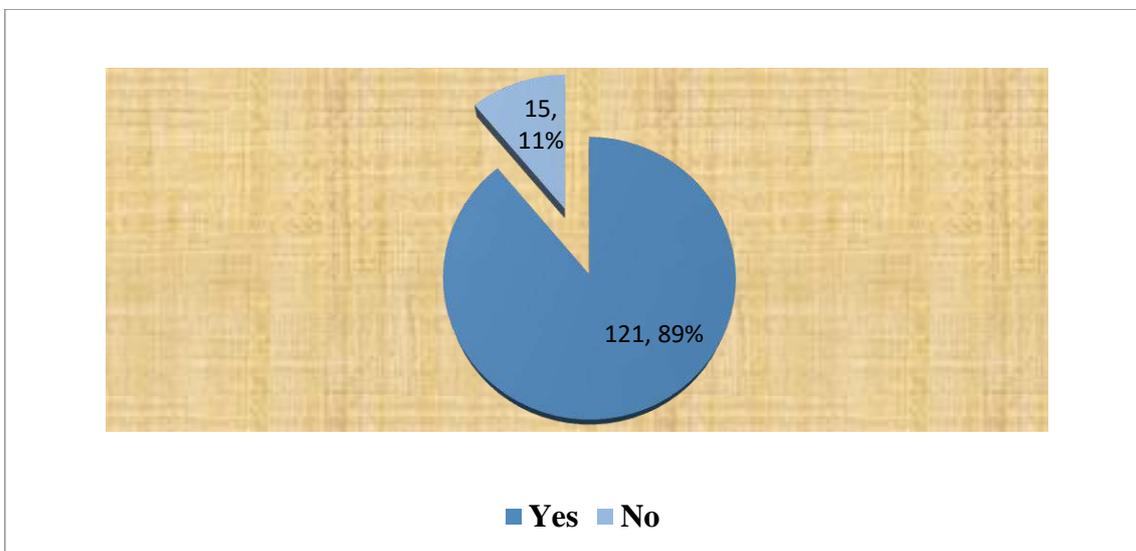


Fig.4.4 Teachers' Response on Factors Affecting Teachers in Decision-Making (n=136)

Source: Field Data August 2021

Figure 4.4 illustrates that the majority of the participants 89.0 percent understood that there are challenges to teachers' participation in the decision-making process.

The findings indicated that in Meru District teachers were involved in the decision-making process which is why they were able to recognize the challenges. Moreover, some participants 11.0 percent were not aware of teachers' participation in the decision-making process. The findings

demonstrated that either they were new in the researched schools or neglected due to their negative perceptions.

Also, participants were asked to explain factors affecting teachers in the process of involving them in the decision-making process. The data showed they explain time-consuming, lack of confidence among teachers, inadequate teaching and learning facilities, financial challenges, and leadership styles. Figure 4.5 represents the findings.

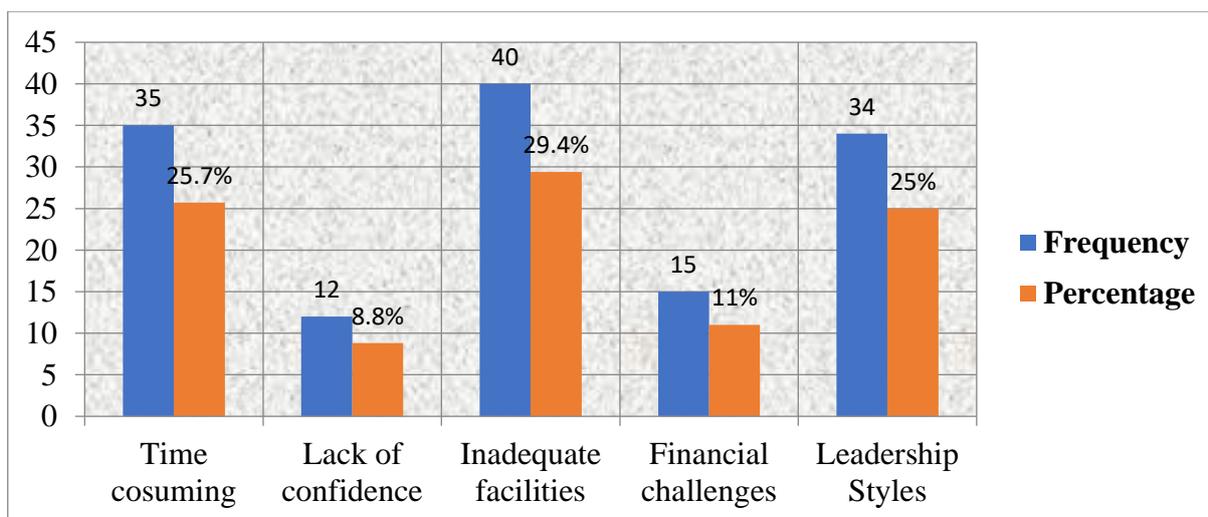


Fig.4.5: Factors Affecting Teachers Participation in Decision Making n=136

Source: Field Data, August 2021

Time Consuming

The findings in figure 4.5 indicated that 25.5 percent of the participants said involving teachers in the decision-making process is the time consumed. Participants argued that teachers' participation in decision-making may consume a long time particularly if the decision is made by a large number of teachers. This entails that some teachers viewed participation in decision-making as insignificant to them and left the work of decision-making to principal administrators. The findings also concurred with (Hammad, 2017) in Egypt who found that teachers regarded school decisions as insignificant and irrelevant to their concerns. In Meru District, letting decision-making to principal administrators leads to low performance in public secondary schools. The conceptual framework showed that institutional challenges such as workers' and leaders' behavior may affect negatively teachers' participation in decision making and thus lower performance.

Inadequate Facilities

Notwithstanding, figure 4.5 pointed to inadequate facilities by 29.4 percent. The findings indicated that inadequate facilities such as books, classrooms, laboratories, and laboratory instruments are the major challenges that impacted to low performance in public secondary schools in Meru District. Through the document checklist, the data showed that 80.0 percent of schools investigated had no policy manual for teachers' participation however, 20.0 percent indicated that they were aware that policy manual was included in the education curriculum. Inadequate facilities demoralize teachers to participate fully in decision-making procedures. In the interview a participant maintained; "Inadequate participation of teachers in decision making, most of the time demoralizes teachers and hence loose morality in performing their duties" (Interviewee seven, August 2021). Just like others, another participant argued that teachers need / her opinion to be considered in the decision-making process. (Interviewee nine, August 2021).

The findings implied that inadequate facilities in public secondary schools made teachers not participate in the decision-making process by giving their ideas fearing failure to be implemented. The situation also made them have low working performance in schools. Moreover, Mugambi (2015) reported that inadequate teaching and learning materials, inadequate science laboratories, and libraries affected teachers' involvement in the decision-making process. Likewise, the conceptual framework in figure 1.1 showed that institutional challenges affect teachers' participation in decision-making. Not only a conceptual framework but also in transformational leadership theory maintained that visionary teachers

channel their wants for the development of the institution through commitments and professionals' growth (Avolio, 1999). Thus, teachers feel motivated when their working environment is well equipped with adequate facilities to empower their work performance.

Leadership Styles

The findings in figure 4.5 showed that 25.0 percent said that type of leadership practiced in school affects educators' involvement in decision-making procedures. Participants showed that poor managerial skills among school heads impacted negatively decision-making. Also, in the conceptual framework, it is indicated that leadership styles and behaviors affect teachers' participation in decision-making and thus affect work performance. In the interview, a participant said that:

Some school heads are rigid and they don't want to involve their teachers in decision-making for all school matters. They have their negative attitudes on the effective participation of teachers. Therefore, some of them apply a dictatorship leadership style while others believe in autocratic style for school practices (Interviewee Ten, August 2021).

The finding entails that some school heads in the Meru district do not value the involvement of teachers in the decision-making process. The situation may affect the work performance of teachers and hence leads to low academic performance in students. The findings were contrary to the Transformational Leadership Theory which affirms transformational leaders are expected to facilitate change and encourage the development of personal potential among all members of or organization which makes organizational learning innovative (Chilin, Jiang & Cheng, 2005).

Financial challenges

Figure 4.5 showed that 11.0 percent of the participants said that financial challenges affect teacher participation in decision-making. Participants entailed that some teachers secured their interest and whenever they called for participation debate, they wanted to be paid. Likewise, the interview participant said:

Of course, there is no fund allocated for motivating teachers during partaking in deciding during meetings. The amount of money disbursed in schools also is not adequate to supply adequate teaching and learning materials in schools. This condition does not motivate teachers in work performance (Interviewee Eleven,

August 2021). Similarly, another interviewee noted that lack of funds for motivation made teachers' participation in decision-making challengeable (Interviewee Six, August 2021).

The finding implicates that inadequate financial disbursement in public secondary schools in Meru District council hurts teacher participation in the decision-making process. The situation deteriorates teachers' work performance and affects students' academic success.

Lack of confidence

Also, figure 4.5 showed that 8.8 percent said school heads lack the confidence to involve teachers in decision-making and empower work performance. Participants asserted that some heads of schools cannot influence teachers and get them involved in decision-making. An interviewee asserted that:

The use of dictatorship style and personal incapability to include educators in every aspect of decision-making prohibits the creation of new ideas in school and hence lowers teachers' work performance (Interviewee Nine, August 2021).

The findings demonstrated that some school heads in the Meru district do not engage their teachers in decision-making in all aspects. This is caused by either lack of leadership skills or personal interest. The situation lowers work performance in teachers as well as students' academic achievement in public secondary schools.

In the interview, participants were asked to give the challenges on teachers' participation in decision-making on empowering teachers in work performance in public secondary schools in Meru District. They explain corruption and bribe, selfishness, misunderstanding among teachers, poor management and leadership, disunity, and classes in leadership.

Barriers to Teachers' Participation in Provision of Ideas

Participants were asked to explain barriers that prohibit teachers to provide their ideas for the decision-making process. The researcher was interested to find out if teachers are involved in the decision-making process to give their ideas. The respondents asserted that corruption, selfishness, misunderstanding, disunity, and classes were the barriers for the teachers to give their ideas during the decision-making process as indicated in figure 4.6

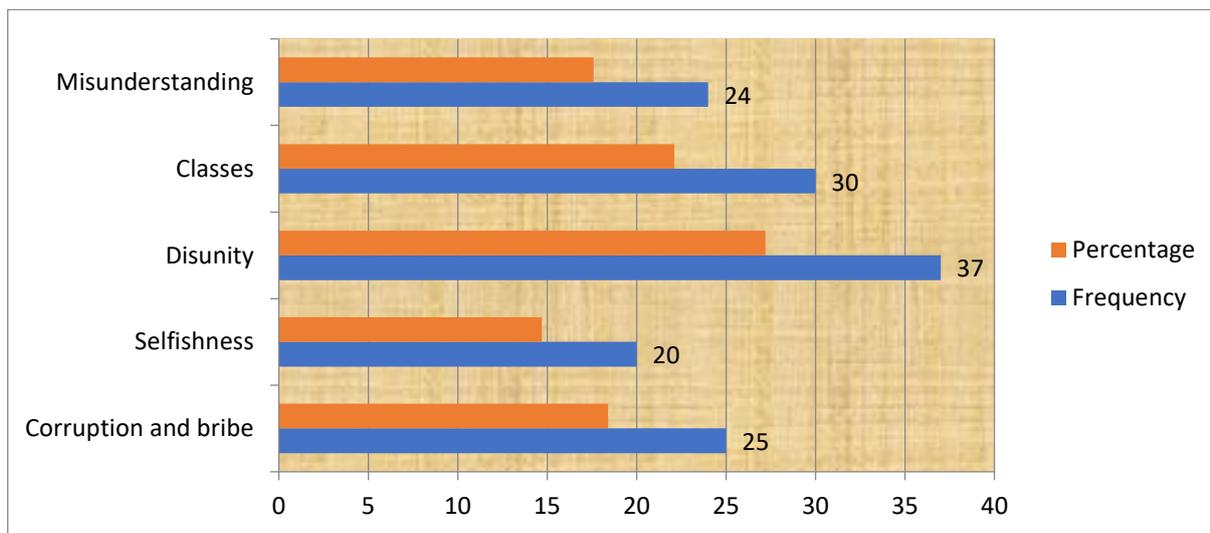


Fig.4.6 Teachers barriers in the provision of ideas (n=136)

Source: Field Data August 2021

Disunity among Teacher

In seeking for the barriers that hinder teachers from giving ideas in the process of decision making, Figure 4.6 showed that 27.2 percent argued on disunity. Participants maintained that a lack of unity among teachers in school made some teachers not give their ideas in the decision-making process. During the interview, an interviewee from school asserted that:

Sometimes you may call a staff meeting to seek ideas from teachers on a certain issue, but you may find some teachers do not air out their ideas. Generally, you cannot force a teacher to give their ideas because participation in the meeting is something voluntary. To involve is one

thing but participation is also another issue (Interviewee 5 September 2021)

The findings implied that some teachers in the selected schools in the Meru District council might have either their interest or fear to give their ideas in the decision-making process. The finding also showed that there was no strong unity among teachers that affected the decision-making process. The findings are in line with (Meintjes, 2018) who revealed that the absence of confident teachers, dialogical teachers' voices in staffrooms and staff meetings, and lack of collegiality in staff relationships affected teachers' participation in decisions in schools. Thus, it is crucial to strengthen teachers' unity and confidence to participate in different matters.

Classes among Teachers

In the same vein, figure 4.6 indicated that 22.1 percent asserted that classes among teachers affect decision-making power in public secondary schools. Participants argued that classes arise where there is the favor for some teachers while others are not favored. The findings entailed that in the selected schools in Meru, some teachers were favored while others were not. The situation may lead to the emergence of classes among teachers which affects decision-making power. The findings were contrary to Transformational Leadership Theory as affirmed by (Chinlin, Jian & Cheng, 2004) that transformational leaders are expected to facilitate change and encourage the development of personal potential among all members of their organization. They also make organizational learning and innovation possible. Similarly, (Jovanovic & Ciric, 2016) maintained that teachers' involvement in making decisions cannot be separated from transformational leadership in the school setting. Therefore, transformational leadership theory required leaders to treat subordinates equally to harvest their potential.

Corruptions

Figure 4.6 demonstrated that 18.4 percent reported that bribes and corruption were barriers to teachers in giving out their ideas. The finding implied that in the selected schools there were elements of corruption and bribes. This means that the ideas of some teachers were accepted easily by school administrators compared to the others. This situation affected the participation of teachers in the decision-making process. The findings were in line with (Mndeme, 2014) who noted that poor management and planning system, corruption and delay in information and documents to reach the targeted persons, lack of teacher's participation in decision making on different matters affect the performance of teachers. Thus, heads of schools should abolish all kinds of favor for some teachers and treat all teachers equally regardless of their status.

Misunderstanding among Teachers

From the findings, the researcher found that misunderstanding among teachers in public secondary schools affects teachers to give their ideas in decision making. Figure 4.6 indicated that 17.6 percent argued that misunderstanding leads to poor participation in decision-making. The finding implied that there was a misunderstanding among teachers in the selected schools. It was found that misunderstanding among teachers creates classes in which some teachers got favor from school administrators. The situation creates misunderstanding among favored teachers and unfavored one and later one group neglects to give their ideas in the decision-making process. The conceptual framework showed that institutional challenges may affect the decision-making process resulting in poor work performance in public secondary schools. Furthermore, (Kiumi, Chemnjor, and Macharia, 2014) identified that autocratic leadership behavior nature an exclusive decision-making pattern, and principals do not have human relation skills and consensus-building skills in the decision-making facet of school management. The misunderstanding is caused by principals who do not have the human relations skills to settle all school disputes.

Selfishness among Teachers

Figure 4.6 showed that 14.7 percent argued that selfishness prohibits some teachers to give out their ideas in the decision-making on behalf of the school. The findings entailed that some teachers were selfish. They wanted their ideas to be implemented first than the ideas of others. This condition prohibits some teachers not to giving out their ideas because they are afraid of being unimplemented. Therefore, in the selected schools, there was a need to develop school culture. This could give room to respect the ideas of each participant in the decision-making process.

IV. CONCLUSIONS

The study examined the relationship between teacher participation in decision-making on job performance. Based on the findings, the researcher concluded that there is a strong relationship between teachers' participation in decision-making and their work performance. Participation of teachers in decision making increases their efficiency, develops new ideas as well as increases commitment and accountability in performing their activities in school. Thus, school administrators have to find the right way to involve teachers in decision-making to improve their work performance and achieve higher performance.

Moreover, the study found that financial deficits, leadership styles, lack of training for school leadership, inadequate

time for involvement, and lack of confidence among school administrators were the major factors affecting teachers' participation in decision-making in schools. Therefore, there should be efforts to deal with the challenges to empower teachers in decision-making to improve their work performance.

V. RECOMMENDATIONS

Teachers' involvement in decision-making is vital to school success. This study sought to examine the relationship between teachers' participation in decision making and work performance and factors hindering teachers' attention in decision making. The researcher proposed that based on the idea of decentralization and concentration of all stakeholders of education; the Ministry of Education Science Technology and Higher Education should develop a clear policy guideline to ensure teachers are included in the decision-making process. The policy should focus on eliminating all barriers to the success of education. in Tanzania.

Also, heads of schools should work collaboratively with teachers and the community to eliminate all barriers to promote their effective participation in decision-making. For example, provision of a facilitative environment that motivates teachers. It works efficiently through the provision of adequate facilities for teaching and learning. Likewise, improve working conditions and payment to teachers.

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N.R.C. C.A.A. and the Changing Concept of Identity in Indian Perspective

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Abstract

Migrations of tribe, people, race from one place to another for socio-economic-political reasons are as old as evolution of human race. According to archeologists, the first hominid species originated from Africa had been migrated to all over the globe. However in modern era, migrants from one country to another without proper documents and legal process are characterized as “Illegal immigrants.” In 1947 A.D. the Indian Sub-continent had been broken in-to two separate Nation State of India and Pakistan as part of decolonization process from almost two century old British colonial regime. Very huge quantities of people had to migrate from both these two lands. The Indian Constitution had made provisions to provide Indian citizenship to the migrants through legal process. To determine who genuine Indian citizens were, the N.R.C. was first prepared in 1951. It was decided that migrants from Pakistan will be given Indian citizenship till the first January, 1966. However during the 1970s, Liberation war had been fought between Pakistan army and Bengali speaking resident of East Pakistan supported by Indian Govt. In this period, large amount of migrants from East Pakistan had been entered in different Indian provinces for economic-political stability. According to the book “Bangladesh Ke swatantra Sangram Mein Bharat Ka Yugdaan” authored by salaam Azad, the migrant no was 9899 305. After establishment of Bangladesh in 1971, Mujib Treaty was signed between India and the new Country. Indian Govt agreed to provide citizenship to all Bangladeshi migrant residing in Assam till 24.3.1971. The Assam accord signed by the Indian Govt. and Assam’s ethnic associations cemented the agreement. However during the last three decades illegal migration from Bangladesh to Assam had been increased rapidly. Out of 33 districts of Assam, 9 have been over crowded with these Bangladeshi illegal immigrants. This changed demography of these districts and native ethnic –religious groups became minorities in their forefathers’ land.

In 2012 a clash occurred between Bodo and Bangladeshi Muslims in the Bodoland territories in which more than 70 people had died. In this background, Assam Samhita Maha Sangh applied to Supreme Court for determining illegal migrants. In response, Indian Supreme Court ordered to update the N.R.C list in 2014. The process began in 2015. Out of 3.29 Corer applicants, 2.89 Cores have made to included themselves into the updated list. In 2016, the Indian govt. introduced Citizenship Ammendment Bill in house Of the People with the aim of providing Indian citizenship to Hindu, Sikh, Parsi, Christian, Jain and Buddhist illegal immigrants from Afganistan, Bangladesh and Pakistan. However this acts this facing criticism and protest from both opposition Indian political parties besides common masses. Several opposing party spoke person labeled this act and process as communal and anti-Muslim in nature. Besides, political parties, common people created mass protests against amendment of Indian citizenship through offline and online platform. In Sheen Bag, Delhi Muslim womenfolk actively protested. They set up community kitchen, political discourse arena, public library etc. This model was followed by other regional centers of protest through all over India.

It is my aim in this essay to analyze changing concept of Indian people’s legal and political identity on the background of N.R.C, C.A.A. I will use both primary and secondary sources.

Keywords— “Migrants”, “Mujib Treaty”, “Bangladesh liberation War”, “ NR.C.”, “ C.A.A. ”, “Sheen Bag”.

I. INTRODUCTION

The English word “citizen” is etymologically derived from Anglo-French word “Citesein” means inhabitants of a city in Fourteenth Century A.D (“Citizenship | Etymology,

Origin and Meaning of Citizenship by Etymonline,” 2022). Citizenship denotes relationship between an individual and a Nation-State. It is the most privileged form of nationality which confers certain political, legal, social rights upon the

individual both in domestic and international sectors. In return that individual is bound to provide the Nation-State allegiance, taxation and other varieties of services (“Citizenship | Definition, History, & Facts | Britannica,” 2022). This concept first arose in ancient Greek City-States. A Greek Citizen was obviously a wealthy male. He was entitled to vote and liable to taxation military service. Women, Slaves and poorer section of Greek society could not become citizen (“History of Citizenship,” 2021). During Classical Roman and Medieval age, the concept of citizenship had evolved from time to time. In twentieth Century Indian perspective, the concept of Citizenship stresses on involvement of the individual in the larger community or national imagination (Jayal, 2013). In modern concept any people/community migrating from one country to another without legal documents/ process have been classified as “Illegal Migrant” (“Definition of Illegal Alien/Immigrant,” 2022).

II. METHODOLOGY

To conduct this study, I will use both analytical and empirical research methodology. I will use both primary and secondary sources.

III. LITERATURE REVIEW

I have gone through several monographs related with this topic. Important among them are “Citizenship and its discontents: an Indian history” authored by N.G. Jayal, “citizenship debate over N.R.C & C.A.A: Assam and the politics of History” authored by N.G. Mahanta, besides different scholarly articles collected from different databases.

IV. BACKGROUND

Migration of human race for better livelihood or to avoid negative economic-religious-political-health related circumstances is not a new thing in world and Indian History. During pre-colonial period, there was evidence of community migration. Some professional social groups like artisans from one part of Indian Peninsula to another (Haynes & Roy, 1999). Similarly, from immemorial times different foreign communities entered and settled in India as invaders/rulers, merchants, religious pilgrims/ refugees, and so on. They have been assimilated within Indian society with time. As poet A. Sen mentioned, diversity in religion, ethnicity, language, and customs is the driving force of India which ties different contradictory norms into a single not (Sen, A.P., 1957). Migration of Bengali speaking Muslim people towards Assam began after the battle of Plessey in 1757 in order to

avoid British prosecution of Muslim elites. In 1826 British East India Company Gov. annexed native Ahom kingdom. After 1835, private English tea manufacturing companies used to bring contract laborers from Bengal, Bihar, and Orissa. In 1874 Colonial administration refined Bengal’s border and included some ethnic Bengali districts into newly formed Assam Province. In late Nineteenth Century, large scale industrialization process had been inaugurated by Gov. initiatives. Western educated middle class Bengali job seekers found new opportunities in different administrative posts of this new province. Increasing Bengali socio-economic dominance in Assam made indigenous Assamese people fearful. In order to mitigate this problem British Gov. introduced “Line system” between 1916-1920 demarcating migrant settlements of Barak valley. However, this system increased rift between two contested communities (Sufian, 2020).

In 1947 Indian sub-continent became free from almost two hundred years of colonial rule. There is a Bengali proverb “Darkness resides below oil lamp”. It was proved true with succession events of communal conflicts, partition, and a large flow of immigrants around newly fixed border lines of two separate countries, India and Pakistan. Indian Constitution had made provisions for nationalizing these immigrants. To determine quantity of genuine Indian citizens, N.R.C. was first prepared in 1951 (Anand & Dubey, 2018). Indian Citizenship Act (1955) provides citizenship to migrants on the basis of birth/registration/naturalization/by descent. It was declared that till First January, 1966, all the incoming migrants will be granted Indian Citizenship. In 1949, some members of Constituent Assembly tried to prioritize Hindu and Sikh religious followers in granting citizenship. However, their demand had not been supported by majoritarian members (Ahmed & Khan, 2019). During the Bangladesh liberation war of 1970s, a large number of people had to migrate to different Indian Provinces for religious-political-economic push factors. Due to geographical location and common cultural sphere, most of these migrants had settled in Assam. After establishment of separate Bangladesh country with political and military aid from Indian Gov., “The Mujib treaty” signed between these two countries had provided Indian citizenship to all incoming Bangladeshi migrants towards Assam till 24.3.1971. “The Assam Accord” signed between Indian Gov. and Assamese ethnic associations in 1985 sealed the deal. However, there were continuous disputes during the next three decades about the issue of illegal Bangladeshi migration in Assam. Assamese ethnic associations many times claimed that a huge number of illegal Bangladeshi migration was going on in different districts due to unprotected Indo-Bangladesh border and lack of Gov. preventive initiatives. They claimed that out

of 33 Assamese districts, 9 districts cultural and racial demography had changed (Anand & Dubey, 2018). There were several instances of racial conflicts and violent outbreak between these two contested communities. Important among them were the massacre of Nellie (1983), Bodo-Muslim clashes in Kokrajhar (1993), Barpeta (1994) etc. ("A Distraught Tribal: The Genesis of Assam Ethnic Violence," 2012).

In the meantime Indian Gov. under Prime Minister A. Biju passed "The Citizenship amendment act 2019" on 7.1.2019. By this act any person born in Indian soil between 26.1.1950 - 1.7.1987/ 1.7.1987-7.1.2019 from Indian citizen parents will be granted in-born Indian citizenship. This amendment first legally defined concept of illegal migrants. It also created concepts of "National Identity card" and "National Population Register" (Nirvaan.S.A. & Goel. N, 2020). In 2012, a bitter racial clash took place between Bodo and Bengali Muslims in Bodoland territory in which more than 70 people had died. Assam Samhita Mahasangh filed PIL to the Indian Supreme court. In response Indian Supreme Court asked to update the N.R.C. List in 2014. This process began in 2015. However out of 3.29 corer applicants only 2.89 cores had succeeded to include their names into the updated list (Anand & Dubey, 2018). Indian Govt. under Prime Minister N. Modi had introduced Citizenship Amendment Bill in House of the People with aim to provide citizenship to Hindu, Sikh, Parsi, Christian, Jain and Buddhist illegal migrants from Afghanistan, Pakistan and Bangladesh. Surprisingly followers of Islam and Jewish religious faiths had been excluded from these beneficiaries. These amendments are in contrary of Article 14 of Indian Constitution which prescribed equal right to all citizens. According to global traditions, children from migrant communities can gain citizenship of birth/residing countries. So this amendment is also against India's commitment to global human rights (Ahmed & Khan, 2019). Within a very short period, protests evolved from all over India. An important center of protest was Shaheen Bagh in Delhi, where Muslim women from both enlightened or not actively participated. They involved in the protest through both online and offline platform as mothers/sisters, daughters/wives. They set up community kitchen, arena for political discourse, public library and reading room etc. this model was followed by other centers all over India creating national network of solidarity and protest (Contractor, 2021). Besides common people opposition political parties criticized these amendments blaming current ruling party's anti-Muslim ideology as driving force ("Mamata Banerjee on CAA, NRC: I Am Your 'Pehredar', Will Not Let Anyone Snatch Your Rights," 2020).

V. ANALYTICAL DISCUSSION

The N.R.C. process in Assam has excluded 19 lakhs people from the updated list and labeled them "State-less". There are two conditions for inclusion into the updated N.R.C. list-A] Existence of a person's name into pre-1971 list. B] Family tree verifications with proper documentation. However the policy makers did not notice 2 main faults into this process. A] India is home of 223 million child brides. According to Govt. National Family Health Survey [2015-2016] out of 4 young Indian women in rural areas 1 got married before completing 18 years age (*India Is Home to 224 Million Child Brides, and Counting, but That Number Can Be Reduced by One-Third, Suggests a Study*, 2021). They failed to enlist their names into voter list. Any other documents relating to their natal home residency are not considered valid in the eye of concerning authorities. In case of inter-State marriages, brides are facing more difficulties to acquire residential documents from their native States due to lack of co-ordination between State administrative bureaucracies. So this process has turned a black eye to Indian Patriarchal social system which entwined wife's identity with husband. B] According to United Nation's Millennium Development Goals Programme, in India, out of 1.2 billion people 80 million people were below poverty level during 2018-19 financial year ("Poverty in India," 2022). Naturally these people have very little education or nil education opportunities. So it's almost impossible for them to become successful in huge documentation process in front of the N.R.C. authority. Assam State Govt. had to approve this fact in judicial hearing. This updating process though began by Indian Supreme Court verdict, but no consideration alternative had not been suggested so far (Ahmed & Khan, 2019).

Outcome of failure in N.R.C verification created mass-panic especially on marginalized section of society. There are instances that daily wage earners had to waste their working days and had to travel long distance in their own expense to collect necessary documents. Many people suffered from anxiety, sleep disorder, neurological problems. There are instances that in spite of all their efforts, people could not prove their citizenship before verification authorities. In anxiety many people committed suicides (Tiwari & Singh, 2021).

Future of these so called "stateless People" is in dilemma as they had been put in detention camps. International scholars like Haley Duschinski and organizations like Amnesty International have highlighted drawbacks of this process. In January, 2018, National Human Right Commission reported that living standard in these camps is

not matching with national or international human right laws recommendations. Many separated children/parents/husbands/wives have not meet with each other's for years. Besides that most of the detained persons had not been able utilize right of self-defense. In result, marginalized religious/social/economic/ gendered sections of Indian society had been and will be affected most(Mander, 2018).

Meghalaya, Tripura and other North-Eastern States are connected with rest of India through Assam by "Siliguri Corridor". Assam's geographical location is very close with semi-hostile neighboring China, Nepal and Myanmar. Assam has rich natural resources like tea, petroleum, hydro-carbon etc. For these strategic-economic reasons, Assam is one of states of national importance. However, most of Assam's tea estates and other natural resources have been handled by non-Assamese ethnic people. Revenues collected from tea and energy sectors are distributed by Central Govt. Assamese people are not satisfied with this status. For regaining control over Assam's natural resources from outsiders ["Jati-Mati-veti"], they lunched civil and militant movements. It is proven fact that inhabitants of North-Eastern Indian states have a sense of deprivation in comparisons with rest of India due to some cultural differences(Mukherjee.Trisha, 2022). A.Sufian has argued that to distract Assamese people's agitation against non-Assamese capitalist in Assam, B.J.P. Govt. played the "Illegal Migrant" card in Assam during General Election of 2014 and 2019 and became a dominant political force. However when updated N.R.C. list had been prepared many Hindu community members also excluded from this. "Hindutwa" is main political-religious ideology of B.J.P. For this reason, in "C.A.A." tactfully inserted Hindu nationalism targeting only Muslims as "Illegal Bangladeshi migrants" and deprived them the chance of gaining Indian citizenship(Sufian, 2020).

The concept of "National State" in Europe was build symontenously on the idea of "Social Contract". However in India this concept was created by Colonial rulers. So Indian common people generally bear more allegiance to caste, language, religion and family bond rather than Nation-State. It was only in late 19th and early 20th Century, when Indian bourgeoisie developed the concept of nationalism. M.K.Gandhi turned this nationalism into mass movement against Colonial rule. However, after independence and partition in 1947, the spirit of anti-colonial nationalism faded. As evidence we can look on different national and provincial separatist movements in Maharashtra, Punjab, Assam, Gujarat, Kashmir, Nagaland, West Bengal based on caste, language and religion broke out("Separatist Movements of India," 2021). Dr.

B.R.Ambedkar realized the diverse language, religious, ethnic elements of newly formed Indian State. In order to make this newly set up Liberal Democracy successful, he gave importance to fraternity. In a political community common citizenship {we-Ness} increase Psychological effects of shared fate and ensure ethical commitment to Nation from its members. Globalization and privatization of individuals reduced Democracy into election centered institutions all over the globe. In India, high level of economic inequality and very few attempts to provide basic facilities to poorer section will further increased divisions between different ethno-religious- cultural groups and break this Country into numerous smaller warring Successor states(Varghese et al., n.d.).

Twenty First Century is marked by remarkable improvement in Information Technology and communication. It is known as " Third Industrial Revolution"(Ward, 2019). Different social media enterprise like Twitter, Facebook, Instagram etc. provide common people platforms to express their opinions about all most all contemporary topics besides sharing personal updates. Twitter is a leading player in this category. It can reflect people's sentiments, problems and views on C.AA./N.R.C. A survey on twitter post on this topic between 28.12.2019-5.1.2020 had collected 18 thousand tweets State wise. Out of 18 thousand tweets, analysis show 7 thousand neutral, 3thousand 2 hundred negative and 2 thousand positive. Keralite people's opinions were mainly negative as Islam is I of major religion of this State. U.P. and Haryana's public opinions were positive. Tweets from Delhi and surrounding regions were very negative and critical due to mass-agitations in Saheen Bag, Jamia-Milia-Islamia etc.(Srivastava & Eachempati, 2021).

After passing C.A.A. 2019, violent agitations broke out in Assam which killed 7 people and destroyed public properties. The main cause of this agitation were mainly 2 .A] Assam Accord in 1985 fixed ultimate settlement time limit of migrants as 24.3.1971 But C.A.A. 2019 extend the limit up to 31.12.2014.

B] Final N.R.C. draft in 2019 had categorized around 19 lakh people as "Illegal Migrants". However there was strong conception among Assamese people that at least 5 million illegal migrants had settled/occupied in different Assamese Districts. This idea was fueled by statement of People's representatives in both Central and State Legislative bodies' during past decades. Between 1991-2011 Muslim population in Assam increased by 5.79% while Hindu population decreased by 5.66%. It hugely changed demography of Assam. Though first Indian Prime Minister J. Nehru. Promised to protect Assam's tribal land culture through "Panchashil Tribal Principles"

in the Constituent Assembly(K, 2019) . There is fear among ethnic-Assamese people that they will be declared minorities in their forefather's land. Besides common people, B.J.P. Finance Minister of Assam Dr. H.B. Sharma, A.P.W. leader A.Sharma, A.A.S.U. leader Dr. S.Bhattacharya, President of Assam Gana Parishad expressed their disappointment about no of excluded people, and decided to appeal again to Indian Supreme Court for re-verification and correction of N.R.C(Gopal, 2021).

VI. CONCLUSION

In this article, I have tried to analyses changing pattern of citizenship concept in India on the background of N.R.C and C.A.A. It is true that any sovereign Nation-State can not bear economic burdens of illegal migrant's for unlimited time period. And it is duty of every State to protect cultural identities of each residing communities. At the same time it is also fact in a 3rd world country like India, majority of people struggle to earn day to living money. It is almost impossible for them to acquire proper academic and economic efficiency to include their name in updated N.R.C. It is my humble opinion that verifying administration should be considerate about these backdrops. Not but the least, people and opposing political parties should be careful while opposing this necessary process. If any person from any religious-ethnic-economic background can provide valid Aadhar Card issued before 2014 to these verifications, he/she will be exempted from bearing burden of acquiring huge quantities of other documents. News media operating on online/ offline platform should participate in decreasing false gossips and public panic about N.R.C. and C.A.A.

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Dalit Movement in Karnataka: Current Challenges and Intersectional Aspects

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Abstract

This paper, based on the findings of a research project, draws on secondary literature along with field interviews in order to discuss challenges for and intersectional aspects of the Dalit movement in contemporary Karnataka. Dalit movement in contemporary Karnataka is characterized by increasing internal heterogeneity, complexity, and intersectionality. On the one hand, Dalit movement has to face up the challenge of reorganizing itself by overcoming the internal conflicts and contradictions. The issues of the left and the right or Madigas and Holeyas, shifting with regional specificities, has divided Dalit politics. This division is sharper on the issue of reservation. There has been a consolidation of the sub-caste identity within the larger Dalit politics. Also, Dalit politics is internally split with mushrooming of different Dalit Sangharsh Samiti (DSS). On the other hand, women's participation in Dalit movement of the state is very discouraging. This also is one of the reasons for weakening of the Dalit movement. The movement leadership is increasingly realizing that it has been unable to address the intersectionality between caste and gender. Based on the new realization, the movement has progressively shifted its focus from difference to radical interrelatedness.

Keywords— Dalit feminism, Dalit Sangharsh Samiti, Devdasi, Holeyas, interrelatedness, Madigas.

I. INTRODUCTION

Dalit movement in Karnataka, emerging in the early 1970s, is a classic case of a successful social movement in India. This movement for self-dignity has had a far-reaching impact on the Dalits in the state of Karnataka. 'It played a decisive role', Yadav notes, 'in awakening the Dalits in Karnataka. But it also shook the rigid, irresponsible Hindu conscience... It really hailed a new era of hope for Dalits in Karnataka' (Yadav cited in Davidappa and Shivanna 2012: 1). The impact of Karnataka's Dalit movement can be seen in other parts of the country as well. In fact, Davidappa and Shivanna rightly observe, 'the movement ushered in a new vision of civil rights across India' (2012: 1). Central to Karnataka's Dalit movement is *Dalit Sangharsh Samiti* (DSS) (Dalit Struggle Committee). And, over the years, 'the DSS went on to become the organizationally strongest and long lasting Dalit movement in the country' (Omvedt 1994: 337). Nevertheless, the DSS is grappling with several critical issues currently. And, its nature of response would determine the future course of the Dalit movement in Karnataka. This paper makes an attempt to engage with

the challenges and the intersectional aspects of the Dalit movement in Karnataka in the contemporary times.

The article is based on the findings of a research project funded by the Institute for Social and Economic Change (ISEC), Bengaluru. The project was completed in 2020 and the final project report was submitted in 2021. It first provides literature review in brief and indicates the methodology used. It offers then a discussion of the historical trajectory of the Dalit movement in Karnataka and the factors responsible for emergence of the DSS. The following section takes up the major interventions of the DSS since its genesis. The paper then discusses the emergence of internal complexity in the DSS and the subsequent challenges for the Dalit movement in Karnataka. It analyses the significance of the question of intersection of caste and gender for the DSS and the movement in general. The concluding section underline the emerging signs pertaining to revitalization of the DSS in recent times.

II. LITERATURE REVIEW AND METHODOLOGY

Let us see now which aspects of intersectionality have informed this paper. Intersectionality focuses on the simultaneous and interactivity of social identity structures such as race, gender, class, sexual orientation, and caste in the experiences of privilege and oppression. It was 'introduced in the late 1980s as a heuristic term to focus attention on the vexed dynamics of difference and the solidarities of sameness in the context of antidiscrimination and social movement politics' (Cho, Crenshaw and McCall 2013: 787). Crenshaw (1991: 1244) coined intersectionality to describe 'the various ways race and gender interact to shape the multiple dimensions of black women's employment experiences'. Crenshaw's (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" was an attempt to correct the single-axis frameworks within feminist and antiracist discourses. Since then 'as intersectionality has emerged in a number of discursive spaces, the projects and debates that have accompanied its travel have converged into a burgeoning field of intersectional studies' (Cho, Crenshaw and McCall 2013: 785). Intersectionality recognizes various social identities that 'interact to form unique meanings and complex experiences within and between groups in society' (Hankivsky and Cormier 2011: 217). These need to be understood with a reference to, what Collins calls (1990), "the matrix of domination"- multiple systems of power and domination- changing temporally and spatially and in varying institutional settings. While intersectionality guides us to see how individuals are multiply vulnerable, at the same time it informs us that individuals 'under certain circumstances, also make use of the privileged aspects of their identity' (Lutz 2015: 42). Thus, it can be said that 'individuals are nodes of convergence for multiple, cross-cutting axes of subordination. Frequently disadvantaged along some axes and simultaneously advantaged along others' (Fraser 2003: 57).

Intersectionality is now well established as a theoretical framework, and it is widely used in gender studies, education, sociology, social work, anthropology, psychology, law, political science, and literary studies. The concept is considered as 'a heuristic device or a method that is particularly helpful in detecting the overlapping and co-construction of visible and, at first sight, invisible strands of inequity' (Lutz 2015: 39). Intersectionality is considered as an important research paradigm (Hancock 2007) and a primary analytic tool for theorizing identity and oppression (Nash 2008). Further,

intersectionality is considered as a theory offering new potential and perspectives for the connectivity of a broad range of social science scholars' approaches (Davis 2008), and as a buzzword (Davis 2011). Walgenbach (2010) regards intersectionality as a new paradigm for the scientific community in that it offers a set of terms, theoretical interventions, premises, problem definitions, and suggested solutions. Similarly, Klinger and Knapp (2003) point out the potential of intersectionality for building of grand theory while expressing some concerns.

Intersectionality studies, according to Cho, Crenshaw and McCall, can be said to represent three loosely defined sets of engagements (2013: 785-786). First, studies that apply intersectionality to different context-specific inquiries. Interaction of race and gender with class in the labour market in different ways is a good example. Second, the approach involves discursive inquiries of intersectionality as a theoretical and methodological paradigm. 'It considers what intersectionality includes, excludes, or enables and whether intersectionality's contextual articulations call either for further development or for disavowal and replacement' (Cho, Crenshaw and McCall 2013: 785). Third, political interventions or praxis forms a crucial aspect of intersectional theory and critique. Praxis includes a range of efforts such as movements demanding economic justice, legal and policy advocacy to address gender and racial discrimination and movements initiated by the state for abolition of prisons, immigration restrictions, and so on. Coming to levels of analysis for intersectionality now, Floya Anthias (1998) suggests a multi-level analysis that consists of four levels, namely, the level of experience of discrimination, the level of actors and their praxis, the level of institutional regimes, and the level of representation involving symbolic as well as discursive. This takes us to intersectionality as methodology.

While intersectionality is considered as a concept, a theory, and an analytical tool for analysis, it is also considered as a method. However, lack of strong intersectionality methodology is a major challenge for the use of intersectionality as a theoretical framework. Hancock states, 'one area of research that remains under-explored within intersectionality is the development of research designs and methods that can capture effectively all of the tenets of intersectionality theory' (2007: 47). In this connection, Kathy Davis (2014) argues that gender, which is central to feminist research, should not be considered as a standalone category. Rather, gender is related to other differences and mutually constituted by such differences. At this point, Mary Matsuda's method

of ‘the other question’ as “interconnection of all forms of subordination” (1991) becomes so relevant. Matsuda explains: ‘When I see something that looks racist, I ask “Where is the patriarchy in this?” When I see something sexist, I ask “Where is the heterosexism in this?” When I see something that looks homophobic, I ask “Where are the class interests in this?”’ (1991: p. 1189). Matsuda thus suggests that multiple differences need to be considered instead of exclusively focusing on one category. “The other question” in the Indian context can be extended to include caste and tribe as well. McCall (2005) discusses three distinct intersectional methodologies. The first approach is ‘anticategorical complexity’, which is premised on the assumption that categories such as race and gender are too simplistic to capture the complexity of lived experience (2005: 1776). The second approach is ‘intracategorical complexity’ seeks to reveal the complexity of lived experience within marginalized intersectional identities such as black women. The third approach is ‘intercategorical complexity’ that ‘provisionally adopt existing analytical categories to document relationships of inequality among social groups and changing configurations of inequality along multiple and conflicting dimensions’ (2005: 1773).

Taking these arguments further, Lutz (2015) delineates three levels of intersectional analysis. First, ‘partiality’ has to be taken into account. Partiality stands for the ‘differences in situatedness between the two people involved in the interview’. Differences can be seen in terms of gender, class, race, ethnicity, nationality, and so on that have an important role in the concept of self. Lutz argues, ‘it is very likely that the interviewee her / himself uses intersectionality in the construction of her / his life-story as much as the interviewer does in her / his analysis’ (2015: 41). Thus, intersectionality has to be applied to the narrator as well as the analyst. Second, one has to carefully analyse the use of identity category by the interviewees in their narration. Lutz states, ‘the identity category that is used in the first place or most frequently is not necessarily the most important one. Rather it may be that that is the identity aspect that is repeatedly attacked and therefore defended’ (2015: 41). The third level of intersectional analysis is concerning power relations. Power relations are not fixed, rather they vary based on context, locality and point in time (Lutz and Davis 2005). Using the term “doing intersectionality”, Lutz aims at exploring ‘how individuals creatively draw on various aspects of their multiple identities as a resource to gain control over their lives’ (2015: 41).

Intersectionality also has the potential to work as a coalition-building tool for those in the common pursuit of social justice (Miller et al. 2007; Cole 2008; Hanvisky

and Cormier 2011). It can identify, in Cole’s words, ‘spaces for shared mobilizations’ (2008: 447). Such coalition-building can be worked out among individuals or movements. Intersectionality ‘can also be a powerful tool to build more effective alliances between movements to make them more effective at organizing for social change’ (Roberts and Jesudason (2013: 313). Even Crenshaw argued that the single-axis frameworks, by treating struggles as singular issues, ‘undermine potential collective action’ and intersectionality provides scope to create ‘some basis for unifying activity’ (1989: 167).

Roberts and Jesudason (2013) take this argument further and highlight the exciting paradox of intersectionality: ‘attending to categorical differences *enhances* the potential to build coalitions between movements and makes them more effective at organizing for social change’ (315). It has three major implications according to them. First, this does not mean transcending differences. Differences need to be acknowledged, explored and analyzed but intersectionality should not create ‘homogeneous “safe spaces”’ (Cole 2008) where some are isolated from others on the basis of separate identities. Second, intersectionality enables active engagement among people with differing identities, on the basis of their commonalities, for political activism. Keating discusses the tool of ‘making connections through differences’ in order to ‘forge commonalities without assuming that their experiences, histories, ideas, or traits are *identical* with those of the others’ (2009: 85). Third, discussion of such commonalities suggests that oppressive structures are related. This leads to the understanding that struggles are related, hence alliances and coalitions are required to face the challenge of ‘matrix of domination’. Such alliances ‘do not require anyone to choose one’s oppression over another nor to sacrifice some needs over others’ (Russo 2009: 309,315). Thus, Roberts and Jesudason emphasize ‘radical *interrelatedness*’ along with differences in intersectional framework and argue, ‘the radical potential for intersectionality lies in moving beyond its recognition of difference to build political coalitions based on the recognition of connections among systems of oppression as well as on a shared vision of social justice’ (2013: 316). Further, Laperriere and Lepinard (2016) argue that focus on intersectionality sheds light on the tensions inherent in the processes by which organizations construct collective identities, formulate political demands, manage internal conflicts, and build alliances. While being influenced by these ideas, the paper is familiar about the debate over intersectionality (Ferguson 2000; Zack 2005; Nash 2008, 2009; Menon 2015).

This paper is based on the qualitative data collected from primary as well as secondary sources. First of all, it uses secondary data obtained from various sources- books, journals, personal sources, newspapers, blogs, and so on. In this connection, the availability of rich resources in the ISEC library and Bangalore University library is worth mentioning. Additionally, the paper uses primary data collected through direct personal interviews. I interviewed some prominent Dalit scholars, activists, and political leaders based in Bengaluru and other parts of Karnataka in early 2020. In this process of primary data collection, I used semi-structured questionnaires and observations. Whenever required, I translated the responses in Kannada into English with the help of trained translators. After having discussed methodology, I turn to a brief discussion of the genesis and evolution of the Dalit movement in Karnataka in the following section.

III. A HISTORICAL ACCOUNT OF THE DALIT MOVEMENT IN KARNATAKA

The Dalit movement emerged in Karnataka in the 1970s. However, seen from a historical perspective the roots of the movement go back to the earlier times in Karnataka and other southern states when challenges were made to the dominant Brahminic ideas under Buddhist influence. ‘Sharana Sanskriti, drawn from the Buddhist cultural movement,’ argues Yadav, ‘operated as the linking line of articulation and assertion for non-Brahmin movements in these states’ (2019: 53). In this regard, the earliest known personality is Basaveshwara who is considered as the founder of the Lingayat religion. He was a major advocate of the values of the Sharana tradition. Based on the Buddhist ethical values, he organized people in the state against inequality and oppression associated with the priestly tradition in Brahminism. It was found quite appealing by the untouchables. Basaveshwara’s movement had the objective ‘to establish a right relationship between man and man, God and religion such that universal values of love, compassion and brotherhood became fundamentals of life’ (Yadav 1998: 108). Basaveshwara revived Buddhism in the form of Lingayatism that challenged the oppressive aspects of Hinduism. Yadav notes, ‘indeed, the essence of the struggle between Brahminism and Buddhism is the driving spirit of the Dalit movement in Karnataka’ (2019: 55). Thus, Buddha and Basaveshwara (along with Ambedkar) have become the ideological symbols for the Dalit movement in Karnataka.

Then, there was non-Brahmin and Dalit awakening and mobilization in Mysore state during the colonial period. It is important to note Dalit consciousness in the kingdom of

Mysore during Tipu Sultan’s rule. Kudmul Ranga Rao, a social reformer in the second half of the 19th century, played a significant role with respect to eradication of untouchability in South Kanara region. He is considered as “one of the pioneers of depressed classes movements in Southern India for providing education, better housing, employment and empowering the depressed classes socially by guarding them against exploitation by upper classes” (Ushaprabha 2013: 50). Several non-Brahmin castes organized themselves for self-assertion in the late nineteenth and early twentieth centuries under the influence of earlier Basaveshwara’s philosophy, and reform movements such as Brahma Samaj, Arya Samaj and Ramakrishna Mission. Yadav argues, ‘castes like the Lingayats rejected Hindu framework and attempted to attain social prestige and status within the Lingayat framework’ (1998: 109). The Lingayats and Vokkaligas set up their caste associations and confronted the Brahminic domination in the public services. In 1917, *Praja Mitra Mandali* was founded by C. R. Reddy following the ideas of Jyotiba Phule. This was an attempt by Reddy to unite all the non-Brahmin groups and, thus, strengthen the movement against Brahmin domination.

Ambedkar’s ideas and initiatives had the strongest impact on the rise of the Dalit movement in Karnataka. Ambedkar’s influence was strongly felt in the Hyderabad and Bombay regions of the state. Ambedkar organized the first convention of untouchables in 1920 in Mangaon, which is very close to the Belgaum district of Karnataka. He was invited to address several gatherings of the Dalits in Belgaum. Ambedkar’s *Bahishkrit Hitkarini Sabha*, founded in 1924, set up hostels for the students of the depressed classes in Sholapur district of Maharashtra and Belgaum. He inaugurated the *Machagar Mahasangh* in Dharwad in Karnataka in 1927 through which *Chamars* were mobilized. Ambedkar’s influence was so strong that ‘when he rose to the national fame’, writes Yadav, even the Princely state of Mysore, which had a Gandhian leaning, changed its attitude towards Ambedkar’ (2019: 58). He received land from the Prince of Mysore to start a Buddhist monastery and educational institutions. Further, ‘the conversion to Buddhism took place at Kolar Gold Field even before the historic mass conversion to Buddhism at Nagpur in 1956’ (Khirsagar quoted in Yadav 2019: 58). Ambedkar’s contemporaries organized self-respect movement for the Dalits in Belgaum district of northern Karnataka. The movement was quite a radical one focusing on identity aspect of the Dalits and appealing them for change of name as well.

After Ambedkar, three major developments took place that have significant bearing for the Dalit movement in Karnataka (Yadav 2019: 59). First, Shyam Sunder, a

strong follower of Ambedkar's ideas, organized Dalits especially in southern Karnataka. Sunder was a law graduate from Hyderabad Karnataka region, external affairs Minister in the Nizam government, and first Dalit Member of Legislative Assembly (MLA) from his area. He set up *Bhim Sena* in 1968 and set forth four important demands: 'surrender of 25% of villages in every taluk, a separate electorate, a separate Scheduled Caste University in each state and a strong political organization for untouchables' (Shyam Sunder quoted in Yadav 2019: 59). He was extremely radical in his approach, and spoke vociferously on caste atrocities and the land issue. He demanded hostels and scholarship for both Dalit as well as tribal students. He was well aware about discrimination and marginalization faced by both Dalit and tribal students.

The second development is related to another strong Ambedkarite, B. Basavalingappa. Unlike the militancy of the *Bhim Sena*, Basavalingappa worked towards revival of Buddhism as envisaged by Ambedkar. And, the third development has to do with the formation of the DSS in the early 1970s. During the Chief Ministership of Devraj Urs, three Dalit Cabinet Ministers - Basavalingappa, Rachaiah and Ranganath 'who had the courage to give voice to the Dalit communities and they ably used the government machinery to tackle the rising atrocities in the villages against the Dalits. It was this support that made progressive intellectuals come together and dream of a platform like the DSS' (C Muniappa quoted in Davidappa and Shivanna 2012: 4). It was at this juncture that Basavalingappa criticized the entire Kannada literature as *Boosa* (cattle fodder) having nothing for the Dalits, which led to bitter controversy and strong uproar in the state. This incident acted as the triggering factor for the formation of the DSS.

Before we turn to the interventions of the DSS over last few decades, let us have a look at the nature of caste conflict in rural areas of Karnataka. Muzzafar Assadi argues that the changing nature of caste conflict or contradiction has to be seen in three major phases (1997). In the pre-1970 period, rural conflict was between upper castes and dominant castes. Then the second phase began when 'dominant castes occupied the space left by the upper castes; leading to new forms of contradictions between dalits and dominant castes (Assadi 1997: 2017). The next shift started towards the end of 1980s that witnessed conflict between Dalits and Scheduled Tribes (STs). In this context, Assadi cites the example of attack on the Dalits by the *Nayaka* community in Udbhur village near Mysore on July 8, 1997.

IV. MAJOR INTERVENTIONS BY THE DSS

After formation in the 1970s, the DSS has made a significant impact on the Dalits in Karnataka. Yadav states, 'indeed the DSS was a revolutionary beginning. DSS founded itself on the concept of attaining an entity of wholeness where art, culture, science and activism operate together, with the spirit of both reason and emotion to wage war on the established notions of exploitative relationships functioning in the society of Karnataka' (2019: 60). Under the banner of the DSS, a united front of Dalit artists, writers, poets, thinkers, and activists was created. Innovative methods and techniques such as workshops, discourses, cultural programs, and cadre camps were used by the DSS to educate and organize people. Major rallies and protest events were organized in different parts of the state. Thus, within a decade DSS could make its impact felt across the state.

DSS took up several critical issues affecting the Dalits. First of all, it was the practice of untouchability and atrocities on the Dalits. Soon after the formation of the DSS, a violent incident took place in the district of Kolar in 1974. Killing of a Dalit student by people from the Vokkaliga caste led to stir among the Dalit youth and, later, Dalit masses. A district unit of the DSS was set up in Kolar. Another violent incident took place in 1978 with regard to the electoral contest by a Dalit candidate with a Vokkaliga candidate in Chinthamani Assembly constituency. People from the dominant caste forcible entered the locality of the Dalit candidate and resorted to violence. Agitations by the DSS resulted in arrest of the culprits. Similarly, the DSS had active intervention in the violence against Dalits by the dominant caste Vokkaligas in Billandla Halli village in late 90s and Kamblapalli village in 2000.

Second, the DSS took up the issue of grant of land in several villages across Karnataka from 1975 onwards. In fact, 'each district unit of the DSS planned the land struggle even though it did not achieve much. The Sidlipura land struggle was the first of its sort and was followed by similar struggles in Chandagodu, Bidrekavalu, Kalasankoppa and others.' (Yadav 2019: 61). DSS looked into the auctioning of land of a Dalit through fraudulent means in Kolar district in 1978. A list of demands was presented to the state government and distributed among the people by the DSS. Demands included implementation of the Land Reform Act, 1978 with immediate effect, immediate settlement of all the pending cases of the Dalits in the taluk courts by the district collector, grant of minimum of five acres of land to all the landless Dalits in Kolar district, and others. Then comes land struggle in Nagasandra village in the same

district in the early 80s. A strong agitation was led by the DSS with the slogan “Not Toddy but Education”. It can be said that ‘even today the land struggle has remained an important issue to the fragmented DSS units in the state. Therefore, the emergence of DSS raised ‘*the aspirations for self-determination of the toiling lower caste communities across the state of Karnataka*’ (Davidappa and Shivanna 2012; 8). This takes us to the next point.

Third, closely associated with the earlier two types of interventions is the self-respect aspect of the Dalits. In its caste as well as land struggles, DSS had self-assertion and self-respect of the Dalits uppermost in mind. DSS, Davidappa and Shivanna note, ‘used handbills, posters, rallies, Dharnas, picketing government offices, marches, Padayathras, cadre building trainings, workshops, conventions, street theatre, songs of awareness building and others to drive home the single agenda that untouchability is un-constitutional and “lower castes” too had equal rights and opportunities to lead dignified life’ (2012:10). The slogan of the DSS, “educate, organize, and agitate”, aimed at securing life with dignity and self-confidence for Dalit community. In this light, the huge gathering of Dalits in Bengaluru on April 14, 1986 (Ambedkar *Jayanti* Day) for the launch of the ‘Self-Respect’ movement needs to be seen. Constitution and flag for DSS were released during the *Swabhimana Samavesh* (self-respect conclave). In this context, it becomes important to see the ideological influence over the DSS coming from Buddha, Basaveshwara, Ambedkar, Lohia, and Periyar. While local cultural figures were also used as symbols, Ambedkar remained the central symbol for the DSS while organizing the Dalits. And Ambedkar’s ideas on restoring dignity of the Dalits were frequently invoked by the DSS in its struggles.

Finally, let us look at the ways the DSS attempted to grapple with the intersection between caste and gender. The issue of *Devadasi* was taken up by the DSS. Devadasi was a religious practice in which young Dalit women remained devoted throughout their life to Goddess Yellamma. They were sexually harassed by the rich upper caste men in their villages. DSS politicized this issue and organized a huge procession in Soudatti, where Yellamma’s temple is located, in 1985. DSS also raised the issue of traditional practice of nude worship of Goddess Yellamma. Then, the matter of violence against Dalit women caught the attention of the DSS. One of the earliest cases of caste based gender violence was the gang rape and murder of Chinnamma by Vokkaligas in Doddi Halli village in late 1970s. DSS organized the Dalits and led agitations against these barbaric acts of the dominant caste men. In 1979, another such unfortunate incident took place. Anasuyamma, a widow aged nineteen, was

gang raped by the Vokkaliga caste men in Hunasi Kote village in Malur Taluk. DSS, beginning with the Taluk unit, made active intervention. Police complaint was lodged, two day camp was organised, and lamp of Anasuyamma’s father was taken by the DSS cadres from his grave in the village to Karnataka Legislative Assembly in Bengaluru by padayathra. In the padayathra, DSS used several symbols and spectacles such as singing songs, performing street theatre and distributing pamphlets to reach out the wider public and mass media. Davidappa and Shivanna describe: ‘the three day protest march from Hunasi Kote to Bangalore and the lathi-charge finally resulted in wide awakening of the lower castes across the state... The song that was written in the name of Anasuyamma is sung by the DSS cadre even today’ (2012: 8). Further, when the heinous act of parading a Dalit woman naked was done on the streets in Bidaroli village of Belgaum district in 1986, DSS organized a massive rally in Bengaluru condemning such incidents. DSS got the culprits punished as well through the follow up measures. The irony is that around this time, the DSS started facing crises that we will discuss in the next section.

V. COMPLEXITY, CHALLENGES, AND INTERSECTIONALITY

It was the year 1986 when a new critical turn came in the trajectory of the DSS. It began with the issue of leadership of the DSS. Yadav explains: ‘till 1986 the DSS functioned with full measure of its completeness... There was perfect harmony, from top to the bottom level, between all the wings of DSS. The leadership so far was natural and grounded on common consent’ (2019: 65). B. Krishnappa was the DSS convener till 1986. In the DSS meeting in Dharwad in 1986, a decision was taken that DSS conveners would be democratically elected. It was decided that state convener would be elected by the district conveners. A prominent Kannada personality Devanoor Mahadev was elected as the state convener. In the same meeting, the matter of the DSS symbol was also discussed that resulted in a bitter controversy without any final agreement. These developments point to the appearance of internal divisions and factions in DSS. Widespread scepticism grew that the era of collective and spontaneous leadership in DSS got over with election and acute disagreement.

Internal divisions in the DSS after 1986 indicate five major factions. One faction was led by Devanoor Mahadev, the new state convener of the DSS. Second DSS faction was that of the Gandhians. Socialists later joined this faction. Third major faction was constituted by

the Marxists. There were ideological clashes between the Gandhians and Marxists. During these ideological clashes, fourth faction emerged consisting of the Ambedkarites. There was a clear influence of Maharashtra Dalit movement and Marathi writers on this group of Ambedkarites. In this connection, Dalit Students Federation in Kolar needs to be seen. Naxalites on the Andhra side can be considered as the fifth group. Gandhians and socialists within the DSS fold came together due to Prof Ananthamurthy's key mediating role. They remained in contact with the state government led by Ramakrishna Hegde during that time.

The repercussions of these events were felt in the following years. The democratically elected leadership could not keep the DSS united. Some eminent persons moved away from the DSS (interview with Prof Manohar Yadav in Bengaluru on January 27-28, 2020, Prof Yadav himself was actively associated with the DSS till 1986). A clear split in the DSS became explicit with the setting up of another DSS in the state. The split was seen even at the smallest level of hamlets. Gradually, further splits took place and many more DSS were set up. Thus, it became difficult for people to figure out the original DSS. Regional diversities, earlier accommodated within the structure of the DSS, took the form of new organizations. Organizations in northern part of the state are good instances in this regard. Caste organizations like the Machagar Mahasangh got revived as separate entities. Faction groups, instead of building up of the organization, started pursuing quick benefits by developing close connection with political parties, administrative and police wings of the state. Similarly, cadres also became self-seeking in the absence of unified visionary leadership. DSS further got weakened with clear internal division based on sub-caste identity especially on the issue of reservation. It was between Madigas (left-hand Dalits) and Holeyas (right-hand Dalits). Madigas organized several demonstrations demanding separate quota in reservations in employment.

A fundamental weakness of the DSS was the lack of inadequate attention given to the intersection of caste and gender. In general, Gopal Guru aptly points out the patriarchal nature of Dalit movements since they reproduce the mechanisms against Dalit women that 'the upper caste men use against women' (1995). Although the issues of Devadasi practice and gender violence were taken up, DSS could not systematically and strategically address the dynamics of Dalit women causing the situation of double injustice for them. This could be seen as a major enabling condition for the emergence of 'Dalit feminism' and Dalit feminist writings in contemporary Karnataka. Further, the lack of

women's leadership in the DSS adversely affected women's participation in its activities. This gradually alienated the Dalit women from the DSS.

In this connection, it is useful to note that increasing attention given to gender dynamics by several Dalit leaders in the movement in recent times is a welcome step. However, the attention needs to be more systematic and sustained. At the same time, it is important to note the limitations of this project to explore this matter further. For instance, I think asking and articulating more nuanced intersectional questions in further conversations with movement participants would have given me stronger clue about enabling (or disabling) conditions for the emergence of Dalit feminism. Also, a closer engagement with the role played by women participants in C. R. Reddy initiated Praja Mitra Mandali and Savitri Bai's interventions would get some pertinent insights on the question pertaining to gendered role models within the Dalit movement. Furthermore, while discussing mobilizations by the DSS around the issue of Devadasi, I could not interview female children of Devadasis. In addition, I did not get a chance to interact with women's organizations that strive on both fronts: (i) fighting for Devadasi women in their day-to-day struggle against the structural and gender violence and (ii) fighting against the exploitation of Devadasi families by mining mafia in districts such as Ballari. An interview with women civil society actors such as Bhagyaxmi of Sakhi Trust in Hospete would have brought further insights on intersectionality questions. The time period of the project did not allow me to conduct these interviews. The research limitations, identified above, point the way forward for further research. Please see in the box a brief summary of my interview with Dr Venkataswamy, currently president of the Republican Party of India (RPI), Karnataka.

VI. CONCLUSIONS

To sum up, the Dalit movement in Karnataka could not provide sufficient attention to intersection of caste and gender in the past. It certainly took up the issues such as the practice of Devadasi and violence against Dalit women by the dominant caste men. The movement even succeeded to a great extent in this regard. The movement could raise the consciousness among Dalit men and women about their identity. However, the movement is found having several weaknesses seen from the perspective of the intersectionality. First, while inter-equality between Dalits and upper or dominant caste was highlighted by the movement, intra-equality between Dalit men and Dalit women was not taken up seriously on

its agenda. Second, resulting from the first point, the movement could not articulate a systematic strategy to deal with the gender aspect of caste or double oppression. Thus, the movement neglected the issues that Dalit women face in their day-to-day life. Finally, leadership of the movement remained gendered. Dalit movement could not conceive of recruiting and training women for leadership roles on a proper systematic basis. Importantly,

several respondents acknowledged the point of intersectionality that intersecting identities need due consideration within the movement. It indicates that there is a greater appreciation of intersectionalist values now within the movement. This is not to downplay the role of diverse activities undertaken by the movement or the DSS in the state so far.

Interview of Dr Venkataswamy

This interview was conducted on February 6, 2020 at Dr Venkataswamy's residence in Bengaluru. He has been actively associated with the Dalit movement in the state. He first offered a historical perspective on his association with the Dalit movement and DSS. In the early 70s, literary Dalit figures emerged in Shimoga, Mysuru and Bengaluru universities after the Boosa episode (seen earlier) and spoke on the Dalit issues. Basavalingappa and Sidalingaya were the most prominent persons associated with the Dalit movement at this stage. Dalit artists-writers forum was founded. There were caste based clashes and Dalit students' protests. Venkataswamy himself led the protest of Dalit students in Kolar district. These were some of the most important forces that led to the formation of state level DSS in 1975. In the second meeting of DSS in Mysuru, modalities for the organization were worked out. B. Krishnappa became the president, and district branches of the DSS were established. Venkataswamy became the first district convener of the DSS in Bengaluru. District units of the DSS actively took up the issue of Dalit atrocities in their respective areas. Venkataswamy was closely associated with the DSS until mid-1980s. After he left the DSS, he formed the *Samata Sainik Dal*.

Dr Venkataswamy throws light on his departure from the DSS. With regard to internal divisions in the DSS, Venkataswamy was associated with the group of Ambedkarites. He argues that while Gandhians and Marxists were in favour of sharing political power for making right policies for the Dalits, Ambedkarites and Naxalites were in favour of protest against the government since the government was unable to stop caste atrocities. The later groups challenged the ones supporting government. This led to the cornering of Venkataswamy by the government as he explained.

Then, a new chapter in Venkataswamy's trajectory began. A new group called DSS Coordination was started by Venkataswamy. He got in contact with Kansiram, President of Bahujan Samajwadi party (BSP). His support and closeness to Kanshiram resulted in clashes within the DSS Coordination. This group does not exist anymore. Venkataswamy recalls major activities in the late 80s and early 90s such as formation of Ambedkar Centenary Forum, organizing Bhim March involving cycle rally throughout Karnataka, distribution of literature on Ambedkar, and holding awareness programs. A major conference was organized in Cubbon Park in Bengaluru. *Dalitostav* (Dalit festival) was organized which was attended by around twenty five thousand people. At this juncture, Samata Sainik Dal was formed and Republican Party of India (RPI), Karnataka was set up. Dalit Organization Federation was created as a coordination group to propagate Ambedkar's ideas. Venkataswamy became President of the Federation. Dalit Organization Federation could bring twenty three DSS factions together on certain agendas. The most important demands include Dalit Chief Minister for the state, Prevention of Transfer of Certain lands (PTCL), and reservation in promotion in jobs. Venkataswamy states that RPI gives priority to Ambedkar's ideas and supports the Ambedkarites. It aims to rejuvenate the Buddhist movement in the state. He talked about a mega event planned for October 14, 2020 where ten lakh people would take oath in the Buddhist principles.

On the issue of intersection of caste and gender, Venkataswamy agrees that the DSS has not been able to give due attention to it even though it has taken up the issue of atrocities on Dalit women. Of late, he argues, Dalit women's leadership issue has also been taken up. Several Dalit women activists and leaders have emerged. In this connection, he states that a regional conference led by Muslim women in Belgaum would be organized on March 21, 2020. Further, a leadership motivation camp would be organized for Dalit men and women. Regarding anti-liquor struggle of women in the state, Venkataswamy contends that the RPI manifesto includes ban of liquor. Further, he states that the RPI manifesto supports the anti-mining struggles in the state. However, he stresses two points in this connection. First, his party would directly and strongly support people's movements if they make their presence felt at the state level and not just remain confined to the local level. Second, his party supports the anti-liquor and environmental struggles, but Dalit issues remain the topmost priority for his party.

Furthermore, as noted earlier, there is the widespread concern about factionalism in the Dalit movement in the state. A major challenge for the DSS is to get rid of its internal weaknesses in order to effectively work for creating a more egalitarian system. Nevertheless, there are some positive signs of revitalization of the DSS in the recent times. 'Many of the split DSS groups have become redundant', observes Yadav, 'with no real following in the state. Hence are slowly becoming extinct. This has led to the expansion of truly passionate factions' (2019: 67). Among all the faction groups of the DSS, the most important one is known as the *Ambedkarvad* group led by Mavalli Shankar. This group has belief in Buddhist values and Ambedkarite methods as the criteria for its membership. It rejects the idea of separate reservations in employment on the basis of sub-caste identity. Two more major factions of the DSS are led by Indoodhar Honnappa and Muniappa. A few other prominent names currently associated with the Dalit movement in the state are Mohan Raj (*Bhimvada*), Venkataswamy (Republican Party of India) and Laxmi Narayan Nagavar. In recent times, the coming together of all the factions of DSS can be seen in certain contexts. One such instance is collective organization of a large-scale conversion of Dalits to Buddhism in 2003. Another good example is collective support to teaching English language from the first standard onwards in all Kannada primary schools of the state. The potential of these new developments to address the critical challenges and intersectionality that the Dalit movement in Karnataka is currently facing needs to be further explored. With all its strengths and research limitations, this paper hopefully would contribute to the movement studies and intersectionality studies.

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Nurturing Communication through Social Online Platforms

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Abstract— Akram and Kumar (2018) maintained that “Children are growing up surrounded by mobile devices and interactive social networking sites such as Twitter, MySpace, and Facebook, Orkut which has made the social media a vital aspect of their life. Social network is transforming the behavior in which youthful people relate with their parents, peers, as well as how they make use of technology.” This study aimed to find out the advantages and disadvantages of social online platforms from the students’ perspectives at Quds university. The researcher distributed a questionnaire as tool of research which consists of 20 items. Moreover, the study used also a qualitative tool: two interviews with two students. The sample was 60 students of the first and second year level. The researcher concluded that there are radical positive and negative effects of social platforms on students. However, these platforms have more positive effects especially during the Covid-19 crisis. The researcher recommended raising awareness of the pros and cons of social platforms among future generations. Alternatively, the researcher recommends that a combination of face to face and social platforms will have more efficacy in language teaching and learning.

Keywords—social platforms, effects, communication, pros, cons.

I. INTRODUCTION AND LITERATURE REVIEW

Martin (2008) & Lusk (2010) noted that the social media is the use of Facebook, Blogs, Twitter, MySpace and LinkedIn for the purpose of communication, sharing photos as well as videos. While Faudree (2009) discussed the advantages of the social media especially the facebook. Dube (2016) indicates the prolonged and excessive use of social media presents dangers i.e. suffering from mental health issues. According to Malik & Rafiq (2016) the positive impact of social media is expanding friendship, information media, a place to develop skills, and opportunities to interact with people who have social anxiety. Damota (2019) indicated that social media has both positive and negative consequences. Some of the positive outcomes are socialization and communication; enhancement of learning opportunities and accessing health related information. However, he maintained that depression, anxiety, bullying, terrorism, and criminal activities on societies are some of the negative sides of social media. Drakel et al. (2018) show that students are more focused on social media when they are in the teaching and learning process, and when they are outside the classroom, there is almost no communication between students. This phenomenon shows that students have unconsciously faced social media's swift influence that can

hinder social interaction. Abu-Baha (2017) studied the effect of using virtual classes on enhancing the reading comprehension and found that virtual classes enhanced most reading comprehension strategies. Siddiqui and Singh (2016) concluded that “the social media has various merits but it also has some drawbacks which affect people negatively. False information can lead the education system to failure, in an organization wrong advertisement will affect the productivity, social media can abuse the society by invading on people’s privacy, some useless blogs can influence youth that can become violent and can take some inappropriate actions. Use of social media is beneficial but should be used in a limited way without getting addicted. concluded that virtual classes are very effective in developing the reading comprehension strategies”. According to Oche & Aminu (2010), it is eminent that students are very divided in social media. Even in the classroom and lecture theaters, it has been observed that some students are always busy in chatting and communicating during lectures which hinders the learning teaching processes. Abbas and Wang (2021) concluded that the media platforms assist in adopting virtual learning and teaching models to continue providing education in the interim of the COVID-19 pandemic. They added that, globally, most countries have imposed

restrictions on physical interaction and face-to face education at all levels of education to minimize the infection transmission risk of the COVID-19. Educational institutions have turned almost overnight to online teaching, learning, and virtual education to facilitate their student communities. It helps reduce stress and provide relief to students. Alsaif (2016) concluded that 52% students think that social media is helpful in keeping in touch with friends; 28.5% of the students agree that social media helps in socializing; 14.28% students think that learning technology becomes easier with social media usage. 4.7% students think there is no advantage of using social media. However, the results has also shown that 38% of the students agree on social media proving to have negative effects on their studies by any means. 7.4 % of the students strongly agreed. But 35.7% of the students disagreed.

As covid-19 is still hitting different places and affecting all educational institutions around the world, the importance of this study stems in finding out the efficacy of online platforms in enhancing the communication skills among students. The objective of the study is to find out the effect of the social platforms that the students are profoundly involved in and its effect on their communication skills, and to identify the pros and cons of the use of social media compared to face to face learning according to the demographic variables such as gender and study level.

II. METHODOLOGY

There are two major Null hypotheses for the study objectives:

H₀₁: There are no statistically significance differences in the respondents' answers towards the effect of social platforms on nurturing the students' communication attributed to gender.

H₀₂: There are no statistically significance differences in the respondents' answers towards the effect of social platforms on nurturing the students' communication attributed to study level.

This study was conducted at Quds University through which (60) first and second-year level students (30 males and 30 females) took part and were selected purposefully. The researcher used a quantitative tool: a questionnaire which contained (20) items analyzed according to SPSS. The questionnaire of this study was validated and its internal consistency reaches to 85%. The study conducted an F- test to establish the significance of the independent variable (online platforms) on the dependent variable (nurturing communication). The significance of variables

was observed at 95% confidence level whereby, variables with a 'p' value of 0.05 or less were deemed significant while those with 'p' value of 0.05 or above were deemed insignificant.

50% of the respondents were males and 50% were females. The findings represent the views of the two sex groups about the effect of social platforms on nurturing the students' communication attributed to gender. This was necessary for the study to get a balanced picture of the respondents' views.

III. RESULTS AND DISCUSSION

A One Way ANOVA was calculated. Table 1 answers the first hypothesis.

Table 1: ANOVA- Gender

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3.311	30	0.166	1.101	0.518
Residual	1.489	30	0.165		
Total	4.800	60			

As illustrated in Table 1, the significance value $\alpha = 0.518 > 0.05$, thus the Gender is statistically NOT significance. Also the F critical at 5% level of significance was 1.101. Since F calculated = 1.101 which is less than the F critical (value = 2.701), this shows that the Gender is also NOT significant in finding out the effect of social online platforms on nurturing the students' communication. In other words, by checking α for the gender, it shows that $\alpha = 0.518 > 0.05$. Thus, the null hypothesis is accepted and therefore, gender has nothing to do with the effect of social platforms on nurturing the students' communication. According to the questionnaire items, the most advantages of social media platforms on communication is that: "Social media connect people from anywhere to anyone". This item is highly ranked to reach 95% for both males and females. However, the lowest ranking (70%) was for the item, "Social media effects on emotional and family connection"

A One-Way ANOVA was also calculated. Table 2 answers the second hypothesis.

Table 2: ANOVA- level

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	21.283	30	1.064	0.930	0.561
Residual	10.184	30	1.132		
Total	31.467	60			

As illustrated in Table 2, the significance value $\alpha = 0.561 > 0.05$, thus the level of students is statistically NOT significant. Also the F critical at 5% level of significance was 0.940. Since F calculated = 0.930 which is less than the F critical (value = 2.701), this shows that the students' level is NOT significant. In other words, by checking α for the level, it shows that $\alpha = 0.561 > 0.05$. Thus, the null hypothesis is accepted and therefore, level has nothing to do with the effect of social platforms on nurturing the students' communication. On the other hand, the most ranking (92%) of the First and Second year students is "Social media decreases face-to-face communication skills". While the least ranking (50%) is that "Social media can create anxiety and depression". This (50%) also applies on the item: "Social media reduces family relations".

The results of the interviews showed that there are many positive effects of media platforms on nurturing the communication among students. According to the two interviewees: 1. Social media can connect people from anywhere to anyone. 2. Social media have a lot of advantages in varying the teaching methods and learning styles. 3. Through social media, one can share issues with community to get help and guidance. 4. Through social media one can promote communications and life skills to the largest audience. 5. Social media can be used to develop speaking, reading, listening and writing skills. 6. Social media can help reduce loneliness for those socially isolated. 7. Social media create sympathy among people's lives. 8. Social media help build the community of own culture, religion and beliefs to discuss, learn and exchange with others. These results are in harmony with Damota (2019), Drakel et al. (2018), Siddiqui and Singh (2016) and Abu-Baha (2017).

On the other hand, the results of the interviews showed that there are many negative effects of media platforms on nurturing the communication among students. According to the two interviewees: 1. Social media can disturb personal lives. 2. Social media can have negative impact on the health such as gaining weight. 4. Social media can easily ruin someone's reputation. 5. Social media can be a platform to miscommunicate with unknown strangers with bad habits. 6. Social media can access to people's personal matters. 7. Social media can create anxiety and depression. 8. Social media effects emotional connection with the family. 9. Social media decreases face-to-face communication skills. 10. Social media reduces family relations and reduces free time of caring for children and studies. These results are in harmony with (Oche & Aminu, 2010) and Dube (2016).

IV. DISCUSSION AND IMPLICATIONS

Social platform technologies allow students to share thoughts, cultures, beliefs with other people. With the use of social media, students can easily communicate or share information quickly with each other through various social networking sites like Facebook, Orkut, and Instagram, etc. The students can develop life skills and all language skills such as reading, writing, listening and speaking skills. During Covid-19 pandemic, online platforms have been used profoundly during the worldwide blockade. The communication has increased virtually in contrast to the decrease in face-to-face interaction. This study has many implications to discuss. First, the students' opinions- whether males or females- were balanced and there were no differences on a significant level about the effect of media platforms on nurturing communications. This reflects that both males and females have similar thinking about media platforms. Both males and females trust that online platforms can connect people whenever and wherever. This implies that the world has become a small village and the world has now become an open space for people of different cultures, origins, ethnicities, religions and languages.

The interviews have highlighted the merits of social platforms in enhancing and fostering the language skills and the social life. It was clear that the platforms can hinder the family relations and connections, but still the knowledge of the world became attainable for students upon the access and being open to the world. The platforms can foster communication among students even in the partnership during games. These platforms also foster the connections with lecturers and the material become more accessible when shared by the lecturers. During the lecture, there is no guarantee that all students are following the lecture properly, however, some quizzing and drilling techniques at the end of the lecture can help put the students on the track. Moreover, in the breakout rooms, some sort of communication can be initiated between students or lecturers. These platforms allow foreign students to be included in the discussions and communication. The platforms can mostly develop the listening skills, then the speaking skills, therefore, receptive and productive skills are being integrated for better communication.

The social networking and platform technologies are all about setting the developments that run around the globe. Students can outfit their plans of what is expected out of them in the forthcoming days and years by observing the changes that are being rationalized, shared, conversed or articulated about on the social platforms. Students habitually do not get the right platform to share their

feelings. However, through social platforms, they will be given a choice to reflect their thoughts. When learners were allowed to share what they think and feel, it becomes easy for them to decide what is good or bad since they will have feedback by different observers. An important part of grown-up learners is socializing and making friends. This allows the students to exchange ideas and learn new things which will invariably effect in becoming more confident in life skills.

On the other hand, online platforms might lead in the reduction in real human contact. The more excess time the students spend on these online platforms, the less time they will go through connecting face to face with other colleagues which will ultimately decreases their interpersonal abilities. This will also affect the capacity to convey and socialize adequately face to face with others. To Akram and Kumar (2018), the businesses are getting more and more unsatisfied with the relational abilities of the new alumni because of this reason. The convincing relational abilities are critical to achievement in reality.

V. Conclusion

Social media has been evolving since quite a long time to become an important drive for gaining and spreading information in different domains, such as education, business, entertainment, math, space, science, crisis management, and politics. Social media has diverse merits, yet it also has few disadvantages which influence persons perversely. Communication on social platforms is highly efficient as this will allow students to know and discover the world surrounding them. Even though communication takes place in a virtual environment, the learners are more confident in expressing their opinions away from face to face eyes chasing them. The chance of succeeding on social platforms is the same for everyone. However, managing socialization requires quite a lot of time, planning, precise strategy, huge effort, and ingenious ideas.

So far, this study has concluded that there are no statistically significance differences in the respondents' answers towards the effect of social platforms on nurturing the students' communication attributed to gender or study level. The results have highlighted the merits of social platforms in nurturing the language skills and the social life. The online platforms can hinder the family relations and connections, but still, the knowledge of the world became more achievable upon the access to the open space of the online platforms. The study recommends more monitoring over online platforms by stakeholders. A longitudinal study on the effect of online platforms on

communication might formulate a clear image for future considerations.

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The Effectiveness of Guidance and Counseling Practices on Students' Career Development in Secondary Schools in Temeke Municipality

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Abstract

This study intended to examine The Effectiveness of Guidance and Counseling Practices on Students' Career Development in Secondary Schools in Temeke Municipality using embedded research design. It was undertaken in Temeke Municipality, Dar es Salaam Region, Tanzania. The target population was heads of secondary schools, teachers, students, and ward educational officers. The sample size used comprised of 15 teachers, equivalent to 10% of the 150 teachers in the selected secondary schools, three school heads, and 120 students as 10% of 1,200 students from Forms III and IV. Probability and non-probability sampling tactics were employed in the selection of respondents from the targeted population. Observation method, documentary review, interview guide and questionnaires were used to collect primary data while secondary data were obtained in the documents. Data were analyzed both quantitatively and qualitatively. The findings reveal the existing lack of specialized personnel in the field of career guidance and counseling. Instead, teachers are randomly picked to hold that position; a teacher seen to be morally upright and religious is appointed and tries to do the best possible to support these students. Through the study, there was glaring evidence that the tight school timetable does not give room for students to consult their teachers –particularly the time table for extra-curricular activities. It has been established, according to the survey, that guidance and counseling practices face limited teaching and learning materials, counseling offices, negative perception from students and limited support from the government. The findings also show that students experience little support from parents and teachers. Schools in the sample lacked special counseling rooms and even confidentiality from teachers. It is, thus, recommended that special in-service training and seminars should be provided to teachers expected to be school guidance-counselor and there should be financial support from parents, government and the community at large.

Keywords— Guidance and counselling students' career development, career choice, school support.

I. INTRODUCTION

Guidance and counseling practices in schools are important aspects in career choices, talents development and discipline. Guidance and counseling bring about self-actualization and development of human potential (Njeri, 2007). Guidance and counseling began in America at the dawn of the 20th century as a reaction to changes in Western countries during the Industrial Revolution. It started as a way of matching employees and jobs due to the increase of diversity of occupations and unemployment during the Great Economic Depression of the 1930s (Barwick, 2000). In the present world, G&C practice becomes an important programme in schools as it helps students to handle social

and psychological challenges happening from family background, transition from childhood to adulthood and modern problems afflicting the society (Ondima et al., 2013). According to (Mikaye, 2012), G&C practices in education are aimed at assisting learners in harmonizing their interests, abilities and values that helps them to develop full potential. Therefore, school guidance and counseling practices have been introduced to help students to overcome challenges experienced at schools and homes and what remained unclear for some time.

In Tanzania, G&C practices in schools were introduced following Circular No. 11 of 2002 (URT, 2002). The Circular was addressed to Regional Administrative

Officers, Principals of Teachers' Colleges, Inspectors, and Heads of Schools in Tanzania Mainland. Currently, the Circular acts as a guide in the provision of G&C practices in secondary schools in Tanzania. According to the Circular, absence of G&C practices in schools has increased the rate of youth inability to cope with the rapid changes in the community environment at large. Since there is no effective guidance and counseling, there have been indiscipline in the form of truancy, poor talent development, drug abuse, and involvement in crime by some students. The Circular says that absence of school guidance and counseling services in schools has led to a dramatic change on students' behaviour and the inability to identify their personality and talents. The Ministry of Education and Vocational Training realized this negative trend and observed that there is a necessity to introduce G&C practices in secondary schools.

In implementation of the circular, the Ministry of Education and Culture provided guidelines related to the provision of guidance and counseling. The guidelines suggest that school heads must select teachers who can maintain confidentiality in carrying out guidance and counseling. School-counselor is a teacher who possesses psychological skills and passionate to assist students to grow mentally and in their personality. Guidelines also suggest that a male and female teacher should be selected as the guidance-counselor, and the selected teacher should have a reduced workload to be effective in carrying out guidance and counseling activities. In relation to that, a teacher-counselor should use forms attached with this Circular when G&C is carried out in a school. One of the objectives of the G&C in education is to seek solutions of challenges facing students (Vishala, 2012). Guidance and counseling in schools seek solutions and solve teaching and learning problems among students. They are crucial aspect when educationalists consider personality development of students. Schooling age is a critical stage which needs close supervision and monitoring not only to nurture talents but also to solve adolescence challenges such as delinquency. Guidance and counseling can protect students from absenteeism, truancy, drug addiction, early sex, and unrest. Temeke has school leavers who cannot value self-employment even if this is a national problem. Urban places like Temeke are expected to have youths who use their talents, those nurtured from schools to earn their living independently

The problem in Temeke emanates from the fact that for the past six years (2015-2020), the performance of students in national Form IV results is ranked 5th out of the five districts of Dar es Salaam region. From the researcher's experience, many school leavers, are not nurtured in terms of what they could be after completing their studies. As a result, some school leavers involve themselves in crime like the once

popular Panya Road youth gangsters. Consequences of ineffective guidance and counselling services are terrible and far-reaching. Thus, students need effective guidance and counseling in facilitating their learning and career choices. This means research on the effectiveness of the guidance and counselling services provided in the schools is of paramount importance given the increasing risk behaviors among school leavers. This research is an attempt towards that direction.

II. STATEMENT OF THE PROBLEM

Guidance and counseling practices in schools are facilitated by the few chosen teachers and sometimes by the school disciplinary committee. Achieving educational goals is not an easy task as it requires not only ensuring that students attend classes, write notes or carry out their assignments, but also it requires the need to address future career choices, development of talents and the monitoring of biological changes among students. The main concern of this study was the effectiveness of guidance and counselling practices in improving the self-image of the students and facilitating better achievement in the learning process. Little information was available to explain the extent to which G&C services have been used to assist in raising the academic performance, identifying talents and future careers of secondary school students. The paucity of empirical information on how guidance and counselling promote students' learning may lead to sustained psychosocial problems that may hinder their learning outcomes in terms of effective knowledge acquisition, skills, norms and values needed in the society. For the past five years the performance of National Form IV results is poor as the municipal ranked 5th out of five municipalities. The dropout for the three years 2018, 2019 & 2020 is about 785 students due to a number of reasons; cases of indiscipline -- 125 students, pregnancies -- 72 girls while the majority ended up in truancy (MoEST, 2021). Although the system of guidance and counseling in Tanzania was established to assist students develop competencies needed to overcome academic, career, talents and personal challenges, there are indications that students in secondary schools in Temeke municipality are unable to nurture their talents when they are in schools (Ntilisinda, 2017). It is this reason that this study assessed the effectiveness of G&C practices in developing talents and careers among secondary school students in Tanzania, based on experiences from the Temeke Municipality. Guidance and counseling practices in secondary schools have, however, been implemented in all schools sampled for the study. The problem then is; have school guidance and counseling practices been effective in developing students' career, talents, and personal character?

This study sought to assess the effectiveness of guidance and counseling practices on student's career development in secondary schools in Temeke Municipality.

Study Objectives

1. To examine the status of guidance and counseling practices in selected schools in Temeke municipality.
2. To investigate the challenges facing selected secondary schools in Temeke municipality in the provision of guidance and counseling practices.
3. To examine measures for improving the provision of guidance and counseling practices towards student career development in secondary schools in Temeke Municipality.

III. LITERATURE REVIEW

Personal-Centered Theory

The study was guided by the theory developed by Carl Rogers in 1950s. Carl Rogers believed that, Counseling must be delivered in a best way, so that a person to improve or change, Carl Rogers believed that each person is potential competent individual who could benefit from guidance and counseling, the purpose of it, is to increase a person's feeling, and help an individual to become fully functioning. Personal-centered theory emphasized on the interaction among individuals to have personal meaning of life. The theory is well understood as a process of helping a person who needs assistance and help client to discover their personality, talents and future career. Client should find out positive role model from whom they are inspired with. In the aspect of G&C practices, guidance-counselor demonstrates unconditional positive regard, empathy, and warmth to the client. The strength of the theory is allowing a counselee to overcome depression and stress, achieve better self-awareness and find the balance between idealized self and actual self. Guidance and counseling practices provide an opportunity to student to explore freely their feelings, thought, solve own problem, discover potentials and nurturing personality. In school, students express their feeling on failures and sometime personal character and therefore they experience low self-esteem. From there, school supervisor can encounter such feeling by working towards a particular student, by encouraging them and provide hope that they are able to combat and overcome the situation and discover hidden potentials.

Therefore, effective provision of guidance and counseling practice in school provide positive change in students' mindset; however, inadequate provision of G&C brings the state of no hope to the student's mind.

Empirical Literature Review

Empirical literature review focused on the following areas; The status of school guidance and counseling, challenges affecting the provision of guidance and counseling and the measures to improve guidance and counseling in secondary schools.

The Status of School Guidance and Counseling in Secondary School

In this study, the status of guidance and perceived in school has been conceptualized through different concepts;

Provision of the Guidance and Counseling Practices at School

Tanzania and many developing countries in Sub-Saharan Africa, G&C practices at secondary education and higher learning institutions is incredibly significant and is needed due to its perceived implication for future life(Biswalo, 1996) . In most of the developed countries, G&C is well organized in the whole school system(Varalakshmi & Moly, 2009). Though not a developed country, Guidance and Counseling practices in high schools in Zimbabwe had proper planning(Mapfumo, 2001). Whereas in Tanzania, Selestin (2013) argues that there is partial practice of G&C practices in secondary schools in Kilimanjaro region. G&C practices in secondary schools have become an essential and integral component of Nigeria education system for every student progress through education system(Oye, 2012). In the present day, guidance and counseling practices in Nigeria has gained prominence and many scholars and educational stakeholders are interested to see youths especially learners are counseled in making wise decision in educational vocation and social areas(Oye, 2012). In the Asia-Pacific countries, researchers confirmed that there are fundamental differences towards implementation of G&C practices between west and Asia-Pacific regions as well as states themselves (Mangal, 2007)

In the same vein, in Uganda G&C practices have been implemented by teachers and guidance-counselor and enable adolescents to discuss freely and express personal problem to parents, authority and themselves in a very free manner(Rutondoki, 2001).In this base of various literatures, it is evident that guidance and counseling practices is conducted in different states worldwide (Mapfumo, 2001 & Rutondoki, 2001, Oye, 2012, Selestin, 2013).

Availability of Trained Counselors

The effective implementation of G&C programme in any school requires guidance-counselor to be intensively trained both in theory and practical to be effective in the expected service (Njeri, 2007). Mapfumo (2001) asserted that training is the key factor to the effective implementation of student G&C. Training equips teachers with necessary skills

and knowledge which provides confidence and positive attitude inside and outside classroom (Songok et al., 2013). To have effective guidance and counseling program in schools, there should be a trained counselor who will be the coordinator of G&C activities in the school.

Availability of Facilities for Guidance and Counseling Services at School

According to Orege (2011) for effective G&C practices in school, there must be availability of facilities that enable guidance-counselor to perform their duties.

The facilities may include; office, book shelves, tables with drawers, pamphlets storage cupboard, time, and psychological test materials. Handbook published by UNESCO (2002) on career guidance and counseling has suggested the availability of resources in schools such as books, journals, videos, and computer-based information are essential materials for effective guidance and counseling activities.

Orege (2011) support this observation by arguing that provision of G&C facilities would certainly influence effective delivery of quality G&C practice in schools. Njeri (2007) made a study in Nakuru Kenya on the role of school guidance and counseling on academic performance. The study found out that school head teachers provided reference materials, availed student records, and invited guest speakers to speak to students about several matters. Head teacher also provides a special room for guidance and counseling service and there are extra-curricular activities in school where guidance-counselor observe different talents.

Chivonivoni (2006) made a study in Zimbabwe and revealed that failure to allocate funds for guidance and counseling department has resulted into difficult to run and monitor school G&C. In the same vein, Selestin (2013) purported that there were no special room and materials for provision of conducive G&C activities in several secondary schools in Tanzania, at schools there were no or few materials such as manuals to guide counselors; neither there was any primary/secondary school with a constructive plan of establishing room special for provision of G&C practices. This challenge of lacking of guidance-counseling resources to meet learners counseling needs has been noted at secondary schools at Nyamira district in Kenya Nyamwange & Nyakan (2012) When schools have facilities, guidance and counseling practices will be well conducted.

Frequency of the Guidance and Counseling Practices Provided to Students in Schools.

Gudyanga et al., (2015) study on the implementation of guidance and counselling activities in secondary schools in

Chinhoyi Urban in Zimbabwe revealed that the programme was implemented differently in schools, as head of schools and guidance-counselor teachers were not aware of how it was supposed to be done. The data collected from four schools indicated that, head of school in school A, had G&C scheduled for an hour per week. In school C and D school heads indicated timetable and G&C is taught as like other subjects. In school B, the head teacher argued that students were visited in the class or during morning assembly time. In Zimbabwe (1991) asserted that headmasters appreciated the value of G&C activities, but the challenge is how to fit it in the school timetable. Setting the timetable for G&C program is a major setback in secondary schools, administrators did not give enough time for the guidance and counseling activities (Chivonivoni, 2006; Mapfumo, 2005).

The Commitment of the School Counselors

The responsibility of school guidance-counselor is to unchain opportunities for pupils and nurture their behavior and characters to adjust to the society, make them able to interact with others, and be physically and mentally healthy. All these demands call for commitment of the school guidance-counselor for effective G&C (Gudyanga et al., 2015) Guidance-counselor teacher who is committed becomes a link between community and school through follow up of studies of school learners to achieve knowledge of the job and prepare current learners for future adjustments in the society as well as dealing with pupils' personal issues and developmental needs besides educational and vocational roles (Kurebwa et al., 2014). Teachers who were responsible for implementing G&C did not have a general understanding of guidance and counseling since they had not attended any seminar, workshop or received any training.

These school counselors were not greatly confident and committed in implementing G&C practices (Gudyanga et al., 2015). It was researched that the administration usually appointed a teacher to provide learners with G&C practices but in most cases, such teachers spend a year without counseling a single student concerning their academic performance, self-understanding, career choice. This indicates poor sense of commitment of appointed school guidance-counselors (Nweze & Okolie, 2014)

Career guidance and counseling

Career Guidance provides information about job opportunities and the factors affecting the job market such as unemployment information technology and international relations. Mutie and Ndambuki (1999) look at the aims of career guidance and counseling as having an expanding function, to aid in placing talents where it is needed. Through education guidance, a learner is better informed

about the subject they study and subject choices; and that to attain success in students' academic, requires learners going an extra mile in their studies the kind of Knowledge to the students. Students are deemed to learn about career and life planning by the direct involvement in the activities that help them to acquire the competencies necessary in exploring career possibilities and opportunities (Shayo, 1997). The skills acquired will enable students to investigate the world of work, and promote the knowledge of self and well informed career decision.

Challenges Affecting the Provision of Guidance and Counseling Practices in Secondary Schools

Chivonivoni (2006) concurred that there is failure on distributing resources to the guidance and counseling departments in various schools. It is found by Biswalo (1996) that many urban and rural secondary schools in Tanzania lacked the necessary resources for effective implementation of school guidance and counseling practices (Nyamwange, C & Nyakan, P, 2003). Lack of time is a setback in the provision of G&C services, stating that most teachers are overloaded with periods and other school activities and often suffer from professional burnout. Nyamwange & Nyakan (2012) also view that shortage of G&C offices and less sufficient career resources affected the provision of appropriate G&C practices in schools. According to Ngumi (2003) the provision of G&C practices in secondary schools is riddled with numbers of challenges with structural, attitudinal, human, and cultural orientations. It includes failure to engage in a careful diagnosis of the school problems that G&C was designed to solve. There is shortage of trained school guidance-counselors in primary and secondary schools, shortage of time, facilities, and reference materials for use. (Kiragu, 2002) revealed that most school guidance-counselor is office do not have G&C facilities such as reference books, G&C manuals, and career resources materials. This contributed to lack of sufficient skills and knowledge on the roles of G&C department among heads of schools, heads of departments and teachers in general Ngumi (2003). They perceive that the function of school guidance and counseling is like that of school discipline committees.

In Kenya for instance, schools lack trained personnel in the field of guidance and counseling which makes poor school G&C. most schools do not have sufficient resources to carry out guidance and counseling activities effectively Mutie & Ndambuki (2003) Mutie also asserted that teacher counselors are overloaded with teaching lessons and therefore unable to give proper guidance and counseling in schools. School teachers who are involved in career guidance and counseling are thus leaving out other aspects required in G&C like social relation and discipline.

Gudyanga et al., (2015) claimed that the findings that once teachers were overloaded, some areas of their tasks would fall below standard as teachers tend to dwell on areas of interest.

As regard to learners' lack of awareness towards G&C services (Amani et al., 2015), argued that learners in secondary schools in Nairobi province had negative attitude towards G&C practices, due to lack of confidence among guidance-counselor teachers, lack of teacher professionalism in the services and scarcity of time for G&C practices.

This implies that substantial number of G&C practice providers were untrained (Nyamwange, C & Nyakan, P, 2003). It is argued that even teachers who undergo training do not cover sufficient courses in G&C to enable them to render school G&C effectively (Ngumi, 2003). Makinde (1984) reported that inadequate training in guidance and counseling hindered the provision of the guidance and counseling.

Furthermore, lack of parents and teachers' association has posed threat to guidance and counseling services in schools. Parents tend to neglect the attendance of meetings whenever invited; as such they cannot understand the problems and achievements of their children in schools (Oye, 2012). Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. Parents expect the school to provide solutions to the indiscipline caused by their children in secondary schools.

Suggested Measures to Improve Guidance and Counseling Practices

Collaboration is one of the best tools for effective guidance and counseling practices in secondary schools. Educational stakeholders in the educational sector including teachers, parents, policy makers, scholars and school administrators need to cooperate each other and share strategies for effective guidance and counseling. Without a private accommodation, deliverance of G&C services in schools will be poor (Achieng, 2003). Nyamwange & Nyakan (2012) noted that any successful G&C activities in schools will depend on stakeholders' support. Therefore, financial support from stakeholders is important to ensure availability of basic resources and facilities needed for guidance and counseling, the facilities like, well-equipped room, reading

books, career resources, facilities for extra-curricular activities, to name a few.¹

IV. METHODOLOGY

This study used embedded research design. It is the mixed approach where the researcher used one form of data to provide additional details or supplement data which are not provided by another source of data (Cresswell, 2012). Through interviews and documentaries, the researcher, first collected qualitative data from respondents who were teachers, heads of schools and WEOs. In depth information was obtained using this tool as some additional questions would be asked when the respondent failed to capture the objective well. Also, respondent's feelings would be captured to help the researcher to weigh truth in their explanations. Qualitative data were analyzed, then after, quantitative data collected through questionnaires were also analyzed to add meaning to the qualitative data, so the study used qualitative - quantitative approach. The questionnaires were made of open-ended questions at the arousal entry point of the questionnaire and then questions

that followed, each was assigned numerical scores (Likert Scale) from 1 to 5 on the degrees of strongly agree, disagree undecided, agree, and strongly disagree. However, before distributing the instruments to the respondents, researcher used formula developed by Kerlinger (10% - 30%) to identify schools, teachers, and students. This study included 3 (10%) out of 32 secondary schools in Temeke municipality and the selection was done by using stratified sampling. Teachers whose total number was 150 were represented by 15 (10%) whereas students whose total number was 1200 were presented by 120 (10%) students were selected by using random sampling technique, Heads of schools and WEOs, who were purposively sampled were interviewed by using guided interview questions to find the information on status, challenges, and ways forward to improve school guidance and counselling practices. For the case of teachers and students, simple random sampling was applied in selection of this sample. Both closed and open-ended questionnaires were used for teachers and students to understand the status, challenges, and ways forward to improve guidance and counselling practices.

V. FINDINGS

The status of guidance and counseling practices in secondary school

Table 4.1. Teachers' Responses on the Status of Guidance and Counseling Practices in Secondary School

Items		SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
i	Career guidance and counselling practices the school is well organized.			9	60			6	40		
ii	Teachers have exceptional skills for career guidance and counselling practices							15	100		
	There is time table for guidance and counselling session.	2	13.3	7	46.7			6	40		
iv	School head encourage teachers to assess student talents and discipline.							15	100		
v	I integrate career skills in my teaching subject							11	73	4	26.7
vi	It is my obligation to support students who demonstrate talented skills	-	-	-	-	-	-	15	100		
vii	Guidance and counselling help student change behaviour and identify themselves.	-	-	4	26.7			10	67	1	6.6
viii	Normally student consult teacher to seek assistance.	11	73.3	-	-	-	-	4	27		
ix	I am aware about guidance and counselling circular and I read it			6	40	2	13	5	33	2	13.3

Source: Researcher 2021

¹ Cut down verbous sections on this lit review and try to bring down the whole manuscript to around 16 pages.

Table 4.1 presents teachers' results on the status of guidance and counseling practices in selected secondary schools in Temeke Municipality. The study displayed that 60 percent of the participants disagreed with the statement that Career Guidance and counselling practices in the school is well organized while 40 percent agreed with the statement. This implies that schools lack effective management of guidance and counseling practices. For effective implementation of

guidance and counseling organization, allocation of activities and monitoring is particularly important.

Questionnaires were distributed to students and one of the questions asked if career guidance and counseling is well organized in school. The figure below illustrates the result of 120 students.

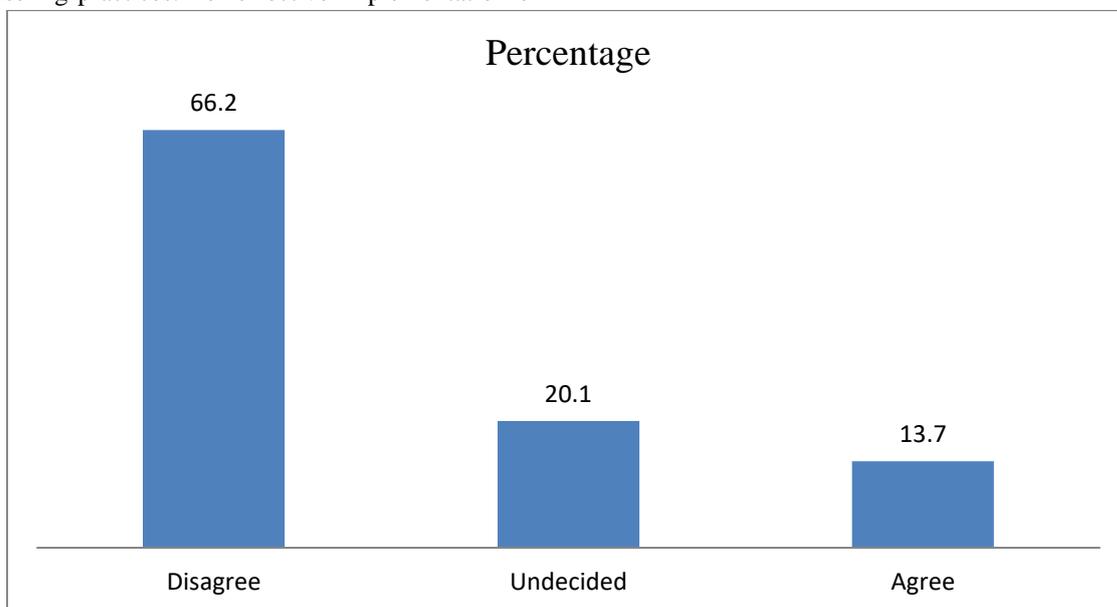


Fig.4.1 Students' Response on whether Guidance and Counseling is well Organized.

Source: Research Field (2021)

From figure 4.1, it showed that 13.7 percent of the respondents agreed that career guidance and counseling practice at school is well organized, 20.1 percent were undecided and 66.2 disagreed.

Teachers were asked in the interview to explain how guidance and counseling is organized in school. One teacher explained that; "We teachers through our departments conduct sessions to call students and talk to them about academic performance as well as other skills. Also, through extracurricular activities like sports, games, and other activities, we assess students. Another teacher added that; "There is no formal organization but teachers are automatically guidance-counselors. Our duty is directly connected with taking care of children and assessing their progress, through that we can identify different potentials and characteristics of students."

Heads of schools were interviewed about presence of guidance and counseling activities in schools. Most heads of schools stated that there is no formal guidance and counseling practices in schools, since there are no professional teachers who are specialized in guidance and counseling, rather, teachers who have basic counseling

skills, one head of school was asked if there is guidance and counseling practices in the school and replied that; "There is no special programme for guidance and counseling practice instead, there are teachers who have been appointed as students' counselors whose role is to monitor students' discipline."

Another head of school was quoted; "Yes, there is guidance and counseling in school and teachers guide students and talk to them about life after school."

This study observed that the concept of guidance and counseling practice is not well understood to some of heads of schools. Those heads of schools who stated that there is no guidance and counseling sessions in their schools are, regarding guidance and counseling as special program rather than teachers' activities.

During the interview with ward education officers (WEO) it was observed that there is no direct link between heads of school and WEOs on career guidance and development of students. When WEOs were interviewed about their perception on guidance and counseling practices in schools and career development, WEOs stated that; "I believe teachers in school are more effective in dealing with

students than me. My duty is to coordinate and share information between head of school and municipal education officer”. Another WEO added; “Since I am dealing with more than one schools including primary schools, it is difficult to make follow up on students’ behavior. I contact school head if there is any issue related to students we discuss with students and teachers “Another question was posed to WEO about the status of school guidance and counseling with the ward and the following was the response; “Teachers play their part to monitor and supervise students in case there is a need for my assistance, I am here to help. I am sure every teacher knows their obligation in guiding students” Another WEO was quoted; “I receive several cases from head of school relating to students’ misconducts. I am a member of school board and during the meeting, we exchange experiences about students’ supervision, guidance, and counseling”.

From the interview, WEOs were questioned why most student’s complete secondary schools without development of carrier skills? “WEO 1: the problem is students themselves; they are not ready to study. Most of students nowadays are not serious about school”. WEO 2: “There is a gap between teachers and parents on monitoring of students. This is a reason majority of students lacks close supervision”.

Schools carry out G&C because students, teachers, heads of schools and Ward Education Officers believe it to be a

Table 4.2 Teachers’ Special Skills for Career Guidance Practices (Student's opinion)

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Teachers have specific skills career guidance and counsel practices					81	67.5	39	32.5		

Source: Researcher 2021

From the table 4.2 it showed that 81 respondents (67.5%) are not aware whether teachers possess career guidance and counseling skills or not, while 32.5 agreed that teachers have special training on career guidance and counseling.

From open ended questionnaires, students were asked to share their experience on how school guidance-counselor is selected among teachers? Respondents stated;

- A very calm teacher is selected (student 1)
- Teacher who is more religious person (student 2)
- A teacher who is very friendly to students (student 3)
- Teacher who has no bad conduct (student 4)
- Teacher who is older than others and wise person (student 5)

helpful activity towards disciplining students. Organization of guidance and counseling practices in school involves setting of goals, presence of timetable and appointing school guidance-counselor. Well organized G&C in school helps to solve educational challenges to students and assist learners to identify their talents and interests.

They all concur with the facts that the lack of G&C teachers, has made the situation in schools to go tougher and even tougher to the school leavers, this finding is in line with Varalakshmi & Moly (2009)who argued that most of developed countries, G&C are well organized in the whole school system. Similar view from Mapfumo(2001)who described that Guidance and Counseling practices in high schools in Zimbabwe had proper planning. Unlike in Kilimanjaro schools where there are partial G&C practices in secondary schools (Selestin, 2013)

The study examined if teachers have specific skills for career guidance and counseling.

All respondents (100%) agreed that they have guidance and counseling skills necessary to implement guidance and counseling practices to students.

Unlike, from students’ questionnaires where more than 50 percent of students as it was revealed are unaware whether teachers possess specific skills about career guidance and counseling. Findings from students’ questionnaires are summarized in the table 4.2 below;

During the interview, teachers were asked how the skills they possess make them more professional guidance-counselor.

Teachers were quoted; “I was trained when I attended college, no more training I received after college”. Another teacher added that; “Guidance and counseling practice is like a parent and their kids, it is inborn professional. In-service training is important but when you become a teacher you must have such skills”.

Head of schools were interviewed and asked if there are professional trained teachers with career development skills.

In my school all teachers have guidance and counseling skills because every teacher has attended college and in college, they learn about child psychology including

guidance and counseling. There is no special trained teacher who is expert in career guidance but the skills they acquire from college are useful.

Another head of school added that; “It is impossible to find teacher who has specialized in career guidance and counseling only. There are teachers who have degree in psychology, these teachers are believed to be more competent in guidance and counseling”.

This implies that there are teachers with guidance and counseling knowledge just because they have attended Teachers Training College but not special training course for career guidance and counseling. During the interview, one head of school also was asked how often teacher guidance-counselor go for in-service training and he replied that “There is no program or policy to take teachers in in-service program unless teachers themselves apply for further studies”.

The absence of training to teachers on G&C has become inherent problem that offer challenges to schools and school managements. Because of its criticality in schools, educational G&C requires teachers who are well equipped in the profession of guidance and counseling. It is therefore in the researcher’s opinion, to a greater degree imperative to allot enough time for the G&C programme and systematically organize and coordinate it well in schools if the wish is to nurture good future personalities and talents.

Guidance and counseling require confidentiality so that students’ problems should not be divulged to other teachers and students, yet this requires professionalism, privacy, and ethics. Getting teachers to do this just by virtue of their exposure to G&C courses at university or collage of education would not be meaningful to the effective G&C activities in schools. In the findings it was noted that the heads of schools appoint a teacher for the of G&C just as they demonstrate some moral ethics.

And thereafter they are not subjected to refresher courses that would otherwise motivate them to do the G&C in a better way.

The findings concurred with Mapfumo (2001)who asserted that training is the key factor for effective implementation of students G&C practices. Training equips teachers with necessary skills and knowledge which provides confidence and positive attitude inside and outside classroom(Songok et al., 2013). To have effective guidance and counseling program in schools, there should be a trained counselor who will be the coordinator of G&C activities in the school.

In Tanzania, all teachers who teach in secondary schools have guidance and counseling skills obtained from colleges and universities. According to teacher education curriculum, guidance and counseling is one of the core courses that every student-teacher must learn. Therefore, all respondents have guidance and counseling knowledge from colleges and university.

The study intended to investigate if there is a timetable specific for implementing guidance and counseling session in the school. Teachers were given questionnaires and it was observed that 13.3 percent (2) of the respondents strongly disagreed, 46.7 percent (7) of the respondents disagreed while 40 percent (6) of the respondents agreed that there is timetable for guidance and counseling session in school. It has a clear indication that some schools have session for conducting guidance and counseling while others do not have. This implies that career guidance and counseling in secondary schools is not seriously taken and most schools prefer extra-curricular activities such as sports and students’ government as a guide for career guidance and counseling.

Similar view from students who responded that School timetable does not provide room to talk with teachers. Table 4.3 illustrates the result;

Table 4.3 School Timetable does not Provide Room to Talk with Teacher (Students Opinions)

Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
School timetable does provide room to talk with teacher.	F %	F %	F %	F % 78 65	F % 42 35

Source: Researcher 2021

From table 4.3 above it shows that 65 percent of students agreed that school timetable does not provide enough time for students to talk with teachers. The researcher observed the school time table and it shows that the only time where teachers have conversation with students for career

guidance is during break time and sports and games session, in most schools it is indicated on Friday from 12:30pm. This is the time when most Muslim students and teachers attend Friday afternoon prayers which interfere the effective counseling sessions.

Similar view from students who responded extra-curriculum activities and classroom sessions are activities that enable teachers and students to interact and share experience,

personal characteristics, and talents. Figure 4.3 below provide a summary;

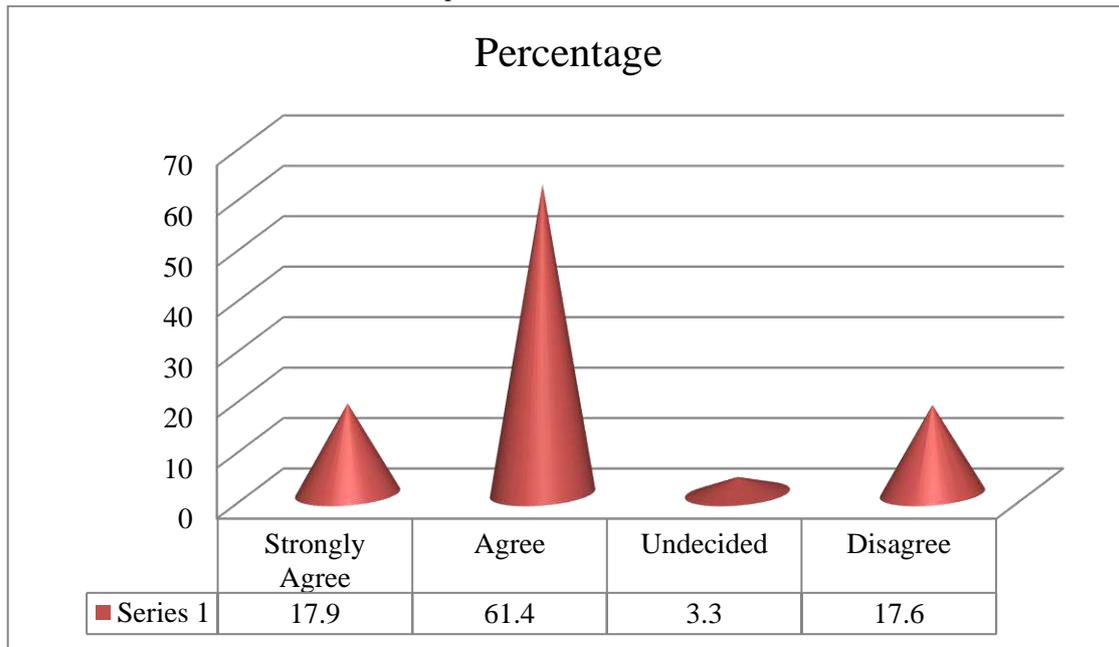


Fig.4.2 Extra-Curricular is the only Way for Teachers to Identify Talented Students (Students Opinions)

Source: Researcher 2021

Figure 4.2 shows that, 61.4% agreed that extra-curriculum activities is the only way for teachers to identify talented students, 17.9% strongly agreed, 3.3% neither agreed nor disagreed and 17.6% disagreed. This justified those extracurricular activities such as students’ leadership, morning speech, debate and sports have provided platform for students to demonstrate their skills and therefore teachers can use that platform to identify students’ characters, personality, and talents for career development.

In the interview with head of school, the question was posed to see how often guidance career and counseling practices are provided and the responses were; “Most teachers sit with students when there is a need to do so. When students behave inappropriately or are frequently absent from school, discipline master or any teacher speak with such students”.

Another head of school explained; “There is no timetable exactly indicated for career guidance and counseling but teachers talk to students several times inside the classroom during teaching and learning processes and outside classroom during extra-curriculum activities”.

School timetable for guidance and counseling is significant as it creates awareness to both teachers and students. Students, teachers, heads of schools and WEOs all agree that G&C programmes have slim time allocated due to failure of separating sports and games from G&C as they

share a day. Friday which is a day for sports and games and for Moslems a day for prayers has in the sampled schools been assigned G&C programme leading to its ineffective deliverance. Many writers agree to the fact that if the schooling age undergoes meaningful G&C there is likelihood to construct a future responsible personality(Vishala, 2012). School age is an extremely critical age when considering about personality development of learners. He continues by saying that educational G&C is the only process that can protect students from liquor and drug addiction, sexual experience and school leaving and unrest during early age.

There is a time for teachers and students to discuss on how to overcome academic and personality challenges as Njeri(2007)stated that guidance and counseling practice in schools are important aspects in career choice, talent development and discipline. Unlikely in Zimbabwe where some schools have no school time tables for guidance and counseling practices (Chivonivoni, 2006).

Besides, teachers were asked in the questionnaires if school heads encourage them to assess student talents and discipline. It was found that 100 percent of the respondents (15 teachers) agreed that head of schools in separate occasions talk with teachers to assist students monitoring students’ behavior and their ambitions.

During the interview, teachers were asked to state how they encourage students to identify their careers and solve their academic challenges. One teacher stated that;

“It is not easy for students to come to you and seek help especially on career development but as a teacher I advise them to think about their future”.

Another teacher explained that;

My obligation is to guide them into a better future. I talk to students when I observe inappropriate behavior demonstrated by a student such as truancy, poor performance and sexual behavior. Sometimes students come to me and share their ambitions and I advise them accordingly.

When students are monitored and supervised, they develop positive attitude toward their career. Guidance and counseling practices is needed to every learner not only to those who experience behavior related problems or learning difficulties but also to all students who are indeed to grow and understand their careers (Khan, 1998).

Head of Schools (HOS) were interviewed and asked how would they describe the commitment of the school teachers in the provision of guidance to students? Head master was quoted;

My role as school head is to make sure that teaching and learning activities are well implemented by developing action plans, monitoring teachers, and students and ensure friendly environment for both teachers and students. It is not an easy task but as school leader I must work hard to fulfill that.

Another school head added;

I must utilize all resources I have to make sure that teachers and students collaborate. Staff meeting and one to one conversation is the best way to speak with teachers. Teachers who have been appointed as school guidance-counselors are provided job description that guide them. I also intervene when there is misunderstanding among teachers or between students and teachers.

This implies that head of school apart from being instructional leader within the school, they are motivational and transformative leaders who unite every school member. As Mapp and Robinson (1987) concluded that effective leaders serve as catalysts for the specific actions that in turn drive the success of school actions and build leadership capacity. Focus on students, staffs and fostered safe, healthy, and supportive teaching and learning environment. Therefore, effective school heads have better position to determine nature of guidance and counseling services provided to students and give out the best strategies which

deal with student career development. Mapp-Robinson(1987)added that there is a positive relationship between school leadership and school performance.

From table 4.1 the result indicates that teachers agreed that guiding students towards career development is one of the teachers' responsibilities. Results from table 4.1 illustrated that 100 percent of teachers (15 teachers) agree that students who demonstrated talents must be guided into the best way for better performance. This means that, teachers are key actors who shape the learning environment and whose main tasks include motivating students to learn.

In the open questionnaires, teachers were asked about their interventions to students who demonstrate extra-ordinary skills or particular talent in the school. Teachers responded that;

When student has specific skills such as in sports, social skills, academic performance, and other skills, we normally talk to them about their career and provide some guidance on how to nurture it. We also advise them to search for special place where they can obtain extra help.

Another teacher said; “We talk to their parent and advise the best way to make such talent to grow”.

In the interview with ward education officers about their roles on nurturing students' career and monitoring students' behaviour. One WEO was quoted;

I do not work directly with students but through staff meeting and school visiting I sometimes get an opportunity to talk to students and teachers about academic performance, discipline, and character development. This way helps students and teachers to have good relationship and enhance teaching and learning processes.

Another WEO responded that:

I am the coordinator and supervisor of all schools within a ward. Therefore, it is my obligation to use all my skills to make sure that education goals are achieved and everyone plays their roles. My responsibility is to make sure that teaching and learning activities are implemented effectively, when I visited schools, I normal shard experiences with teachers and even students.

WEO were further asked on the program that they have introduced in secondary schools that facilitated

career development to students. WEOs responded that; “No special program I have introduced specific for career guidance. Most strategies are introduced for better academic performance and reducing higher rate of truancy”. (WEO1), “For me, academic performance is my priority, and this can only be achieved through monitoring students, reducing

absenteeism rate and establish different plans to increase academic performance to students” (WEO2).

Teachers, heads of school and other education administrators can differ in the way in which they try to motivate students to learn and their motivational strategies can vary from person to person (Mapfumo, 2001). It is the role of the teacher to pave the way for students in career development.

The study was interested in knowing whether teachers integrate guidance and counselling in regular classroom teachings. Results from questionnaires distributed to teachers show that 100 percent of teachers agreed. It was found that 73.3 percent of teachers (11) agreed while 26.7 percent (4) strongly agreed that they integrate guidance and counselling during normal classroom session. This means, guidance and counselling practices has no specific session, room, or specific time. It is about teaching and talking to students anytime and anywhere.

From the questionnaire, it was found that teachers agreed that Guidance and counselling helps students to change their behaviour and identify themselves. Table 4.1 indicated that 66.7 percent of the respondents agreed, 6.7 percent strongly agreed while 26.7 percent disagreed the statement that guidance and counselling helps students to change their behaviour and identify themselves. During the lessons, teachers spend some minutes to talk to students about their career, counselling them about life after school, through group counselling approach. Therefore, career development is taught unlike Chivonivoni (2006) who pointed out that many educators take it for granted that, students know how to succeed in life when in fact many never learn about attitudes, behavior and other factors that contribute to achieving success. Teacher guidance and counselling practice is part of teacher's responsibilities.

The result implies that changing behaviour, attitude and personality is not attributed by guidance and counselling itself. There are other factors such as peer pressure, school environment, school curriculum, teachers' willingness, and intrinsic motivation of the students.

In the open questionnaire, teachers were asked to state whether there is a special room for counselling sessions. 100 percent (15) teachers disagreed that there is a room for counselling session. It means there is no special place or room for guidance and counselling session. From the interview, teachers were asked how counselling session is practiced. “I use classroom sessions to talk to students and when there are misconduct I talk to them. During morning parade and teachers-students conference I use that time to advise them about life”.

Another teacher stated that; “There are students who seek assistance from teachers and they come to the office or sometime I talk to them outside, normally under the tree”.

From this aspect, it is clear that, there are students who consult teachers for discipline matters and there are students who consult teachers for career development issues and academic matters. For Guidance and Counseling to be comprehensive, according to Njeri (2007), it should also be relevant for the client, and not merely maintain a status quo. It must be purposeful, and designed to meet the priority needs of the clients. These needs should be met in an efficient and effective manner. It should be stable and unaffected by the loss of personnel, as this determines the extent to which it meets the desired goals and objectives.

In the interview, head of school was asked how does school environment support or not support career guidance and counselling practices. The response from school head:

Our school is surrounded by offices and residents as you can see there is no fence; it is difficult sometimes to monitor all students all the time. Teachers play their part but surrounding can interfere or affect students' personality's ad interests.

Another school head added;

Students are coming from different family backgrounds and geographical area, supervising them need different technique depending on their background. In our school there is no special program for guidance and counselling and therefore every teacher counsel's student depending on the situation.

Guidance and counselling practices in school helps students to identify themselves, it solves academic and personal challenges by developing student competence. This finding is like that from Gudyanga et al., (2015) who purport that the responsibility of school guidance-counselor is to unchain opportunities for pupils and nurture their behavior and characters to adjust to the society, make them able to interact with others, and be physically and mentally fit. All these demands and call for commitments of the school guidance-counselors for effective guidance and counseling.

Furthermore, the study sought to examine the nature of consultation between students and teachers. From table 4.1, it was shown that 73.3 percent of the respondents disagreed that student normally consult with teachers to seek assistance. Only 26.7 agreed with such statement. This implies that most of guidance and counselling practices in schools are dominated by teacher-centred approach where a teacher provides direction and solution for students'

problems. One reason can be inadequacy of information about G&C practice in school and unhealthy relationship between teachers and students which lead to barrier of communication. The need for guidance and counselling in school is due to students' indiscipline. To settle problems related to career development, student-centred approach, encourage students to express their fallings.

Findings in table 4.1 indicated that teachers were not aware about the guidance and counselling circular which was published by the ministry responsible for education. The data collected from the teachers' questionnaires revealed that 46.6 percent of the respondents agreed that guidance and counselling circular is not a new thing and they have read it. 40 percent of the respondents stated that they have never read the circular while 13.3 percent are not sure whether they have seen it or not. The variation of responses implies that most schools practice guidance and counselling without proper guidance and rules. In the interview, teachers were asked where they read the circular. One teacher was quoted; "I read it when I was undergraduate student and from there, I have not seen it "Another teacher was quoted; "I read once from the internet about 2002 circular of guidance and counselling in secondary schools".

Likewise, heads of school were interviewed and asked if they are aware of 2002 circular of guidance and counseling. They stated that; "Head of school 1: Yes, I am aware and I

read it. Implementation is done by teachers through teamwork and I always insist my teachers to monitor and talk to students about school, academic performance, and life after school". Head of school 2: "I read it some years back but I did not present it to teachers".

In Tanzania, guidance and counseling practices in schools were introduced after addressing circular number 11 of 2002 (URT, 2002). Currently, the circular act as guideline in the provision of Guidance & Counseling practices in secondary schools in Tanzania.

The objectives of this study were; - To examine the status of guidance and counseling practices in the selected schools, to investigate the challenges facing schools in the provision of G&C practices and to examine measures for improving the provision of guidance and counseling practices towards student career development in secondary school in Temeke Municipality. Thus, the following discussion on the findings is in alignment with the specific objective of the study.

The Challenges Facing Secondary Schools in the Provision of Guidance and Counseling Practices

In this part the researcher intended to identify challenges facing teachers and students in three selected secondary schools toward provision of guidance and counselling practices.

Table 4.4 Challenges Facing Secondary Schools in the Provision of Guidance and Counseling Practices

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
School has enough facilities to support career guidance and counseling practices	4	26	11	74						
Overcrowded classroom is the big limitation in assessing students' talents			6	40			9	60		
Parents attend school to make follow up on students' progression			13	86.7			2	13.3		
I have attended special in-service training on guidance and counselling.			15	100						
Students perceive counselling as a friendly and collaborative practice			5	33.3			10	66.7		

Source: Researcher 2021

Table 4.4 provides findings related to challenges facing guidance and counselling practices in secondary schools. Questionnaires were distributed to teachers to respond toward Likert scaled questions. From the table 4.4, it was revealed that most secondary schools in Temeke municipality have limited facilities such as sport equipment, special room for counselling session and arts facilities. This

can be seen from the responses 74 percent of the respondents who disagreed that schools have enough facilities that support guidance and counselling practices. The researcher observed the availability of facilities such as TV, library, playground, special room for guidance and counselling sessions and action plan.

Table 4.5 Availability of Guidance and Counselling facilities - Observation checklist

ITEMS	OBSERVATION
-------	-------------

	SCHOOL Z	SCHOOL G	SCHOOL Y
	Available	Not available	Available
Counsellor’s office			
Counselling action plan			
Student/counselee perso records.			
Minutes for guidance ; counselling activities.			
Guidance-Counsellors mont report.			
Time table for counselling.			
Motivational Textbooks.			
Counselling Facilities (1 Modules)			
Playgrounds.			
Library			

Source: Researcher 2021

From table 4.5 above, it revealed that most of secondary schools failed to establish mechanism to implement guidance and counseling practices for students’ career development. As it was shown in table 4.5, necessary facilities such as counselor room, personal records, motivational books, TV, and other counseling facilities. From the table it was found that no school has counseling office, no school has counseling action plan, no school has timetable for career guidance and counseling practices. It was also found that only two selected secondary schools

have motivational textbooks. However, all selected secondary schools have playground for sports and games, library, and school leadership.

The similar response from students as figure 4.3 below illustrate that there are limited facilities for implementing effective guidance and counseling. Data collected from 120 students’ questionnaires are summarized in figure 4.3 below;

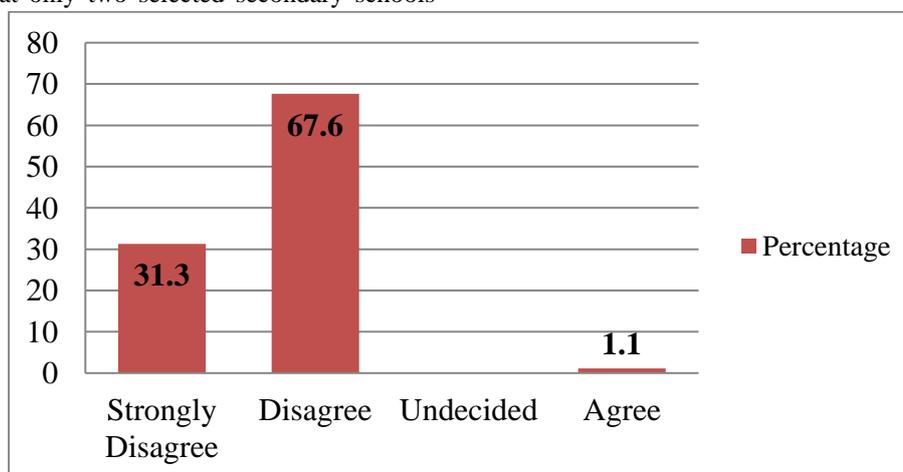


Fig.4.3 School has Enough Facilities to Support Career Guidance Practices (Students Opinions)

In the open-ended questionnaires, teachers were asked to mention challenges facing guidance and counseling practices in the school. Most of challenges are associated

with management, school environment and collaboration. The figure 4.4 below quantified challenges mentioned by 15 teachers.

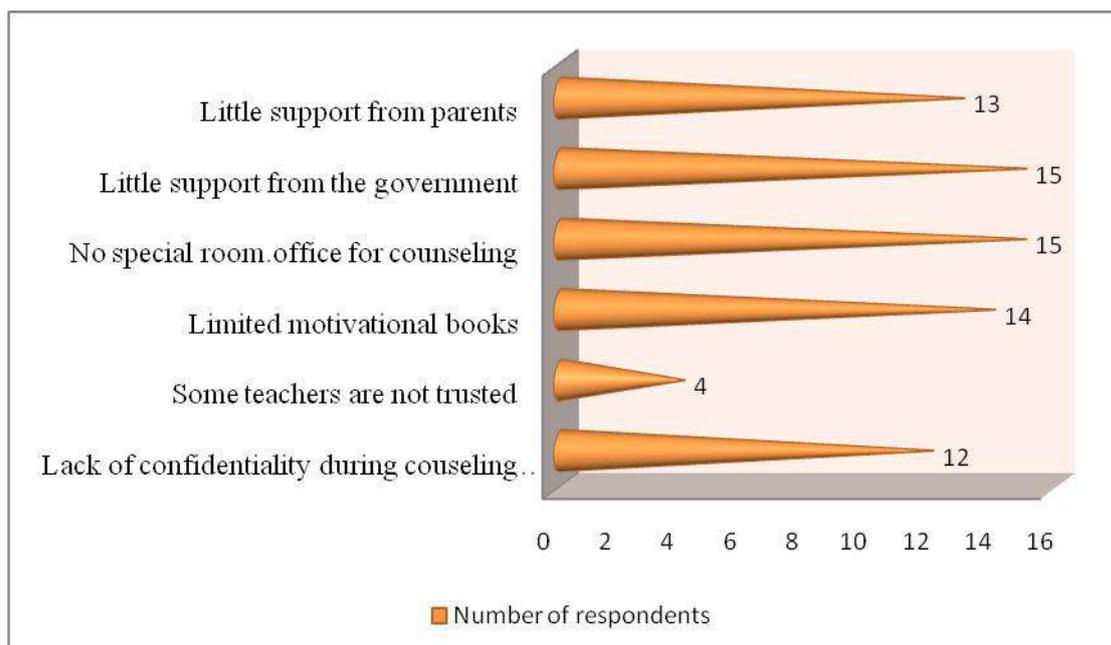


Fig.4.4 Challenges Facing Guidance and Counseling Practices (Teachers Opinions)

From figure 4.4, 13 respondents which is 86.6 percent stated that, there is little support from parents that hinder effective implementation of guidance and counseling practices to nurture career for students. When parents are neither directly nor indirectly involved in student guidance practices, there is a great danger that student might develop negative attitude towards school and this might affect their career.

Head of school has same perception on the parental participation in guiding students for career choices. Head of school explained that;

Parents are so busy when it comes to the issue of students' academic achievement; very few parents who make follow ups on their children. They only attend school when there are parents' meetings or when they have official letters from teachers.

Another head of school added that;

I cannot say that parents are not participating but their participation is exceptionally low to the extent that it seems that they are not participating. I used to communicate with parents when there is a need to do so and sometime parents call me when there is contradicting issue concerning their child, but mostly parents communicate with teachers more than head of school.

Ward education officer (WEO) from two wards had similar view that there is a communication gap between parents and teachers when it comes to the issue of monitoring and supervising students. In the interview WEO was quoted; "I only attend school for special visit or board meeting. I get time to speak with some parent and teachers and parents

lack mutual understanding on how to deal with students' personality development".

Another WEO stated that;

It has been experienced those parents are involved to solve discipline cases of their children but not in assessing student development in other areas such as career choices. This is a challenge. It is a normal thing to find that in a four academic year, parent never visit school to make follow up of their child.

Collaboration between family and school has higher positive effect on students, among those are; improve grades and test scores, positive attitude towards school, increase participation in classroom activities and improve positive behaviour (Virginia Department of Education, 2002).

Evidence from figure 4.4 shows that guidance and counseling is affected by limited support from the ministry responsible for education. 15 respondents (100%) stated that challenge. Since the introduction of circular in 2002 on how to practice guidance and counseling at school, there has been no in-service training for teachers or employment of special trained counselor. Most of counselors are teachers who have skills in psychology but not specially trained in career guidance and counseling.

Table 4.5 indicated that teachers have no special room or office for counseling session, 15 teachers have mentioned it and it is a big challenge in secondary schools. Worse still, teachers staff office is used as counseling chamber. This affect effectiveness of the guidance and counseling practice since it lacks confidentiality. Confidentiality between

guidance-counselor and client is inevitable. In table 4.5, this challenge was mentioned by 15 respondents (100%).

Likewise, 14 respondents stated that schools lack motivational textbooks such as books from motivational speakers, rich people, celebrities, achieved individuals and supplementary books relating to career development. These books are very few and sometime they are not available in schools. Effective guidance and counseling service need to be based on a complete understanding of student experience. Thus, effective guidance and counseling services are not only crucial for those students who deviate from the norms, but for all students as noted by Mutie & Ndambuki (2003). Therefore, all students would require guidance and counseling service to develop their academic, social, and personal competence. Guidance and Counseling is also a method of behavior change.

Only 4 teachers said that one of the challenges that affect guidance and counseling is honest from teachers. Some teachers are not trusted by students and therefore it is difficult for student to consult a teacher seeking for an assistance.

This is an indication that school guidance and counseling is not effectively observed in the aspects of implementation and management. Career guidance and counseling practice is considered as extra-curricular activities where teachers and students collaborate in numerous activities such as morning parade, morning speech, students' government election, sports, and games, arts, and environment protection.

According to Orege (2011) the facilities needed by the school counselor to carry out quality guidance and counseling practices in the school are numerous and some of these are; accommodation in terms of offices, bookshelves, tables with drawers, cupboard for storing pamphlets, finance, time, and psychological test materials. The UNESCO (2002) handbook on career counseling has added and suggested the availability of the following

resources for effective career guidance and counseling programmes, books, videos, journals, and computer-based information.

This observation is supported by Orege (2011) that the provision of adequate guidance and counseling facilities would certainly influence effective delivery of quality guidance services in schools. The study from Nakuru in Kenya on the influence of guidance and counseling programme on academic performance revealed that the head teachers provided reference materials, availed students' records, and invited guest speakers to talk to students on various issues, provided a special room for counselling services and facilitated referral counselling services (Njeri, 2007)

In Zimbabwe it has been observed that failure in allocating fund to the G&C services department has resulted into difficulties in monitoring and running of the G&S services in various schools (Chivonivoni, 2006). In the study done by Egbochuku (2008) on "the realities and assessment of the quality of guidance and counseling services on students' adjustment in Edo State Nigeria", it revealed that there were inadequate counseling facilities which significantly affected the prediction of students' adjustment.

Moreover, it was found that overcrowded classrooms in schools are the big challenge for students' assessment. From the table 4.4, 60% (9) of the respondents agreed that overcrowded classroom is the big limitation on assessing students' character and talents development while 40% of the respondents disagreed. The findings entail that there are factors such as overcrowded classroom that limit teachers to practice career guidance and counseling. Effective teacher is the one who understands the strengths and weakness of every student in the classroom.

Data collected from students' questionnaires tallied with teachers' responses that overcrowded classroom is a limitation towards implementation of effective guidance and counseling. Figure 4.5 shows the results.

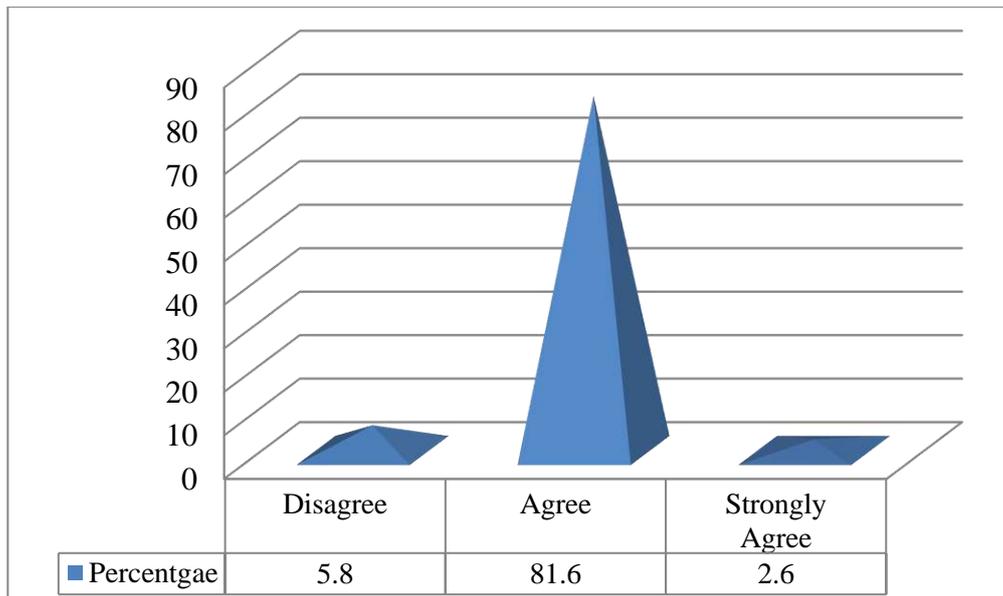


Fig.4.5 Overcrowded Classrooms is a limitation to Implement Effective Guidance and Counseling (Student Opinions)

Source: Researcher 2021

Figure 4.5 Illustrated that 81.6% of the respondents agreed that overcrowded classroom is the limitation toward effective guidance and counseling practices while 5.8% disagreed with the statement. This means that both teachers and students are negatively affected by overcrowded classrooms.

During the interview with the heads of schools on the effectiveness of teaching load with guidance and counseling practice, head of school said; “I appointed two teachers as the school guidance-counselor, male and female but they are still teaching their normal subjects. I do not know if their responsibilities as school guidance-counselor affect their normal timetable”.

Another head of school; “Everyone is guidance-counselor here although there are teachers who have been appointed as school counselor. Provision of counseling to student does not happen every time. Therefore, teaching load has no direct effect on other duties as counselor”.

Traditionally, teaching can be described as process of imparting learners with skills, knowledge, and wisdom in the school situation (Sing and Mishra, 2017). In modern definition, teaching process is an act of causing students to acquire and learn skills and knowledge and ways of living with other community. It is where teacher, learners and curriculum are organized in a psychological and systematic ways to achieve educational goals. Good teaching is characterized by life preparation, professional activities, matters of adjustment and causing to learn (Kolb, 1984).

There have been changes from traditional perspectives of teaching into modern perspective of teaching process.

Traditional concept of teaching holds that teacher is the source of knowledge while students are the receivers of the instructions (Teacher-centered). In the modern 17 perspectives, teacher is the facilitator and student are the participant in problem solving. Modern teacher is viewed as the effective teacher and facilitator who assists learners to learn for themselves, and understand their career. Modern teacher in teaching process assigns students to sit in a group and do practical activities. Sport and games can be part of teaching process that help learners to develop innovative ideas and enjoy the study (Marzano & Kendali, 1998). Marzano perspective implies that without collaborative teaching, it is difficult for the teacher to discover students' talent or behavior and make appropriate approach to handle it.

Furthermore, response from table 4.4 shows that 86.7% of the participants disagreed that parents attend school to make follow up on students' progress while 13.3 agreed with the statement that parents attend school to make follow up on students' progress. These findings indicated that there is no or limited relationship between school and parents and therefore students miss comprehensive monitoring. This finding is linked with a study conducted by Katatumba (2007), who showed that parents in Dar es Salaam were challenged by not having sufficient time to share with their children after school hours and even during non-school days. The study found that 32.1% of Dar es Salaam day school witnessed that students never had opportunity of sharing with their parents about issues related to education, filling school reports and plans.

A family is a fundamental factor which contributes to child development. Family is the first social and educational environment. Therefore, a family that begins right is the one that makes the most important part of children’s education. Family engagement in supporting career development of the child is necessary. Family engagement provides motivation and raise students’ behavior and personality when there is close relationship between parents, teachers, and students, this enables the students to learn different things from them such as sharing ideas about the world today, getting guidance and counselling, and learning how they can make decision. Lemmer & Van Wyk (2004)revealed that sharing views between parents, students and teachers can reach better solution not only for school development but also for students’ academic progress and career development.

It was found from table 4.4 that schools have no programme that upgrade teachers to have more technical skills on career guidance and counseling. It has been found that 100% of the respondents disagreed that they have undergone special guidance and counseling training. It means that teachers have guidance and counseling skills they learnt from teacher’s colleges and universities. Guidance and counseling skills is incredibly significant to teachers as

teachers will have modern and best approaches to handle students' matters.

Finding above concurs with Ngumi (2003), who asserted that, the provision of G&C practices in secondary schools is riddled with numbers of challenges with structural, attitudinal, human, and cultural. It includes failure to engage in a careful diagnosis of the school problems that G&C was designed to solve. There is shortage of trained school guidance-counselor in primary and secondary schools and shortage of time, facilities, and reference materials for use by counselors (Ngumi, 2003)

From the table 4.4 teachers agreed that students perceive guidance and counselling practices as a friendly and collaborative practice. This complies with 66.7% of the respondents who agreed with the statement that student perceive counselling as a friendly and collaborative practice and 33.3 disagreed. Student relationship paves the way to students to trust teachers and this provides an opportunity to share ideas and opinion.

Students also were asked to analyze challenges facing them when they consult with teachers or when they need assistance. Figure 4.6 indicate the results;

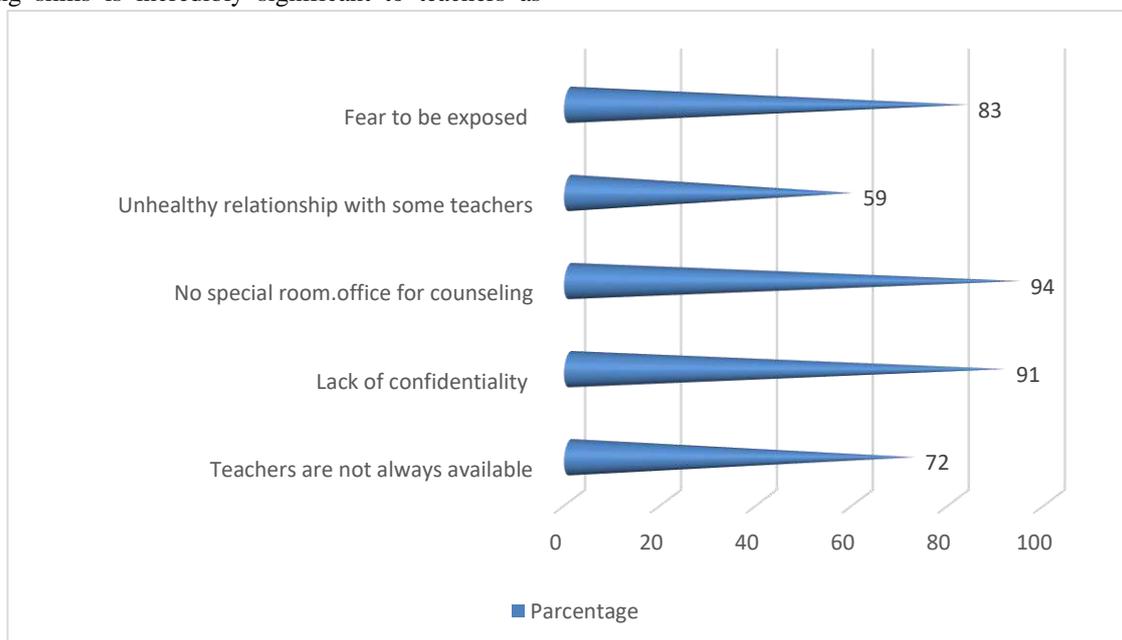


Fig.4.6 Challenges in Provision of G&C in schools (Students Opinions)

Source: Researcher 2021

Figure 4.6 indicates that, there are challenges that face both teachers and students towards

implementation of guidance and counseling. 83% of the students mentioned that, they are afraid to share their problem because they do not want to reveal their weakness to other people.

It is the client who must facilitate his own change. And there must be a built relationship between client and counselor in which the counselor succeeds to empower the client to act towards change in the solution finding process. Students are

skeptical about seeking guidance and counseling services because they do not want to reveal their problems to their teacher counselors.

Figure 4.6 also indicates that, 59% of the respondents stated that there is unhealthy relationship between teachers and students. It is expected that, when students experience difficulties in learning or school life, teachers should be there to help. The teacher is a second parent and counselor. This finding indicates that there are students who wish to share their challenges and curiosity with their teachers but due to communication barriers such as teachers disregard, lack of attentiveness from some teachers, it has become difficult for some students to consult teachers. Harsh treatment like corporal punishment, bullying from teachers is another indicator of unhealthy relationship.

From figure 4.6, students mentioned another challenge that teachers are not available. This is 72% of the respondents. This means that the only time where teachers speak with students is during break time, in the class during lesson time and when there are sports and other events on Friday, since there is no specific timetable for guidance and counseling sessions, conversation has become like *hide and seek game*.

Nowadays teaching and learning has become an art of understanding students, their needs, weaknesses, strength, mental stage, their stress, and happiness Kolb(1984), teacher has third eye that can forecast students' needs.

Guidance and counseling services are designed to help an individual student analyze themselves by relating their capabilities, achievements, interests, and mode of in secondary schools. Table 4.6 below quantified opinions from teachers' open questionnaires.

Table 4.6 Ways to improve guidance and counseling (Teacher's opinions)

	Responses	Frequency	Percentage
1	Good rapport between teachers and students	8	53.3
2	Presence of facilities	15	100
3	Training and seminars to teachers	15	100
4	Building of school physical infrastructure and school fence	15	100
5	Establishment of guidance and counseling department	11	73.3
6	Students should learn career choice as part of subject topic	6	40

Source: Researcher 2021

Table 4.6 above teachers commented that, the best way to make career guidance and counseling more productive, there must be a good relationship between teachers and students. This suggestion has been listed by eight teachers (53.3%). Good relationship implies effective communication, students must feel free to talk to teachers, and teachers must be available to assist students.

adjustment to what new decision they must make Gichinga (1995). These services are overly critical for the students because they need it to solve career, study, personal and social problems they encounter in life. The school is supposed to provide time, place, and personnel required for skilled assistance of individual students in working out solutions to their personal problems. The services are designed to facilitate self-understanding through individuals or group relationships.

Measures for Improving the Provision of Guidance and Counseling Practices towards Students' Career Development in Secondary Schools

Guidance and counseling when effectively delivered, helps to develop an individual who is more productive, happier, and well-adjusted to the environment, thus when orientation and adaptive services are provided, they assist students to adjust to their school environment during the transition period. According to Dondo (1996) well-adjusted students who developed positive affiliation on social bond with their school are more likely to remain academically engaged thus, less likely to become involved in school misconduct and other anti-social behavior than students who develop negative affiliation. Therefore, effective guidance and counseling practices in secondary schools is incredibly significant. The study examined measures for improving the provision of guidance and counseling practices towards students' career development.

Teachers presented best ways to improve guidance and counseling practices

It was also proposed by teachers that school administration must purchase necessary facilities such as sports and games kits, prize for winners in certain school competition, office for counseling, television, and motivational books to be utilized by teachers and students. All teachers (100% of the respondents) recommended this. These facilities are facilitating smooth implementation of guidance and

counseling practices since some will be used as references and supplementary resources.

In the interview with head of school, it was found that availability of facilities is incredibly challenging since the school budget does not allocate fund to buy guidance and counseling facilities. Head of school said; "Guidance and counseling in school is not about creating unique environment due to the nature of our school, but I believe when we prepare ourselves, we can achieve this. Parents can be involved to buy some of the facilities if agreed together".

Since the introduction of fee free education in Tanzania, parents' participation in school development has become a challenging phenomenon as parents believe that their participation in education is just fund contribution (Mwananchi, 2019).

Parental engagement in their children's education can also contribute to successful students' outcomes. Students with parents who have lofty expectations and offer support to schools, their children attend and earn higher grades, enroll in more difficult courses, maintain regular attendance, have better social and emotional skills, adapt well to school, complete lower secondary schools, and pursue post-secondary studies (Mintrop and Trujilo, 2007). Schools can support parental involvement by scheduling parent-teacher meetings, sending materials home, and communicating with parents about students' progress. A culture of respect and appreciation for diversity within the schools can also support parental involvement.

From 4.6 teachers have identified the issue of training to produce professional guidance-counselor, 100% of the respondents have stated that trainings and seminars are necessary to produce qualified school counselors.

Since school counseling is unique and has multifaceted roles across different specialization, the process of training school counselors gains vital importance. This is because school professional counseling includes the application of mental, health, psychological or human development principles through cognitive, effective, behavioral or systematic intervention strategies that address wellness, personal growth, or career development.

Professionally, an effective counselor needs to possess the qualities needed for that work. Many scholars in the field of counseling such as Corey (1996) and McLeod (1998) have identified qualities of a good counselor to be self-respect and appreciation of themselves towards their counseling duties and responsibilities they are engaged. Furthermore, it has been argued that the extent to which teachers implement any curriculum is dependent upon and influenced by their attitude and perception towards it (Diemer, 2007)

Findings from the table indicated that 73.3% of teachers advised the building of school fence and improve other physical infrastructure as mechanism to avoid interference with outsiders and reduce rate of students' misconduct such as truancy and absenteeism during lesson hours.

In the interview, ward education officer was asked if absence of school fence is the challenge and what is the best way to improve school guidance and counseling practices;

Yes, absence of school fence is the big challenge that affect monitoring and supervision of students. As a member of school board, we are working with community to make sure that school compound is respected and soon wall will be built to enclose the school.

Poor facilities and low quality also affect teachers' motivation and indirectly affect teachers and children education (Mintrop & Trujilo, 2007). Teachers will feel valued and motivated for working when they have access to good infrastructure, significantly improving their working performance affecting children's academic outcomes.

Table 4.6 indicated that, 73.3% of teachers advised the establishment of guidance and counseling department in the school. It means students will be aware about guidance and counseling at school and be able to consult with guidance-counselor, whenever they have problems.

There is similar opinion from students who suggested that there should be special office where students can seek consultation instead of using staff office where there is absence of confidentiality.

Students advised that, there should be special teacher who is friendly and has great concern for students. Ward education officers had similar view on the fact that guidance and counseling is incredibly special activity and therefore there is a need to train teachers to perform that task. WEO was quoted;

Those teachers who are appointed as guidance-counselors should have specific skills in psychology, career guidance and counseling. A teacher who is appointed should know how to talk with students and should be friendly to students, this will make students feel free to speak.

Additionally, it was suggested that students could be taught about career choices, character development and life skills as part of subjects taught in secondary education. Teaching students about career development might enable students to develop self-awareness, assertiveness, creativity, and confidence. Career development skill to help students to develop positive attitude toward school and hence high academic performance which later create productive generation to the society.

Teachers proposed that management, should construct infrastructure and purchase necessary facilities to enable

effective G&C in schools. It was clear that teachers are not aware of the slim coffers that schools receive monthly from the central government.

The coffers come with embedded rigid expenditure instructions. From the point of view of the teachers, they are conservative to the extent they do not provide room for eclectic techniques which emphasizes on flexibility thus, they opine against Biswalo (1996) who urges that counselors should be flexible to accommodate a counseling situation Parents are less involved in the G&C of their children, although they are a primary and basic unit responsible for the orientation of their children. The literature opines that student with parents who have lofty expectations and offer support to schools, their children attend and attain higher grades (Mintrop & Trujilo, 2007). This is in line with what most teachers (100%) commented as they agreed with the fact that, students who demonstrate talents must be guided into the best way for better performance. The non-involvement of parents in the G&C of their children was said to be one of the reasons for delinquencies among students in Temeke municipality. Parents mutedly find it to be purely a role bestowed to teachers. As such, to improve the G&C in schools, parents must for no reason, however best it may be, put themselves aside and act as spectators. They must be involved directly in the education process of their children, since G&C have become essential components of the education system (Oye, 2012).

VI. CONCLUSIONS

Based on the findings of the study, the following conclusions have been drawn;

Guidance and counseling practices in secondary school are vital to the well-being of learners. The current prevailing status of guidance and counseling practices in selected secondary schools in Temeke Municipality is not professionally managed and as such students lack professional support from teachers

Teachers who are appointed as school guidance-counselors have not attended any professional training and seminars and the selection does not consider skilled teachers who are considered friendly, religious, and disciplined are appointed Students perceive guidance and counseling as discipline regulator and not career development support from teachers. This limits effective participation of teachers and students towards career development. Most of student careers are not well nurtured because teachers concentrate on teaching and learning and pay little attention on other skills to develop. This is attributed by fixed school timetable that focus on subject teaching and not career development teaching. Guidance and counseling practices in secondary schools

faced challenges which can be minimized by comprehensive efforts between teachers, school management, parents, and ward education officers.

Recommendations for Action

Basing on the findings, the study recommends that;

Special in-service training and seminars should be provided to teachers who are expected to be school guidance-counselors. It was observed that teachers are rotating in performing school guidance-counselor and therefore no consistency and sustainability of the guidance and counseling services provided. Well trained guidance-counselors will have skills on how to handle students' matters but also ability to train other teachers. There should be special room or office that will be used as special place for counselor and counselee to discuss and share experiences. There should be a parents committee that will deal with identifying students who are demonstrating not only immoral conducts but also exceptional talents. Parents committee will work with school administrations to deal with such circumstances. There should be financial support from parents, government and community that will work together and provide necessary facilities in schools for effective guidance and counseling practices. The 2002 Circular on Guidance and Counseling services in schools should be distributed to all secondary schools and so that teachers must be aware of it. Further studies might be conducted in best guidance and counseling approach for effective teaching and learning.

Research can be done to examine the effectiveness of guidance and counseling approaches on teaching and learning process. Researchers also might investigate the role of local authority on improving school guidance and counseling. Moreover, this study can be done in other education level such as primary and university levels of education.

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The Contribution Professional Codes of Conducts on Secondary Education Teacher's Professionalism: A Case of Bukoba District Council, Kagera Region, Tanzania

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Abstract

The main purpose of this study was to examine The Contribution of professional codes of conducts on secondary education teacher's professionalism: A Case of Bukoba District Council, Kagera Region, Tanzania. The study was guided by deontological and utilitarianism theories. The research employed a mixed research approach under convergent parallel research design. The study used a population of 238 with the sample size of 149 comprising of 1 DSEO, 13 WEOs, 13 Head of Schools, and 122 Teachers. The sample was obtained by simple random sampling and purposive sampling technique, and data were gathered by using questionnaires and interview guide. What's more, cronbach alpha coefficient approach was used to ensure the reliability of the instruments. Obtained finding were analyzed using Statistical Package for Social Sciences (SPSS) version 20 computer package. Data was analyzed by using descriptive statistics and the findings were presented by using frequency tables and pie-charts. Also, part of qualitative data was coded and categorized by thematic analysis of which description were employed to present data in chapter four. The findings indicated that in teaching professionalism there is ethical and moral practice, moral development and moral values which are caused professional codes of conducts to teachers. In addition, it was found that professional codes of conducts raise the standards of teaching professionalism, brings about respect, integrity and obedience to laws. The study recommended that the government and other educational authorities to put more emphasize on the moral development to teachers because it is one of the important that contribute to ethical practice.

Keywords— Contribution, Professional codes of Conducts, Teachers education, Professional ethics, Secondary education and Teacher's professionalism

I. INTRODUCTION AND BACKGROUND

Professional teacher are the key implementers of school curriculum, therefore we cannot lag their ethical behind in their daily act and practice. Professional teachers need a conceptual and practical link through, professional codes of conducts. The process of teaching needs ethical competences and moral values in evaluating ethical dilemmas and behavioural dispositions in education. Also many countries worldwide had programs of educating their teachers in moral aspects believing that teachers are in charge of handling students in moral dimensions. Any profession needs standard and codes to guide action for the proper practice and effective performance. Quality education cannot be there without an effective teacher who is able to abide ethical principles that facilitate effective teaching and learning process at school. Teachers who are

provided with professional codes of conducts are able to set objectives in relation to curriculum requirements, Variety of teachers are not aware on the contribution of professional codes of conducts in their profession although they have shadow understanding the principle. This issue of ethical practice in most professionals is concurring heads of many researchers. Professional conducts are the need in each career; it ought to be taken under consideration in using people and in painting surroundings. Considering that schooling has a decisive effect on the improvement of the society and the country at large, this is why many countries are required to take professional ethics into consideration in relation to coaching practices. The element of teacher schooling began to recede into the background as teacher training became delivered below the auspices of the college through the centre since 18th century (Labaree, 2008).

During the 1980s, discourses in teacher education seemed to converge, making it clear to many who renewed prioritization of the ethical and moral dimensions of teaching in teacher training to turn into pressing, if not a foregone conclusion. Nash (2002) explains that three moral languages, rules and standards, individual and primary ideals endure moral troubles and expert ethics. Professional ethics within the history of training aimed to put together instructors with right moral behaviour and students with moral practices.

Boon (2013) explains that ethical practice is still the problem to many professionals in different countries and these results to the needs of rising the knowledge of ethics and professional codes of conducts. Boon adds more by saying that most of European countries are putting more efforts on mandating the courses of professional ethics in teaching professionalism in order to prepare graduates who are moral and ethical competent. In connection to this, professional codes of conducts has great contribution on professionalism that why most of countries are seeking to put more emphasis on teaching professionalism. Numerous excessive-profile educationalists explain that the primary theory of professional ethics expertise that had emerged with the modernization of medical training specializing in familiarizing college students with codes of ethics; the ethical standards embedded in practice, the inherent ethical complexity of professional's paintings (and the attendant ethical dilemmas) now has an area in trainer training. In Germany most of institutions and programs were set in sense of keeping graduates aware of the codes of practices that guides their professions, this also included the programs of teaching professional teachers and other reactionaries the roles of ethics in professionalism.

Walther, (2013) insists that Most of UK and US nations such as Canada, Australia and Germany has put more emphasis in ethical practice to professionals, this was to show the contribution of professional codes of conducts in teaching education. Students cannot be moral competent if their teachers are not ethically guides in their profession, this is done by the initiation of guideline and principles that guides teachers behaviors and daily obligations in teaching activities. With respect to the discourse on the professionalization of teachers and teachings, a number of scholars take as a key premise in the argument that ITE should include the explicit teaching of ethics content that knowledge of the profession's ethical norms is a basic requirement of professionalism and professional practice (Campbell, 2011, 2013; Soltis, 1986; Strike, 1990; Watras, 1986). This shows more emphases more on the contribution of professional codes of conducts in teaching professionalism. Different teachers in their schools does not mean that are not aware of the professional codes of

conduct, but sometimes do not understand the contribution of these professional codes of ethics which sometimes results in ethical dilemmas when solving their obligations.

Campbell (2008, 2011, 2013); and Boon, (2011) at the importance of ethics on teachers, each argues that there may be a want to better recognize how ethics curriculum and content are handled in trainer education. In United State of America, in the Kindergarten level of education, 12 teachers are directed to own the understanding of ethics as the contribution of preparing students who are not simplest pedagogically competent, however additionally informed in moral exercise and moral compass.

Australia and other international locations in the world enforced different programs that contribute on the significance of ethics knowledge towards teaching professionalism. Boon (2011) found that pre-service teachers in secondary education felt a need for training in ethics that was not being adequately met by their program. Australia Institute for Teaching and School Learning (AITSL) mandated the training of teachers who were disposition and put it as among the qualification for the accreditation of the teaching professionalism. Further, in Australia, pre-service teachers (PST), in order to graduate from accredited program, one must possess some attributes of ethics which must be demonstrated to the classroom and to the community. AITSL (2011) shows that beyond graduation, in the classroom, professional teachers must behave professionally and ethically in all forums, and finally highly accomplished teachers must behave ethically at all times. Professional ethics knowledge contributed significantly to teachers on improving moral dispositions in Australia and improved moral and ethical practices such as; respect to students, safety and health of students, confidentiality and privacy, trust and law obedience. Australia Institute of Teaching and School Learning (AITSL) mandated the training of teachers to include ethics and make it among the qualification for the accreditation of the teaching professionalism (AITSL, 2011).

In Canada, different feminist's scholars introduced ethics of cares and ethics of others in order to make people and other professionals aware on the contribution of ethics in the societies. Education system plays a very crucial role in any country towards achieving sustainable development and quality education (Little & Rolleston, 2011). Given the due recognition of the significance of the education system, countries practice and promote fee free education policy as the contribution of recognising rights of every child to get education; this is one among of ethics that insists on respecting of others and human right.

Kertayeva (2013) asserts that in Botswana, lack of adherence to professional ethics and professional codes of

conducts as a violation to ethical requirement in teaching profession. It is insisted that this cause negative effect on students learning. Jacques goes far by saying a teacher may be competent in pedagogical content and in teaching, and students may have good performances but if they lack ethical contents, the class can be overcrowded with immoral actions and unethical behaviours

The study conducted by Gobagoba and Moswela(2014), on ethics education adherence by teacher trainees during teaching practice on Botswana perspective found that most of professional teachers especially male teachers involve in sexuality with female students. The results revealed that such behaviours are initiated by absence of enacted professional codes of conducts and ethics that teachers can relate with their practices. Gobagoba and Moswela insist in their conclusion that professional codes of conducts to teachers are vital to increase and raise the image of teaching profession in Botswana and to the education training institutions. The recommendations of Gobagoba insisted that ethics education should be mandatory to all institutions in Botswana.

In other countries, teachers are not familiar with what code of ethics demand, though they are practicing them (Anangisye, 2005).

For many years in Tanzania, professional codes of conducts for the Public Service were issued for the first time since our independence in 1961. During the colonial rule, Codes of Ethics and Conduct was inherent in different laws and regulations. It believed that the Code will also enable Public Servants to involve themselves fully in fulfilling the mission of the Public Service, which is to offer quality, effective and efficient service to Tanzanians, while maintaining the highest standard of courtesy and integrity (URT, 2017). The report from the Teachers' Service Department (TSD) for 2008/2009 and 2010/2011 indicates that 472 teachers were fired yearly for professional misconduct in Tanzania (URT, 2011).The government statistics show that 39 primary school teachers were dismissed from teaching profession in 2011 because of misbehaviour and 145 of them because of truancy (BEST, 2012). This number is unusual. Teachers need to operate in accordance with. It seems that in Tanzania, the observance of the codes of conduct by primary school teachers is too low. The available data shows that the Teachers Service Department (TSD) which is accountable with teachers' disciplinary issues related to professional misconduct dismisses 200 to 300 teachers every year for various professional misconducts (TSD, 2008). Various concerns have been raised on the way the TSD deals with indiscipline cases among teachers in Tanzania. There has been much focus on immoral sexual misbehaviour and less focus on those teachers who do not

attend classes punctually and who do not help weak learners (Osaki, 2012). Other teachers are very alcoholic and misconduct themselves outside the class and sometimes are cruel to learners but the responsible organs including TSD do not deal with such professional misconducts. When we trace professional teacher's ethics conducts on primary school teachers, we cannot leave secondary education teachers especially in Bukoba District Council behind since it is the Part of Tanzania.

I may end my remark by quoting Aristotle who said, "Educating the mind without educating the heart is no education at all." Similarly, Campbell (2008) argues that ethical conducts enable teachers to make conceptual and practical links between core moral and ethical values such as honesty, compassion, fairness, and respect for others and their own daily choices and actions. Ethics and teaching seem inherently compatible and unavoidably intertwined (Campbell, 2008). Separating professional conducts in teaching profession is the preparation of teachers with no proper codes of conduct with immoral values. This shows that when you become servant personnel, ethics is the core character that you need to possess in order to know what is right in the society and what is wrong in serving.

1.2 Statement of the Problem

The problem of ethical practices is widely reported on the African continent and Tanzania in specific (Leach, 2001; Leach, et al, 2003; Anangisye and Barret, 2005; Betweli, 2013; Anangisye, 2011). As such, reports of teachers' unbecoming behaviours have been happening for quite some times now. The most outstanding aspect in these reports of teachers' misconduct cases has to do with their happening in a profession dominantly defined by moral character. In consequence, one wonders whether professional teachers are adequately familiar with Professional codes of conduct.

More importantly, studies done on the aspect of professional conducts overlooked the contribution of professional codes of conducts for secondary education teacher's professionalism. Such studies go deep on public servant, primary teachers and not specific to secondary education teachers particularly in Bukoba District Council, but generalized Tanzania public servants. Therefore, this motivated the researcher to conduct the study on the contribution of professional codes of conducts to secondary education teacher's professionalism in Bukoba District Council, Kagera Region, Tanzania. Therefore, this study aimed to raise the awareness and understanding of the contribution of professional codes of conducts in teaching professionalism. Professional codes of conduct is the vital element in any practice in the society and public services, hereafter; the study is significant in providing the

knowledge and an understanding the contribution of professional codes of conduct in teaching profession, furthermore, the study brings teachers with awareness on the significance of adherence to professional codes of conducts and ethics in teaching process. Finally the findings provide the government and authority with the contribution of professional codes of conducts that will cause to put more emphasis in order to raise the standard of teachers' profession.

II. THEORETICAL FRAMEWORK

A theory is an analytical tool for understanding, explaining and making predictions about a given subject matter or a phenomenon. Theoretical framework is constituted by the specific perspective which a given researcher uses to explore, interpret or explain events or behaviour of the subjects or events she/he is studying (Imenda, 2014). There are many theories in education that can ground this research but this study will be grounded by Utility Theory and Deontology Theory. Utilitarianism theory was pioneered by Jeremy Benthan an English philosopher and a Social reformer in 1748 – 1832. The theory of utilitarianism states that we should perform those acts which will bring the most happiness. Deontological ethics is an ethical theory spread by Immanuel Kant, (1724-1804) in the 18th-century that place special importance on the relationship between duty and the morality of human actions in everyday life. Deontological theory states that people should adhere to their obligations and duties when analysing an ethical dilemma. The expectation of utility theory and deontology theory are to express the moral actions and codes of conduct through professional practices in this study

Theories explain how people develop specific beliefs that guide their thinking and actions in specific socio-cultural contexts (Kombo and Tromp, 2006). Ethics is generally regarded as being associated with moral conducts of all human actions, behaviour, practice and attitudes that in turn motivates learning behaviour which may cause the attainment of quality education (Maxwell and Schwimmer, 2016). Typically articulated in a professional code of conducts or cognate document, the norms of ethical professionalism are meant to guide practitioners' conduct for a specific social purpose. This study was guided by two theories (Deontological and Utilitarianism theory) due to differences in implication. Deontological theory insists on the significance of adhering to duties and responsibilities in defining ethical practice, while utilitarianism theory insists on doing the good (moral conducts) for the benefit of the utility (the society, community, students and colleagues). Therefore, since these two theories suppress each other to bring the relevance of this study, their use is justified.

III. METHODOLOGY

This study used a mixed research approach with convergent parallel design. The target population of this study were 195 public secondary education teachers, 13 schools' heads (HoS), 1 District Secondary Education Officer (DSEO) and 29 Ward Education Officers (WEOs) found in Bukoba District Council. This made a total population of 238. The study employed both probability and non-probability sampling technique in which Purposive sampling was used as a non-probability sampling technique to select heads of schools (HoS), Ward Education Officer (WEO), and District Secondary Education Officer (DSEO). The study involved a sample of 1 DSEO, 13 WEOs 13 HoS and 122 secondary education teachers from the sample frame that made a total sample of 149. On other hand the employed Cronbach's Alpha approach in determining the reliability of research instruments. Data were collected by the aid of questionnaires and qualitative data was collected by the aid of a sound recorder and note taking. Data was analysed basing on both qualitative and quantitative data analysis methods. Quantitative data which were obtained from questionnaires were analysed by using statistical software called Statistical Package for Social Science (SPSS) version 20. Finally, data analysed by using descriptive statistics like percentages and frequencies were presented in form of pie charts, and tables. Qualitative data obtained through interview and open ended questionnaires was analysed thematic analysis by highlighting main themes which provided answer for each specific objective.

IV. FINDINGS AND DISCUSSION

Demographic information of the respondents

Table 1 Demographic Information of Informants

Variable	Category	Frequency	Percentage
Gender	Male	70	57.3%
	Female	52	42.6%
Age in Years	18-25	0	0%
	26-33	25	20.4%
	34 – 40	58	47.5%
	41+	39	31.9%
Working Experience in Years	1	2	1.6%
	1-4	18	14.7%
	5-9	30	24.5%
	10+	72	59%

Source: Field data, 2021

Demographic information in this study was collected to show the characteristics of the respondents participated in this finding. The information collected based on gender, age and years of experience of professional teachers. The findings indicate that 47.5% of teacher’s age ranged 34-40 years, 31.9% had the age of 41+ years and the rest 20.4% ranged between 26-33 years. Also table 1 above indicates

Table 2: The Contribution of Professional Code of Conduct in Teaching Profession

		Strong Agree		Agree	
		F %		F %	
A	Demonstrates teaching profession standards	-	-	11.6	14
B	Respect to rights and protection from harm to students and others	26.4	32	-	-
C	Discourage any form of harassment and discrimination at work place	32.2	39	-	-
D	Brings about integrity and trust	29.8	36	-	-

Source; Field Data (2021)

Demonstrate High Standards of Professional Practice

The table 2above indicate that 14% of the informants agreed strongly on the contribution of professional codes of conduct to the increase of teaching profession standards. These codes of regulate immoral behaviours and unethical practices. This is to say that most of ethical dilemmas facing teachers in making decisions at the working environment are solved with ethical standards of practices. Most of unethical behaviours such as alcoholism, corruptions, and miss use of power will never have the chance of existence if these codes will be insisted on ethical practice.

Through the interview one W.E.O, commented;

Professional codes of conducts are what cause our profession respectful, and raise the standards of the profession, For Example, the society will judge a teacher as immoral if he/she will be a drunkard, participate in corruption and other unethical behaviour, and this in turn makes the whole profession to be of poor standards if the staffs are under immoral behaviour and vice versa. But these

that the 57.3% of teachers were males and 42.6% of teachers were females. This indicates that both genders were involved in this study.The findings show that 59% of teachers have working experience of more than 10 years while 50% of teachers have less than 10 years of working experience.

professional codes of conducts have made important roles on shaping the image of this profession and raise its standards since teachers are able to respect each other and live with students in a sense that moral growth exists (Interview/WEO, September, 2021).

Therefore, it was found that professional codes of conduct do not contribute only on behavioural change but also brings respect on the professional who in turn increases the standards of teaching profession. Also Head of School A in his comments said:

In order to meet the texture and standard of any program, profession or life style you can’t avoid principles and rules as we have codes that guide our profession in education. These codes are what make the taste of teaching process to be seemed as the moral and ethical process in preparing our students and literate profession. (Interview/Head of school A, September 2021)

This finding concurs with DET (2006) that indicates that increases teaching professional standards through providing constructive feedback to colleagues that is considered helpful, assisting in developing and mentoring beginning teachers to work cooperatively and collaboratively with others to achieve school and system goals, informing people of their rights and entitlements where appropriate and accepting responsibility for their own professional learning and development. Thus, professional codes of conduct demonstrate the standards of teaching profession.

According to Benninga (2003) who concludes that teachers play an important role in children's character formation. Teachers provide children with a basic but essential moral education. So, teachers should focus on providing the way and guidance to students to make them well behaved individuals, and inculcate good attitude within them. Therefore, teachers to inculcate the fundamental professional ethics and values within them, they need professional codes and ethical standards which demonstrate teaching profession.

Witty, (2006) sees the purpose of codes of ethics as rising, maintaining and promoting the status of teaching

profession. These codes of conducts make professional teachers to adhere to responsibilities and not to breach laws, to respect their employers' agreements and to respect others' rights not only in schools but also outside the environment. Many professionals in the field of education are aware of these though an obligation of living them sometimes becomes difficult. Everyone knows that moral acts are important on ones 'behaviours but dilemma raises on making choices on the dos and don'ts. Here is where principles and need to stand in order to make the generalization of teachers practice.

Respect to Rights and Protection from Harm to Students and Others

The finding in table 2 indicates that 32% of respondents agreed that contribute to respect of human right, and protection of students from harm. This keeps students safe in school environment and builds good relationship between them and their teachers. Also, staff members protect each other since standards and codes keep promises of respecting each other. Everyone feel free to work effectively and efficiently if he or she is sure of the safety of the surrounding environment.

The Comment from DSEO, says:

We can't say that teaching professional is ethical if students are in danger and cannot be kept in safe environment. If staff members are not protecting each other, teachers and students' rights are not held in safe hands. We can solve all these through these codes of ethics and in teaching profession. (Interview/DSEO, September, 2021).

On the same side through the interview with W.E.O, said that

We act as professionals since we have rules that abides us, we live the codes that insists us to take care of students and ourselves, to make teaching and learning environment friendly and to do the right and avoid the wrong because these codes of profession conducts are what make every teacher abide by ethical practices and moral obligations in decision making. (Interview/WEO, September 2021)

The above finding is also consistent with Utilitarianism theory, By Jeremy Bentham (1748-1820) which insists that people should do what do not harm the majority but what makes them happier. From this point of view, professional

codes of conducts act as the bare rock of teachers in teaching profession to make proper decision in their daily choices. Furthermore, the society needs to see what makes them happier and these are to respect rights of students, respect their rights in decision making participation and protecting their students from harm and dangerous environment like raping and the use of drugs in school environment and out of schools.

Integrity and Trust

Trust and integrity are the core values of moral conduct not only to professional teachers but to any public servant. It is easy to work effectively and perform at this standard but if trust and integrity lack at the middle of conducts, judgement will be on ethical practice. The finding above shows that 36% percent of respondents agree that professional codes of conduct contribute to trusts and integrity to teachers. In this sense, teaching profession cannot be separated from. It is able to teach but not to prepare students with moral character.

Also, in the interview with Head of School C, he said,

Trust and Integrity are what bare moral values; this prevents teachers from behavioural misconduct in schools like examination corruption and obedience to laws. A teacher with no trust or any profession is not able to produce a good outcome of his class. For example, an obedient professional teacher will never breach the codes of professional conduct; will never engage in sex with students and his/her pedagogical competence will be high (Interview/Head of School C September 2021).

Also, this sense concurs with Kertayeva (2013) in his study about moral and ethical issues in teacher education. He comments that code of ethics increases the professionalization of teachers in aspects of moral conducts and commitment to work. Keep teaching process moral and lead to the preparation of students with moral conducts. In Australia the codes namely integrity, respect and responsibility are objected to keep professional teachers, pre service teachers and graduates to live the life of moral acts. It is believed that these set principles are to make the partial link between ethical content and pedagogical competence. Through these findings, it is concluded that keep the trustfulness, integrity and responsibility of professional teachers which make the process of education better in moral compass.

Discourage any Form of Harassment and Discrimination at Work Place

For these reasons, then, the researcher joins his voice to that of teachers and heads of schools who argue that professional codes of conducts discourage harassments and discrimination at work place. Any form of harassment and discrimination cannot exist at a work place where there are moral conducts and obedience to professional codes of conducts. The findings above indicate the relevance of the contribution of codes of professional development by 39% WEO of ward F in his comment, said;

Harassment and discrimination do not affect only students in classrooms but also employees (teachers). Any time that an employer discriminates an employee in any case either through corruption, abusive language or favouritism does not favour better production of outcomes. Better student arises from the process built under strong ethical foundations and pedagogical competences (Interview/WEO of ward F, September 2021)

These comments directly ensure the chance of professional codes of conducts to teaching professionals that ethics and professionalism are compatible and intertwined in achieving quality teachers. Also, Maxwell (2017) identifies professional ethical codes as the element of theoretical knowledge. Hence, the build the foundation of moral preparation of students in schools, teachers and educational authorities such as; WEOs and DSEOs. In connection to this, ethical practice raises to the ethical standards of professionals and the system in general. This is to say any position or act that do not harm others, is judged by the utility as the good act, and this is in line with utilitarianism theory which emphasises more on performing acts which produce the good (happiness) to the greatest number.

V. CONCLUSION AND RECOMMENDATION

It is undeniable truth that professional codes of conducts are the vital element in shaping professionalism and professional conducts in teaching process. In that sense professional codes of conducts in teaching professionalism found to be of significant since the findings revealed that the standard of teaching profession, are held by teachers practice and professional conducts. On other hand, professional codes of conducts hold moral values and ethical practices. It is the shame to lead and recruit teachers who's their ethical disposition is immoral and expects

graduates with ethical competence; this is to say codes of professional conducts are the elements that can note be taken for granted in teaching profession. To put in nutshell, is to say they strengthen ethical and moral practice on teacher's professionalism. The school administration and the government should put more emphasize on the codes of conducts in order to keep professionals practicing this ethical behaviour rather than keeping them with guidelines and documents that are not insisted and taken for granted. Yearly seminars and educational programs to discuss the significance and contributions of professional codes of conducts to teachers in teaching process instead of laying out these codes and wait for teachers to abide by them. In addition, the researcher has discovered that the majority is aware of professional codes of conduct therefore recommends the authority to keep this awareness to professional teachers through intra seminars and training so as to stay up to date.

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Effective Implementation of Inclusive Education in Enhancing Quality Education in Public Primary Schools in Tanzania: The role of school culture

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Abstract

This study assessed the effective implementation of inclusive education in enhancing quality education in public primary schools in Tanzania. It specifically aimed at assessing the contribution of school culture in the implementation of inclusive education in public primary schools in Karagwe district. The study employed a mixed method approach and was guided by behaviorism theory. Respondents were sampled by purposive sampling and simple random sampling techniques. The target population included teachers, head teachers, Primary District Education Officer, Ward Education Officer, District Special Education Officer and Quality Assurance Officers. The sample size comprised of seventy-six respondents. Data were gathered using questionnaire, interview and observation methods. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 20 and thematic analysis method for qualitative data. The study findings revealed that schools' culture plays a major role in the implementation of inclusive education in public primary schools in Karagwe district. The study recommends that, heads of schools should be given in-service trainings on the importance of school culture and its role in the promotion of school effectiveness. This is because the heads of schools have a major role to play in building the school cultures in their schools.

Keywords— *Inclusive education, Quality Education, school culture, behaviorism.*

I. INTRODUCTION

This article focuses on effective implementation of inclusive education in enhancing quality education in public primary schools in Tanzania. This article is specifically focusing on the role of school culture in the implementation of inclusive education in enhancing quality education in public primary schools in Tanzania. School culture shapes the school behaviors, plans and expectations. School culture is very important in the construction of educational systems, educational policies,

practices and performance. This is because the school culture acts as a walking stick for the school leaders. This is supported by Carrington, (1999) who argues that, the school culture therefore should direct the school leaders to the school image that they would like their schools to have. Moreover, Carrington (1999) adds that policy makers, educators, school leaders ought to consider the importance of school culture in order to promote school effectiveness and inclusion.

II. BACKGROUND AND LITERATURE REVIEW

According to UNESCO (2009), inclusive education is a process of addressing and responding to the variety of wants of all learners through cumulative participation in learning culture and communities and reducing their segregation from education. UNESCO (2009) adds that the goal of inclusive education is to enable the entire education systems to facilitate learning situations where teachers and learners embrace and welcome the challenges and benefits of diversity. In an inclusive education, learning environments are nurtured whereby individual needs are met and every student has a chance to prosper.

According to Kozleski and Yu (2016), research in inclusive education started in the 1980s. By then it was framed as an alternative to special education. Inclusive education later expanded its activities in schools and the school system to increased access, participation and opportunities to marginalized learners.

Mbwambo (2015) state that the term inclusive education was coined as a result of the Salamanca Conference of 6th -7th June 1994 in Salamanca Spain organized by UNESCO. This conference advocated for children's rights to education, with special emphasis being placed on children with special needs. The Salamanca conference was an international inclusive education stakeholders' forum which provided a framework on how children with special needs should be accommodated in education systems all over the World.

Possi and Milinga (2017) confirm that the government of Tanzania ratified the 1994 Salamanca statement which emphasized the need to provide basic education to exceptional individuals in Tanzania. The Salamanca Statement and Framework for Action have reinforced the obligation for schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Mbwambo (2015) reveals that the government of Tanzania ratified inclusive education conventions and agreements

including the Salamanca statement of 1994 and the UN Convention of the Rights of Persons with Disabilities (2006), and prepared National Inclusive Education Strategies of 2014-2017. The current inclusive education strategy of 2018-2021 aims at providing better and inclusive education environment for children with special needs.

As a result of the Salamanca statement, the Government of Tanzania put in place some strategies that would ensure proper implementation of the inclusive education agenda. Among the strategies put in place were the formulation of the Primary Education Development Plan (PEDP)1 of 2002-2006 and PEDP 2 of 2007 -2011. Mbwambo (2015) argues that the aim of these plans was to translate Tanzania Development Vision 2025 and education and training policy of 1995 into specific priorities and achievable targets and to realize the goals and targets agreed upon in the Salamanca statement and the framework of actions of 1995, Dakar Framework of Action for Education for All (EFA) and the summit for Millennium Development Goal (MDGs).

The implementation of inclusive education in Tanzania started in 1998 in Temeke Municipality in Dar es Salaam region when the Ministry of Education, the Salvation Army and UNESCO conducted a pilot study (Mbwambo, 2015). Currently, inclusive education schools are found in all regions across Tanzania.

According to Mbwambo (2015) the history of inclusive education is divided into four phases which are, the phase of segregation, extermination and total isolation of people with disabilities in all aspects of life. In the first phase, people with disabilities all over the world did not have access to education at all. The second phase is the institutionalization phase. In this phase, institutions to accommodate persons with disabilities were formed in the Western World. The third phase was about integration and mainstreaming. Integration means the inclusion of people with disabilities in regular settings for a particular period

of time based on their skills. On the other hand, mainstreaming means that children with disabilities have a little time for networking with their non-disabled peers as they attend special classes for most time of the day. The fourth and last stage is the stage of transition from integration to inclusion (Mbwambo, 2015). Inclusive education which will be discussed in this study is therefore, the one that commences from the fourth stage.

Othman (2015) considers inclusive education as an act of integrating learners with special needs into the general education classes and that it is primarily for social purposes. He further notes that inclusive education entails all activities which ensure the integration of students physically, instructionally and socially irrespective of their disabilities. Inclusive education brings diverse learners, families, educators and the community members together to create school and their social institutions based on acceptance and belongingness to the community.

Possi and Milinga (2017) argue that inclusive education is basically a broader field of special education. It challenges the previous forms of special education and its practices. Carrington (1999) maintains that special education has failed to provide educational for all learners. The history of special education has progressed from the separation and integration or mainstreaming to inclusion with a new inventiveness in the area of special needs education which deliberates people with special needs within a wider viewpoint. Inclusive education is, therefore, a holistic, contemporary and up to date mechanism of accommodating children with special needs in the regular education systems.

Possi and Milinga (2017) assert that inclusive education is a method in which all children have the ability to partake in general education programs. They add that inclusive education is a social equity and is fundamentally a social construction viewpoint in which students with disabilities get socially accommodated by all school community members. Inclusive education transmits the rudiments of

mainstreaming, integration, normalization, least restrictive environment, deinstitutionalization and regular education ingenuities.

Tanzania National Strategy for Inclusive Education (2018-2021) states that the core aim of inclusive education is to enhance the human right access to education as stated in the Universal Declaration of Human Rights by recognizing diversity as the main characteristic of humanity. Education, as a human right, must be attained by all individuals regardless of their differences. Persons with disabilities have no exception when it comes to education. And indeed, education should not be discriminative. It should be inclusive so as to accommodate the children with disabilities in the social structures so as to enable them get integrated in society for their own and national development.

UNICEF (2018) asserts that inclusive education is a key factor for the attainment of a quality education. In other words, there can never be quality education without inclusive education. UNICEF adds that quality education can only be attained when the education systems embrace diversity and allows every child, including children with disabilities (CWDs) to study together receiving inclusive quality education that provides them with the learning required for life.

According to Open Society Foundation (2019), inclusive education provides better quality education for all children as it embraces diversity and socialization among the children with different backgrounds. Inclusive education helps teachers to train children on how to interact with the external World outside their families. This enhances social relationship and interactions. Open Society Foundation adds that inclusive education enhance respect and understanding among children with diverse abilities and backgrounds as they play, socialize and learn together.

Mwambo (2015) and Possi and Milinga (2017) have stipulated the challenges facing inclusive education in Tanzania. They point out that some of the challenges

include insufficient funds to implement inclusive education policies, insufficient teaching and learning facilities, absence of support services, lack of supportive infrastructure and lack of properly trained personnel. They further note that stigmatization, physical punishment and nuisance and exclusion by teachers and students and other members of the community are serious challenges facing inclusivity in education in the country.

Several scholars have put forward some suggestions to improve the implementation of inclusive education in Tanzania. Mbwambo (2015) and Hamad (2015) suggest that the ministry of education should provide inclusive education courses to all teachers. They also recommend that inclusive education should be accommodated in the teachers' training curriculum so that all teachers get inclusive education knowledge which they can apply in their schools. Also, they suggest that policy makers should formulate adequate policies and regulations to accommodate the need for implementation of quality education in the country. Furthermore, they recommend that the central government should allocate enough budget to the ministry of education so that the needs for inclusive education can be met. Lastly, they suggest that since parents should play a vital role in the provision of their children education, they should always be supportive to the teachers. This will motivate teachers to teach the children with special needs with commitment.

This study therefore sets out to assess the level of efficiency of the implementation of inclusive education in Karagwe district Tanzania since it is so far not known.

III. THEORETICAL FRAMEWORK

This study was guided by Behaviorism theory. Behaviorism theory was established by John. B. Watson and Burrhus. G. Skinner in 19th Century. These psychologists sought to focus on observable, quantifiable events and behaviors. They claimed that science ought to take into account only apparent indicators. They helped

make psychology more relevant by viewing that it might be precisely measured and understood, and it was not just grounded on sentiments. Watson and Skinner supposed that if given a group of infants, the way they raised them and the environment they put them in would be the eventual decisive factor for how they behaved, but not the influence of their parents or genetics.

Western Governors University (2020) asserts that Behaviourism is a prevalent concept that emphasizes on how students learn. Behaviourism focuses on the impression that all behaviours are learned through interaction with the environment. The theory states that behaviours are learnt from the context and that inborn factors have quite little impact on one's behaviour.

Behaviourists argue that learning takes places when there is a change in behaviour. They also assert that one's behaviour occurs when consequences are allied with stimuli and response and is maintained by reinforcement. Al-Shammari, Faulkner, and Forlin (2019) asserts that the key principle of behaviourism that support education are that behaviour is learned. Behaviour is governed by the context in which it transpires, hence, teaching and learning can be equated to changing behaviour. Also, behaviour is governed by what follows actions and is observable.

Behaviourism theory is related to the best practices in inclusive education because the classrooms conditions are the basis of functional behavioural analysis. This theory is very applicable in inclusive education because we have witnessed a lot of biases against the vulnerable students in accessing education services. The root cause of this has been reported to be the negative attitude of the society towards children with disabilities or those from the marginalized population. This is in line with the findings by Liliane Foundation(nd) which argues that about 65 million school-aged children in developing countries have disabilities, out of which 50% are out of school.

In addition, in places like Asia, Africa and Latin America where poverty is high, less than 10 per cent of children

with disabilities have never been in a classroom. In fact, even those children with disabilities that are in school, are less likely to stay or are being promoted. Children with disabilities are similarly often excepted from mainstream education. Nevertheless, a disability of a child is not the main barrier to education. The utmost barriers include the attitudes of people in society (Liliane foundation (n.d); Possi and Millinga (2017), Mbwambo (2005). In this regard, in order to achieve inclusive education, we need a total change of the behaviour and total cultural set ups and beliefs of the entire society.

IV. METHODOLOGY

4.1 Research Approach and Research Design

This study applied mixed method approach whereby qualitative and quantitative techniques were used to study the same phenomena, from data collection to analysis stages. The researcher opted for this approach because it helped him explore knowledge from both qualitative and quantitative sources through the use of observation, interviews and questionnaires respectively.

This study applied convergent parallel research design. By applying the convergent parallel research design, the researcher simultaneously collected data in one phase. Then, the collected data were analyzed separately, compared and combined. The researcher used convergent parallel research design because it is time convenient and cost efficient. This is because; convergent parallel design allowed the researcher to apply both qualitative and quantitative data collection methods simultaneously in one phase.

4.2 Area of the Study

This research was carried out in Karagwe District of Kagera region in Tanzania. The researcher selected Karagwe district as a study area because the district is already implementing inclusive education. Also, the researcher is familiar with the district, a situation that simplified the data collection activity. The implementation

of inclusive education is challenging in many parts of the world and Tanzania in particular. Therefore, the researcher opted to conduct the study in Karagwe District to determine the effectiveness of the implementation of inclusive education in enhancing quality education in public primary school in Tanzania.

4.3 Sampling Procedures and Sample Size

The researcher applied two sampling techniques both purposive and simple random sampling to select the study respondents. The researcher applied purposive sampling technique to select the respondents due to their roles in implementing the inclusive education policy in Karagwe District. Purposive sampling technique was also used to select the four inclusive public primary schools under this study, because they are the schools already implementing the inclusive education in the district. Other respondents were sampled by simple random sampling technique. This study had a sample size of sixty respondents.

4.4 Data collection methods

This study employed both quantitative and qualitative data collection methods. The methods included questionnaires for quantitative data and interviews and observations for qualitative data.

The quantitative findings were later analyzed by the help of SPSS and presented in figures, numbers and diagrams. Qualitative data were analyzed using thematic analysis.

V. FINDINGS AND DISCUSSION

5.1 The contribution of the school culture in the implementation of inclusive education

In order to explore the contribution of school culture in the implementation of inclusive education in Tanzania, both quantitative and qualitative data were presented.

Figure 1.1 presents a summarized set of replies from the field on the contribution of school culture in the implementation of inclusive education in public primary schools in Karagwe district Tanzania.

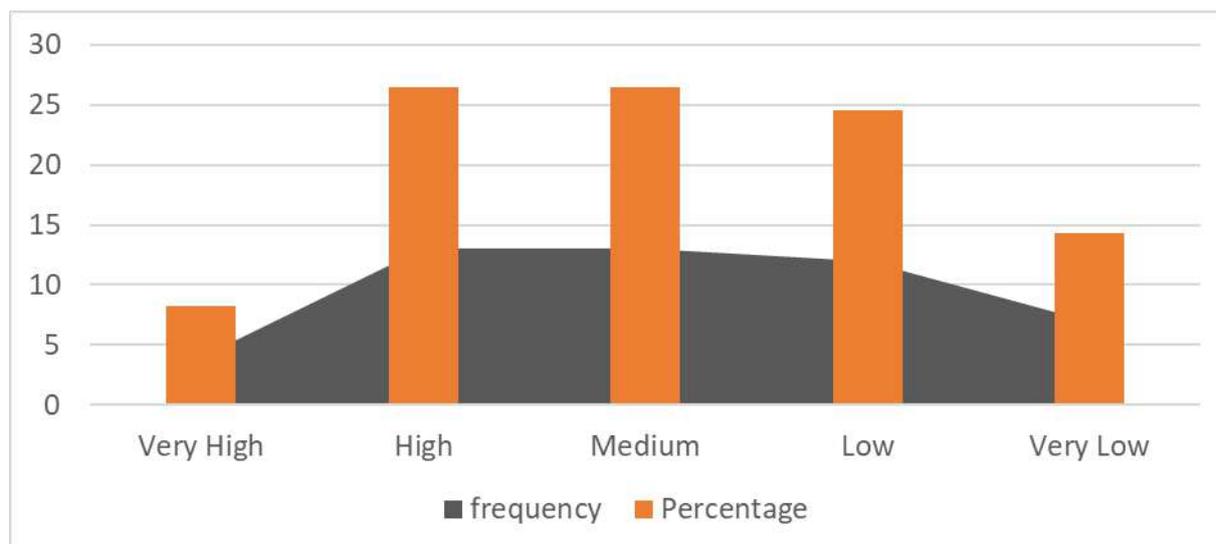


Fig.1.1 Teachers views on the contribution of school culture in the implementation of inclusive education in public primary schools in Karagwe district

According to Figure 1.1, 34 per cent of the respondents commented that school culture highly contributes in the implementation of inclusive education in public primary schools in Karagwe district. Again, 26 per cent of the informants had views that the level of contribution of school culture in the implementation of inclusive education is medium while 38 per cent of the respondents commented that it the contribution of school culture in the implementation of inclusive education is low.

The findings in Figure 4.1 imply that school culture has a big part to play as far as the implementation of inclusive education in Karagwe district is concerned. The findings concur with the behaviorism theory because school culture is all about how teachers and students behave within the school environment. Their behavior shapes the school culture hence affect all the activities conducted in the school including inclusive education. Indeed, the availability of inclusive behavior depends much on the teacher's awareness about inclusive education. The researcher believes that, when the teachers are aware about inclusive education, it will be easy for them to inculcate inclusive culture within the schools.

Again, the researcher had an opportunity to explore

qualitative data pertaining to the contribution school culture. The discussion was guided by the following themes.

5.1.1 Meaning of school culture

Through interviews the head teachers commented differently on the meaning of school culture. Most of them commented that school culture is the way teachers and students live and behave in a school setting. School culture entails all activities on how teachers and students interact, and relate to each other within the school setting. In this regard, school culture is a set of shared values, beliefs and norms that influence the way educators and administrators think, feel and behave in the school setting (Stoll, 1998).

Therefore, the researcher believes that, in order for the school leaders to apply inclusive school cultures, they should first of all be conversant with what the school culture means. The school leader's comprehension of school culture is fundamental in ensuring the actual implementation of inclusive education. This holds water as the school leaders cannot implement a phenomenon, they are not aware of. In this regard, sufficient teacher's comprehension of school culture enhances the

implementation of inclusive education in the school.

5.1.2 Types of school culture

School culture is of two types which are positive school culture and less positive school culture. The study findings revealed that both types of school culture are applied in inclusive public primary schools in Karagwe district. Through interviews, most of the head teachers said that that both positive school culture and the less positive school culture exist in the district. The study further revealed that, the positive school culture is more inclusive than the less positive school. This is because the positive school culture embraces diversity among its members compared to the less positive school culture.

A positive school culture is the one which aims at a higher degree of school effectiveness. In addition, positive school culture is allied with increased teacher collaboration, higher student inspiration and achievement and improved attitudes amongst teachers towards their jobs. Unlike, the positive school culture, the less positive school culture sees lower degree of school effectiveness and it is not recommended to be applied in schools because it slows down the school success as it limits the student's motivation and achievements (Dogan, 2017).

The researcher believes that, school leader and the teachers in general should be able to apply different types of school culture that are concurrent with their context. Therefore, the teachers and school leaders in general should be able to know how and when to apply a certain type of school culture that will yield good results for the school development. The researcher therefore believes that, the positive school culture is the most appropriate in the implementation of inclusive education. This is because it embraces cooperation, diversity and inclusion.

5.1.3 The role of school culture in inclusive education

Through interview, most head teachers had views that school culture plays a big role on inclusive education. One of the roles of school culture is to shape every activity that takes place in the school setting. In the visited schools it

was found that school culture shapes teachers' and students' behaviours, school vision and mission, school strategic plans and policies and school management practices and promotes inclusive culture within the school. To justify this one respondent had this to say:

The school culture matters a lot as far as inclusive education is concerned. The school culture is the epitome of everything happening within the school compound. Therefore, school culture has a big role to play in the realisation of inclusive education as it shapes the behaviour of the school members (Teacher, September, 2021).

In addition to the above argument, the PDEO said:

The role of school culture in the implementation of inclusive education can never be taken for granted. This is because inclusion is all about behavioural change. There is therefore a big relationship between culture and behaviour whereby the former shapes the latter. This is to say, the type of culture within the school will definitely shape the behaviour within the school environment (PDEO, September, 2021).

The statements of the head teacher and the PDEO were complemented by answers from one QAO who commented:

The contribution of school culture in the implementation of inclusive education is very high. I see that inclusive education is not well implemented in Karagwe district because the school leaderships are not putting much efforts in the creation of inclusive cultures in their schools (QAO, September, 2021).

The school culture is very important in the construction of educational systems, policies, practices and performance. This is because the school culture acts as a walking stone for the school leaders. This is supported by Carrington, (1999) who argues that, the school culture therefore should direct the school leaders to the school image that they would like their schools to have. Moreover, Carrington (1999) adds that policy makers, educators, school leaders

ought to consider the importance of school culture in order to promote school effectiveness and inclusion

Furthermore, the government should modify educational curriculum by considering the students' historical and cultural background. The education that the schools provide to the children must reflect their culture. This will make the education they get to be relevant and applicable in their context. The education should therefore consider the students' geographical situation, the economic activities, the political and economic situation and the like. Therefore, School culture is essential for schools and educational systems to support cultural responsiveness and effectiveness in schools. A good school has its culture that necessitates the best of students and teachers in both realms doing their best work and being one's best ethical self. Performance and ethical excellence are instantiated from a positive school culture (Dogan, 2017).

Further, the role of school culture in enhancing quality education concurs with the behaviourism theory that guided this study. Behaviourism theory believes that the way people behave in the society or institution determines their success, effectiveness and inclusivity. Indeed, the relationship between behaviourism theory and school culture was evident in the schools the researcher visited.

The school culture was found to be very crucial in inclusive education. This is because the totality way of life at the school setting definitely affects every one's behaviour in the school environment. This is supported by Kampen, (2019) who argues that school culture will always shape the behaviour of every school member.

In this regard, for inclusive education to be implemented, the schools must have inclusive culture which embraces inclusion and diversity. Therefore, inclusive education is a product of an inclusive school culture. An inclusive school culture opens doors to everyone, embrace diversity and promotes cooperation, team working and love among the school members. We can therefore not expect inclusive education implemented at a school which has no inclusive

culture.

5.1.4 The role of school leaders in building the school culture

Through interview, most of head teachers, Quality assurance officers and ward Education officers agreed that the school leaders have a big role to play in promoting a positive school culture that embraces, cooperation, diversity and inclusion within a school setting.

The findings of this study concur with the study done by Zollers, Ramanathan and Yu (1999) who asserts that "A school culture that prioritizes the building and maintaining of positive relationships is fundamental to the establishment of an inclusive school". This means that the school culture should be open to welcome every one despite his/her situation, rich or poor, disabled or not disabled so as to embrace inclusion.

As stated, leadership is very important in the realization of inclusion at a school. This is because all school activities are planned, implemented and coordinated by the school leadership. Therefore, it is the responsibility of the school leadership to cultivate a culture which is inclusive so as to accommodate the needs of different people/groups within the school (Kalkan, Aksal, Ganzi, Atasory & Dagli, 2020).

Generally, school culture is defined as the representation of how things are done which is vital for the advancement of inclusive practices. School administrators and teachers play a vivacious role in augmenting inclusive practices through their performance of their duties. The school culture features such as the outcome-based curriculum and ecological assessment appear to have the impending to influence the outcome of the procedure of inclusion (Rombo, 2007).

Therefore, school culture is nurtured by the school administrators and the teachers and ultimately shapes the behaviors of individual people within the school and ultimately determines the presence of inclusion within that particular school. This eventually communicates that; the school culture contributes a lot in the realization of

inclusion in a particular school (Dogan, 2017).

The findings of this study and the literatures from other scholars discussed above, concur with Behaviorism theory that guided this study. The school culture is made up by individual behaviors within the school. The behaviors of the teachers and school administrators nurtures the school culture (Rombo, 2017). In this regard, the school culture which is made by the behaviors of individuals in the school determines the type of school, if it embraces inclusion or not. Therefore, the school behaviours (Behaviourism) determine the school culture which in turn determines the type of school (Inclusive or Non-Inclusive). In this regard, for the school to have inclusive culture, there should be comprehensive leadership, extensive vision of school community and shared language and values. In fact, cultivating an inclusive culture within a school community can significantly contribute to the accomplishment of an inclusion within the school (Zoller, Ramanathan & Yu, 1999).

VI. CONCLUSION

The study findings reveal that school culture plays a major role in the implementation of inclusive education. This is because, the school culture shapes the behaviors, relationships, time table and activities within the school setting. The school culture is therefore a walking stick in which the school operates. Heads of schools have a big role to play in the creation of school culture. Therefore, heads of schools are the main players in the realization of inclusive education in their respective schools. This is because, the culture they create in their schools determines the nature of inclusiveness that prevails in the schools.

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Enhancing Entrepreneurship Education in Ordinary Secondary Schools to develop Employment opportunity: A case of Kinondoni District Dar Es Salaam -Tanzania

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Abstract

This study aimed to enhance entrepreneurship education toward preparing secondary school students at Kinondoni District Dar es salaam in Tanzania for the creation of employment opportunities. The study aimed at assessing the roles of Entrepreneurship Education in developing employment opportunities for ordinary level secondary schools. The study employed a mixed-method design in examining these phenomena. One hundred and nineteen (119) participants were conveniently sampled and heads of schools were interviewed within 6 weeks. Questionnaires and interview guides were used to collect data hence quantitative data were analyzed descriptively with the aid of SPSS version 22. All qualitative data obtained in the study were thematically analyzed. The study found that Entrepreneurship Education is a very crucial as it prepares student to be good citizens. Also, in today's environment of unpredictability, dynamic job market, and new technologies, are progressing with each passing day and the current generation is progressing towards a future without any inevitability. They might take years to master a particular trade or skill but with time it might disappear from the market, therefore destroying students' careers. The study concluded that teaching entrepreneurship as a study in education has to move beyond listing strategies for raising capital. Students need also to be equipped with skills enabling them to deal with negative attitudes, competition from cheap imports, and the choice of appropriate technologies. There is a distinguished need to improve training programs and make changes in the education system in Tanzania; there is also a need to develop entrepreneurs who would be able to navigate through local troubled waters.

Keywords— entrepreneurship education, job employment.

I. INTRODUCTION AND BACKGROUND TO THE STUDY

Success of an individual or society is not the results of taking one good choice or step. Really success requires planning of strategy after strategy and commitment to the planned strategies. Failing to have a strategy plan leads to emergency of challenges. A review of literature have identified how entrepreneurship education is vital to the social and economic development of an individual and society as a whole. However, the provision of entrepreneurship education has been minimal, little is taught theoretically but not linked to practical (Muhura, 2013). Nevertheless, some students engage in entrepreneurship after graduating just to overcome economic challenges. Aluwong, (2010) claimed that there are some limitations to this such as poor capital and training which prohibit the progress of entrepreneurs. In

Tanzania, entrepreneurs do not have proper formal training and most are based on informal training within the environment by imitating people practicing entrepreneurship. Gangi (2015), entrepreneurship education is one of the faster-growing fields of education; it is considered as a solution for global competition and job creation. It is obvious that most stakeholders view entrepreneurship in terms of its economic roles, which are centered on new ventures creation, which in turn create jobs, intensify competition, and may even increase productivity. Kuratko (2015) suggests that entrepreneurship is concerned with the mindset that views new venture creation as a focal aspect of entrepreneurship. Students should be well prepared by teachers to enter into new venture creations which enable them to understand and utilize all business opportunities within their local environment.

Entrepreneurship education on its broad meaning seeks to promote and provide learners with skills, attitude knowledge, and motivation for entrepreneurial success in a different aspect. Entrepreneurship education has the power to equip the young generation with function and skills and knowledge to build up their traits, attitudes, and vision (European Union, 2006). The economic development of many nations we see today has reached high development because of entrepreneurship. China at large is a clear good example of impressive economic development which was a result of the promotional of entrepreneurship from grass roots and put a strategic plan in the school curriculum, so students learn entrepreneurship education from elementary school to university level. It's normal to find a Chinese aged creating a mobile phone or any device in communication, while in Africa University students can't do such a thing because in Africa Entrepreneurship is less concerned with the education system. (Ruskovaara and Pihkala, 2015). Many people think that entrepreneurship just starting a business and making money. But there is a lot covered on it, it is more than that. Entrepreneurship is a unique way of people's life and mindset in which different people innovated and try to solve their daily problems and sometimes create value in the society, (Falck et al., 2016)

In Tanzania people look at entrepreneurship as "being matching guys" (MACHINGA), this gives out a wrong impression to students in school when introducing this matter, they forget that entrepreneurship is a driving force of restructuring an economy moving to a market economy. Entrepreneurship education is a form of training that prepares learners to be loyal, respected, responsible, and enterprising. It helps learners to develop skills, knowledge, and attitudes necessary to achieve the target goals set out for themselves. People with entrepreneurship are indeed more employed because of their different skills gained. In other countries across the world such as Finland, pre services training for teachers and the country's education providers are essential to developing entrepreneurship skills among students, (Clement, 2016).

From the above stated standing points, it should be well known that the transformation of education today to reflect the current global demand for entrepreneurship skills is inevitable. Maina, (2014), students' demand for entrepreneurship education is said to be a result of changing the structure of the economy, downsizing by larger companies, changing business patterns, movement to different markets, and increasing policy attention. According to Henderson and Robertson (2000), in the study of entrepreneurship for self-employment, report that Entrepreneurship education will enhance students' and school leavers to learn entrepreneurial capacities to overcome the problem of unemployment and ability to

utilize economic opportunities in the society. Njorege and Gathungu (2013) in the study of the effect of Entrepreneurship Education and Training on the development of small and medium found that in Africa, the key to the success of implementing entrepreneurship education is through education and training that depend on state learners. Some of the African countries such as Nigeria entrepreneurship Education has become a compulsory course for all students in basic education by considering the student's area of specialization (Babatope, 2011).

Entrepreneurship education in Tanzania is not new but has a long history in the education system since 1967 during education for self-reliance. During that time, all levels of education, especially primary education focused on molding young people ready for productive activities, especially in the agricultural sector (Maina, 2014). Some of the policies developed in the country to promote the adoption of entrepreneurship education skills include; -The National Higher Education Policy of 1999 focus on producing graduates who could be able to cope with the changes of demand of the labor market by equipped with entrepreneurship education (URT, 1999). SME Policy (2003) where focus on self-employment ideas based on employment creation in collaboration with National Economic empowerment policy, 2004 which focus on broad E-skills, Tanzania Institute of Education (TIE), Tanzania Commission for University (TCU), and National Employment Policy, 2008 all focus on employability skills among graduates as well as the proposed link between government and education institution. The recent Education and Training Policy (2014) focuses on promoting the Education for Self-reliance philosophy (URT, 2014). Furthermore, Muhura, (2013), explain the low levels of entrepreneurship skills for graduate and university as well colleges are blamed to produce more job seekers than job creators. URT, (2003) suggests that entrepreneurship enables them to face the competition of starting their firms.

In exploring the gap in policy aspect in Tanzania, entrepreneurship as a skill is not well addressed. When you read the Higher Education Policy of 1999, it emphasizes also the need for training institutions to review their curriculum so that they integrate the teaching of entrepreneurship (URT, 1999a). Even a reform of the Education policy of 1995 to the current policy of 2014 was expected to come out with entrepreneurship education as one of the core points among the solutions for job employment creation, but it is not clear. Therefore, the study will assess how entrepreneurship education will help students in the creation of employment opportunities and address some of the challenges and a way forward in

enhancing employment creation opportunities for ordinary level secondary schools students as outlined on the school curriculum. The objective of this study is sought to assess the roles of Entrepreneurship Education in developing employment opportunities for students

II. LITERATURE REVIEW AND THEORETICAL FRAMEWORK OF THE STUDY

This study employed Social Development Theory of learning under the constructivism paradigm. The theory was originated by Lev Vygotsky, a Russian psychologist who lived 1896-1934 during Russian Revolution. His work was published in 1962 (Newman and Holzman, 2013). Constructivism learning paradigm posits that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Constructivists include Vygotsky, Piaget, Dewey, Vico, Rorty & Bruner. They believe that knowledge is constructed based on individual experiences and hypothesis of the environment. Learners continue to test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge. The learner is not a blank slate but brings past experiences and cultural factors to a learning situation (Newman and Holzman, 2013). Vygotsky theory was an attempt to explain consciousness as the product of socialization. For example; in the learning of language, our first utterances with peers or adults are for the purpose of communication but once mastered they become internalized and allow ‘inner speech.’ Vygotsky believed that speech and writing are tools developed from the culture to mediate social environment. These tools first help children to communicate their needs and later to develop higher order thinking skills. Constructivists posit that learning and human development are richly collared by social and cultural context in which people find themselves. Ethnicity, social class, gender, family life, history, self-concept, and the learning situation all influence an individual perception, thoughts, emotions, interpretation, and responses to information experience. The theory is holistic on the source of knowledge which leads to cognitive development. ‘More knowledgeable other’ who include the teachers, parents, peers, machines, and any other individual with more knowledge who as sources of knowledge. The theory also recognizes that a learner is not a blank slate and brings past experiences and cultural factors into learning situation (Newman and Holzman, 2013). Apart from classroom experiences, home experiences, community experiences and other out of classroom experiences all play a part in how a child acquires literacy and numeracy skills. The theory gives

suggestions on how educators can impart skills for example through collaborative learning and scaffolding. This theory advocates collaborative learning suggesting that group members should have various levels of ability for the less able learners to learn from the advanced peers. Since social interaction plays a fundamental role in the cognitive development process, the avenues of social interaction which include home and school environment should be consciously structured to promote learning from the ‘more knowledgeable other’ (Newman and Holzman, 2013). The teacher or more advanced peer can help to structure or arrange a task so that a pupil can work on it successfully. This theory also advocates collaborative learning suggesting that acquisition of literacy skills can be enhanced by grouping different ability learners so that advanced learners can help the less skilled learners.

The roles of Entrepreneurship Education in developing employment opportunities

Entrepreneurship education prepares the youths to be responsible and enterprising, Raposo and Paco (2011). In a similar vein, UNESCO (2008) viewed educational entrepreneurship as all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. In essence, educational entrepreneurship provides a platform for youths to transform opportunities into business ventures and to manage those ventures to become a medium for job creation for themselves and others. Enu (2012) argues that the ultimate goal of educational entrepreneurship is all about increasing the student's ability to anticipate and respond to societal changes. In other words, through educational entrepreneurship, students are equipped to deploy their creativity ability for the good and benefits of the larger society. They are also empowered to take initiative, responsibilities, and risks. According to Brush (2014) and Kuratko (2005), entrepreneurship education within a school generally consists of a nested set of activities, including curriculum, curricular activities, and research efforts. In other words, the decisions around entrepreneurship education include everything from learning objectives, topics covered, selection of materials (including cases, exercises, and concepts), pedagogy, and delivery mechanisms Patricia et al (2010).

Lack of a sustainable environment and availability of resources may pose constraints that arguably may influence the development of entrepreneurial intentions (Reynolds et al. 2002).

Scholars highlight the role of hard and soft infrastructures, stronger institutions for tax and regulations, and easy access to finance may support entrepreneurial actions

(Maina2014; Nwekeaku 2013; Ihugba, Odie, and Njoku 2014)

Kalmias (2004, 2016) assessment of the current state of entrepreneurial education is that the actual curricula still fall short of the prescriptions of the Framework, which may take years to fully implement. A leading problem in the implementation of the guidelines is the tradition of rote learning in many Tanzanian colleges (Kalmias and Herman, 2016). Gibb (2006) claims that rote learning is fundamentally at odds with building entrepreneurial attitudes among Tanzanian youth as it precludes the mastery of active engagement skills and assumes that independent thinking is inferior to absorbing already available information. This observation corresponds to Hytti and O’Gorman’s (2004) that in order to improving entrepreneurship education and is one of the challenges the intervention they propose seeks to address.

As Tanzania's economy is still dominated by the industry and construction sectors—22.2 percent of GDP come from these sectors (National Bureau of Statistics, 2013), this education strategy is a rational response to currently-dominant economic conditions. However, in the future, Tanzania will likely need to shift from its dependency on foreign investment in industry, especially in areas such as the provision of local services where such investment falls short of addressing pressing issues. Mwasalwiba (2012), in his discussion of entrepreneurial attitudes in Tanzanian higher education, identifies the expectation placed by the system on graduates that the most prestigious and secure form of labor is salaried employment. Currently, a predominant cultural narrative is that being an entrepreneur equals not being able to find employment elsewhere. Salaried employment provides a relative measure of security of future income streams, which for many households, especially those who have invested substantial resources in the higher education of their children, is a priority.

As discussed previously, changing such attitude would necessarily involve a more holistic effort that involves not only educational authorities and curriculum designers but also the g ILO (2012) (11) Argues that one of the main reasons for the high unemployment across the world over is the growing mismatch between supply and demand of skills. Further, the report also notes that in some countries there is an excessive supply of skilled workers but a shortage of skilled jobs. This is the result of insufficient material for entrepreneurship education as well as pedagogical support from experts.

In Finland, entrepreneurship education is part and parcel of the core subject, in Nigeria youth are trained on how to utilize their natural resources such as in renewable

energy technology and green, in Rwanda Entrepreneurship education, is a core subject, but not the same as Tanzania. Kalema, 2018 argues that self-reliance education is a core subject in Tanzania's curriculum but due to the reformation of the national curriculum now is not. Many scholars give their views towards entrepreneurship and employment creation. Hytti and O’ Gorman (2004) in their assessment of entrepreneurship education and its role in the development process, claim that entrepreneurship education considered as an intervention should seek to achieve three main goals which include creating awareness of entrepreneurship, the opportunities for engaging and profitable work it offers, and the good it could do for society. Although it is often assumed that many young people have positive attitudes towards starting their own business and working on their terms. The Entrepreneur education benefits the students in decision making. For example, in university-level Economics classes, entrepreneurship simulation software could be used to expose students to the decision-making process involved in a business (Chiraka et al, 2013). Hytti and O’Gorman (2004), suggest that Entrepreneurship Education should be the core pedagogical component that helps to change their attitudes, ideas, and skills and what they can do for employment creation in Tanzania. Yagoub (2013) recommended that educational leaders in developing countries should have to develop the integration of students' self-reliance and self-business programs in the education policy with self-employment topics in every program across all levels to ensure all youth in the country get self-employment intention developed. Ajayi & Ademokun (2010) seek to investigate the impact of entrepreneurship training and the availability of ancillary credit using a combination of qualitative and quantitative data.

III. METHODOLOGY

The study adopted a mixed research approach embracing qualitative and quantitative approaches. The target population of this study includes 2350 education stakeholders comprised into five (06) categories of the unit like, District Education Officer (DEO), Heads of Schools, Teachers, and Students from this population is where the sample size was **119** participants. This study integrates both probability and non-probability techniques. Stratified sampling, a simple random sampling procedure, on the other hand, was used to select teachers and students to represent the entire population of the study. Therefore, a non-probability sampling participant has no chance to be selected in the study and the research was adopt purposive

sampling which does not give chance to every individual to be selected.

IV. FINDINGS

The study found that the benefit of entrepreneurship includes promoting creativity; enhancing unity, cooperation and employment opportunities. Furthermore, it should be taught as a separate subject that gives essential life skills such as the innovative approach to solving real-world problems, or as a topic in Civics to be taught as part

Table 1 How Entrepreneurship Education is taught in the class (n= 81)

Statement	Respondents	Percentage
Is taught as separate subject	10	12.3%
Is intergrated in subject because of curriculum	31	38.2%
Is not taught at al	25	30.8%
It is in science subjects	15	18.5%
Total number of respondents	81	100%

Source:Survey Data, 2021.

Table 1 shows that about 38.2 percent of all respondents proved that entrepreneurship education is integrated into the subject because of the curriculum when compared to Finland, Japan, and China, to the entrepreneurship is part and parcel of the school curriculum and, is mandatory to be taught by all learners for their national development, also the scanner with Nigeria and Ghana in West Africa. On other hand, 30.8 percent of teachers proclaim that Entrepreneurship Education is very important even though is not taught as a subject rather than integrated into another subject. It was revealed during the analysis of the data that about 100 percent of heads of schools who were interviewed also agree that, Entrepreneurship Education is a fundamental subject but ignored to be taught as a separate subject, Elders once says, "He *who does not know one thing knows another*" here they mean that when we think that students are not knowing things, it's not true they know a lot. During the interview one of the school head(s) explained;

“ Entrepreneurship education has arisen out as a demanding subject to be mastered by Tanzania Students despite their age. With each passing day, as the

of that subject. So, having entrepreneurship as a subject will enhance learners' employment creation skills.

In today's environment of unpredictability, dynamic job markets and new technologies are progressing with each passing day and the current generation is progressing towards a future without any inevitability. They might take years to master a particular trade or skill but with time it might disappear from the market, therefore destroying students' careers.

works are getting inadequate owing to numerous reasons such as technological advancements and population growth, the entrepreneurship option can be seen as a noteworthy carrier option among the current generation. Contributing suggestively to economic growth, entrepreneurship also generates plentiful job perceptive. As a result of which, the government should be understood that the young generation has to be encouraged to be motivated in so-called Entrepreneurship education, (Interviewee B July 2021).

This findings implies that entrepreneurship education is very crucial hence, it has to be adopted in all secondary schools in Tanzania so that learners could graduate with knowledge and skills, which would enable them to employ themselves. Looking at the situation of graduates nowadays they complete their education without skills.

Table 2 Entrepreneurship education activities within the school (n= 119)

Statement	Never	Several times	At least a week	everyday	Once per month
Topic on entrepreneurship	0	35	10	5	10
Doing practical works	10	2	2	0	15
Extra-curricular	3	12	5	10	30
To raise the level of awareness	0	5	5	10	35
Integrative and reflections learning	0	10	15	15	20
New venture creation	0	5	10	15	30
Project or young enterprise	40	0	5	5	10
Producing and selling products	60	0	0	0	0
Students companies playing experiment	60	0	0	0	0
Inculcate entrepreneurship behavior	20	20	15	3	2
Role models for students in entrepreneurship	2	30	20	4	4
Entrepreneurship spirit	0	10	10	15	25
Entrepreneurship competences	55	2	2	1	0
Practical entrepreneurship organization small venture	50	1	2	3	4
Economic activities	2	2	16	0	40
Financial management skills	35	5	5	5	10

Source: Survey Data, 2021.

Table 3 shows several topics teachers perform on entrepreneurship at least per week that makes 35 percent of practices compared to theoretical teaching. Creativity and innovation, the extra curriculum also is practice is some encompassing in some schools, hence entrepreneurship education generally is taught below the average and it needs to be taught as a separate subject from elementary school to University level to compete with other countries in socio-economic development in the world.

An Interview with participants one of the respondents commented that:

As teachers, we always try our level best to teach this young generation about entrepreneurship skills, we must understand that education should be for liberation and not for show off, learners have to come to senses that employment is an opportunity if we build the strong foundation to students concerning self-employment we can rich to our goals instead of waiting for a color job (Interviewee A, June 2021)

The role of Entrepreneurship Education for employment opportunities creation for ordinary secondary schools' students.

The drive force of this study also is to find out about employment opportunities creation for ordinary secondary schools' students. It was found out by the researcher that; Entrepreneurship education allows students to study and creates an interdisciplinary environment to work and develop in. When interviewed school heads, students and District Education commented that, they prepare students for uncertain future and make the world a better place. When responding to the question one of school head in school X commented that;

“ Deep down our soul we know that the jobs once existed decades ago, are nowhere to be found in the present situation. In the unpredictable and dynamic market, modern technologies are progressing in each passing day and the current generation is progressing towards a future without any inevitability. They might take years to master a particular trade or skills but with time it might disappear from the market resulting in

destruction in student's careers. By learning about entrepreneurship, one door will always be open for venturing into if the things do not turn out as anticipated."

Another head of school D when interviewed she said,

Teaching entrepreneurship skills through school is a process and it is highly recommended by

Table 4. 1: How often do you do the following entrepreneurship education activities within the school?

Statement	Never	Several times	At least a week	everyday	Once per month
Topic on entrepreneurship	0	35	10	5	10
Doing practical works	10	2	2	0	15
Extra-curricular	3	12	5	10	30
To raise the level of awareness	0	5	5	10	35
Integrative and reflections learning	0	10	15	15	20
New venture creation	0	5	10	15	30
Project or young enterprise	40	0	5	5	10
Producing and selling products	60	0	0	0	0
Students' companies playing experiment	60	0	0	0	0
Inculcate entrepreneurship behavior	20	20	15	3	2
Role models for students in entrepreneurship	2	30	20	4	4
Entrepreneurship's spirit	0	10	10	15	25
Entrepreneurship's competences	55	2	2	1	0
Practical entrepreneurship organization small venture	50	1	2	3	4
Economic activities	2	2	16	0	40
Financial management skills	35	5	5	5	10

Source: Survey Data, 2021.

Table 4.11 show that, teachers do topic on entrepreneurship several times, they do practice at least a week that makes 35% of practices compared to theoretical teaching. Creativity and innovation, extra curriculum also is practice is some encompassing in some schools; hence entrepreneurship education is taught below the average and it need to be taught as a separate subject from elementary school to university level to competent with other countries in socio economic development in the world.

In Interview other Head of school was quoted,

"As teachers we always try our level best to teach this young generation about

many scholars that students be left free to find their calling through it. Teachers should also be provided guidelines to manage students and help them to foster a pleasant environment for students to grow."

entrepreneurship skills, we must understand that, education should be for liberation and not for show off, learners have to come to senses that employment is an opportunity if we build the solid foundation to students concerning self-employment, we can rich to our goals instead of waiting a colour job"

Students were asked by the researcher on topic that contains Entrepreneurship Education. About 85 were able to mention topics and explained why such topics related to entrepreneurship. Also, teachers were asked the same question and provided the relevant answers to students.

Table 4.8. Topics Mentioned by students that they relate to entrepreneurship

S/N	Topic	Subject	Class/Form
1	Organic	Chemistry (Mentioned by 12 students)	Form Four.
2.	Mining	Geography (Mentioned by 15 students)	Form Four
3	Electrostatics	Physics (Mentioned by 10 students)	Form Three
4	Historia ya Lugha ya Kiswahili	Kiswahili (Mentioned by 12 students)	Form Three
5	Population and Development	Geography (Mentioned by 8 students)	Form Three
6	Chemical Formulae and Equation	Chemistry (Mentioned by 10 students)	Form Four
7	Genres of Literature	Literature (Mentioned by 9 students)	Form 3and 4
8	Industries	Civics (Mentioned by 5 students)	Form 2
9.	None Trading Organization	Bookkeeping (Mentioned by 15 students)	Form Four
10.	Tourism and Life skills	Civics (Mentioned by 80 students)	

Source: Field study, 2021.

Table 4.13, shows the topic that are related with entrepreneurship mentioned by students. This proved that even students have some sense of entrepreneurship education despite of being an independent subject.

The researcher asked the students on how the mention topics related to entrepreneurship skills.

Student X when asked about “ How Organic in Chemistry related to entrepreneurship education?” He replied that;

“ Tumejifunza kutengeneza, sabuni, dawa na hata mbolea za asili sasa huoni ushahidi tosha wa uhusiano wahi imadana ujasiliamali (We learn how to prepare alcohol, soap making, fertilizers for agriculture this real proved the relationship between Organic topic and entrepreneurship)”

Responding to the question “Can you relate any topic from Book-keeping and Entrepreneurship?” during focused group discussion, another student Y said;

“Yes, book-keeping plays a key role in Entrepreneurship, topics like Cash book, Non-Trading Organization, Profit, and loss account, prepare one to be a business person, we taught how to control money we call it financial skills. As a student I understand how to manage money, marking budget and how to start a business the same applied to commerce as a subject.”

Also when responding to the interview, School Headmaster in School C narrated that,

“ Entrepreneurship education supports students from all socioeconomic upbringings’ to think creatively and encourage avant-garde talents

and skills. It creates opportunities, ensures social justice, implants confidence, and stimulates the economy. Entrepreneurship education is a lifelong learning process, starting as early as straightforward school and progressing through all levels of education, including adult education unfortunately in our education system we are don’ t take it in deep though politician real annoyed this truth their good in preaching what they don’ t practice unasema fanyeni kazi ama kazi iindelee je tumejenga mifumo bora ya elimu kwa vijana kujiandaa or is just a slogan.....”

School Head in School B replied that,

“The world is always in need of good leaders for guidance. The students who are attracted to make a difference will certainly pathway. While learning about entrepreneurship skills at early age, the students tend to integrate new skills and start thinking like a leader. Beneficial especially for women entrepreneurs, the leadership skills will coerce them to create their own identity by justifying the existing gender gap in the corporate world.”

During the interview with District Education Officer on the same question based on objective number one, he commented that,

“Our world is changing rapidly no doughy on that, and we are voyaging progressively towards a generation equipped with more technical knowledge and encroachment. The

future belongs to the innovators and leaders. Our education system needs to adapt accordingly. Basic entrepreneurship programs will emerge as a path-breaker and trend-setter providing quite a beneficial initiative for future generation..."

Based on the question and interview, 95% agree that, Entrepreneurship education allows students to study and creates an interdisciplinary environment to work and develop in. The network and friendships which develop help students to become better connected once they leave school, and help prepare them for long term success.

V. CONCLUSION AND RECOMMENDATIONS

The present findings might help to suggest several courses of action to solve this problem. Based on Objective one which aimed to identify entrepreneurship skills required for employment opportunities created as perceived by teachers to students, it was observed that Entrepreneurship Education is a very crucial subject that prepares students to be a global citizens. The benefit of Entrepreneurships includes promoting creativity; enhancing unity and cooperation and employment opportunities. It should be taught as a separate subject hence it gives essential life skills such as an innovative approach to solving real-world problems, life skills as a topic in civics if the fundamental topic to be taught as a subject.

The study recommends that teaching entrepreneurship has to move beyond listing strategies for raising capital, students need also to be equipped with skills enabling them to deal with negative attitudes, competition from cheap imports, choice of appropriate technologies, and to take advantage of other unique factors. There is a distinguished need to improve training programs in Tanzania; there is also a need to develop entrepreneurs who would be able to navigate in local troubled waters. Generally, Entrepreneurship Education to students proved to be good and important in learning some basics. Entrepreneurship education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient.

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School Principals' Reflective Leadership Skills through the Lens of Teachers at Higher Secondary School of Thimphu Thromde

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Abstract

This research aims to determine the reflective leadership level of school principals through the perceptions of teachers in higher secondary schools of Thimphu Thromde. The study used a descriptive quantitative and inferential test method using the random sample of 122 volunteer teachers. Data were collected using a 20-structured reflective leadership scale. According to the research findings, it is understood that teachers consider school principals' reflective leadership traits to be at a very good level. This finding would contribute empirical evidence of how teachers view their principals' reflective leadership skills in schools, and it would help principals to further improve their reflective leadership skill.

Keywords— reflective leadership, Principal, teachers, self-awareness, careful observation, and flexible response.

I. INTRODUCTION

Bhutan's education journey started with monastic education until 1955 when modern education was first introduced during the reign of His Majesty The Third Druk Gyalpo King Jigme Dorji Wangchuck (Schuelka, 2012). The monastic form of education continues even today and now there is an extensive network of schools and institutes spread throughout the country. The education system in Bhutan had a colonial relic from India and developed its first National Education Policy only in 1976 (Chhetri, 2019). It was in the early 1980s that, the Royal Government of Bhutan took tangible steps away from the Indian education system and adopted a localized curriculum with the implementation of a New Approach to Primary Education (NAPE) in 1986 (Dorji, 2017). However, almost all the school heads were appointed from among the Indian teachers who came to teach in Bhutan because unlike Indian teachers, Bhutanese teachers were less qualified to take headship roles (Gyeltshen, 2020). It was in the mid-1980s that Bhutanese teachers were directly appointed as school heads by the Department of Education inclining with its Bhutanizing curriculum. Those heads of school however lacked the formal training which affected their management practices. Starting from 2003, formal training for school leaders commenced with the introduction of the Master of Educational Leadership

and management course at Paro College of Education (Dorji, 2005).

The role of school leadership has been extensively studied by many scholars in different countries, and some studies have also looked into the Bhutanese education system. Reflective leadership plays a key role in successfully maintaining the operation in organizations and in achieving their far and near objectives. To enable this success in school organizations, every employee in the school should be committed to the development and effective operation of the school organization. A reflective school leader is a leader with a high level of self-awareness and awareness about the people around, who can analyse how everyone in the organization shall contribute to both organizational culture and effectiveness, find ways how to naturally channel those characteristics of people into the operation of the organization, come up with efficient solutions to emerging problems during the entire process, and transform the organization into a contented and productive environment.

Accordingly, a reflective leader should be a critical, problem-solving person with metacognitive awareness, logical thinking, and the ability to generate creative ideas. How these competencies are perceived and assessed by others is just as important as their possession. Therefore, assessing the level of reflective leadership of the school principal based on the perception of one's staff, especially

the most important factor in education; Teacher is one of the most authentic aspects of this study. Since teachers are assigned a high level of numerical thinking ability, they can also be expected to have a higher level of thinking ability. Numerical thinking includes other thinking skills such as critical, creative, and logical thinking that play a big role in relative thinking. It was argued that they would play an important role in understanding and disclosing the high thinking skills of school administrators. Similar works on this topic can hardly be found in the literature. It is therefore expected that this study will fill this gap and, in particular, offer the Ministry of Education (MoE) a perspective to improve the reflective skills of school leaders.

II. PROBLEM STATEMENT

Several studies have shown that the decline in quality of education is due to the classroom pedagogy, technology, and assessment in schools (MoE, 2014; Namgyal, 2013; Sherab & Dorji, 2013; Sherab, 2008) which is a critical attribute in achieving quality of education. More recently, research has highlighted the importance of school leadership in improving the outcomes of a school and its students. Therefore, the role of school leadership has been intensely studied by many scholars in different countries, and some studies have also been examined in the Bhutanese education system. As Somech (2005) noted, it is a school principal who can transform a school environment so that its students and teachers can thrive. Hence, leaders need to understand how their followers perceive their reflective leadership skills in school. The research on the relationship between the leadership style of principals (Sigh et al., 2021; Wangmo, 2021), transformational leadership (Drukpa, 2018; Gyeltshen, 2019; Gyeltshen, 2020), and instructive leadership (Tshering & Sawangmek, 2016; Wangchuk, 2019) on teacher competence (Sigh et al., 2021), motivation (Mittu & Tenzin, 2021) and emotional intelligence (Sigh et al., 2021; Wangmo, 2021) reflects on the critical transformation of a school environment and attributes on the success of its students and teachers. But teachers' perceptions of the teachers on the reflective leadership skills of their high secondary school principals remained unexplored.

III. RESEARCH QUESTIONS

How do higher secondary school teachers perceive their school principals' level of reflective leadership?

IV. PURPOSE OF THE STUDY

The purpose of this study was to examine the reflective leadership skills of principals by teachers at higher secondary schools in Thimphu Thromde. This study will provide empirical evidence of how these reflective skills are perceived and assessed by others. Therefore, assessment of the level of reflective leadership of the school principal is based on the perception of his/her employees, especially the most important factor in education; the teacher, is one of the most authentic aspects of this study. The results of this study would also help school principals understand their role as transformative leaders to further improve and strengthen teachers' organizational commitment to achieving school goals. It would also be proposed to the MoE to initiate training programs for all school principals in Bhutan to build reflective leadership skills to accelerate teacher engagement in the school.

V. LITERATURE REVIEW

Parlakian and Seibel (2001) define reflective leadership as the key to building a relationship-based organization. It is characterized by three important skills: self-awareness, careful observation, and flexible reaction. Reflective leadership is about confidence related to a leader's ability to know themselves, their strengths, and their limits. It implies that a leader is interested and obliged to examine their reactions, thoughts, and feelings about the job. Careful observation means leaders can decipher the meaning of what they see and hear. The concept of reflective practice has a historical basis and a place in the works of Dewey, Piaget, and Lewin (Imel, 1992). These names generally argued in their work that experience is the foundation of learning but also stressed that reflection is a very important concept in learning (Imel, 1992). Later and more contemporary work also emphasized that reflective practices are effective and necessary to effect the intended improvement in educational institutions (Biggs, 2001; Campoy, 2000; Drake & McBride, 2000; Kahne & Westheimer, 2000).

Reflection helps the individual to focus totally on their work, improves their understanding of it, and let enable their colleagues to develop professional practices (Lunenburg & Ornstein, 1996). It sets the scene for the exposure of differences between the theories set forth by individuals and the practices they have implemented based on such theories (Imel, 1992). Reflective practices provide useful solutions for change and foster it as well. Personal reflection includes cognitive, affective, and motivational components. With this personal reflective awareness, the mind observes and discovers to experience itself. The

possible outcome of the personal reflection is the consistency of thoughts, feelings, motives, and behaviors (Goleman, 1995). Reflective practices help uncover implicit questions. These vague questions usually lead to inner contradictions and restrictions and their disclosure provides the opportunity for widening the perspective and producing different alternatives (Pellicier, 2008). The main aim of reflective practices is to let the individual gain awareness, openness, and a deeper sense of success. This deep satisfaction of success is unbound to place, time, and things. It is far from the person's experience and inhabits the mind (Sullivan & Wiessner, 2010). Reflection is used in many fields and the analysis of research in the field of education shows many works in pedagogical practices (Husu et al., 2008; Loughran, 2002). Reflection is also considered a tool for leadership in the analysis of compelling professional problems and situations (Boucher, 2007; Daudelin, 1996; Hill, 2005). Tucker and Russell, (2004), suggest that an individual who is incapable of reflection will also be unsuccessful in every action to solve the problem. In the same way, a leader will have difficulty in defining the problem and developing practices that end without reflection (Densten & Gray, 2001). Reflection is a dynamic process that lets the leaders manage situations and challenges through various precepts and ideas and helps them change their course to a direction they prefer (Daudelin, 1996).

Pellicier (2001) emphasized that without thorough thinking, people are at the risk of being restricted in their actions, and leaders who act without reflection cannot gain the experiences equal to their work time but have a bad work experience all the way through. Leaders, who witness the continuity of their development, actively reflect upon conceptual problems and risks. In this way, leaders continue to grow and they recognize their strengths and weaknesses. In the meantime, leaders who practice reflection develop a leadership model that supports investigation, originality, and reality-based decisions. Successful leaders continuously analyse what they know and what they need to know to identify dangers on hand (Densten & Gray, 2001).

This is related to being open to continuous learning through the inspection of personal presumptions and current practices. The leader who gains this perspective of learning is open to transformations that will affect his/her life thereafter (Amey, 2004). Transformation is related to change and through reflective practices, the individual welcomes change healthily and enthusiastically and responds accordingly. In sum, reflective practice is a system of change that develops individuals' thought processes (Rogers, 2001) and thusly helps them bring forth different aspects and actions (Osterman, 1990). Leaders at

an administrative position who can apply reflective skills during their leadership as a tool become prominent as reflective leaders.

Thus, this research aims to examine the reflective leadership skill of schools principals through the lenses of teachers at Thimphu Thromde.

VI. METHODOLOGY

Research Design

This research employed a quantitative design since many researchers supported that quantitative research design is the best approach to social science research because it provides precise measurements and analysis. Creswell and Creswell (2018) emphasized that in quantitative research design, the researcher will count and classify and create statistical models to explain what is being observed.

Populations and samples

The target population for this study was teachers from four government and private higher secondary schools under Thimphu Thromde. The purposive sampling method was implemented to find out the School Principals' Reflective Leadership Skills through the Lens of Teachers at Higher Secondary School of Thimphu Thromde. According to Creswell and Creswell (2018), these purposive probability sampling methods provide an opportunity for every population to get a chance of being selected representing the whole population. It can also minimize the bias in the results.

Data collections instruments and procedure

The data was collected using questionnaires with 20-closed-ended questions of "reflective leadership scale. The scale rating was developed based on Bhutanese teachers' context to minimize bias. The data were collected from the 122 teachers from four government higher secondary schools. The questionnaires' were administrated through Google form after the prior approval from the school administration and the Dzongkhag office.

Validity and Reliability of the research instruments

According to Livingstone (2012), "validity is a measure of the degree to which a research instrument measures what it is meant to measure". Firstly, the proper selection of data collection tools to minimize bias and survey questionnaires was modified to fit in the Bhutanese context. The validity of the questionnaires was also discussed with the experts.

Reliability is the measure of the degree to which a research instrument produces stable and consistent results. To develop the reliability of questionnaires, a pilot test was carried out with 50 teachers and tested the Cronbach Alpha value and found 0.932. According to Creswell and

Creswell (2018), research will be reliable if the value ranges from 0.70 to 0.95.

Ethical Consideration

A proper channel ethical approval was obtained from Chief Dzongkhag Education Officer (CDEO), Thimphu Thromde. The requirements for the research including the consent forms, cover letters, and questionnaires were administered through the personal email of the participants. The privacy, dignity, well-being, and freedom of the participants were preserved and protected at all times. The research has maintained the privacy and anonymity of respondents at all stages. The response sheets from the participants were kept protected on the laptop and also in a pen drive. The study also acknowledged all the works of other authors used in any part of the research with the use of a standard referencing system.

Data analysis

Statistical measurements (SPSS) were employed to analyse the quantitative data. The data collected were subjected to descriptive as well as inferential tests. The structured questions were analysed using mean (M) and standard deviation (SD) to understand the levels of reflective leadership skills of principals through the lens of teachers. The difference in viewing the reflective leadership skill of

School principals between the demographic variables such as gender, qualification, and teaching experience of teachers was analysed using the inferential test.

VII. RESULTS

The reflective leadership skills of the school principals were determined using the three important skills: self-awareness, careful observation, and flexible response.

Self-awareness

Table 1 shows the participants’ responses to the survey questions related to the self-awareness of school principals on a scale of 1 to 5 as indicated earlier. The higher mean scores indicate a greater level of agreement to the survey items and vice versa. Self-awareness refers to a leader’s ability to know herself, her strength, her limitation, her thoughts, and her feelings about the work. The strives for continual learning (M=1.59), seek feedback (M=1.95), Learning from mistakes (M=1.81), showtime for the organization (M=1.51), Maintaining an optimistic outlook (M=1.81), and innovative solutions (M=1.77) are cited as important skills to determine the self-awareness of schools principals.

Table 1. Self-awareness skill of school principals from the higher school under Thimphu Thromde

Items	M	SD
I1. Strives for continual learning and applies that knowledge in any activities in school.	1.59	.57
I2. Regularly seeks feedback on his/her performance and takes feedback into actions for improvement.	1.95	.99
I3. Takes ownership for decisions and accepts responsibility when things go wrong. Learns from mistakes.	1.81	.89
I4. Showtime for organization, particularly during difficult times.	1.51	.56
I19. Maintains an optimistic outlook and focuses on the positives in difficult situations.	1.81	1.94
I20. Generates innovative solutions to effectively resolve any issues in the organization.	1.77	1.08

Careful observation

Table 2 shows the participants’ responses to the survey questions related to the careful observation of school principals on a scale of 1 to 5 as indicated earlier. The higher mean scores indicate a greater level of agreement to the survey items and vice versa. Careful observation means that leaders are skilled at knowing about the meaning of their own and others’ behavior, tones of voice, body

language, reactions, and consequences of any events. Controlling emotions (M=1.90) anticipates conflict (M=1.81), treats people fairly and equitably (M=1.84), good listening skill (M=1.77), acknowledges other’s opinion (M=1.86), set performance standards (M=1.72), achievement of organization’s standard (M=1.72), engaged organizational activities (M=1.61), and Consults with other

colleagues (M=1.67) are cited as important skills to determine the careful observation of schools principals.

Table 2. Careful observation skill of school principals from the higher school under Thimphu Thromde

Items	M	SD
I11. Stays in control of emotions and does not react negatively.	1.90	.89
I12. Anticipates conflict and uses appropriate strategies to resolve conflict in the organization.	1.81	.73
I16. Makes decisions for the organization's good without favouritism or bias and treats people fairly and equitably.	1.84	.95
I17. Focuses on gaining a clear understanding of others' comments by listening, asking clarifying questions, and reflecting.	1.77	.75
I18. Acknowledges others' opinions and offers a convincing rationale and makes a strong case, without getting personal or aggressive.	1.86	.79
I5. Sets performance standards and conducts regular reviews for long-term benefits.	1.72	.66
I6. Recognizes and mitigates threats to the achievement of the organization's standard.	1.72	.68
I7. Always engaged in organizational activities to instill optimism and enthusiasm in others.	1.61	.56
I8. Consult with other colleagues to assess the key issues of the schools to develop solutions with long-term viability	1.67	.72

Flexible Responses

Table 3 shows the participants' responses to the survey questions related to the careful observation of school principals on a scale of 1 to 5 as indicated earlier. The higher mean scores indicate a greater level of agreement to the survey items and vice versa. The flexible responses require that leaders should know their staff-what their

styles are, how they work best, what motivates them, their strengths, and areas for development. Nurturing talent (M=1.77) identifies the strengths/weaknesses of colleagues (M=1.95), Encourages collaborative work (M=1.54), works collaboratively (M=1.68), and Provides opportunities (M=1.70) are cited as important skills to determine the flexible responses of schools principals.

Table 3. Flexible responses skill of school principals from the higher school under Thimphu Thromde

Item	M	SD
I9. Identifies and nurtures talent. Provides talented people with access to targeted and 'stretch' development opportunities.	1.77	.79
I10. Always identifies the strengths/weaknesses of colleagues and provides clear, constructive, and timely feedback.	1.95	.88
I13. Encourages colleagues to work together in the organization.	1.54	.66
I14. Works collaboratively and cooperatively and reward those behaviors in others.	1.68	.68
I15. Provides colleagues with the opportunity to build their capability and nurture talents.	1.70	.70

Differences in the levels of reflective leadership skills perceived by teachers based on demographic variables such as gender, qualification, and teaching experience.

Table 4. ANOVA results based on demographic variable

Demography	Variable	N	M	df	f	Sig.	Post Hoc
Gender	Male	48	1.53	1	2.02	.15*	
	Female	74	1.70	120			
Qualification	Master	45	1.67	4	.80	.52*	.68*
	PgDE	46	1.58	117			
	B.Ed	26	1.69				
	Degree	5	1.40				
Teaching Experience	< 20 yrs	23	1.47	3	.42	.73*	.63*
	15-19 yrs	26	1.76	118			
	10-14 yrs	35	1.60				
	5-9 yrs	31	1.70				
	> 4 yrs	7	1.50				

A one-way ANOVA was conducted to determine if the teacher demographic variables exhibited a difference in the way teachers perceive their principal reflective leadership skills as shown in Table 4. There were no observable statistically significant differences perceived by teacher’s gender, qualification, and experiences using the Anova test. Tukey’s post hoc analysis also revealed that teachers perceived no observable statistically significant differences among those variables.

VIII. DISCUSSION

The purpose of this study was to examine the reflective leadership skills of principals by teachers at higher secondary schools in Thimphu Thromde. This study will provide empirical evidence of how these reflective skills are perceived and assessed by others. Therefore, assessment of the level of reflective leadership of the school principal is based on the perception of his/her employees, especially the most important factor in education; the Teacher, is one of the most authentic aspects of this study. The finding of the study indicated a very good level (M=2) of reflective leadership skills practiced by the four government higher school principals under Thimphu Thromde. Furthermore, the study confirmed that there were no observable statistically significant differences perceived by teachers’ gender, qualification, and experiences on reflective leadership skills of the principals.

The current study was carried out in line with the study by Parlakian and Seibel (2001) which define reflective leadership as the key to building a relationship-based organization. The reflection helps the individual to focus

totally on their work, improves their understanding of it, and let enable their colleagues to develop professional practices (Lunenburg & Ornstein, 1996). The study suggested that principals of higher schools under Thimphu Thromde need to move away from a positional approach to a reflective leadership approach.

Based on the findings of this study, the fact that teachers perceive their school principals’ reflective leadership skills to be at a very good level is very hope-inspiring. This finding not only shows that reflective leadership is a natural asset of school principals without any specific training on the subject, but also that this skill can be enhanced through training (Sullivan & Wiessner, 2010). School principals’ awareness of their relationship with their followers as reflective leaders can rise (Ollila, 2000) and their awareness of themselves and others can be further developed. In this way, a big contribution can be made to their reflective leadership skills, which -in a way-means life-long learning as well.

The results of this study provide several practical implications for further improvement of reflective leadership skills in Bhutan, and even more so among school leaders. This study is aligned with some key policy documents such as Bhutan Civil Service Rules and Regulations ([BCSR], 2018) which highlighted that civil servants of Bhutan in leadership positions are equipped with the right competencies to enable them to become an effective leader. In section 26.7.2 the effort will be to ensure that civil servants in leadership positions have a clear idea of what is expected from them and receive the necessary training that covers the development of desirable leadership traits as per the Leadership Capability

Framework and domain expertise required for the appointed position. The study indicated that, although the reflective leadership skill of school principals was at a very good level, there was room for the principals to further improve their reflective skills.

A strong positive relationship between school leaders and teachers needs to be built with more modern approaches than just taking leadership roles. Therefore, the way school leadership functions in a given situation need to be realized to achieve better employee engagement and organizational productivity. Thus, the Ministry of Education in Bhutan may look forward to providing continuous and sustained PD programs progressively to principals to ensure professional standards of dynamism, calculated risk-taking, strategic planning, content knowledge on curriculum, and reflective leadership skills.

IX. CONCLUSION

The purpose of this study was to examine the reflective leadership skills of principals by teachers at higher secondary schools in Thimphu Thromde. According to the findings teachers perceive the level of reflective leadership of their principals as very good. Their perception of school principals is not affected by the teachers' gender, qualifications, and experiences. The study suggested that principals of higher schools under Thimphu Thromde need to move away from a positional approach to a reflective leadership approach. This study puts forward very important results regarding the reflective leadership levels of school leaders in the Bhutanese educational context.

X. LIMITATION

Data was collected using only the quantitative approach of four higher secondary school teachers and their perceptions on principals' reflective leadership skill practices. Therefore, the finding cannot be generalized to all the schools in Bhutan. However, future studies could employ mixed method studies to include interviews and open-ended techniques to gain a better understanding and insights from teachers.

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The Color Purple: Reflections on *The Second Sex* and Gender Issues

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Abstract

In this paper, we shall look at Alice Walker's *The Color Purple* in the light of Simone De Beauvoir's *The Second Sex* and analyse Celie's transformation from the 'Other' in De Beauvoir's terms to 'Self' in the course of the novel and how she grows up to speak for herself from being apparently silent under the oppression of her step-father and then her husband. We shall however question as to whether her 'voicelessness' can be considered equivalent to silence as she never stops from recording her experiences and emotions in her diary which is also a mode of expression. We shall also compare and contrast Celie, Shug, Sofia and Nettie in the light of *The Second Sex*. We shall also evaluate how Alice Walker has portrayed Celie's liberation from the domination of the men through the lesbian relationship between Shug Avery and try and briefly observe Walker's representation of the 'Black Lesbian'. Simone de Beauvoir has talked how women have been considered below man for centuries but we shall question in the light of the novel that how can we differentiate between the two genders and can that with which we are born in between the two legs- a phallus or a vagina be the sole criteria to determine who we are, what we should do, what we should wear and how we should behave or in other words can the phallus or the vagina only define our gender?

Keywords— *Self, Other, oppression, liberating, transformation, Black Lesbian, gender, voicelessness, silence.*

Our prime attention in this paper shall be to observe Celie's transformation from the 'Other' to the 'Self' in terms of Simone De Beauvoir's 'Self-Other' dichotomy in Alice Walker's *The Color Purple* and in the course of it analyze the other female characters- Nettie, Shug and Sofia according to the 'Self-Other' binary and look at some other aspects of the novel in the light of De Beauvoir's *The Second Sex*. We shall also look at how her lesbian relationship with Shug Avery liberates Celie and briefly at Walker's representation of the 'Black Lesbian' and finally question the differentiation of humans on the basis of the presence of a phallus or a vagina.

Simone De Beauvoir's pioneering text *The Second Sex* laid the foundation stones for the development of feminist theories in the Western Europe and America in the 1960s. In the illustrious introduction of her book, De Beauvoir states that Masculinity is fathomed as the "absolute human type" (16). She argues that women have over centuries been denied to exert their authoritarian selves when it comes to the question of formulating a decision about their own lives (Vintges 135). The central argument of *The Second Sex* is that women has always

been considered to be the 'Other' whereas man has been the 'Self' or the subject and this has eventually led to the subordination of women throughout the cultural history. According to her, "He is the Subject, he is the absolute- she is the Other" (Beauvoir 16).

Alice Walker's *The Color Purple* narrates the story of Celie, a young black girl who is repeatedly raped by a man who she addresses as 'Pa' and who later is unbosomed to be her stepfather. This man takes away both of her children, pushes her into an unhappy and a loveless marriage and then she is also segregated from her beloved sister. Eventually, she meets the glamorous and flamboyant singer Shug Avery and her life changes, she gets transformed, her spirit gets liberated and the novel ends with Celie reuniting with those she loves including her sister and children.

Throughout the course of the novel, we meet Celie through her letters to God and to her sister Nettie. As a young girl who is raped, who fails to keep her children to herself, she truly appears as the 'Other', the subordinated one as compared to her stepfather Alphonso who is the 'Absolute'. Alphonso's 'Absoluteness' is so

much, that he not only rapes Celie but also admonishes her “You better not never tell nobody but God...You better shut up and git used to it” (Walker 3) to which she acquiesces without a sigh, takes away Celie’s children from her without a shred contrition, proscribes her from going to school and then pushes her into an oppressive marriage without any protest from anybody. De Beauvoir writes, “a woman’s function is...to satisfy a male’s sexual needs...These duties placed upon woman by society are regarded as a ‘service’ rendered to her spouse: in return he is supposed to give her presents, or a marriage settlement, and to support her” (416-17). In these terms since Celie is not his wife and therefore, Alphonso does not feel the urge to provide her with any gifts thereby completely disregarding the sexual gratification that he receives from her. However, De Beauvoir’s argument somehow amalgamates ‘marriage’ and ‘prostitution’ where the woman is paid in return of her bodily services and in both she is treated as a ‘sexual object’. The question that therefore arises is how different marriage is from the profession of the sex workers and are the social parameters that consider a sex worker to be ‘undignified’ or a ‘bad woman’ correct since whether marriage or sex work, for patriarchy, woman is an object who can satisfy man’s carnal desires? Celie’s mother and Alphonso’s wife who is ill and therefore weak cannot engage into a sexual relationship with him is replaced by Celie who is now sexually exploited by him. Marriage even though it is deeply problematic somehow gives men a license to sexually exploit their wives even when she does to comply to get engaged into a sexual intercourse and as far the profession of sex work is concerned, it is the woman who is acknowledged as ‘bad’ and the man is never convicted. Therefore, as already discussed in De Beauvoir’s terms, the give and take policy in both cases is socially ‘legal’.

Alphonso has sexually abused or raped a child and therefore which is however, socially illegal, a crime for which he must be punished and thus, instead of offering her presents, he punishes her by precluding her from speaking about it to anyone, detaching her from her children and marrying her off. By virtue of these actions, he attempts to shield himself. After her marriage to the man whom she addresses to as Mr- in her letters and whose first name we later come to know from Shug is Albert, Celie continues to be the ‘Other’. He does not love her and she is almost a slave to him whom he beats as per his caprices and when questioned by Harpo, his son as to why he beats Celie he replies, “Cause she my wife, Plus, she stubborn...” (Walker 23). This answer suggests as if marriage has issued for him a license to beat his wife and being ‘stubborn’ is not a womanly or a wifely virtue. The

one who is the ‘Other’, the subordinate does not deserve to be or is expected to be ‘stubborn’. Albert again expresses- “Wives is like children. You have to let’em know who got the upper hand” (Walker 35). Albert’s notion of a wife is no less than a slave or a serf whom he can beat as per his whims. Also, the moment he considers a wife to be equal to a child he implicitly states that just like a child has to be controlled because she is too small to perform the right act, a wife must also be controlled because she can’t be allowed to do anything according to her desire since she is incapable. This reminds us of Charlotte Perkins Gilman’s “The Yellow Wallpaper” where John, the husband’s narrator decides everything for his wife, the narrator

as to where she will live, what she will do which ostensibly looks like sweet gestures but are problematic since deep down those are attempts to subjugate her, control her and rendering her complete dependence on him. In her married life as well she is being commodified, exploited as a sexual object by her husband who does not care for her or her health or circumstance and does not possess even any exiguous trace of love for her. This is exemplified by Celie herself when she confesses before Shug- “He never ast me nothing bout myself. He calm on top of me and fuck and fuck, even when my head bandaged. Nobody ever love me, I say” (Walker 103). Here also she fulfils what De Beauvoir argues that “a woman’s function is...to satisfy a male’s sexual needs...” (416) as per the society’s dictums. De Beauvoir writes, “History has shown us that men have always kept in their hands all concrete powers...they have thought best to keep woman in a state of dependence; their codes of law have been set up against her; and thus she has been definitely established as the Other” (159). In *The Color Purple*, Celie is truly economically dependent first on her step father and then on her husband at least in the initial stages of the novel. She has to depend on them for the three basic requirements of human life- food, clothing and shelter.

Celie’s step father proscribes her from disclosing his sexual abuse of her to anyone which she truly doesn’t except to God through her letters. Celie documents her feelings, her experiences with everyone she encounters in her letters first to God and then to her sister Nettie. What is important enough to be realized is that women have been silenced for centuries from expressing her desires, her feelings, her rights and Alphonso does the same thing when he says, “You better not never tell nobody but God. It’d kill your mammy” (Walker 3). His words sound like a presage which warns Celie that the transgression of this order from the ‘Absolute’ will result into menacing consequences. He threatens her with the possibility of her mother’s death on her disapproval of his command. This

echoes what the girls in Bengal were taught earlier- if they gain education, they will become a widow.

Illogical, unscientific and unjustified beliefs have always been attempted to be inculcated in women by the patriarchy to circumscribe her, dominate and subjugate her. Celie however, contravenes because she writes about her experience, treatment and condition in her letters addressed to God and we must realize that writing is indeed a mode of expression and Martha Culler claims, “the rape becomes not an instrument of silencing, but the catalyst to Celie's search for voice” (qtd. in Lewis161). The ‘Self’s’ attempt to subjugate the ‘Other’ by silencing her is therefore not completely successful. Celie’s description of the rape is quintessentially dismaying- “First he put his thing up against my hip and sort of wiggle it around. Then he grab hold my titties. Then he push his thing inside my pussy. When that

hurt, I cry...” (Walker 3) What is even more grievous is when Celie says “I am fourteen years old. I am I have always been a good girl. Maybe you can give me a sign letting me know what is happening to me” (Walker 3). The definition of a “good girl” in patriarchal terms is discombobulating. The girl who abides by all the dictums of ‘patriarchy’ without questioning them is ‘good’. But we know that this definition of ‘good’ is just another paraphernalia to dominate her. For Celie perhaps it is her adherence to whatever her Pa says, obeying the commands without questioning. Alphonso attempts to silent Celie again when he tells Albert that Celie “tell lies” (Walker 10). It is because he wishes to safeguard his inexpiable act and by assuring Albert that Celie can tell lies, he impregnates Albert’s mind with the seed of disbelief so that even if Celie tells something, he does not trust her. A voice without acknowledgement is no less than silence. Celie’s inner voice however gets recorded in her letters to which Alphonso is completely oblivious.

Sofia, who is Mr-'s son Harpo’s wife appears to be fierce, strong and bold from the very first time that we come across her. She visits her sisters as per her wish even when Harpo says her that “she can’t be all the time going to visit her sister. Us married now...” (Walker 35). Sofia refuses to be the ‘Other’ in her marriage, thwarts the possibilities of Harpo

dominating her and even on being invigorated by his father and Celie, when Harpo attempts to beat her, she does not behave like Celie and capitulate to her husband’s tyranny but retaliates and Celie writes, “They fighting like two mens” (Walker 37). For Celie, a man can fight, he can beat his wife and when the wife also fights back her husband, she also becomes a ‘man’ in her comprehension. She expresses before Celie that even

though she loves Harpo, she will “kill him dead before I let him beat me” (Walker 39). Even though Harpo like a patriarch expects Sofia to be as submissive as Celie and believes that “The wife spose to

mind” (Walker 61), Sofia firmly declares to not conform to his demands and tells Celie that “All he think about since us married is how to make me mind. He don’t want a wife, he want a dog...He git up there and enjoy himself just the same. No matter what I’m thinking” (Walker 62), does not succumb to Harpo’s oppression and leaves him. Sofia does not even accept the tyranny of the White Mayor and fights back when he slaps her because in his estimation a black cannot say ‘no’ to a white and Sofia even gets imprisoned for this. Sofia epitomizes strength, resoluteness, indomitableness and intrepidity as compared to the exploited Celie of the initial stage of the novel who does not fight back her tormentors. Sofia in her marriage is not the ‘Other’ not even later when she reconciles with Harpo and she repudiates De Beauvoir’s ‘Self-Other’ paradigm and emerges as the ‘Self’ of her own life.

When Nettie says to Celie that she is not dumb even though their Pa believes and professes before Albert otherwise and then when Nettie instructs Celie about Albert’s children that “Don’t let them run over you...You got to let them know who got the upper hand...You got to fight. You got to fight” (Walker 18) we discern that she is not the one who can be easily subdued or vanquished. Even though the libidinous Albert advanced towards her, as she explains to Celie in the first letter, he failed to subjugate her, she fought him and even injured him. As the story propels forward, we witness a Nettie who grows up to be stronger, compassionate, loving and a second mother to Adam and Olivia after Corrine.

Nettie continues to be the ‘Self’ and since she does not marry the question of the ‘Self-Other’ dichotomy does not arise. However, after getting married to Samuel, there occurs no reference which can galvanize us to think that De Beauvoir’s notion preponderates their relationship.

Shug Avery is a singer; she is economically independent. She is the master of her own destiny, she is Albert’s mistress but when Albert says, as Celie writes, “My wife can’t do this. My wife can’t do that. No wife of mines...He go on and on” (Walker 69) she spontaneously replies, “Good thing I ain’t your damn wife” (Walker 69). It is with Shug’s help that Celie discovers Nettie’s letters for her which Albert had hidden from her for years. The most important aspect that is to be observed is that Celie learns that Alphonso is not their

Biological father from one of Nettie's letters- "Pa is not our Pa!" (Walker 159). When she learns that her black father was lynched and killed along with his three brothers, Celie questions what has God done for her and decides to address her letters to her sister Nettie and no more to God. This is perhaps because she thinks that God did not let her have her own loving father and instead incorporated a despicable man in her family who became her father, her Pa whereas Nettie reveals that her real father was someone else and the man who raped her, separated her from her children and oppressed her is not her father. She therefore decides to write to someone whose letter has annihilated her father-daughter relationship with that contemptible man and not to someone who brought him into her life as her father. Shug possesses a disposition that cannot be moulded by patriarchy. Shug's conception of God is inordinately unconventional and quintessentially 'modern'. When Celie says, "You telling me God love you, and you ain't never done nothing for him? I mean, not go to church, sing in the choir, feed the preacher and all like that?" (Walker 174), Shug replies,

But if God love me, Celie, I don't have to do all that. Unless I want to. There's a lot of other things I can do that I speck God likes...Oh, she say. I can lay back and just

admire stuff. Be happy. Have a good time...She say, Celie, tell the truth, have you ever found God in church? I never did. I just found a bunch of folks hoping for him to show. Any God I ever felt in church I brought in with me. And I think all the other folks did too. They come to church to share God, not find God (Walker 174).

Shug is a woman who exhibits the courage to even humanise God, therefore Shug allowing the patriarchal society or the men in her life to subjugate her is outlandish. Shug's further words illuminate that how racism has infiltrated even ideas about God, how God is portrayed before us to be only white

Then she tell me this old white man is the same God she used to see when she prayed. If you wait to find God in church, Celie, she say, that's who is bound to show up, cause that's where he live...Shug! I say. God wrote, white folks had nothing to do with it. How come he look just like them, then? She say. Only biggest...Ain't no way to read the bible and not think God white, she say. Then she sigh. When I found out I thought God was white, and a man, I lost interest. You mad cause he don't seem to listen to your prayers. Humph! Do the mayor listen to

anything coloured say? Ask Sofia, she say (Walker 175).

What we need to understand is that the moment someone who is black, conforms to what has been conventionally believed that God is white-skinned, He will seem to be distant and since the whites consider the blacks as inferior like the patriarchal society conceives women to be inferior, He will not be unimpeachable and trustworthy because he will not appear magnanimous but oppressive like the whites who never listen to the Blacks. Therefore, how can someone who is Black pray to Him or expect her prayers to get answered? We must also remember what Nettie has written in one of her letters- "All the Ethiopians in the bible were colored...It is the pictures in the bible that fool you. The pictures that illustrate the words. All of the people are white and so you just think all the people from the bible were white too. But really white white people lived somewhere else during those times" (Walker 120). Racism has even contaminated the domain of religion and as Shug says, if a black attempts to seek God following the dictums formulated by the whites, the attempts will be nugatory. Shug continues, "The thing I believe. God is inside you and inside everybody else. You come into the world with God. But only them that search for it inside find it...I believe God is everything, say Shug. Everything that is or ever was or ever will be. And when you can feel that, and be happy to feel that, you've found it..." (Walker 176). Shug's words echo Rilke's conception of God as his *Letters to a Young Poet* exemplifies where he argues that God is the Absolute, the Ultimate and the sorrow, affliction and pain that we feel is because of the pregnancy that will follow the arrival of God¹. This notion emphasizes that we participate in a process that is Divine, a process whose end result is the advent of God. The participation in a Divine process and the idea that God resides in every human being both approximate us to God, makes Him earthlier rather than mystical or transcendent. Shug's words intensify one idea that Celie herself proclaims- "You mean it want to be loved, just like the Bible say" (Walker 177). Shug's injunctions about God humanises the Almighty, brings him closer to humans and therefore, we are reminded of Rilke's "Pieta" where he portrays Jesus Christ as a humanised figure and amalgamates Mary Magdalene's spiritual as well as sexual love for Jesus, which is archetypally unconventional. Simone De Beauvoir writes, "St. Paul enjoyed self-effacement and discretion upon women; he based the subordination of woman to man upon both the Old and the New Testaments. 'For man is not of the woman; but the woman of the man. Neither was the man created for the woman; but the woman for the man'. And

in another place: 'For the husband is the head of the wife, even as Christ is the head of the

¹ From the chapter "Letter 6" Rainer Maria Rilke, 2011, *Letters to a Young Poet*, translated by Charlie Louth, UK: Penguin Classics.

church...Therefore as the church is subject unto Christ, so let the wives be to their husbands in everything" (120). De Beauvoir also refers to St Thomas' ordinance- "...he declared that woman is only an 'occasional' and incomplete being, a kind of imperfect man. 'Man is above woman, as Christ is above man', he writes" (121). Gender discrimination has also adulterated religion and concepts about God along with racism and Shug rescinds the gender disparity like she abrogates racism by just saying- "Yeah, It. God ain't a he or she, but a It" (Walker 176). By this single statement she questions all the patriarchal ideas that if God is genderless, who has given us the audacity to acknowledge one gender to be superior to another and that too by drawing an analogy to Christ himself? Shug thwarts the possibility of being the 'Other' in both her relationship with Albert as well as with her husband Grady because she can boldly answer back Albert and while being married to Grady, she makes her own decisions. Shug is the 'Self' of her life, she decides her own actions. We shall explore Shug more when we discuss Celie's relationship with her and her appreciable influence in Celie's life.

As compared to Celie, the other three women are in better position- they decide for themselves, do not let others to subjugate them. However, we have to realize one very important aspect- the way the four important characters- Celie, Shug, Nettie and Sofia were brought up. In *A Vindication of the Rights of Women*, Mary Wollstonecraft writes that women

have naturally, that is from their birth, independent of education, a fondness for dolls, dressing, and talking, they are so puerile as not to merit a serious refutation. That a girl, condemned to sit for hours together listening to the idle chat of weak nurses or to attend at her mother's toilet, will endeavour to join the conversation, is, indeed very natural; and that she will imitate her mother or aunts, and amuse herself by adorning her lifeless doll, as they do in dressing her...is undoubtedly a most natural consequence...and by this she means that everything as to how we shall behave and act are determined by the way we

are brought up. Women are made to believe that "beauty is woman's sceptre..." (Wollstonecraft). Virginia Woolf also writes that the societal opinion that women are inferior was reiterated and eventually this belief was inculcated in women so that they were also made to believe that they are inferior. In *The Color Purple*, Sofia tells Celie that "All my life I had to fight. I had to fight my daddy. I had to fight my brothers. I had to fight my cousins and my uncles. A girl child ain't safe in a family of men..." (Walker 39)- Sofia and as she says all her sisters have learnt to fight since their childhood and therefore, when Harpo, her husband attempts to dominate her and beat her she fights back. Virginia Woolf in *A Room of One's Own* complains that women don't get equal opportunities as men and she narrates the tale of Judith Shakespeare, William Shakespeare's imaginary sister who even though was born with equal talent and creativity as her brother was denied of the opportunities because of her gender whereas, these opportunities made her brother what we know him today to be.

Nettie meets Samuel and Corrine and then gets the opportunity to get educated and to work as a missionary which restructures her life and intercepts her from suffering. Celie on the other hand neither learnt to fight since her childhood nor she got the opportunities like Nettie nor she was financially independent as Shug. But when she finally gets the opportunities, she emerges to be victorious stamping all the evil forces that hitherto attempted to hegemonize her.

Celie gets pregnant twice by her step-father even before she could comprehend pregnancy or motherhood which is why she never says that "I am pregnant" but just "I'm big. I can't move fast enough" (Walker 4). Her inability to expound her condition (pregnant) as a child is even more disconcerting. Alphonso's acts commemorate what De Beauvoir argues women are taught since infancy- "From infancy woman is repeatedly told that she is made for childbearing..." (473) and fabricate a childhood of nightmare for Celie. The births of her children extirpate the child within her. Alphonso's act compels Celie to believe that child bearing and the act of giving birth to them are something which discriminate and dedicate themselves to gormless and glaikit women and girls. She is therefore perplexed when she hears that the girl Harpo intends to marry which is Sofia is pregnant and in an innocent tone asks "If she so smart how come she big?"

De Beauvoir argues, “The common story is one of seduction...It is often the seducer himself who convinces the woman that she must get rid herself of the child...” (470-71). In Celie’s case, Alphonso is not solely a seducer but the ‘Absolute’ which is why he does not feel the compulsion to ‘convince’ Celie to get rid of her children but directly takes away her children thereby complying to his selfish interests.

According to De Beauvoir, a man “thinks of his body as a direct and normal connection with the world, which he believes he apprehends objectively, whereas he regards the body of woman as a hindrance, a prison . . . Woman has ovaries, a uterus; these peculiarities imprison her in her subjectivity, circumscribe her within the limits of her own nature” (qtd. in Habib 683). In terms of Biological Science, the ovaries and the uterus are organs of the female reproductive system which facilitates in giving birth to a new life. De Beauvoir argues that contraceptives unshackled women from the “slavery of reproduction” which she believes to be a harbinger of the dawn that shall mark the commencement of equality for women (qtd. in Habib 689) Celie’s reproductive system after her sexual exploitation by Alphonso also corroborated the births of a son and a daughter. However, Alphonso’s act of separating the children from their mother and the termination of Celie’s monthly menstruation can be considered in terms of De Beauvoir as liberating her from the constraints thrust upon her by her reproductive organs or reproduction since the monthly bleeding {De Beauvoir calls it the “monthly ‘curse’” (59)} which signalises a woman’s potency to give birth to a child stops in her case and confirms that Celie can never reproduce. The cessation of her menstrual cycle at a much early age act as contraceptives for Celie. Children are the final products of a reproductive process and when De Beauvoir consider that ‘reproduction’ is an impediment for women this means that she unequivocally comprehends children to weave hindrances for women. When she argues, “As for the burdens of maternity, they assume widely varying importance...they are crushing if the woman is obliged to undergo frequent pregnancies...but if she procreates voluntarily and the society comes to aid her during pregnancy...the burdens of maternity are light...” (79-80). We have to agree with De Beauvoir that continuous pregnancies must be condemned because that can be burdensome and moreover, they make her weak and her health deteriorates. In that way contraceptives have been indeed revolutionary in saving women from this but again she mentions that the burden of maternity even though it is light “if she procreates voluntarily”

(80), is still an encumbrance, a burden. De Beauvoir looks at maternity from one perspective thereby completely snubbing the aspects of love and affection that it encompasses. In the novel, we never find Celie apprehending that her children formulate any kind of limitations for her. On the contrary, she laments at their loss- “He took it while I sleeping. Kilt it out there in the woods...He took my other little baby, a boy this time” (Walker 4). Later when Celie sees her daughter and claims her to be “mine” the tone of love and attachment is unmistakable- “I seen my baby girl. I knowed it was her...I think she mine. My heart say she mine” (Walker 15). The repetition of “mine” pellucidly portrays her love for her child. Also, like a mother she attempts to protect her sister Nettie from the concupiscent Alphonso- “I see him looking at my little sister. She scared. But I say I’ll take care of you” (Walker 5). The last statement echoes a motherly assurance where she can go to any extent to guarantee Nettie’s safety. At the end of the novel Celie is overwhelmed to finally meet her children and hugs them with the motherly affection which can be assumed even though it is not explicitly stated. Therefore, we can question as to whether reproduction or children is something which Celie perceives as a source which constrains her? The answer to this is perhaps not. Thus, De Beauvoir’s notions are probably not applicable for every woman. Also, Pilardi tells us that “Commentators...especially disliked her ideas about maternity; this included both her denial of the existence of a ‘maternal instinct’ -her claim that because of their reproductive systems women were the victims of the human species -and her descriptions of the difficulty and ambivalence of motherhood for human females” (60-61). However, we cannot be sure as to what would Celie have felt if she had to raise her children and her menstruation had not stopped which could have ensured the birth of more children due to her sexual exploitation by Alphonso and later by Albert. Nettie writes in one of her letters, “The Olinka do not believe girls should be educated. When I asked a mother why she thought this, she said: A girl is nothing to herself; only to her husband can she become something. What can she become? I asked. Why, she said, the mother of his children” (Walker 140) and this echoes De Beauvoir’s argument that “From infancy woman is repeatedly told that she is made for child bearing, and the splendours of maternity are forever being sung to her” (473). Nettie’s reply overwhelms us- “But I am not the mother of anybody’s children, I said, and I am something” (Walker 140) since through this one statement Walker perhaps ventures to vindicate that ‘femininity’ or rather the ‘identity of a woman’ cannot

incontrovertibly be determined by her ability to give birth to children. Also, Nettie never gives birth to any children but continues to be a mother figure for her sister's children and demonstrates that motherhood cannot only blossom when one gives birth to a child. Sofia and Shug are also mothers but their 'reproduction' never circumscribe them or hinders them to act in the way they desire. By the time the novel was published, occurring to a girl of fourteen was freakish but then as already discussed Celie had her permanent natural contraceptive through the termination of her menstruation.

It would be wrong to say that only Shug contributes to Celie's metamorphosis from the 'Other' to the 'Self'. The foundational stone is laid when she is envious of the fact that Harpo fails to dominate Sofia in the way that Albert does her and this is exactly why she advocate Harpo to "beat" Sofia. What we must realize here is that Celie's jealousy unambiguously stems from her perception that the way Mr- treats her is not 'right' and she is wronged and she could not bear that Sofia cannot be subjugated whereas she can be. Celie must have realized that domination and subjugation of a human by another human is not 'natural'. After losing Nettie, if not a sister or a friend but Celie finds a companion in Sofia with whom she asservated her desire to "make quilt pieces out of these messed up curtains" (Walker 41) and this renders her a sense of

When two women get involved in a love relationship they are referred to as lesbians. 'Lesbian Literature' explores the lesbian themes and 'Black Lesbian Literature' is a sub- genre of the lesbian literature and African American literature which concentrates and emphasizes on the experiences of black women who are acknowledged as lesbians. Alice Walker's *The Color Purple* is about the diverse experiences of Celie, a black American woman and therefore the novel can be categorised under 'Black Lesbian Literature'. We shall now see how Walker has portrayed Celie's 'Black Lesbian' relationship and what role it has played in her life in the novel. Shug's companionship with her as a friend and as a lover plays the most significant role in liberating her and thereby with her, Celie completes the process of her transformation to the 'Self' in her life. On Shug's advice, Celie looks at herself for the first time and touches herself and that is a sexual touch. When she expounds her experience-

I lie back on bed and haul up my dress. Yank down my bloomers. Stick the looking glass tween my legs. Ugh. All that hair. Then my pussy lips be black. Then inside look like a wet

contraceptives were available in America and knowing the kind of women Shug and Sofia are, we can perhaps conclude that they have access to the contraceptives which empowered them to "procreate voluntarily" (De Beauvoir 80). When Celie got pregnant twice, she didn't even understand what it was and therefore the idea of using contraceptives

contentment which is why "I sleeps like a baby now" (Walker 41). Celie's attempt to create quilt pieces out of the 'messed' curtains ignites a hope that this is the beginning of the process of reorganising and settling her own life which is a mess because of the men in her life. Celie takes the next step in the process of her metamorphosis when she silently punishes Old Mr- or Albert's father by dropping "little spit in Old Mr-water" (Walker 52). This is because she realizes that Old Mr- mortifies her by saying "She black as tar, she nappy headed. She got legs like baseball bats" (Walker 52). We can apprehend that Celie has commenced discerning that no one possess the authority to make contumelious comments on the basis of her skin colour or her physical looks. This is even more perspicuous when we refer to Alphonso's deprecatory comments about Celie- "She ugly...She ain't smart either...You too dumb to keep going to school" (Walker 11) but then Celie's protest was limited to writing about it to God in a letter whereas now she does not just write but acts.

rose. It a lot prettier than you thought, ain't it? She say from the door. It mine, I say. Where the button? Right up near the top, I say. The part that stick out a little. I look at her and touch. But just enough to tell me this the right button to mash. Maybe. She say, While you looking, look at your titties too. I haul up my dress and look at my titties. Think bout my babies sucking them. Remember the little shiver I felt then too (Walker 75).

We realize that Celie now enjoys that sexual pleasure herself with her own body which hitherto was enjoyed by Alphonso and Albert only but not herself and Shug becomes the one to direct her. Celie's bonding with Shug gradually matures into a sexual intercourse in the absence of Albert and Shug's husband, Grady and the experience of sensual delight and the bodily discourse are enjoyed by both. Celie and Shug become a paragon of a sexual relationship where there is dependency, vulnerability and most importantly equality. Shug and Celie's relationship is the paradigm of Walker's representation of the 'Black Lesbian'. "Together, black lesbian and lesbian-allied writers cultivated what" (Lewis 159) Christopher

S. Lewis' article

calls 'black lesbian shamelessness,' an amended version of the calls for black pride that circulated in the Black Power and Black Arts Movements. Black lesbian shamelessness is defined by its celebration of the fact that same-sex relationships sustain and nurture the lives of countless black women, as well as by its acceptance of vulnerability and mutual dependence as fundamental conditions of human relationship (qtd. in Lewis 159).

Celie's lesbian relationship sustains her, emboldens her to love herself and develops her to be strong enough to fight for herself. What is more important is that chaperoned by Shug, she finds Nettie's letters to her which till date were hidden from her by Albert. The cultural obligation that demanded black women ceding their sexual articulation was critiqued by the 1970s and 1980s Black Lesbian writers (Lewis 161). The inefficaciousness of this was documented by Audre Lorde via silence in her "The Transformation of Silence into Language and Action" in which as Lewis explains,

Lorde asks that black lesbians in particular liberate themselves from the operating presumption that their silence on issues of same-sex desire can protect black people in general from heterosexist and/or racist judgment. Her suggestion that, had she been mute, she 'would still have suffered' resounds because (black) women are violated in patriarchal cultures regardless of their sexual experience, expression, clothing, make-up, or any other defining feature of propriety (161).

Celie has been silenced since her adolescence by Alphonso. She was allured by even the name of Shug Avery but never professed that and her expression of her emotions was limited to her letters to God. It is in Shug's companionship that she speaks out. Shug speaks out her name and what more she even sings a song for her- "Then I hear my name. Shug saying Celie. Miss Celie...She say my name again. She say this song I'm bout to sing is call Miss Celie's song. Cause she scratched it out of my head when I was sick. First she hum it a little, like she do at home" (Walker 70). Then Celie writes, "I look at her and I hum along a little with the tune. First time somebody made something and name it after me" (Walker 70). She participates with Shug and the fact that somebody is speaking or singing for her probably acts as a stimulation for her to speak out and in the very next letter we see Celie telling Shug- "He beat

me when you not here, I say" (Walker 71). She has a tone of complaint and this is the very first time that she complains against a wrong that is inflicted upon her to a person and not just God and we realize that this indeed is the exordium of Celie's liberation process. We can agree to Lorde's dictum that not just Celie's sexuality but her gender also is the reason of her oppression and what is even more important is that none of her oppressors were cognizant that she is a lesbian but she has been tyrannised. This reminds us of what Gomez says, "Black lesbians, feeling triply targeted as Black, female, and lesbian (each of which also is affected by class), have perspectives that may compete with one another for literary and political focus" (951). We need to realize that even though Celie speaks about Albert's brutality to Shug she is not absolutely enfranchised from the impediments. When Shug and Celie get engaged into a sexual intercourse and then fall asleep, the arrival of Albert and Mr Grady, awakens Celie and she in turn arouses Shug- "Wake up Sugar, I say. They back..." (Walker

104) and Shug gets up hugs her and goes back to her room. The tone of circumspection so that they do not get caught is implicit in Celie's words which suggest that she does not desire for others to discover that they are in a lesbian relationship. Towards the later part of the novel however, she is no more afraid to express her love for Shug even in front of Albert.

Wilson argues, "Within lesbian sexual culture, gendered sexual discourses have illuminated the myriad ways that lesbian women have used and expected one another to identify with labels along masculine and feminine continua; terms like 'femme' and 'butch' are among the labels that lesbians have used to describe where they fall along these continua" (298). In one of her letters Celie writes, "That when I notice how Shug talk and act sometimes like a man. Men say stuff like that to women, Girl, you look like a good time.

Women always talk bout hair and health. How many babies living or dead, or got teef" (Walker 77). We wonder whether we can identify Shug as 'butch' which Celie's account that she at times talk and act like a man urges us to think. Simone De Beauvoir argues, "Two types of lesbians are often distinguished: the 'masculine' who 'wish to imitate the male', and the 'feminine' who 'are afraid of the male'" (398). Wilson argues, "Historians have noted gender non-conforming modes of expression as core features of sexual life among Black same-gender loving women in the USA since the 1920s (Garber 1989; Walker 2001)" (qtd. in Wilson 299). Shug Avery does not conform to all the societal womanly characteristics. She is outspoken, so much so that she can boldly confront her lover and say that that its

good that she is not his wife, she also assures Celie to be her protector- "I won't leave, she say, until I know Albert won't even think about beating you" (Walker 72), she facilitates Celie to get to know herself; discover and acknowledge herself in a way that she herself hitherto was oblivious to; liberate her from her contemptible circumstance; stand up for herself and then prepares her to become financially independent. Society don't expect a woman to do these especially a woman to be a protector for someone as this is something which a man becomes. The conventional belief is that, as the fairy tales teach us that the Prince Charming will come to rescue the damsel in distress from her egregious and diabolical condition and become her lifelong protector. We are therefore reminded of De Beauvoir's argument that "The truth is that man today represents the positive and the neutral- that is to say, the male and the human

being- whereas woman is only the negative, the female. Whenever she behaves as a human being, she is declared to be identifying herself with the male" (398-99). Shug behaves, speaks and acts in a way that the patriarchal society proscribes a woman to do and therefore Celie thinks she acts and talks like a man when the truth is that Shug behaves as a human being, the way a normal human should behave and the way the society should have expected humans irrespective of their genders to behave. "The term 'femme' continues to be used in Black same-gender loving communities to denote women who identify as feminine in appearance, behaviour, erotic expression and/or relationship roles" (qtd. in Wilson 298). De Beauvoir also writes as we have already seen that the 'feminine' in a lesbian relationship is who is afraid of the man (398). Since Celie herself acknowledges Shug more like a man we therefore, question whether she is the 'femme' or 'feminine' in this relationship? However, Shug wears dresses too that are conventionally comprehended to be for 'women' as does Celie and we must remember that Celie has never been frightened for herself. She has been afraid for her mother's death, her sister and even though ostensibly she has appeared to be weak and vulnerable in front of Alphonso and Albert's tyranny and has never protested verbally, we must never forget for a moment that she has extensively written about her oppression in her letters, she has expressed it even though she was interdicted by Alphonso from saying about his felonies to anyone and even silently punished the one who said humiliating words about her (Albert's father). Eventually she learns to speak out too. She tells Shug about her rape by Alphonso at an age she didn't even understand what was happening, about Albert's complete disregard for her and her sexual persecution even by Albert. We must also remember that she never felt the delight in a bodily discourse previously-

You like to sleep with him? I ast. Yeah Celie,

she [Shug] say, I have to confess, I just love it. Don't you? Naw, I say. Mr- can tell you, I don't like it at all. What is it to like? He git up on you, heist your nightgown round your waist, plunge in. Most times

I pretend I ain't there. He never know the difference. Never ast me how I feel, nothing. Just do his business, get off, go to sleep... You never enjoy it at all? she ast, puzzle. Not even with your children daddy? Never, I say (Walker 73-74).

She was sexually exploited by both men; those were sexual relationships that were devoid of love and the possibility of 'enjoyment' does not even arise. But with Shug, as Celie herself expresses, "It feel like heaven is what it feel like, not like sleeping with Mr- at all" (Walker 104). This is because there is love and equality in her sexual relationship with Shug. Celie's relationship with Shug liberates her and then she verbally protests against Albert for the first time when he humiliates her by saying-

Shug got talent, he say. She can sing. She got spunk...She can talk to anybody. She got looks...She can stand up and be notice. But what you got? You ugly. You skinny. You shape funny. You too scared to open your mouth to people. All you fit to do in Memphis is be Shug's maid...A man try to be nice to you, you fly in his face (Walker 186)

and to this Celie sharply retorts, "I curse you...Until you do right by me, everything you touch will crumble" (Walker 187). Albert now says, "You black, you pore, you ugly, you a woman. Goddam, he say, you nothing at all" (Walker 187). Albert attempts to marginalise her on the basis of her gender, skin colour, countenance but Celie does not stop this time and goes on cursing him and it seems that she trounces him completely when she proclaims, "I'm pore, I'm black, I may be ugly and can't cook, a voice to everything listening. But I'm here" (Walker 187). Celie's retaliation vivifies that now she is unstoppable in the process of her liberation because she has learnt that she can lack certain things (according to the societal norms) but that don't make her any less of a human and now she proudly professes that. This realization that she is a human who has significance, that she may not be important to others but she is to herself elevates Celie from all her affliction and agony. Celie's visit to Memphis completes her process of liberation as Shug says, "You not my maid. I didn't bring you to Memphis to be that. I brought you here to love you and help you get on your feet" (Walker 191). Celie starts making pants and after making one for Shug, then Squeak,

then Jack, then Odessa and then “Shug want two more pair just like the first. Then everybody in her band want some. Then orders start to cone in from everywhere Shug sing...” and finally when Shug says, “You making your living, Celie, she say. Girl, you on your way” (Walker 193) and we know that this economical independence will liberate Celie completely for now she has learned to discern her importance as a human being regardless of everything, she can raise her voice for herself and love and engage in a sexual intercourse according to her desires. Her delectation and felicity are evident when she writes, “I am so happy. I got love, I got work, I got money, friends and time...” (Walker 194) to Nettie. ‘Work’ completes her process of liberation and we are therefore reminded of De Beauvoir’s dictum-

Two essential factors paved the way for women’s prospective equality: one was her ability (conferred by technology, which abrogated any innate male advantages of strength) to share in productive labor; and the second was her recently acquired freedom from the slavery of reproduction through contraception, adopted by many of the middle and then the working classes from the eighteenth century onward (qtd. in Habib 689).

We are exclusively emphasizing on the first factor here as Celie’s pants are the end result of her “productive labor”. In *A Room of One’s Own*, Virginia Woolf also advocates for the need for women to be financially independent- “...a woman must have money and a room of her own if she is to write fiction” (Woolf 7). We can however question that can only financial independence earn equality for women because even when she is not economically dependent, she is expected to look after the family and children which the man need not?

This is something which is very much prevalent in contemporary society as well and De Beauvoir also says that, “Woman was now almost in a position to assume a role of economic independence. And yet, a major factor retarding her freedom was the continued existence of the family, sanctioned by the various ideologies – political and religious – which aimed to detain her in her traditional roles” (qtd. in Habib 689). Although Celie is not belligerent to a family and yearning to meet her children and her sister as she says, “. I got love, I got work, I got money, friends and time. And you alive and be home soon. With our children” (Walker

194) yet we are apprehensive as to whether all these will be enough to formulate equality for her? We know that even in contemporary times the scenario has not changed however, a vibe of equality overwhelms us when we Celie

writes about her and Albert- “Now us sit sewing and talking and smoking our pipes” (Walker 247) (sewing is a job that the society expects women to do). De Beauvoir argues that being a mother is what the society believes defines women- “It is in maternity that woman fulfils her physiological destiny...” (467). Celie invalidates this by fulfilling her physiological destiny in setting up her own business, working for it and becoming an entrepreneur. She is a mother but she cannot be defined as only Adam and Olivia’s mother or Albert’s wife for that matter or a black woman but as a human and as an entrepreneur. She is therefore, no more the ‘Other’ but the ‘Self’ of her own life. The men in her life have always “defined her choices” (qtd. in Habib 689) from separating her from her children to getting married to Albert but now she chooses for herself and her transition from ‘Other’ to ‘Self’ is therefore complete. Shug has already explained that she perceives God to be genderless and now when Albert asks “what was so special bout my pants” (Walker 246), Celie replies “Anybody can wear them” (Walker 246) and through her pants she attempts to erase the disparities between humans on the basis of gender. Together Shug and Celie epitomize, “...Taylor and Rupp argue that one of the most significant forms of US second-wave feminist ritual that have characterized contemporary lesbian culture is the androgynous or ‘neither masculine nor feminine’ mode of self-presentation” (Wilson 298) and even De Beauvoir says that this distinction between lesbians as ‘masculine’ and ‘feminine’ “seems to” her “rather arbitrary” (398). Therefore, it is better if we don’t endeavour to categorize one of them as “butch” and the other as “femme” but just consider them as two humans who are in love. Walker, through her portrayal of the Black Lesbian through Celie- Shug delineates equality irrespective of gender, skin colour and everything else. Walker portrays how love and support can chaperon one to grow, develop and not to forget liberate from all constrains. Walker illustrates a relationship through her portrayal of the Black Lesbian in which the superior-inferior dichotomy is absent and which she adduces to prove that subjugation of one by another by an equal treatment of one another is what defines a love relationship. And lastly, love has no gender like Shug’s God and Celie’s pants. We are therefore reminded of Deepa Mehta’s *Fire*, where the two women, Sita and Radha, are caught up in unhappy marriages. Sita’s and Radha’s sexual desires remain unfulfilled because Sita’s husband has an extra-marital affair and has no bonding with Sita either at emotional or at the physical level and Radha’s husband refuses to have a sexual intercourse with her because she is infertile and the ‘Swamiji’ has instructed him that, sexual relationships are only meant

for procreation. Both the women are imprisoned in the household and eventually finds solace in each other's emotional and sexual love which liberate them both.

Barbara Smith writes, "The use of Black women's language and cultural experience in books by Black women about Black women results in a miraculously rich coalescing of form and content and also takes their writing far beyond the confines of white/male literary structures" (23). In *The Color Purple*, Alice Walker has portrayed the experience of Sofia as to how she suffered for just being a black woman and showing the audacity to say a no to a white man. We realize that Sofia is just the medium and this is something that African-Americans have faced in The USA because of their skin colour and in women's case, their gender as well. When Albert abuses Celie, he uses both "black" and "woman" as if those are abusive words, 'bad' words but Celie's sharp retort, emphasizes that these do not make her any less in anyway, these are not abusive, she is contented with what she is, and most

importantly these are not 'bad'. But we realize that through Celie, Walker manifests how these were actually abusive terms in America. The novel uses what is called "African American Vernacular English (AAVE)" in which Celie has written the letters and which has portrayed her emotions and experiences even more strongly. The refusal to use the 'polished' English language of the White Americans has also been a way of protest and Walker thereby conforms to Smith's articulation that black women's language as well as cultural experiences must be limned in books about black women by black women. "Henry Louis Gates, Jr. championed *The Color Purple* for revealing that 'one can write an entire novel in dialect', which in turn affirmed that AAVE itself was a 'storehouse of [linguistic] figures' rather than an unsophisticated or simplistic sub-language" (qtd. in Lewis 166).

During one of their conversations, Albert tells Celie, "He say to tell the truth, Shug act more manly than most men. I mean she upright, honest. Speak her mind...Just like Sofia. She bound to live her life and be herself no matter what" (Walker 244). Now Celie writes, "Mr- think all this is stuff men do...What Shug got is womanly it seem like to me..." (Walker 244). and she writes that Albert says, "Sofia and Shug not like men, he say, but they not

like woman either" (Walker 244). Albert himself propounds that Sofia and Shug cannot be categorised either as a man or as a woman. Sofia can fight like a man with Harpo but she has her children, she can even care for children those are not hers; Shug we have already

discussed extensively exhibit conventionally 'manly' characteristics but she like a woman has also given birth to children, married a man, been into a relationship with Albert willingly, wears gown like women; Celie is also a mother, a wife which are meant to be for women but then she protests against her husband's humiliation of her, curses him which a woman is not supposed to do and Albert who appears to be a prototype of the patriarchal husband who exploits, beats and tyrannises his wife at the beginning is seen to be sewing with her towards the end of the novel which is stereotypically a 'womanly' job when he becomes friends with Celie. Therefore, there is one question that we can ask- how can we differentiate between the two genders and can that with which we are born in between the two legs- a phallus or a vagina be the sole criteria to determine who we are, what we should do, what we should wear and how we should behave or in other words can the phallus or the vagina only define our gender? Only when we perceive their traits as 'human' and not as 'manly' or 'womanly', does all our qualms dissolve. These characters and the 'adulterated' disposition that they possess questions our comprehensions about gender and hints that not our phallus or vagina but our actions define us, not as a man or a woman but as a human and these are what we must endeavor to be- a human who can fight for 'it's' rights, be independent, not submit to oppression, not tyrannise or exploit or dominate another fellow human being on the basis of anything, knows to love, care and support. As Shug and Sofia have consistently corroborated that their vagina cannot decide their penchant to do something or act in a stereotypical 'womanly' way, so must be the truth for others. Our phallus or vagina cannot and should not decide our proclivity to do or wear something; to behave is a certain way or to take up a profession. Both the phallus and the vagina participate in the reproductive process but only the one with the vagina reproduces the baby. But this does not mean just because that human can give birth to a new life or just because the other cannot, it can define their ways of life.

This is only possible when the society as a whole learns to rescind the patriarchal rules and treat everyone not as a man or a woman but as a human who has the right to get equal opportunities in every realm.

CONCLUSION

Thus, we could observe Celie's transformation from the 'Other' to the 'Self' of her life in the course of the novel and analyse the other women in the novel according to the Self-Other binary. African-American women face a double marginalization because of their skin color and also

because of their status as women but in the novel, we observe black women supporting and being there for one another and how Shug and Celie's lesbian relationship liberated Celie from her hitherto constraints. 'Black Lesbian' becomes extremely powerful in freeing a woman thereby challenging societal frown against same sex relationships and the Whites consideration of the Blacks as inferior. We have also attempted to try and answer the question- "How can we differentiate between the two genders and can that with which we are born in between the two legs- a phallus or a vagina be the sole criteria to determine who we are, what we should do, what we should wear and how we should behave or in other words can the phallus or the vagina only define our gender?" and concluded that no, the phallus and the vagina cannot determine all these. Through this paper we have attempted to question the conventional notions of gender and how they can be re-evaluated and re-comprehended.

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