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Highlights

- Effectiveness of Positive Peer Culture
- Federal Government Anti-Corruption
- Effects of Socio-Cultural Aspects
- Perception of Electronic Examination

Discovering Thoughts, Inventing Future

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Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Stripping the 21st Century Classroom Naked: Treachery or Technique? *1-6*
2. The Effectiveness of Positive Peer Culture with Youth at Risk. *7-14*
3. Federal Government Anti-Corruption war in Nigeria: The Legislative Oversight option. *15-24*
4. Pengaruh Aspek Sosio-Kultur Masyarakat Loloan Terhadap Struktur Dan Makna Syair Burdah Melayu Di Bali. *25-34*
5. Perception of Electronic Examination among Undergraduate Students of University of Maiduguri. *35-44*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

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Stripping the 21st Century Classroom Naked: Treachery or Technique?

By Okoro, Cecilia O. Ph. D & Ona, Abraham Ogaji
University of Port Harcourt

Abstract- Some things at a glance though not desirable could be tolerated and ignored in this 21st century regarding the outlook of a typical classroom but not a naked classroom. The paradigm shift in the age of the technology driven instructional delivery is a classroom equipped with modern technological tools for enhancing teaching and learning. The new age schools and educational institutions pride themselves as having learning delivered by state-of-the-art technology thus classrooms having the touch of information and communication technology equipment and teachers who are trained in the art, students as digital natives etc. Anyone who thinks otherwise (stripping classroom naked) must be living in the past would be the immediate response to such postulation. This paper take a critical look at a naked classroom, in bid to unravel whether so doing has any relevance; a technique or a fallacy. The paper makes conclusion and recommendations amongst others that our classrooms should be reserved for useful face-to-face discussions and engaging students by using technology outside the classroom.

Keywords: *naked classroom, naked teaching, 21st century classroom, technology.*

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Stripping the 21st Century Classroom Naked: Treachery or Technique?

Okoro, Cecilia O. Ph. D α & Ona, Abraham Ogaji σ

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I. Introduction

In every culture, covering of nakedness is a desirable norm. Privacy and decency therefore includes proper covering of one's delicate parts and anyone who does that is regarded as a gentle, respectable, decent person with proper sense of decorum. Nakedness and the subsequent covering of it started in the Garden of Eden as consequence of man's sin. Anyone person with proper sense in him should run and hide in shame if for any reason is stripped naked like Adam and his wife, Eve (Genesis 3:10). Dressing since then is not only for covering of delicate parts of the body but for protection from weather conditions and for aesthetic reasons. It makes people who are to be passed as ugly for beauty and therefore man can spend anything on dressing which makes fashion industry to be one of the fastest growing one. This calls to mind a popular maxim; you are addressed the way you dress. In fact appropriate clothing, covering and dressing simply dignifies.

From time immemorial when man started organized learning and transmission of knowledge from generation to generation the outlook of the classroom has been receiving different attention. Classrooms are known to be decorated in such a way to convey motivation for pupils to learn and stay through teaching and learning situation with joy and sense of belonging. Entering a typical classroom even before the age of technology or what is commonly referred to as a 21st century classroom the walls and the teachers' table are usually dotted with educative materials. Globes, graphs, maps, calendars, drawings, photographs, pictures etc., are common sight. They are handy for use as reference and instructional materials. Come to age of educational technology, the twenty-first century, we have interactive boards, projectors, computers (laptops, desktops), Smart phones, pointers, IPad; commonly referred to as input and output devices, hard and software materials. It is not only the classrooms that are equipped thus, but students and teachers are often in possession of their personal equipment; laptops, mini laptop, palmtop, smart phones and other handheld devices for accessing information both in and outside the classroom A modern student is known with either a notebook, IPad, smart phones, laptops while in the classroom learning session. In some cases these are made as recommendation of the teacher or a modern curriculum.

Recent advancements in educational technologies no doubt have yielded positive results in our education sector. In consequence of this trend there is a growing need for educators to adapt to 21st century learners. Learners being digital natives, teachers are to become digital immigrants by migrating across the digital divide in order to stay relevant. Educators are not only charged with maintaining a current knowledge base in terms of teaching techniques, but also with creating interesting curriculum-driven lessons which both motivate and engage students (Mcdonald and Battaglia, 2017). The way in which students today students learn differs due to having grown up with and access to educational technology. This new educational technology is supporting both teaching and learning processes. Technology has digitized classrooms through digital learning tools like, computers, iPads, smart phones, smart digital white boards; it has expanded course offerings, it has increased student's engagement and motivation towards learning.

The face-to-face (F2F) classroom which is one of the important phase of our conventional educational system will for some time to come be relevant as it serves a useful purpose. What makes this phase worthwhile should be the quality of interactive activities

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engendered by students' engagement with constructivist learning paradigm as the basis. This engagement in no small measure makes the students responsible for their learning. The possibilities of freeing more time for quality interactive activities during the F2F session by moving technology from the classroom is the major thrust of this paper. The paper therefore examines the meaning and features of the modern classroom, the characteristics of the 21st century students and teachers in the 21st century classroom, factors that influence the use of technology in our classroom, naked teaching and students' engagement and learning amongst others. Conclusion was drawn and recommendations made.

II. The 21st Century Classroom

The 21st Century or modem classroom can be described as any form of classroom whereby learners do not necessary have to depend on a teacher to learn, courtesy the presence and access to Information and Communication Technology(ICT) provisions, hardware, software whether online or offline (Williams, 2016:1). In this classroom, the usual center-stage was taken by the teacher in the learning process is now occupied by the learner, while the teacher guides in the process. This change in position and role of the learner and teacher in the presence of ICT, defines their new attributes in the modem classroom.

Williams further reveals that the modern classroom therefore is a learner-centered learning environment where learning is personalized and competency-based learning are promoted. In the former, customized or individualized learning is the case as learning is tailored to an individual student's needs. In the latter element, the idea is that learners must demonstrate mastery of a given subject, skill or knowledge before moving on to the next one. These and others are the main concern of the present day classroom. The features of the modem classroom can he appreciated when we take a look at the new learner, new teacher and digital tools that can be found therein.

III. The Learner and Teacher in the Modern Classroom

Where there are no learners there are no classrooms. That means a classroom, be it virtual or physical can only qualify to bear its name where there are learners, or else it can be rightly described as a room, not a classroom. In other words, we can say that there can be no institutions without learners; hence emphasis is placed on the quality of learning given to learners at whatever strata; primary or secondary or tertiary (Williams, 2016:3). In modem day classroom, the advent, and heavy presence of ICT amid related tools and devices have influenced the conventional role of the usual passive, reproducing, and solitary learner to an active participant, producing and collaborative learner in the learning process. The modem classroom is thus a learner-centred learning environment. Therefore learners in modern classroom have become: Digital natives; ICT literate; ICT savvy; communicating and collaborating; critical and creative; multi-tasking; multimedia learners; ICT Fluent and appreciate the gains of team work, etcetera.

The teacher shifts from a story, fact teller, a 'sage-on-stage' to a collaborator, sometime co-learner and "guide by the side" with the learner occupying a central position (Williams, 2016:2).To him, teacher is no longer the "alpha and omega", sole source of knowledge but a desired model in modern classroom. To cope with this new role, teachers in modern classroom have become digital citizens, badaptors; visionaries; facilitators; collaborators, co-learners, risk takers, models, communicators, and should be the guide to the best use of technological tools available in the modern classroom.

IV. Digital Resources in the Modern Classrooms

There are different digital tools and software that have revolutionized teaching and learning in this present digital age, whether online or offline. In other words there is heavy presence of digital resources (tools and software)which on proper integration and utilization would guarantee improved performance on the part of the teacher, facilitating learning. Williams (2016); Okoro and Idoghor (2016) listed the following as resources found in the modern classroom under two broad categories; hardware and ICT software.

Computers: desktop and laptop, peripherals; System Unit (SU), keyboard, scanner, monitor, printer, speakers; Input devices: keyboard, scanner, digital camera; Output devices: scanner, printer, speakers, headphones; Data storage tools: CDs, flash drives; Handheld/mobile tools: Smartphone, mini-laptop, personal digital assistant (PDA), digital audio players, tablets, notebook. Multimedia: projectors; Interactive whiteboards, marker boards, screen; wireless tools: microphone, etc.

Creation software; Word processing; Spreadsheet; PowerPoint; Corel Draw Surfing software; Browsers – Explorer, Opera etc.; Search engines — Google, Ask, Yahoo; Uniform Resource locator(URL)-http//wwwinterscience.org; Digital object identifier DCI—DCI: 10.1037/10764-000; Communication software; Email (Asynchronous); ooVoo or Skype (Synchronous); Problem-solving software; Educational games Simulation; Special education — software; Brainstorming: concept; Tutorials and Drill-and-practice software; Tutorials; Drill-and-practice; Social sites: Facebook, Twitter, LinkedIn, WhatsApp; etc.

It is obvious that the tools listed here do not cover all the array of ICTs that exist in modem

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classroom. The presence and adoption of technology in the classroom essentially makes the 21st century classroom clothed, otherwise it is naked. The list of types and categories of these tools will continue to elongate as innovation is a sure attribute of life. However, one thing is obvious; presence and access to ICT has given rise to different coloration of classrooms we now have in this digital age. The classes range from face-to-face (F2F), virtual classroom, hybrid, mobile, collaborative, flipped classroom, inverted, mobile classroom, collaborative, etc. All of these have their descriptions and essential features.

V. Factors that Influence Technology use in the 21st Century Classroom

In the 21st century, technology has become a large part of society (Bechina, and Kramer,2013). While innovative, exciting, and a dynamic teaching tool, use of technology still requires an investment of time, and subsequently, professional development. Further requirements include time to experiment with a technological endeavor, and follow up support. Groff and Mouza (2008) specifically identify six factors influencing technology use for teachers as follows:

1) Legislative (e.g., policy and research),
2) State/school based (e.g., administration and school/community environment),
3) Teacher (e.g., technology skills and proficiency, perspective),
4) Technology- enhanced projects,(e.g., school culture and distance from the "norm," dependence on others external to classroom),
5) Students (e.g., experience and background, technology proficiency, attitudes/beliefs),
6) Technology (e.g., hard drive, memory, computer system) itself.

These six factors are important considerations when using technology in the classroom. In consequence of the above, particular attention should be paid to curriculum content, pedagogical style, and technology which are thought to be the foundation for effective teaching and learning in the classroom.

VI. Naked Classroom: What is it?

It is not quite reasonable for a builder to disregard the foundation simply because he has completed the roofing. Many tend to discard what had been sustaining them when once a new way of doing that same thing is discovered. This is being witnessed in terms of delivery of content with technology and the face to face interaction in the classroom. Bowen (2012) favorably argues that universities and colleges can not only capitalize on the use of modern technology for learning, but obviously also maximize face-to-face sessions in the classroom for a better final product than ever before – increased students' achievement.

Naked classroom (teaching naked) is a call for shifting mindsets about the way institutions of higher education source package and utilize their technological products. Using the idea of removing technology from the classroom to the valuable time away from class, Bowen argues that this redefinition can lead to a more customized educational experience for today's students, and actually improve their success by affording time in the classroom for optimal and maximized face-to-face learning. Ultimately, an argument for adaptation to the needs of students in the 21st century abounds.

Imagine being in front of 250 students in a lecture hall, completely naked, with all eyes on you, wondering how you are going to impact the lives of students that very day. Bowen, a key advocate of teaching naked technique in his book, *Teaching Naked*: *How Moving Technology Out of Your College Classroom will Improve Student Learning* in 2012 is not about being naked or unclothed in front of your students, but rather a guide to removing the technological gadgets teachers have come to clinch in their teaching from the physical classroom space to maximize this precious time. Though it appears like a somewhat radical concept, Bowen asserts that using technology in other ways and for other means can definitely improve the overall performance of students. In an era when many institutions are proposing to expand online course offerings (from technology mediated to fully online) Bowen's assertions fit a middle ground on that spectrum though strongly admitting that technology still has formidable prospects. Bowen successfully argues that colleges and universities can not only capitalize on the use of technology for learning, but also maximize face-to-face time in the classroom for a better final product than ever before: increased student success.

Teaching Naked therefore is not a method of teaching unclothed, but rather an idea by its principal advocate, Bowen, that colleges and universities need to redefine their mission, product, and offering to improve student success. He argues that removing technology from the classroom while utilizing it elsewhere is the true path to take as education moves further into the 21st century and face the constant challenge of meeting students' needs of quality interaction, discussion and engagement with the teacher and colleagues.

VII. Naked Classroom: Treachery or Technique?

The primary and core mandate that classroom is established to pursue should be understood and regular update of that knowledge should be a priority. Bowen & Watson (2017) reiterate that ultimately, the overarching purpose of each teacher in the classroom is

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to increase the probability that their students will do the work, to learn the material on their own, appreciate new perspectives, and ideally make connections between one's course, other courses, and the real world. The perspective of naked classroom (teaching naked technique) provides a step-by-step model to assist faculty in their work toward these primary instructional purposes. As institutions in higher education develop portfolios of approaches to further the goals of student success, exceptional classroom instruction needs to be central among those strategies.

Flashy Power Points slides with video and synchronous e-conferences are notable impressive, but the best reason to integrate technology in our courses is to increase and improve your naked, non-technological face-to-face interaction with students. Technology is often accused of pushing people further apart (the interaction is really with a computer screen and not another human being, they say) but a few minutes of questions at the end of an hour covering material from behind a podium is hardly an interactive experience either. However, simple, new technologies can greatly increase your students' engagement outside of the classroom and thus prepare them for real discussions (even in the very largest classes) by providing content and assessment before the goal, in other words, is to use technology to free yourself from the need to "cover" the content in the classroom, and instead use class time to demonstrate the continued value of direct students to teacher interaction and discussion.

Naked teaching according to Bowen (2012) is the art of using technology outside the classroom to deliver content with the aim of preparing students for classroom activities and increases the class time available for student-centred active teaching. This pedagogical strategy could help traditional brick-and-mortar universities to add value to face-to-face (F2F) interaction in a digital world. So, nowadays abundant online resources make blending the teaching process possible and move content coverage outside the classroom, in order to spend in-class time to promote high order thinking skills among other 21st Century Skills.

So nowadays abundant online resources enhance blending the teaching process practically possible and shift content coverage outside the classroom in order to utilize the in-class time to advance high thinking skills among the other 21st skills. According to Bowen (2012) if we appreciate the fact that residential college experience involves largely of human interactions between the students and the professors, then we should promote such experience. Better online programmes are springing up and thus stakeholders will continue to put money relative level of return on investment.

Better online courses are coming and stakeholders will continue to put money where the best learning is, he further submitted. Residential colleges no doubt will remain more expensive, so it expedient that there should be provable learning benefits. Technology in actual sense will surely be a vital component of all higher education of the future, but we demand to rethink, rediscover, and reinvent how we employ technology outside as well as inside the classroom.

A bewildered faculty, Professor Pathak, who sees technology mutilating real classroom interaction expostulates in Pathak (2017);

> *A classroom is an intimate social space that demands a sustained interplay amidst the teacher and the taught, the exchange of ideas among students, the art of listening and shared concern and a formidable degree of empathy. It is a domain of tangible relationships with all its dynamics—power, conflict, cooperation responsibility and acknowledgement of the presence of the other (p.2).*

Today, high sense of individuation is witnessed with every piece of new technology. It is a rule of tangible relationships with all its inclinations, conflict, co-operation, power, responsibility, acknowledgement of the presence of others. All these laudable social and creative skills, it seems, many of the centuries students are missing out because of increasing demarcation (think of it – smart phone, Walkman or iPod) generating a high sense of me, my choice, my space, and by that reducing the tendency to share, cooperate and negotiate with others and the impulse to escape from the concrete for the sake elusive virtual intimacy benefit.

What will become of our world when virtual intimacy erodes and perhaps replaces the physical?

When our classrooms are stripped naked (technology removed) they can be used outside with the aim of freeing time for more quality classroom interaction and discussion in the following ways;

VIII. Use Email and WhatsApp to Create More Class Time

Email is another great and wonderful way a teacher can communicate with students and save time for useful and meaningful class period. Technology makes it easier to provide a handout or an email with complete features: for optimum effectiveness, limit announcements to one high light.

If you need to reschedule the midterm or change a reading, do not take valuable class time to make announcements that some students will copy down and most will forget after all. Lists of announcements are time consuming and ineffective. Email is a great way to communicate with your students and save class time for something better. Technology makes it easier to provide an email or handout with the complete details. For maximum effectiveness, limit announcements to one highlight.

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a) There are some awesome fringe benefits

First, today's students are used to getting constant phone calls, text messages and email from friends and parents.

Second, you never again have to worry about something you forgot to say in class. Never again will you need to cut off an interesting discussion or a great off-topic question to "get back to the material.", but rather, remove them from the face-to-face contact. Outside of that face-to-face contact, the advocate of naked teaching feels it is important to communicate and engage with the students on their level, using the tools that they are used to using and that means Twitter, and Facebook, YouTube, Podcast, Email, WhatsApp, Instagram, Skype etc. Social networks no doubt have a constant to students, hence Fomsi and Nwaizugbu (2016) are of the opinion that educators can use it to communicate with the students outside the classroom.

Third, you can guide your students' time outside of the classroom by providing timely reminders of key themes in the lesson or connecting classroom topics to current events. Students always learn better when they perceive that the material is relevant to them.

IX. Use of Online Tests to Create Class More time

Online course management systems all include some testing functions. Quite a number of us realized the conflict that exist between the problem of losing class time and a burning desire for a more timely evaluation and assessment of learning outcomes. Moving one or more assessments outside of class time, again frees up the class time for something more rewarding and interesting.

Again, the fringe benefits far exceed the original goal. You can give more quizzes and more varied assignments. You can allow (or require) students to work together. A teacher can monitor the progress of his students more easily and more opportunities can be provided at different hours; this can allow a level playing field for different types of situations and learners. Additionally, conventional students who would want to study late at night can equally be at home with the model. Most importantly, however, you can disguise learning as examinations and tie the assessment of learning to measurable outcomes and increased learning.

X. Quizzes Before Classes

More often we have all arrived in class ready to discuss an interesting lesson only to find that most students have not done the reading and fearing to face the teacher are hiding behind their desks. One means to ensure this ugly situation never happens again is to design an online mini quiz for each of the readings; this is an easy-to-use technology since it can be used at a short notice even if each quiz is due an hour before the scheduled class. Design a four multiple choice questions, send a reminder email a deadline to all students. Blackboard Course management software such as blackboard and others will ensure that the exam goes off some few moments before the commencement of class.

Again, provided you use Facebook, students can reached where they already live and familiar with. With few postings Face-Book allows students the easiness of clarifying any disagreement in the material, hence come to class adequately prepared for face-to-face discussion with the teacher and colleagues. The online discussion does not in any way substitute for class discussion, but it is clear that influencing students to make a few postings or demonstrate some competence with the material before class can only lead to worthier and more useful in-class- discussions.

XI. The Flipped Classroom

Most of us learned in the conventional model: we arrive in the class unprepared to say the least, listen attentively and passively to the first off contact with the material to be learnt, then go away to learn the material and then return for the examinations. This was the cycle. In the flipped classroom model otherwise called the inverted classroom, the process is reversed. Instead of doing a laborious problem-based homework off the classroom and coming back afterward to hear the professor lecture, the student watches a version of the lecture content online. This affords the students the opportunity of being prepared and comes to class to work on the problems in an interactive, collaborative setting with fellow students (Hall, 2013). The teacher assumes the status of a “guide by the way” or a coach, where necessary injecting a minute lecture as remedy to help students struggling with a common problem.

The focus shifts from teaching to learning. In an inverted classroom the first contact and examinations happen outside of the classroom, but students come to class prepared to engage with other learners and the professor. Project-based learning and the studio model of teaching in the arts are also expressions of the importance of engaging with students in the flesh. Technology makes it even easier to invert your classroom so that your classroom becomes the center of learning rather than only a passive point of first contact with the material.

XII. Podcast

Technology brings the possibility of inverting the classroom so that the same classroom becomes a real centre of active learning rather than a place for passive reception of information passed down from the teacher to the students. This is possible even if the students are coming in contact with the materials for the first time.

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Podcast simply is an internet television. It is an audio file digitalized and made available in the internet for downloading to either mobile or computer device. The file can be arranged as a series, fresh installment with the potential of being received by subscribers automatically(https://www.google.com/search?q=define+podcast).

A podcast seems to get more attention than the same information as text, partly because you can add other interest to the podcast both sound and video. This is true for a lecture as well; one of the reasons PowerPoint has become so popular is that adding slides, sound or video, provides a break from the stream of words. There are a number of different ways of creating web/iPod versions of your lectures: you can add the audio directly on top of your PowerPoint, or start with audio files and everything in between. The end products can be played via a web site or loaded onto an iPod or other portable device.

Whichever social media to use will depend on several factors but from the teacher's point of view the upper most one should be the ones the students are already using. This could be done by looking up the social networking sites usage rate (popularity) from time to time.

XIII. Conclusion

From the foregoing, we have seen that technology has come to stay in the present day classroom. In fact what makes classroom modern is simply technology integration. The presence of technology brought with it a different way faculty and students approach interaction, collaboration and communication in the hitherto known classroom. The study has raised series of critical issues relating to the growing decline in the vibrancy of the classroom interaction in our times and the deviation has serious implication on what the classrooms in the brick and mortal educational institutions of all ages are created to achieve. The study also realized that technology essentially is a tool and forcing it through use and enthusiasm to replace classroom meaningful engagement and learning cannot take the present and future students to the desired horizon. Our classrooms should be better reserved for interactions while technology is reserved for use outside of the classroom. Let all things be done appropriately and in order (1Corinthians 14:40).

XIV. Recommendations

The papers therefore recommends the following

Continuous training of teachers and students on how and when to use classroom technological resources;

Fees to be paid by students of higher institutions should include that for tablets, notebooks and others so that all students have ownership and access to the necessary tools;

"Emptying technology out of the classroom campaign" to be advocated though skillful communication and sensitization of the stakeholders thereby freeing time for F2F interactions;

Schools and colleges to partner with network providers in order to make services cheaper for students and teachers.

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The Effectiveness of Positive Peer Culture with Youth at Risk

By Larry K. Brendtro & Michael Caslor

Abstract- Youth in conflict with adults often gravitate to friends who support high-risk behavior. Various group treatment programs have sought to reverse this negative peer influence with two different strategies. In peer pressure programs, youth discipline one another to reinforce behavior norms. In peer helping programs such as Positive Peer Culture (PPC), youth support one another by solving problems and building strengths. While both approaches have been shown to improve short-term behavior, peer-helping creates long-term change in prosocial values, thinking, and behavior. This article reviews relevant research on the effectiveness of Positive Peer Culture and reports a study comparing recidivism of a residential PPC program in corrections with matched controls. Differences were apparent after 12 months as PPC groups had significantly lower recidivism at each quarterly interval of the 24-month follow-up period.

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The Effectiveness of Positive Peer Culture with Youth at Risk

Larry K. Brendtro [α] & Michael Caslor [σ]

Abstract- Youth in conflict with adults often gravitate to friends who support high-risk behavior. Various group treatment programs have sought to reverse this negative peer influence with two different strategies. In *peer pressure* programs, youth discipline one another to reinforce behavior norms. In *peer helping* programs such as Positive Peer Culture (PPC), youth support one another by solving problems and building strengths. While both approaches have been shown to improve short-term behavior, peer-helping creates long-term change in prosocial values, thinking, and behavior. This article reviews relevant research on the effectiveness of Positive Peer Culture and reports a study comparing recidivism of a residential PPC program in corrections with matched controls. Differences were apparent after 12 months as PPC groups had significantly lower recidivism at each quarterly interval of the 24-month follow-up period.

I. Research on peer Group Influence

Troubled youth often gravitate to like-minded peers who reinforce one another's anti-social behavior. This process called *peer deviancy training* can disrupt education, treatment, and correction programs (Dodge, Dishion, & Lansford, 2006). Peer problems are not unique to settings for youth at risk since bullying research shows that cultures of harassment are common in many schools (Bradshaw & Waasdorp, 2009).

Researchers on *peer deviancy* argue that grouping youth at risk together has "iatrogenic effects", meaning the treatment makes the problem worse (Dishion, McCord, & Poulin, 1999). Yet networks of *peer support* can be a powerful positive influence when young people who experience similar challenges can empathize with and encourage one another (Karakos, 2014). A growing body of research shows that well-designed group programs do not have iatrogenic effects (Huefner et al., 2009; Weiss et al., 2005).

Positive Peer Culture reverses negative peer influence by enlisting youth in helping one another and building respectful bonds with adults. PPC has roots in Europe and the United States. August Aichhorn (1935) of Austria piloted democratic approaches to group work and trained Fritz Redl who came to the U.S. to escape the Nazi occupation. Redl established a therapeutic group milieu at the University of Michigan Fresh Air Camp which trained youth professionals for three decades. Redl and Wineman co-authored the classic books *Children Who Hate* (1951) and *Controls from Within* (1952).

During World War II, army psychologist Lloyd McCorkle used peer groups in a Kentucky military prison. Subsequently, he developed Guided Group Interaction (GGI) with court-referred youth at Highfields in New Jersey. With only six employees and 20 boys, Highfields developed close relationships with staff and peers. This model was described in two major books (McCorkle, Elias, & Bixby, 1958; Weeks, 1958).

Psychiatrist Richard Jenkins (1958) concluded GGI at Highfields could succeed with two types of youth. *Maladjusted* delinquents act out because of emotional frustration; the warm relationships at Highfields reduced inner stress and distrust of authority. *Adaptive* delinquents were socially competent but gravitated to antisocial gangs; the group process helped them build prosocial values and relationships. Criminologist Walter Reckless (1958) observed that involving peers in problem-solving results in rapid treatment, producing a change in only a few months. Resilience researchers Werner and Smith (1992) have described effective programs for youth at risk as more like a supportive family than a treatment intervention. The Highfields program was both.

II. From GGI to PPC

Harry Vorrath completed his social work internship at Highfields in the 1960s. Prior experience as a seminary student and a Marine gave him a dual perspective—nurturing youth and demanding accountability. Vorrath saw how the military could take a group of young soldiers and in a few months prepare them to risk their lives for one another. Vorrath implemented GGI in several group homes and correctional facilities.

Vorrath gained prominence in the book *Children in Trouble: A National Scandal* by Pulitzer Prize author Howard James (1970). Vorrath was called to the Red Wing Minnesota State Training School after residents had rioted. Instead of punishment, he created "a culture of caring—what one finds in a strong happy family" (p. 125).Students worked in small groups to help solve their problems and develop prosocial values.

As GGI proliferated, the original Highfields spirit sometimes shifted from democratic to authoritarian relationships (Polsky, 1970). Group members became enforcers with the power to discipline peers. Vorrath

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opposed using peer pressure for behavior modification, believing youth were only empowered to help. Thus, he split from GGI to create Positive Peer Culture, highlighting this distinction in his initial PPC publication:

> Do group members punish? Absolutely not! In fact, the group may not even recommend punishment; their only function is to help. If a serious situation arises which the group cannot handle, the staff will decide what to do. (Vorrath, 1972, p. 4)

While this is a clear statement, the challenge would be maintaining a caring climate.

The initial Positive Peer Culture manual (Vorrath & Brendtro, 1974) described key elements of PPC which correspond to principles of positive youth development:

- *Relationships of trust*. Youth feel safe to share concerns and challenges.
- *Problems as an opportunity.* Overcoming difficulty builds strength and resilience.
- *Responsibility instead of obedience*. Young people learn to control their lives.
- *Cultures of respect.* No one hurts another person, and all are responsible for helping.

Thus, while some group programs use peers for behavior control, PPC builds respectful relationships which meet developmental needs for belonging, mastery, independence, and generosity (Giacobbe, Traynelis-Yurek, & Laursen, 1999).

III. Caring Versus Coercion

A critical distinction in group treatment programs is whether youth are empowered by caring or coercion. The peer group literature can be confusing when researchers fail to make this distinction. While GGI and PPC each use problem-solving meetings, they may have different goals: While GGI typically targets managing behavior, PPC seeks to build prosocial values, thinking, and behavior (Fatout, 2017). One should not romanticize any model since the most positive philosophy can mutate into malpractice.

Using youth as behavior enforcers merely shifts coercion from adults to peers. Whatever its source, power-based discipline impedes empathy and moral development (Hoffman, 2000). The distinction between caring and coercion is dramatic. Grissom and Dubnov (1989) describe a *normative* model of GGI which requires the "painstaking manipulation of peer group pressure" (p. 15) whenever a norm is violated—and they list over 200 norms. This requires hundreds of daily confrontations by staff and peers. In contrast, Positive Peer Culture expects hundreds of daily acts of care and concern.

The most extensive survey of peer group treatment is from Gary Gottfredson (1987) of Johns Hopkins University. His research shows how Guided Group Interaction drifted from the relationship-based Highfields model to a culture of confrontation. Here are examples he cites from two studies by prominent GGI researchers:

Collegefields (Pilnick et al., 1967) was a community-based treatment program using GGI and academic experiences with teen boys. Peers were charged with detecting and controlling deviant behavior. The term "caring" was distorted to mean enforcing norms with group confrontation. Cult-like methods included repeating a litany of required responses to gain the group's forgiveness. "When confronted with evidence of holding back information about transgressions, a boy might be badgered, humiliated, made to kneel, and finally confess to the transgressions" (Gottfredson, 1987, p. 691). In this toxic environment, 42 percent of the boys failed to complete the program.

The Provo Experiment (Empey & Erickson, 1972) also operated in the community. In group meetings, youth were forced to disclose their delinquent history and those who were guarded met ridicule and attack; this contrasts with PPC where the groups seek to create a climate of trust rather than attacking defenses. Provo youth were told if they did not make progress, they would be sent to the state reformatory. Peers had the power to impose sanctions ranging from derision, locked detention, and exclusion from the group; none of these are permitted in PPC. Staff wielded power by keeping youth in the dark about their decisions, a classic authoritarian ploy.

Gottfredson (1987) also found that various peer group programs in schools had limited effectiveness and sometimes made matters worse; this is consistent with a meta-analysis of bully-prevention in schools (Juvonen & Graham, 2013). Researcher Dan Olweus (1996) of Norway found that the antidote to bullying is a democratic school culture. But in U.S. schools, most bully-proofing policies are coercive and fail to change either the school culture or student values (Edmonson & Zeman, 2011).

IV. Preventing Harm

The measure of status among youth in PPC is using one's abilities to help each other (Tate & Copas, 2010). But some programs called PPC are counterfeit imitations of a caring culture. Brendtro and Ness (1982) studied ten PPC programs to identify misuse of peer group methods. These included hostile peer confrontation, discipline by peers, and distant staff-student relationships. As proposed by Gottfredson (1987), this study of potential abuses is now used to establish program fidelity standards.

Certain persons face more challenges in peer-group approaches, including *beset* youth whose relational trauma made it hard for them to trust either adults or peers (Gold & Osgood, 1992). Robert Lee (1996) found that youth who failed in PPC had problems

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with openness to relationships. Joseph Ryan (2006) reported that those with histories of maltreatment had higher rates of recidivism following PPC; this mismatch of personality and treatment model is greatest in confrontive group settings. While all youth can benefit from positive peers, those with histories of trauma need additional relational and therapeutic support (Bath & Seita, 2018). Best practices in PPC now include training both staff and young people to be trauma-informed since the most powerful forces for healing are natural caring relationships (Greenwald, 2017).

V. The evidence Base of Positive Peer Culture

Positive Peer Culture drew on the practical experience of its authors. Vorrath was trained in the Highfields tradition and Brendtro at the University of Michigan Fresh Air Camp. They collaborated when Brendtro directed Starr Commonwealth in Michigan and Ohio which became a laboratory for refining and researching PPC (e.g., Brendtro & Ness, 1983; Seita & Brendtro, 2005; Tate, Copas, & Wasmund, 2012).

While PPC emerged from practice, decades of research have grounded this model in evidence from sociology, resilience, trauma, neuroscience, and youth development (Brendtro & Mitchell, 2015; Caslor, 2003). The core goals of PPC are expressed in the Circle of Courage resilience model and include the universal growth needs for belonging, mastery, independence, and generosity. Research shows that these needs are hard-wired into the human brain (Brendtro, Brokenleg, & Van Bockern, 2019) and are essential in developing resilience to successfully cope with adversity (Werner, 2012).

The comprehensive evidence base for Positive Peer Culture is summarized in several sources. Three *Positive Peer Culture* manuals review PPC research (Brendtro, 2020; Steinebach et al., 2018; Vorrath & Brendtro, 1985). Strength-Based Services International surveyed research on PPC programs (Giacobbe, Traynelis-Yurek, & Laursen, 1999). Positive Peer Culture is a model strength-based program (Ellis, 2009). Children Australia lists Positive Peer Culture as a research-supported therapeutic residential care model (Clark, 2011). Finally, the California Evidence-based Clearing House lists PPC as highly rated on the Scientific Rating Scale (James, 2011).

Erik Laursen (2010) summarized PPC studies which report these outcomes:

Student and staff safety, bonding to adults, problem-solving skills, reduction in crisis, internal locus of control, increased self-worth, prosocial values, school engagement, positive youth and family evaluation, and reduction in recidivism. Since many studies of PPC are not widely disseminated, we highlight representative research below:

Treatment Environment. Mitchell and Cockrum (1980) found PPC more effective than a Level System at decreasing runaways, physical aggression, property destruction, and self-injurious behavior. The most striking difference was physical aggression towards staff; in a six-month period there were 19 such incidents in the Level System and none in PPC. Bill Wasmund (1988) compared the social climates of two peer group and two non-peer group residential programs using treatment environment questionnaires. PPC students reported a more orderly climate with greater support, involvement, and freedom for expression of feelings.

Moral Development. Moshe Sherer (1985) studied the impact of PPC on moral development of "distressed" Israeli teens. Peers known to street-corner gang workers were randomly assigned to either a PPC group or a control group. A third control group included youth from other street-corner gangs who did not have personal contact with members of the first two groups. There was a significant positive difference for PPC participants and on some indices for their friends in the related group. Gold and Osgood (1992) assessed youth in Michigan PPC programs and found the level of delinquent values related to adjustment after returning to the community. The closer youth were to caregivers and teachers, the less they embraced delinquent values.

Academic Gains. Students with emotional and behavioral disorders have high levels of educational deficits (Nelson, Benner, Lane, & Smith, 2004). Among 1,000 consecutive students in PPC programs at Starr Commonwealth, the mean achievement score was .65 years across the students' educational history (Brendtro, Mitchell, & McCall, 2008). Thus, a typical tenth grader could be expected to achieve at the sixth or seventh-grade level. However, during enrollment in Starr's alternative schools, PPC students averaged between 1.5 and 2.0 years gain for each year in attendance.

Elk Hill Farm in Virginia also assessed academic achievement gains in PPC. A study of 40 students showed 2.15 months of academic gain for each month between pre- and post-test (Giacobbe & Traynelis-Yurek, 1993). Traynelis-Yurek (1997) notes that the group process enhances problem-solving, reflective thinking, and listening skills, making PPC a wholistic education and treatment strategy.

Reducing Recidivism. Researchers evaluated 140 males who completed a PPC program at Elk Hill Farm in Virginia (Giacobbe & Traynelis-Yurek, 1992). They found significant positive change on all 14 factors scores on the Jesness Behavior Checklist. Subsequent research found recidivism was significantly reduced by offering follow-up services for a year after release (Giacobbe, Traynelis-Yurek, Powell, & Laursen, 1994).

Leeman, Gibbs, and Fuller (1993) evaluated a PPC program that equipped youth in peer helping

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strategies. Boys at an Ohio youth correctional facility were randomly assigned to experimental or control groups. Experimental groups showed positive changes based on staff incident reports, self-reports, and school attendance. Twelve months after release, the experimental group's recidivism rates were significantly lower at 15 percent while recidivism of controls were 40 percent.

VI. The Michigan Peer Influence Study

The most extensive research on PPC was conducted by Martin Gold & D. Wayne Osgood (1992) of the University of Michigan. Their quasi-experimental study compared 45 self-contained PPC groups, each with its own staff team. All groups were nominally using PPC but there were natural differences in implementation of the model. Researchers tracked a myriad of factors related to success in the program and community. Here we highlight key findings concerning developmental needs:

Attachment. Most students formed positive bonds with both staff and peers. Research shows that traumatized or *beset* youth need close personal relationships to reconstruct their lives. This support can come from staff, peers, and family. Staff who do not form close bonds diminish their influence, but young people who like their staff and peers engage in more prosocial behavior in the program and the community.

Achievement: Many troubled youth have difficult school experiences; research shows that much delinquent behavior is provoked by failure and conflict in school. Teachers in successful schools give students at risk uncommonly warm emotional support and prevent them from failing by fostering success. Youth who are engaged in school make achievement gains and have better adjustment to the community.

Autonomy: In successful programs, youth share responsibility for decisions affecting them. Staff teams that give students autonomy form closer bonds with youth, which in turn develop more prosocial group cultures. In contrast, adult domination and coercive control feed negative peer subcultures, which in turn sabotage educational and treatment progress. The most robust predictor of positive groups is a positive staff team.

Altruism: Caring is the core value in peer helping groups. Student behavior is assessed against the standard of whether it displays concern for the well-being of others. This ethos counters the peer abuse typical in traditional correctional settings as well as many community schools. In addition to participation in peer-helping, caring for others is generalized beyond the group through service-learning activities.

Effective PPC programs require trained staff and measures to ensure fidelity in implementation. Misapplication of this methodology is most likely to occur in authoritarian settings where peer groups are used as agents of control instead of resources for helping. In the simplest of terms, no program qualifies for the designation Positive Peer Culture unless it creates a caring climate among staff and youth; this is essential if young people are to experience change.

VII. Effects of Positive Peer Culture on Recidivism

For PPC to be a total system for building transformational change, it requires strategies to impact relationships in the ecology of family, school, peer group, and community (Bronfenbrenner, 2005).The key question is whether these group interventions have a lasting positive impact; this was the focus of a previously unpublished study of recidivism of Canadian youth in a well-established Positive Peer Culture program.

VIII. Context

The research was completed as a Master of Social Work thesis (Caslor, 2003) which sought to evaluate the following research question: Do participants in the PPC program have a lower recidivism rate than a matched sample of offenders who do not attend the program while incarcerated?

PPC has been the primary programming at the Agassiz Youth Centre (AYC) in Portage La Prairie, Manitoba, since the mid-1970's. Other youth correctional facilities in Manitoba did not run PPC, with the exception of Ridge Point that had started a pilot at the time of the original research.

Recidivism was operationally defined as a) the length of time (ratio) before a subsequent charge, b) length of time before a subsequent incarceration, c) the number of subsequent charges (ratio), convictions (ratio), and length of the subsequent incarceration (ratio), d) the number of subsequent charges (ratio), convictions (ratio), and length of subsequent incarcerations (ratio) after multiple placements, and e) the seriousness of the most serious offense. *Breach of conditions* of probation (like being out past curfew or consuming alcohol) was *not* defined as recidivism.

IX. Design

Methodology. This evaluation utilized the quasi-experimental method known as the "non-equivalent groups design" (Maxfield & Babbie, 1998, p. 162). The treatment group included a sample of male youth discharged from the Agassiz Youth Centre in Portage la Prairie during the calendar year 2000. The comparison group included a sample of all-male youth discharged in the same time period from all other Manitoba youth institutions. Ridge Point was excluded since it was using parts of PPC and did not fit into either the treatment or comparison group.

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Sampling. An aggregate matched sampling strategy selected a treatment group (youth who were first incarcerated at AYC) and a sample comparison group (youth who were first incarcerated at an institution other than AYC) that were non-significantly different across the following control variables: Aboriginal or Non-aboriginal, Rural or Urban Residence, Gang Association, Parental Living Arrangement, Type of Primary Offence (property / personal / other), Child and Family Service Involved, History of Suicide Attempts (Yes / No), Type of Reintegration (standard supervision/intensive supervision), Education, Most Serious Offense, Primary Risk Assessment, Number of Charges, Number of Convictions, and Age at First Incarceration. Where significant differences existed between the original populations, case records were randomly removed focusing on those significantly different attributes until the samples were non-significantly different.

X. Results

a) Length of time before a subsequent charge.

The analysis was able to assess how many months elapsed after the end of the first incarceration before the next charge occurred. The differences were not statistically significant at the 3-month, 6-month, 9-month, or 12-month intervals, although AYC did have lower re-charge rates at the 6-month, 9-month, or 12-month intervals. After the one-year interval, AYC re-charge rates are significantly lower at 15 months ($p < .05$); 18 months ($p < .01$); 21 months ($p < .05$) and 24 months ($p > .05$) than the comparison group. For example, at the 24-month interval AYC's re-charge rate was 66.7%, while the comparison group's rate was 82.7%.

b) Length of time before a subsequent incarceration.

Similar analysis was undertaken to assess how many months after the end of the first incarceration had elapsed before the next incarceration occurred. At the 3-month interval, AYC had a significantly higher re-incarceration rate than the comparison group ($p < .05$). Non-significant differences were seen at the 6-month, 9-month, or 12-month intervals, with AYC having slightly lower re-incarceration rates at each interval. AYC discharges have significantly lower re-incarceration rates at the 15-month, ($p < .05$); 18-month, ($p < .01$), 21-month; ($p < .05$); and 24-month intervals ($p < .05$) than the comparison group. At the 24-month interval, AYC's re-incarceration rate was 64%, while the comparison group's rate was 80%.

c) Subsequent charges, convictions, and length of incarcerations.

The study tracked recidivism for 24 months after release. The number of subsequent charges and convictions were lower for AYC but did not reach statistical significance. However, AYC students had significantly fewer ($p > .01$) incarcerations (2.1 versus 2.7) and were sentenced to significantly fewer ($p < .01$) months of incarceration (9.7 versus 15.7) over the two years than the comparison group.

d) Subsequent charges, convictions, and length of incarcerations after multiple placements in PPC.

From all youth who were re-incarcerated, a subsample was identified who were placed in the same group as initially (AYC, N=44 and Other, N=40). What was the impact of more than one experience of PPC? Those with multiple placements in AYC continue to have significantly fewer ($p < .05$) incarcerations (1.69 versus 2.20). AYC youth also had significantly fewer ($p < .05$) months of incarceration (5.91 months versus 10.71 months). Also, those with multiple PPC placements had significantly fewer ($p. < .01$) charges (8.16 versus 16.47), and significantly fewer ($p < .05$) convictions (4.54 versus 7.32) than the comparison group.

e) Seriousness of the most serious offense.

PPC also seems to affect the seriousness of the youths' most serious offense. This was assessed using the Manitoba Department of Justice's three-level classification system of all criminal law offenses, namely Low, Medium, or High. Repeated-measures MANOVA identified that youth with multiple discharges from a PPC program have somewhat less serious convictions than youth with multiple incarcerations in the comparison group, although it didn't reach the level of statistical significance ($p = .08$).

XI. Limitations

While the matching strategies helped mitigate potential sample variations, some differences remain. Other potentially significant variables may include youth alcohol/drug abuse and the strength of the youth family/support network. Data on participation in other programs (like anger management or cultural experiences) were not available and therefore were not controlled for in sampling.

Second, the information came from the Province's Criminal Offender Management System (COMS), which was phased in just before the timeframe of the original sample. Other researchers (Bacon & Bracken, 2002) had noticed some errors in the COMS data during similar timeframes; this current study did not cross-reference recidivism data from COMS with official court records to identify any potential errors.

Third, while AYC was a well-established PPC program, the research did not assess the fidelity of PPC being offered or differences in fidelity between the peer-helping groups as did the Michigan research by Gold and Osgood (1992).

XII. Discussion

At-risk youth behavior emerges over time from experiences of trauma, disconnection, mistrust, a lack of opportunities, oppression, and disrespect. PPC

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attempts to intervene and counteract each of these by building climates of safety, connection, trust, opportunity, empowerment, and respect.

The findings suggest differences in recidivism between AYC and comparison group were not immediately apparent in the short term although AYC consistently had a lower re-charge and re-incarceration rate (at virtually every 3-month interval) than the comparison group over a 24-month follow-up period. These differences in recidivism reach statistical significance after the 12-month interval.

Comparing youth who were re-incarcerated and had multiple placements in AYC with youth who were re-incarcerated and had multiple discharges in another institution demonstrated AYC discharges had significantly fewer charges, convictions, number of months incarcerated and number of incarcerations. Changing habits and attitudes, referred to as 'habitudes' by John Dewey (1916), takes time and multiple experiences with PPC have a cumulative long-term positive impact.

More sustained change seems likely if similar peer helping programs could be more broadly used within youth, family, and community support services (including education, treatment, mental health services, child protection, diversion, and probation).

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Federal Government Anti-Corruption war in Nigeria: The Legislative Oversight option

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Abstract- In contemporary Nigeria, corruption has reached such a high magnitude, that it has become a burden not only to Nigeria but also to the international community. The sad situation in Nigeria is that the measures put in place by successive governments in the last three decades as medication have failed. It has become so endemic, pandemic, systemic, and a threat to the fledgling democracy in Nigeria. Arising from this helpless situation, Nigerian government finds itself in its difficulty to win corruption war that spurred the authors of this paper to suggest Legislative Oversight Option as a Legislative Administrative Strategy to tame the monster, corruption in Nigeria. The study suggested how Legislative Oversight can be strengthened in Nigeria to a robust Constitutional mechanism to checkmate the usual excesses of the executive arm of government and its executive bodies to curb waste in governance.

Keywords: corruption, national assembly, legislative oversight, accountability, transparency, good governance, constitution.

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Federal Government Anti-Corruption war in Nigeria: The Legislative Oversight option

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Abstract- In contemporary Nigeria, corruption has reached such a high magnitude, that it has become a burden not only to Nigeria but also to the international community. The sad situation in Nigeria is that the measures put in place by successive governments in the last three decades as medication have failed. It has become so endemic, pandemic, systemic, and a threat to the fledgling democracy in Nigeria. Arising from this helpless situation, Nigerian government finds itself in its difficulty to win corruption war that spurred the authors of this paper to suggest Legislative Oversight Option as a Legislative Administrative Strategy to tame the monster, corruption in Nigeria. The study suggested how Legislative Oversight can be strengthened in Nigeria to a robust Constitutional mechanism to checkmate the usual excesses of the executive arm of government and its executive bodies to curb waste in governance. To also curb corruption and absolution in the exercise of political power, especially in the Government Budgets vis-à-vis the awards and implementation of contracts, goods and services in Nigeria. The position of this paper is that if best practices devoid of compromise are adopted by the National Assembly in its Legislative Oversight Functions as obtainable in the advanced democracies, good governance in which accountability, transparency, and integrity would be a culture in the nation's polity. Thus, where other measures of the successive governments have failed in the fight against corruption, the Legislative arm that lives above board, sees their membership in the National Assembly as a call to national duty which demands sacrifice, patriotism, and service, would surely succeed in winning the war over corruption in Nigeria.

Keywords: corruption, national assembly, legislative oversight, accountability, transparency, good governance, constitution.

I. Introduction

Corruption is as old as the existence of human beings on earth and is not a social vice unique to Nigeria. It prevails in one form or the other in practically all countries of the world. The history of Nigeria since independence in 1960 has been the same story of misappropriation of funds, embezzlement or looting of the nation's treasuries, abuses of procurement procedures and implementation or execution of contracts and awards of public goods and services, for private gains. The Nigeria nation has a track record of poor public finance management, resulting in non-existent critical infrastructures and social programs. The irony in the country is that the very people who are supposed to defend and protect the masses' interests are responsible for institutionalized looting in the country. The chief bandits are often the high-ranking government functionaries while the successive Heads of Government have also been on the taking. These elites in government have developed a taste for absurd luxury, manifesting in a brazen display of impunity, insensitivity, and indifference to the general misery of the Nigerian people. In the light of daily events unfolding in Nigeria, corruption has reached cancerous proportions. The truth is that the extent and magnitude of this scourge are hard to estimate, owing to its illegality and the painstaking efforts the culprits take to conceal it.

In other words, Nigeria, with her human and other natural resources, according to the Human Rights Watch, 2011, easily stands out as among the Twenty-two (22) poorest countries of the world. The probe panels of the various committees of the National Assembly and other corruption scandals associated with Jonathan administration that are being constituted under the Buhari administration since inception in May 2015 have indicated and further confirmed that the public sector is still as rotten as ever, in spite of the various anti-corruption measures and institutional approach on ground. Nigeria and Nigerians have no business being impoverished if only their leaders imbibe the culture of service. The Nigeria experience has justified the development hypothesis that an abundance of resources of all types is not a sufficient condition for all-round development of any country.

The fight came to the limelight in 1966 when the military gave the reason for corruption of the politicians as one of the reasons for coup d'état. Since that time, strategies, laws, and policies have emerged to wage and win the war against corruption by successive governments in Nigeria. Unfortunately, it has not being won because the strategies or the laws or policies have not been faithfully and comprehensively utilized hence, corruption has not only impacted tyranny on the socio-economic and political development of the country, it has indeed robbed the nation of desired greatness and prosperity, as envisaged by her founding fathers. It has remained the cankerworm over the years that has eaten

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deep and destroyed the very fabric of the great nation, and thus crippled her journey to greatness. Since various strategies, laws, and policies have been designed to fight corruption in Nigeria by succeeding governments without success, the Legislative oversight option is what this paper aimed to examine, explore and utilize as new option to enshrine integrity, probity, accountability, and transparency in the Nigerian public administration as culture in the public funds management and expenditures.

II. Conceptualizing Corruption

The concept "corruption" is derived from the Latin word "*corruptus*" which signifies "to destroy." As a concept, it has attracted the attention of scholars from social sciences, practitioners of public administration, human activists and international organizations such as World Bank, Transparency International, International Monetary Fund's (IMF) and others. As a result of this public interest on corruption, Musa (1999) then opined that the term is uncertain and devoid of any straight jacket definition. Thus corruption as a concept is how and what is it in the eye of the beholder. That is, it all depends on who is defining it and from what perspective and for what purpose.

According to the United Nations Development Programme [UNDP], (1999) corruption is defines as "the misuse of public power, office, or authority, for private benefit through bribery, extortion, influence, peddling, nepotism, fraud, speed money or embezzlement." From this definition, corruption is the abuse of public office for personal benefits. To Ndubuisi (2005), corruption is "any act by a public official who violates the accepted standard of behavior to serve a private or selfish "end."

From the preceding, the search for the definition of corruption is generally a difficult task. The reason is that "definition" etymologically means "to enclose within limits", so when a concept is defined, it is enclosed. In recognition of the obstructive nature of the concept, the dictionaries irrespective of the publishers have nine definitions of corruption, which covers the physical, moral, and aspects of the transferred applications of the concept. The moral and aspects of the transferred applications are helpful in our search for definition. From the definitions, it can be deduced that due process is distorted by corruption. This paper then believes that as corruption defies precise definition, it is therefore absolutely not necessary to venture into the definition of corruption as provided by various scholars, considering the scope and limit of this paper.

In the view of this paper, what then is corruption? For an act to be corrupt, it must presuppose that in a given system, there is a standard or blueprint of behavior expected of persons who operate within that system. Hence, in any business, profession, institution, or social system, there are rules or an agreed code of conduct which members are meant to conform to for the healthy running of the system. This standard or blueprint of behavior explains subscription to Oaths of Secrecy and Office Allegiance by the public officials, Public Service Rules (PSR), Code of Conduct Bureau (CCB), Financial Regulations (FR) and Circulars, which are guiding operations in the Nigerian Public Sector. In light of the preceding, this paper shall, therefore, identify with the definition given by Social Science Encyclopedia (1985). It defines corruption as "the pervasion or abandonment of a standard." From the definition, one can see that in every incidence of corruption, there must have been an established normative standard. Thus, in every human society or set up, there are levels of quality, behavior, decency, value, and measure of weight which are adjudged necessary and acceptable for social well being. If these standards are absent or altered, the resultant effects are insecurity, chaos, and frustration. An act of perversion consists in the modification or change in an established normative standard in "an unnatural and often harmful way."

In the light of the above, one, therefore, is inclined to accept the definition provided by the African Association for Public Administration and Management (AAPAM), and the United Nations Economic Commission for Africa (UNECA), (1992) that:

… all forms of departure from ethical norms or in one word, all unethical behavior. Falling away from standard of integrity or rectitude defined by law, upheld by social norms or conscience or recognized by the general conscience of mankind or behavior patterns.

From the definition provided above, Six (6) key points are noted. That corruption:

- is the antithesis of accountability, transparency, and performance;
- a deviation from standard norms and rules of doing something in a social system;
- involves satisfying private or personal pleasure or interest;
- reveals the wide scope or multi-dimension of corruption;
- shows the futility in the precise definition of corruption, even though it is observable when seen; and
- shows the subtleties of corruption

a) Impact of Corruption in Nigeria

The causes of corruption will only be highlighted by this paper being that this work is not absolutely on corruption per se. The causes are itemized as: colonial experience, leadership debacle, bad economic policies, Nigerian family system, poverty, bad governance, ethnicism, political patronage, greed, lack of political will, among others. Corruption is manifesting in all spheres of human endeavors in Nigeria. Be it in government or corporate institutions or at individual

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private life; corruption has negatively impacted all the sectors. The terrible and negative impact corruption has had and still has on Nigeria can best be captured in the words of the former chairman of the Independent Corrupt Practices and Other Related Offices Commission (ICPC), Justice Akanbi, who stated among other things:

Corruption is a dangerous foe. The endemic nature and deliberating effect of corruption on the cultural, economic, social, and political foundation of the society have been most harrowing and disconcerting. Corruption is, true, the bane of our society. It has been the harbinger of the messy situation in which we find ourselves today. Our economy has been ruined, our hopes for greater tomorrow have been dashed, and our value system is destroyed so much so that the world begins to see us as men and women without honor and dignity.

Miguel Schloss, the Executive Director of the Transparency International in his address at a 3-Day 8thNigeria Economic Summit held in Abuja, in 2001, said the root of Nigeria's under-development despite her abundant human and natural resources, is corruption. He further explained that:

Bribery and corruption not only create room for more costly public investment, low expenditures on operation and maintenance but also make for lower resource surpluses. All these can only engender poorer economic performance. And Nigeria is a classic example of one country which economy has continued to stagnate because the specter of bribery and corruption continue to haunt it.

Psychologically, corruption has inflicted scorching hurt and reproach on the psyche of individual personality in Nigeria locally and internationally. The integrity of an average Nigerian is questionable and dreaded like mad dogs and criminals. So bleak is the situation that the former secretary-General of the Commonwealth of Nations, Chief Emeka Anyoko, lamented as follows:

I wonder how many of our public office holders including those whose official positions entitle them to use the epithet "Honorable," Distinguished Senator," can truly be said to be men and women of honor and distinction in their everyday conduct. I wonder too, how many of our people in leadership positions in our private sector and non-governmental organizations can be said to reflect a sense of personal honor in what they do.

The few questions above are enough to expose the extent, serious and far-reaching attendant consequences of corruption on the governance and developmental efforts and processes in Nigeria. The country has a track record of poor public finance management resulting in deficient or non-existent critical infrastructure and social welfare programs. The explosion of churches and mosques and the increasing number of religious zealots in the nooks and crannies of the country have not helped matters as moral degeneration in all forms, especially in the number of fraudulent and corrupt office holders have no positive impact on governance and developmental processes in Nigeria.

Though corruption is a universal malady, in Nigeria, it abounds, resounds and affects the whole socio-economic and political sectors, private sector inclusive, like a contagion. The reason why Nigeria is more corrupt than many other countries as always revealed in the Annual Report of the Transparency International is aptly conveyed by Latin in the saying *corruption optima pessima est*. In the Nigerian language, it means "when a river is fouled". Is fouled at source, the whole course is fouled." It seems that successive Heads of Government are also involved in that moral degeneration. To date, each successive government in Nigeria has been implicating and indicting its predecessors of this crime against humanity. Ironically, Nigerians always later discovered that the regime that has been crying foul had been the most ever corrupt.

Successive governments in the country have established several agencies, initiated reforms, set up public enlightenment institutions, issued circulars and made publications on the Financial Regulations and Public Service Rules in efforts to curb corruption in the country. Hence, the country witnessed mass purge of 1975 and 1984 respectively, the Jaji Declaration of 1977, the setting up of institutions like the Code of Conduct Bureau (CCB), Code of Conduct Tribunal (CCT), Independent Corrupt Practices and Other Related Offences Commission (ICPC), Economic and Financial Crimes Commission (EFCC), and the constitution of various panels of inquiries, propaganda machineries like the National Orientation Agency (NOA).

Recall that this paper has earlier noted that corruption virus has infected all sectors of the nation's polity, the judiciary in particular, which has made the fight against corruption a complicated war to win. Today, the Civil Society Organizations, opposition political parties, media, and some notable individuals have pointed accusing fingers against the government, the anti-graft agencies and security agencies, especially the Department of the Security Service of the selective fight against corruption, being politicized and ethnic-based. The feeling in Nigeria today is that the President knows quite several corrupt officials in the three arms of government, and especially in his political party. But rather than prosecuting them, he is using the dossier collected on them to force them to support his government to succeed and used it as a good ground for 2019 General Elections. It is not therefore surprising that hardly a week passes in Nigeria, which you did not read in the newsprint of opposition political parties unceremoniously cross-carpeting to the ruling political party. The authors of this paper believe that there are

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about seven questions that should test the seriousness of any anti-corruption crusade. These are:

i. Is it systematic?
ii. Is it comprehensive?
iii. Is it consistent?
iv. Does it carry people along?
v. Is it sincere in all sense of it?
vi. Is it devoid of sentiments, politicization or ethnicism in a multi-ethnic society like Nigeria?
vii. Does it follow due process or Rule of Law?

Based on the scrutiny questions above, the previous anti-corruption crusade and even the present Buhari's crusade have failed the test; hence, the Nigerians alleged that the crusades have been largely media-oriented. Nigerians have discovered that there has been a disconnect between the utterances of the warriors of the fight and their conducts, while in government. This paper opines that there is a missing link in the fight against the monster, and Nigerians seem to have given up, while each successive government in the country continues to implicate and indict its predecessor of corruption.

The truth is that there seems no human problem that can defy human solution, once it is human. The essence of any research is problem-solving, hence this research is looking at the Legislative Oversight Option to tackle the problem of corruption in Nigeria, which the Nigerian government has not adequately explored. In sociology, there is a belief that "prevention is better than cure." Of course, a strengthened Legislative Oversight back with sincere political and patriotic will could go a long way to win the battle against corruption in Nigeria.

III. Legislative Oversight Option

Since the time of that great philosopher, Aristotle, it has been universally accepted that the political powers of the state are functionally divisible into three broad categories – the Executive, Legislature, and the Judiciary. Among the three arms of government, the Legislature occupies the superior place in the functional distribution of state power. According to one of the hallmarks of democratic governance is the principle of representation embodied in the legislature. Given its functions of representation, lawmaking, and oversight, the parliament is charged with the task of ensuring good governance. Legislature is the core institution of representative democracy. Comparing with the other two organs of government, the Legislature represents the divergent interests and opinions in society. It is an organ of government in which people of a diverse society are represented, which indeed makes a democratic government a representative democracy. Thus, Legislature is a product of a democratic government in any nation and has been an important arm of government all over the world. Democratic government is a system of government where absolute power is vested in the people. As a system of government, the central concept of democracy requires the involvement and consent of the citizens. It is a form of government in which people either directly or through their representatives constitutes a democratic government. In an attempt to define democracy, the most popular definition given by Abraham Lincoln, a former President of America that democracy is "the government of the people, for the people and by the people" (Tukar & Awosanya, 2004). From this definition by Lincoln, one can deduce the concept of participation by all and sundry in the affairs of the state. Democracy demands that the total decision making must reside among the people on one hand while on the other hand, accommodating differences among the people. These translate to majority rule and minority right, a representative government that is also accountable to the people that elect them into power. Since the Legislature occupies a remarkable position in governance, the core of democratic government and broad in the representative of a democratic society, then one should also be quick to add that much is expected from this arm of government in a nation-building or national development. This legislative arm of government is called National Assembly at the Federal level, which is a bi-cameral system: the Upper Chamber (Senate) and the Lower Chamber (House of Representatives). At the state levels, it is referred to as the State House of Assembly in Nigeria.

It is apt at this juncture to define what the concept, legislature means. According to the Oxford English Dictionary, legislature is "a body of persons invested with the power of making the laws of a country or state." The legislature consists of individuals (Legislators) who ostensibly were elected through free and fair elections as representatives of constituencies (geographical or communal territory). Although the legislature performs several functions, their three most critical responsibilities are the representation, law-making, and oversight of the Executive; Ministries, Departments, and Agencies (MDAs) and their activities. Literature has expressed two distinct views on the primary role of the Legislature as either trustees or delegates. As delegates, the legislature should reflect the interests of their constituencies but in contract to this view, the other school of thought views legislature as trustees of the entire nation considering their representativeness. Quoting one of the scholars of this school of thought, Burke (1974), succinctly asserted on the role of legislature as a nation's trustee or conscience, that:

… it ought to be the happiness and the glory of a representative, to live in the strictest union, the closest correspondence, and the most unreserved communication with his constituents. Their wishes ought to have great weight with him; their opinions high

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respect, their business unremitted attention… But his unbiased opinion, his mature judgment, his enlightenment conscience, he ought not to sacrifice to you, to any man, to any set of men living. Parliament is not a congress of ambassadors from different and hostile interests, which interests each must maintain, as an agent and advocate, against other agents and advocates; but parliament is a deliberative assembly of one nation, with one interest, that of the whole-where not local purposes, not local prejudices, ought to guide, but the general good, resulting from the general reason of the whole.

Irrespective of divergent views on the role of the legislature, several functions of the legislature in a democratic society have been identified by scholars and prescribed in the constitutions of countries in the globe. However, the legislature of a nation is the eyes, ears aid, and voices of the people of the country concerned. Traditionally, the most important function of the legislature is that it makes laws for the nation, the function in which it is identified by most people. About the oversight function of the Legislature based on representative democracy, Mill (1862) opined that the legislature is expected to:

i. watch and control the government
ii. throw the light of publicity on its acts
iii. compel a full exposition and justification of all of (the action of government or officials, and other corporate actors) which anyone considers questionable
iv. censure them if found condemnable
v. be the Nation's Committee of Grievances and its Congress of Opinions.

From the preceding opinion, Mill recognized the oversight function as a major responsibility of the legislature.

IV. Understanding the Legislative Oversight Concept

The Legislative Oversight is one of the most cardinal constitutional responsibilities of the legislature in any country of the world, and Nigeria is no exception. The Constitution of the Federal Republic of Nigeria (1999), in sections 4, 5 and 6 provide for the powers of the Federal Republic of Nigeria to wit: Legislate, Execute and adjudicate powers respectively. In section 47 of the same Constitution, the Constitution provides: There shall be a National Assembly for the Federation which shall consist of the Senate and a House of Representatives. By this provision, a bi-camera Legislature was established in Nigeria at the National level.

Further, Section 4 (2) makes provisions for the powers that shall be exercised by the National Assembly, which states that "The National Assembly shall have the power to make laws for the peace, order and good government of the federation or any part thereof with respect to any matter included in the Exclusive List contained in Part I of the Second Schedule to the Constitution. Section 4 (7) provides that "The legislative powers of a state of the federation shall be vested in the House of Assembly of the State." In addition to the primary function prescribed in this Section, the Nigerian Constitution vested the legislature with several powers and functions, including oversight. From the preceding, the powers of the National Assembly are over-whelming. It can do anything within the Constitution provided it is for the peace, order, and good government of the Federal Republic of Nigeria. According to Nwabueze (2004), a legislature can legally exercise the sovereignty of the nation reposed in it in any way and for whatever purposes it chooses, it can, in theory at any rate, do anything it likes except, of course, things that are physically impossible, like turning woman into a man… Thus, without a vigilant legislature capable of acting as a check on presidential powers, those powers could easily be abused.

The 1999 Nigerian Constitution perceives oversight as inquiring into the past activities of implementing public institutions, their plans, and actions. In other words, the oversight function of the legislature is the administrative activities of this arm of government. It is the legislative review and evaluation of selected activities of other arms of government in a democratic society with accountability, openness, fairness, monitoring, supervision, and sanctions as its components. Legislative oversight is a way of keeping a watchful eye, but responsibly, over the work of implementing institutions to ensure that their works or activities are effectively and efficiently carried out as specified. It is an expansive constitutional power conferred on the legislature to act as overseer or watch-dog on the application of public funds (Jaja, 2012).

American Congressional Dictionary describes Legislative Oversight as "Congressional review of how Federal agencies implement laws to ensure that they are carrying out the intents of congress and to inquire into the efficiency of the implementation and effectiveness of the law." Also, the American Legislative Re-Organization Act of 1946 opines that Legislative Oversight is "the function of exercising continuous watchfulness over the execution of the laws by the executive branch", to ensure that implementations align with Congressional intents.

In his view, Akeredolu (2008) sees legislative oversight as surveillance of policy implementation, which entails how policies and decisions have been carried out. It is a situation in which the post-administrative actions are investigated while public officials are invited to account for their financial and administrative actions. It should be noted that the function of oversight is also sometimes called the Legislative Review or Legislative Investigation. In the context of the constitution of the Federal Republic of

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Nigeria Legislative Oversight is defined as the constitutional powers and responsibilities vested in the Nigerian Legislatures or its Committees to review, study and evaluate continuously:

i. application and effectiveness of laws and whether they are being implemented in accordance with the intent of Congress;
ii. administration and execution of programs created by law and whether they should be continued, curtailed or terminated;
iii. that organization and operation of agencies of government and entities having responsibilities for the execution of laws and administration of programs including use of government funds;
iv. conditions or circumstances that may indicate the necessity or desirability of new or additional legislation; and
v. determine the efficiency and effectiveness in the execution of the laws and programs, and exposing inefficiency and corruption and correcting any deficiency thereto. (Ezeani, 2010)

It is apposite to differentiate in this paper the difference between Legislative Oversight and Legislative Control. Legislative Control refers to legislative decisions, activities or determinations about the proposed policies and programs of the executive arm of government or any executive body of the arm aims at guiding the executive officials in the performance of their function. Oversight is inquiring into the past activities of the implementing agencies, comparing their actions with their plans. In other words, oversight can be likening to monitoring and evaluation. Also, legislative oversight is different from legislative interference. Legislative interference is when the legislature is dabbling into executive functions or activities that are outside its constitutional jurisdictions.

a) Legal Framework of Legislative Oversights

The powers for the Legislative oversight functions of the National Assembly (NASS) in Nigeria are enshrined in Sections 82-89 of 1999 Nigerian Constitution, which equally applies to the State Houses of Assembly. It stated as follows: Section 88 (1) subject to the provisions of this Constitution, each house of the NASS shall have power by resolution published in its journal or in the official gazette of the government of the federation to direct or cause to be directed an investigation into:

a) any matter or thing with respect to which it has power to make laws, and
b) the conduct of affairs of any person, authority, Ministry or government department charged, or intended to be charged, with the duty or responsibility for:
i. executing or administering law enacted by the NASS; and
ii. disbursing or administering money appropriated or to be appropriated by the NASS.

88(a) the powers conferred on the NASS under the provisions of the Section are exercisable only for the purpose of enabling it to:

a) make laws with respect to any matter within its legislative competence and correct any defects in existing laws; and
b) expose corruption, inefficiency, or waste in the execution or administration of laws within its legislative competence and the disbursement or administration of funds appropriated by it.

In the light of the highlights above, each House of the NASS, also State House of Assembly is empowered to direct or cause to be directed an investigation into any matter in respect to which it has the power to make laws. It thus means, it has the power to cause an investigation or inquiry into any of the 68 subjects in Part 1 of the Second Schedule of the Nigerian Constitution i.e., the Exclusive Legislative List. Also, it has powers to investigate the conduct of any person, authority, ministry or government department, charged or intended to be charged with the duty or responsibility for executing or administering laws enacted by the NASS and disbursing or administering money appropriated or to be appropriated by the NASS.

Furthermore, the sub-section (2) of Section 88 clearly states that the Legislative powers are exercisable for the purpose of enabling the Legislature to make laws with regards to matters within its competence and expose corruption, inefficiency, and waste in the execution or administration of laws within its competence. Under Section 88 (1) the conduct of persons intended to be charged with responsibility for executing or administering laws and disbursing public funds can be investigated, establishes conclusively that the Legislative powers under the Constitution, are both reactive and proactive (preventive). In other words, the individuals and entities intended to be charged with such functions involving the disbursements of public funds can be investigated in advance to determine whether they are fit to exercise such powers.

In the Nigerian Constitution, the Legislature is also saddled with the responsibility to entrench good governance, especially in matters that are sensitive to public trust. This responsibility is notable in the power of confirmation of appointments, which is a major aspect of supervisory oversight of the executive arm as these appointments must receive the consent of the legislature. Examples of such appointments are that of Ministers, Ambassadors, Judicial Officers, Special Advisers to Mr. President, Chairmen and members of Federal Executive Bodies, etc. The legislature ensures that the requests, for confirmation of appointments of executives sent to the NASS by the President are

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examined, debated before they are confirmed or not. Tied up to the confirmation of the appointment by the Legislature is also its consent in the removal of certain public executive functionaries in both the executive and judicial arms of government. This power granted the legislature a check on the authorities of the President. This power enables the legislature to oversee the Executive's prerogative in the removal of the category of persons involved. This power is to ensure the independence of the officials involved and to ensure good governance in the country.

On the oversight function of the Legislature, as it relates to conduct an investigation as earlier discussed above. Sections 89 and 129 of the 1999 Constitution empower the legislature to procure evidence, summon persons to give evidence and require such evidence to be given on oath through the examination of witnesses. The legislature is also empowered to issue a warrant to compel attendance by any person so required, on order of punishment if they fail to attend. It is important to note that the NASS is not an executing agency. After conducting its investigations, it passes its reports in the form of resolutions to the Executive arm for implementation.

The Legislature also has the power of impeachment or removal from offices of certain elected political functionaries such as President, Vice President, Senate and Deputy President of the Senate, the Speaker and his Deputy in the House of Representatives. The State Houses of Assembly also have this power of impeachment against the Governor and his Deputy, Speaker and his Deputy. This power can only be invoked in a situation of breach of Nigerian Constitution in the course of performance of duties by the elected political officers concerned, and of course, on the allegation of serious misconducts such as corruption and abuse of office. The Nigerian Constitution also gives the legislative power to the NASS to control the spending of public funds and monitoring of the performance of the national budget.

In a bid to enable the government to performs her statutory responsibility of catering for the total welfare of the Nigerian citizens, the constitution empowers the legislature to ensure effective allocation and management of public funds. The legislature also exhibits checks over the borrowing powers of the government. This power is in Section 81(1) of the 1999 Nigerian Constitution. This oversight power over control spending of public funds and monitoring of the performance of National Budget is to ensure prudent management of public funds, and of course, promotion of transparency, accountability, and good governance. Thus, this control and supervision of the national budget cycle is a source and another basis for the oversight functions of the legislature. The power and authority of the legislature in the approval and control of the budget is extremely clear as no money can be withdrawn from the Consolidated Revenue Fund of the Federation without the approval of the legislature. It has the power to scrutinize and examine the national budget submitted before the NASS, if it is necessary, it could give conditions and place a limitation on government spending and how funds are to be used. Though, nothing prevents consultation between the NASS and the Executive on the contents of an appropriation bill. The importance attached by the legislature over its role in budgetary matters was demonstrated by the fact that non-implementation of the budget as passed and enacted was a ground for the threat of impeachment of former Presidents Obasanjo and Jonathan in 2003 and 2013 respectively.

Furthermore, the Nigerian Constitution also gives power to the legislature to receive the annual report of the Auditor-General of the Federation. The Auditor-General has the constitutional power to conduct the audit of the public accounts, all offices, and courts of the federation. It also has the power to conduct a periodic check on all government statutory corporations, commissions, authorities, agencies, among others. At the end of the compilation of the reports, Auditor-General of the Federation places it before the NASS which then sends it to be considered by the Committee of the NASS that is responsible for public accounts. The report of the Auditor-General is a potent source for the exercise of the investigative powers of the legislature.

c) Institutional Framework of Legislative Oversight

In the performance and exercise of the oversight functions, all members of each House of NASS are selected into Standing Committees. The oversight Committees are selected or appointed at the commencement of a new legislative session, which is every four years in Nigeria. The NASS would invoke the powers conferred on them by Section 60/62 and Sections 100/101 to regulate their procedures and appoint Standing Committees of their members based on the various organs of government which are made up of various departments, statutory bodies, ministries and extra-ministerial departments performing the various duties in the public sector. The numbers of Standing Committees to be established by the legislature are within the discretion of the legislature. Each committee established by the NASS is usually made up of a Chairman and Deputy Chairman with a membership composed of legislators depending on the number of members in each House. For instance, in Nigeria, the House of Representative has 360 members and likely to have Committee Membership of between 20 and 26, while the Senate has 109 members with Committee Membership between 9 and 13. Sometimes, membership of a particular Standing Committee is determined by the educational or professional qualifications of members, cognate experience, or their previous careers. The Oversight Standing Committees

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are constituted in a manner to avoid duplication of duties and also avoid trends of proliferation. The NASS has Standing Rules on Legislative Oversight to protect the Committee Chairman and members against charge or allegation of contempt in the course of performing their legislative oversight functions over public institutions.

According to Falconer, 2001, the NASS has five objectives guiding the legislative oversight functions of the constituted Standing Committees. These are to ensure:

i. the executive arm of government and its executive organs or bodies comply with the will of parliament;
ii. ethical behavior in the public bureaucracy is maintained;
iii. efficiency and cost-effectiveness or value for money in the use of public funds;
iv. sound internal financial means of operations; and
v. reduction of corrupt practices and waste.

The overall goal of the set objectives of the legislative oversight stated above is to ensure good governance that translates to real national development and human capital development in Nigeria if it is well carried out.

d) Oversight Mechanisms

The oversight mechanisms are the processes, tools, methods, and actions that the legislature deploys to carry out and enforce their oversight functions. According to Bordon, 1978, opines that the oversight responsibilities are carried out in two broad ways:

i. The Police Patrol method; and
ii. The Fire Alarm method.

The Police Patrol method is a continuous watchfulness or constant supervision of the Government's Ministries, Departments, and Agencies (MDAs). It is the same way that the police constantly patrol the streets or roads to provide security. It implies regular or frequent surveillance of the public institutions by the Standing Committees of the Legislature. The Fire Alarm method implies investigations or inquiries carried out by the Standing Committees of the Legislature informed by the concerns, petitions or reports from the public, the constituents of the public institution concerned or the media. The police patrol method is preventive and designed to preempt or prevent issues. The fire alarm method is ex-post facto oversight as it deals with issues after they have caused a fire. This is usually cheaper in terms of funds and may be costlier in terms of the damage that might have occurred.

Generally speaking, as it has been earlier highlighted in this paper, legislative oversight mechanisms are Committee Investigation Hearings, Public Hearings, in the plenary sittings and Public Petitions. Legislative Committees can also call for reports and explanations from the government MDAs on any activity of the executive arm of government. The Auditor-General of the Federation also sends Annual Reports to the Public Accounts Committee of both the chambers of the NASS. As well, the legislative committees engage with the government MDAs and implementation sites or locations, on Appropriation Bill, which entails a review of each MDA's annual budget estimates, defense of such estimates and recommendations to the Appropriation Committee of the NASS.

This paper has revealed that the legislative oversight is vital to ensuring public accountability, transparency, due process, probity, and integrity, in the public sector if the legislature is sincerely committed to the spirit or vision of legislative oversight. The oversight mechanism is cheaper in terms of funds and overall goal than the usual government public inquiries or probes, court prosecutions, plea bargaining or court or government sanctions of the culprits. It is the political or executive corruption arising from the revenues and expenditures in the annual budgets or in the awards of contracts, goods and services by the government that had negatively impacted on the socio-economic development in Nigeria since independence in 1960. Therefore, legislative oversight if not compromised by the NASS is the best option for Nigeria to curtail the abuses, wastes and corruptive tendencies in the national budgets and the nation's procurement systems of awards and implementation of government's contracts. In the assertion of Mill, that "the proper office of a Representative Assembly is to watch and control their government," which is the key for the meaningful representative body. In other words, the underpinning philosophy of oversight is the constitutional system of checks and balances in the three arms of government in any democratic system, an essential defense against executive tyranny and dragon impunity.

This paper revealed that the NASS has constitutional powers to hold the executive arm of government to standards of accountability and transparency. The legislative oversight is indeed a veritable weapon in achieving good governance in a democratic government like Nigeria. Thus, democracy will remain a pipe dream if those officials in public authority cannot be held accountable for their acts and omissions, for their decisions, policies, activities, and their expenditure. Public accountability connotes the burden of accountability on each public official to act in the public interest according to good conscience. The public servants both elected and appointed are expected to act with integrity, probity, dignity, character, honesty, and sincerity regarding the motivations for their decisions and actions.

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V. Conclusion

Nigeria's hatchling democracy coupled with history of military rule have not afforded the country the attainment of full potential in the practice of good governance through legislative oversight. The oversight functions and activities of the nation's NASS face enormous challenges that must be overcome, if it is to ensure and enshrine good democratic governance. Some of the identified practical challenges and problems the nation's legislature face are: lack of co-operation from the public entities being overseen; inadequate technical expertise of legislative oversight, lack of financial independence and adequate funds, inadequate requisite training, an over-bearing executive, inadequate access to research and information, poor public perception of the legislature and its mandate, complicity and compromise among some Standing Committees (Nigeria's factor), Legislative leadership debacle, etc. all these challenges characterized legislative oversight since the emergence of the Fourth Republic in 1999, which make corruption to thrive in the socio-economic and political sectors in Nigeria. This imposes costs on the economy, distorts development and governance, and erodes public confidence in the Nigerian public institutions and government.

This paper recommends that to build a virile legislature that can attract, retain and maintain public trust in its oversight functions, and be the epitome of good democratic governance for Nigeria, it is imperative that:

i. the legislature should rediscover itself by being principled, patriotic and nationalistic in their tasks and responsibilities;
ii. in its constitutional power of screening and confirmation of the nominees of President into public office, the legislature should ensure people of high integrity, proven character and competence are confirmed for public appointments;
iii. in the course of carrying out their oversight functions, they should avoid complicity of any form. The oversight activities should be integrity-driven couples with high public moral rectitude and national interest;
iv. in other for the Nigerian legislature to be highly effective and efficient in its constitutional oversight functions of being a watchdog, checks and control the activities of the executive arm of government; it must assert its true statutory independence as propounded in the doctrine of separation of power;
v. the legislature should ensure that there is no cover-ups and suppression of oversight findings such as abuse of office, wastes, misappropriations, misapplications of public funds, or corruption discovered in any implementing government entity;
vi. the leadership of the NASS and State Houses of Assembly should make regular provisions for requisite capacity building for their members that would ensure efficient and effective legislative functions that are result-oriented;
vii. Since the legislative oversight starts from the annual appropriation or estimate defense by each implementing entity before the NASS, the legislature should ensure proper legislative control without compromise at this stage.
viii. It should also carry out the oversight by quarterly visits to this each implementing entity to ensure proper and strict monitoring and evaluation of the execution of the projects, programs, and activities approved with the expenditures allocated to them to ensure legislative compliance.

This paper projects that the present 8th NASS and the subsequent ones would make critical efforts to surpass their predecessors in their legislative oversight functions to ensure governance and developmental efforts are integrity-driven in Nigeria. This 8th National Assembly, in particular, is urged to join hands with President Buhari in its current anti-corruption war in Nigeria, to enshrine good democratic governance in the country. It is imperative for the legislature to carry out the anti-corruption war in the NASS and their oversight functions over the implementing executive bodies.

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Pengaruh Aspek Sosio-Kultur Masyarakat Loloan Terhadap Struktur Dan Makna Syair Burdah Melayu Di Bali

By M. Alan Mabruri, Riesta Maulidia & Fitria Sugiatmi

Abstract- Syair Burdah Melayu is a form of oral tradition that currently sustainable. Syair Burdah Melayu was created because immigrant community culture acculturation occur in Loloan, Bali. The fusion of the immigrant culture forming the absurdity in syair Burdah Melayu structure. This study aims to describe the meaning and form of syair Burdah Melayu with socio-cultural impact. Problem analysis are the meaning and variance form in syair Burdah Melayu. Theory used are dynamic structuralism by Mukarovsky and Felik Vodicka combined with semiotic theory by Charles Sander Pierce to explain the meaning and form of syair Burda Melayu that influence by socio-culture of Loloan Barat community. The research method uses qualitative types by using words to describe poetry analysis results. From the results of the analysis it's known that the form of Syair Burdah Melayu is influenced by other cultural elements such as Arab, Javanese, and Malay so the form of the Syair like separate but actually a whole unit.

Keywords: *poetry, structural, semiotic, socio-culture.*

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Abstract- Syair Burdah Melayu is a form of oral tradition that currently sustainable. Syair Burdah Melayu was created because immigrant community culture acculturation occur in Loloan, Bali. The fusion of the immigrant culture forming the absurdity in syair Burdah Melayu structure. This study aims to describe the meaning and form of syair Burdah Melayu with socio-cultural impact. Problem analysis are the meaning and variance form in syair Burdah Melayu. Theory used are dynamic structuralism by Mukarovsky and Felik Vodicka combined with semiotic theory by Charles Sander Pierce to explain the meaning and form of syair Burda Melayu that influence by socio-culture of Loloan Barat community. The research method uses qualitative types by using words to describe poetry analysis results. From the results of the analysis it's known that the form of Syair Burdah Melayu is influenced by other cultural elements such as Arab, Javanese, and Malay so the form of the Syair like separate but actually a whole unit.

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Abstrak- Syair Burdah Melayu merupakan bentuk tradisi lisan yang saat ini masih terlestari. Syair Burdah Melayu tercipta karena terjadi akulturasi budaya masyarakat pendatang di Loloan, Bali. Perpaduan antara budaya pendatang membentuk absurditas dalam struktur Syair Burdah Melayu. Penelitian ini bertujuan mendeskripsikan makna dan bentuk syair Burdah Melayu Loloan dengan aspek sosio-kultur yang mempengaruhinya. Masalah yang dianalisis adalah makna dan variasi bentuk pada syair Burdah Melayu. Teori yang digunakan adalah teori strukturalisme dinamik oleh Mukarovsky dan Vodicka dikombinasikan dengan teori semiotik oleh Charles Sander Pierce untuk menjelaskan makna dan bentuk syair Burdah Melayu yang dipengaruhi oleh sosio-kultur masyarakat Loloan Barat. Jenis penelitian adalah kualitatif dengan menggunakan kata-kata untuk mendiskripsikan hasil analisis puisi. Dari hasil analisis diketahui bahwa bentuk Syair Burdah Melayu dipengaruhi oleh unsur budaya lain seperti Arab, Jawa, dan Melayu sehingga bentuk Syair ini seolah terpisah tapi sebenarnya satu kesatuan utuh.

Kata-kata kunci: syair, struktural, semiotika, sosio-kultur.

I. Pendahuluan

Penduduk Loloan saat ini juga didominasi oleh masyarakat etnis Melayu dan Bugis. Menurut Suryawati (dalam Utami dan Kohdrata, 2016: 41) selain penduduk asli Bali, masyarakat Loloan mayoritas pendatang dari etnis Melayu, Bugis, Cina, dan Arab. Adanya etnis Melayu dan Bugis secara tidak langsung membawa kebiasaan bertutur dengan berbahasa Melayu di Loloan. Bahasa Melayu menjadi bahasa utama yang digunakan di Loloan.

Masyarakat pendatang di Loloan menggunakan bahasa Melayu untuk berkomunikasi sedangkan penduduk asli Bali tetap menggunakan bahasa Bali. Bahasa Melayu di Bali tidak banyak digunakan. Bahasa ini tergolong sebagai bahasa minoritas. Bahasa Melayu Loloan dianggap sebagai identitas etnis dan lambang komunitas Islam di Loloan (P. Putu M, dkk, 2015: 27). Selain itu pengaruh Islam terlihat dari penggunaan aksara Arab untuk menulis syair Melayu. Maka dari itu kebanyakan tradisi lisan di Loloan tidak menggunakan bahasa Bali, akan tetapi menggunakan bahasa Melayu dengan aksara Arab.

Tradisi lisan yang cukup dikenal masyarakat Loloan adalah syair Burdah Melayu. Syair Burda merupakan syair yang berisikan mengenai pujian terhadap baginda Rosul S.A.W (Setiawan, 2015: 1). Syair Burdah digunakan sebagai pujian kepada Nabi Muhammad S.A.W dan nasehat untuk berbuat kebajikan. Syair Burdah pada umunya dilantunkan menggunakan bahasa Arab yang berisi berbagai kisah ataupun sanjungan untuk Nabi Muhammad S.A.W.

Munculnya Syair Burdah tidak dapat dilepaskan dari pengaruh sastra Arab. *Otoktoni* menjadi faktor sastra Arab berpengaruh pada sastra Melayu-Indonesia sehingga menghasilkan *Kasidah Burdah, Kasidah Barzanjy, Kasidah Diba'iy* (Mansyur, 2011: 111). *Otoktoni* ini berperan sebagai paralelisme antar budaya. Paralelisme ini menyebabkan kebanyakan sastra Melayu terpengaruh oleh estetika sastra Arab Islam, pandangan hidup, dan sistem nilai.

Syair Burdah Melayu Loloan tidak jauh berbeda dengan syair Burdah pada umumnya. isi dari syair Burdah selalu berkaitan mengenai ajaran Islam. Hal yang membedakan syair Burdah Melayu dengan syair lainnya terdapat pada bentuk syair. Ciri khas ini melekat pada Syair Burdah Melayu Loloan karena dipengaruhi oleh bentuk sastra Melayu, Arab, dan Jawa. Keunikan Syair Burdah Melayu terdapat pada bagian struktur yang dikombinasikan dengan pantun dan ditulis menggunakan akasa Arab. Aksara Arab dalam syair

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Burdah Melayu tetap dibaca sesuai bahasa melayu. Aksara Arab ini dalam bahasa Jawa disebut dengan Arab Pegon. Arab Pegon adalah tulisan Arab yang bunyinya mengikuti sistem bunyi bahasa jawa (Pudjiastuti, 2009: 273). Pembacaan syair ini disesuaikan dengan irama dari musik tradisional Bali.

Kombinasi bentuk dalam Syair Loloan sangat unik. Sebenarnya kombinasi antara pantun dan syair telah ada pada zaman Melayu klasik. Syair-syair seperti *Ken Tambuhan* juga pernah disisipi oleh Pantun (Fang, 2011, 556). Pada awal mulanya pantun dinyanyikan. Nyanyian dalam Syair dan pantun memiliki kecocokan yang kemudian diiringi Burdah. Selain itu bentuk syair Burdah Melayu ditulis dengan aksara Arab Pegon yang menyebabkan pembaca sulit mengartikan maksud dari syair tersebut. Perpaduan bentuk antara syair yang ditulis dengan Arab Pegon dan pantun saat ini jarang ditemukan. Dengan demikian, kemungkinan akan terjadi kebingungan saat seseorang ingin memahami syair Burdah Loloan. Keunikan pada syair Burdah Loloan ini dapat dipahami berbeda oleh pendengarnya. Berdasarkan latar belakang tersebut maka rumusan masalah dalam tulisan ini yaitu (1) bagaimana relasi sosio-kultur terhadap bentuk syair Melayu Loloan, Bali, (2) Apa makna syair Melayu, Loloan, Bali?

Penelitian mengenai syair Burdah Melayu, Loloan, Bali belum pernah dikaji oleh peneliti lain sebelumya. Kebanyakan penelitian mengenai Loloan terbatas pada kajian sosial dan budaya masyarakat secara umum. Peneliti lain tidak begitu memperhatikan aspek kesusastraan lisan yang menjadi bagian penting dari budaya Loloan. Penelitian ini bertujuan untuk menganalisa struktur dan makna syair Burdah Loloan, Bali.

Syair Burdah Melayu Loloan, Bali sangat penting untuk diteliti. Hal tersebut dikarenakan syair Burdah Melayu memiliki keunikan melalui perpaduan bentuk syair dan pantun yang tidak banyak diketahui masyarakat. Tulisan ini memberikan informasi penting supaya masyarakat tidak lupa akan khazanah kekayaan budaya Melayu di Indonesia. Masyarakat akan mengetahui bahwa bentuk karya sastra khususnya syair dipengaruhi oleh budaya masyarakatnya. Informasi–informasi dalam tulisan ini dapat dimanfaatkan masyarakat untuk menambah pengetahuan dan membuka wawasan terkait struktur karya sastra serta cara mencari pemaknaan yang baik. Pemahaman terhadap makna karya sastra akan membuat pembaca lebih peka terhadap lingkungan sekitarnya.

Teori yang digunakan dalam penelitian ini adalah teori strukturalisme dinamik oleh Mukarovsky dan Felik Vodicka serta teori semiotik oleh Charles Sander Pierce. Teori struktural dinamik memperhatikan konsep dasar struktualisme yang telah dikaitkan pada hakikat objek (Ratna, 2013:95). Berbeda dengan struktualisme, semiotik memusatkan perhatian pada makna teks. Semiotika merupakan studi tentang penafsiran atau interpretani tanda dalam karya sastra (Ratmanto, 2004:31). Tanda dan petanda harus saling terkait sehingga memunculkan suatu makna.

II. Kajian Pustaka

Struktualisme dinamik lahir karena ketidakpuasan atas teori struktualisme yang terpaku terhadap objek tanpa melibatkan aspek luar. Struktualisme Dinamik telah mengaitkan aspek struktur dengan hakikat objek yang selalu mengalami perubahan. Salah satu ahli dalam struktualisme dinamik adalah Mukarovsky dan Felik Vodicka yang berpendapat bahwa karya sastra merupakan proses komunikasi, fakta semiotik, struktur dan nilai-nilai (Ratna, 2011: 93). Proses komunikasi berkaitan dengan aspek sosial di masyarakat. Keterkaitan antara fungsi estetika dan aspek sosial memiliki sifat yang dinamik, variabel, dan tidak tetap. Pendapat Mukarovsky didukung oleh Felik Vodicka yang berpendapat bahwa ilmu sastra memiliki hubungan langsung terhadap konteks sosial budaya namun tidak bersifat searah (Teew, 2012:148). Dengan demikian, maka struktur intrinsik tetap menjadi fokus utama yang memiliki hubungan timbal balik dengan aspek sosio-kultur masyarakat.

Teori lain yang digunakan dalam mengkaji syair ini adalah teori semiotika Pierce. Pierce (dalam Ratna, 2013: 101) menyebutkan ada tiga konsep triadik yaitu (1) sintaksis semiotika; intensitas hubungan tanda dan tanda (2) semantik semiotika; fokus terhadap tanda dan acuannya, (3) pragmatik semiotika; hubungan antara pengirim dan penerima. Tanda-tanda dalam teori Pierce dihubungkan satu sama lain sehingga menimbulkan makna yang dimaksudkan. Tanda diinterpretasikan sesuai acuan yang dihubungkan dengan sosio-kultur di masyarakat.

Struktualisme dinamik digunakan karena bentuk Syair Burdah Melayu dipengaruhi oleh aspek luar berupa budaya dan filosofis religiusitas masyarakat Loloan. Teori ini memudahkan dalam menganalisa bentuk syair Loloan yang berbeda dari syair lainnya. Teori Semiotika bertujuan mengenali makna syair Burdah Melayu Loloan berdasarkan tanda-tanda yang menyertainya.

III. Metode Penelitian

Jenis penelitian yang digunakan yaitu kualitatif dan pendekatan struktural. Penelitian kualitatif merupakan cara untuk menafsirkan dan menyajikan data dalam bentuk deskriptif (Ratna, 2013: 46). Data-data yang telah ada kemudian ditafsirkan supaya pembaca paham maksud isi karya sastra. Penelitian ini menggunakan pendekatan struktural. Zaim (2014: 15) menyebutkan pendekatan struktural berfokus pada pencarian bentuk dari gejala yang ada. Penyusunan sistem yang dapat menjelaskan keberadaan bentuk karya dan unsur yang mempengaruhinya.

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Penelitian ini menggunakan metode deskriptif analitik. Metode deskripsi analisis bisa didapatkan dari penggabungan dua metode yang saling mendukung (Ratna, 2013: 53). Kedua metode tersebut bertujuan untuk menguraikan informasi mendetail mengenai aspek-aspek pembentuk karya sastra dan menghubungkannya menjadi satu kesatuan yang memunculkan makna.

Sumber data yang digunakan ialah catatan syair Burda Melayu Loloan untuk memudahkan peneliti mendeskripsikan bentuk syair Burdah Melayu. Data yang digunakan berasal dari bait-bait syair Burda Melayu Loloan yang mengandung makna dan struktur. Data lain yang dibutuhkan, yaitu informasi terkait kondisi geografis, kondisi budaya masyarakat, tepatnya di daerah Loloan, Bali.

Instrumen yang digunakan yaitu peneliti, wawancara narasumber bapak Said Zen dan Sayid Usman Al-Qodri selaku pemilik Burdah Mujahidin Loloan, serta dokumentasi. Panduan teknik pengumpulan data yang digunakan dalam penelitian ini adalah teknik dokumentasi, perekaman, pengamatan, pencatatan, dan wawancara.

Teknik analisis data dalam penelitian Syair Burda Loloan yaitu dengan teknik deskriptif dan analisis struktural. Teknik analisis dari kedua konten tersebut dilakukan secara bersamaan. Teknik deskriptif dilakukan untuk memberikan gambaran mengenai keadaan atau status fenomena terhadap pembaca. Analisis struktural digunakan untuk mencatat hubungan bait-bait yang menunjukan keterkaitan satu sama lain. Pengecekan keabsahan data menggunakan teknik triangulasi teori melalui buku, jurnal serta melakukan diskusi dengan teman sejawat.

IV. Pembahasan

a) Relasi Bentuk Syair Burdah Melayu Loloan dengan Unsur Sosio-kultur Masyarakat Loloan

Struktur syair Burda Melayu Loloan terdiri dari aksara Arab pegon, pantun tradisional melayu, dan syair bahasa arab yang langsung diterjemahkan oleh pemilik burdah. Syair-syair tersebut. Runtutan dalam syair Burdah Melayu dapat dilihat dari gambar di bawah. Pertama syair berbentuk pegon dibacakan, kemudian disisipi pantun nasehat, dan ketiga ada tambahan syair bahasa arab. Semua syair dinyanyikan oleh pembaca syair secara khitmad.

Teks Syair Burdah Melayu Loloan, Bali

Bahasa Melayu	Aksara Arab Pegon
Inilah yang Bernama Syair Citra Kubur Baharu	انيله يڠبر نا م شْتير چتراذالم قبو رما چم يها ر
Kisah mula disebutkan, suatu pasal kita nyatakan, sekedar ingin maka disyairkan, menjadi sunnah semua yang mendengar	القصه مولاد سبو تكن سوات فصل كيت يڤا كن سڤر را يڠين مك رشتير كن سجادي سنت سو يڠ مند ڠوكن
Hendaklah ingat wahai akhwani, janganlah lupa di dunia ini suka bermain ke sana sini, hidup kita akanlah fani	هند قل يڠت وهي ا جوا ني جا غنل لو ف دد نيااين سڠوك بر ما ين كسان سيني هيدو فث كيت ا كنله فا ني
Janganlah riya' janganlah takkabur, pandang olehmu kepada kubur, Di sanalah tempat tubuh nan lebur, hancurlah luluh seperti bubur	جا غنل ر ياءجاڠن تكبور فندڠ ا و لهمو كڠد اقبوردسنا ل غنت تو بوه نن لبور هنچو رل لولوْ سفر تى بوبور
Sewaktu badan sehat sentosa, kerjakan ibadah senantiasa, jikalau sudah letih dan lesu, berbagi bagi sakit deras	سو قت بدن صحت سنتوس كرجاكن عبادْسننتيا س جكالو سودْ لتي دْن لسا بريا كْي باكْي سا كيت دراس
Takkala kita hampirlah mati, datang penyakit tidak berhenti, sahabat hendaknya datang mengobati, usahakan baik tanpa menyakiti	نتكال كيت همڤيرله ما تي دتڠ فيا كبت تيدْ ر هنتي صحا بت هنا كلى ذڠ مڠو با ليَ او سهكن با يك ڠبمڤا كيتي

Pantun Nasehat yang disisipkan		
Janganah kita 3x merasa sedih Walaupun hidup dalam tiada 2x Kuatkan hati 3x jangan merintih Adakala kita kuat dalam ibadah 2x	Sudahlah jatuh 3x tertimpa tangga. Tangannya patah menjadi tiga 2x Orangpu tahu 3x kita tak punya Janganlah kita membusungkan dada 2x	Marilah kita 3x banyak sedekah Sedekah itu menambah rizki 2x Rizki kita 3x tak akan kemana Asalkan sedekah sepenuh hati
Kuatkanlah hidup 2x dalam kemiskinan Janganlah merasa rendah diri 2x Walaupun kita 3x dipandang miskin. Asalkan kita kaya hati 2x	Apalah guna 3x hidup kita kaya. Kalaulah tidak pernah sedekah 2x Di dalam dunia 3x hidup bahagia Di akhirat nanti kita sengsara 2x	

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Bahasa Indonesia	Aksara Arab
Bagai bunga indah jelita Bagai purnama tinggi mulia Bagai samudra murah melimpa Bagai masa berputar segera	كَاْ لزَّ هْرَفِى تَرَقٍ وَالْبَهَا رفِى شَرَفٍ وَالْبَحْر فِى كَرَمٍ وَالدَّ هْرفِى هِمَم
Hari Maulid Rasul Allah Menunjukkan kemanusiaan cikal bakal Alangkah megahnya permulaannya Alangkah indahnya kesudahannya	اَ بَا نَ مَوْ لِدُهُ عَنْ طَيْبِ عُنْصُرِهِ يَا طِيْرَ مُبْتَدَ إِمِنْهُ وَمُحْتَتَمِ

Kondisi sosio-kultur di masyarakat selalu mempengaruhi bentuk budaya yang dihasilkan. Pengaruh budaya jawa terlihat dari penggunaan pegon dalam penulisan syair Burdah. Kompleksitas akulturasi budaya terlihat mempengaruhi betuk syair burdah melayu. Tulisan aksara arab pegon terpengaruh dari budaya jawa, bentuk syair a-a-a-a dengan kombinasi pantun terpengaruh budaya melayu, isi dalam syair tersebut terpengaruh oleh sastra arab. Puisi Arab lazimnya terbagi dua dengan pembagian mentrum yang sama (Manshur, 2011: 6). Pembacaan syair Burdah Melayu disesuaikan dengan nada bahasa Bali yang lembut dan mendayu.

Narasumber yaitu bapak Zen selaku anak pemilik burdah Loloan menyatakan bahwa syair burdah melayu Loloan ini memiliki keunikan yang berbeda dengan syair burdah lainnya. Syair burdah melayu ini dikombinasikan dengan pantun – pantun nasihat dengan mengunakan bahasa melayu khas Loloan. Pembacaan syair tersebut diiringi dengan permainan alat musik. Alat musik yang mengiringi syair ini disebut dengan burdah. Permainan burdah terdiri dari 13 sampai 15 pemain yang mayoritas terdiri dari laki – laki yang berusia diatas 50 tahun.

Pembacaan syair burdah melayu ini merupakan sebuah kegiatan yang sakral dan dilakukan hanya pada waktu – waktu tertentu. Islam menjadi inspirasi dalam memanfaatkan segala sarana dan prasarana untuk sosialisasi ajaran islam (Karim, 2016: 24). Sosialisasi ajaran islam terbukti sukses dengan respon yang diberikan masyarakat. Respon masyarakat Loloan terhadap syair burdah melayu ini sangatlah positif. Pembacaan syair burdah melayu selalu dinanti – nantikan dalam banyak acara langsung yang diselengarakan di daerah Loloan.

Syair *burda melayu* dalam upacara adat masyarakat Loloan masih dilestarikan sampai saat ini. Masyarakat Loloan menggunakannya sebagai pengiring doa. Syair ini utamanya digunakan saat acara syukuran umat beragama islam di Loloan. Syair *Burda Melayu* menjadi bagian yang tidak dapat dilepaskan dari upacara adat setempat. Secara spesifik syair Burda Melayu digunakan dalam upacara syukuran tujuh bulan, Maulid Nabi, dan *ruahan (*acara sebelum bulan ramadhan), potong rambut bayi. Syair Melayu yang bernuansa islam berfungsi untuk penyiaran agama, ungkapan rasa syukur kepada Allah, dan pujian kepada Nabi Muhammad. Meskipun bernuansa islami, syair Melayu di Loloan tetap memiliki ciri irama khas Bali.

Bentuk atau tipografi pada syair Burdah Melayu Loloan adalah lurus, bait pertama sampai kelima lebih panjang secara vertikal tapi lebih pendek secara horizontal dan memiliki bentuk seperti puisi multilingual. Puisi multilingual menggunakan berbagai bahasa dalam penyampaian maksudnya. Perbedaanya puisi multilingual biasanya adalah puisi konteporer, hal tersebut berbeda dengan syair Burdah Melayu yang memiliki maksud penyampaian yang jelas. Selain itu bentuk Syair Burdah Melayu unik karena menggabungkan bentuk puisi sastra arab yang memiliki dua penggalan, pantun Melayu terdiri dari empat baris satu bait, dan multilingual antara bahasa Arab, aksara Arab Pegon dan Melayu.

Diksi berkaitan dengan pemilihan kata yang tepat. Pilihan kata dalam syair ini adalah kata-kata Melayu tradisional. Sastra Melayu memiliki selalu mengaitkan satu kata dengan kata yang lain supaya menimbulkan makna yang padu. Ophuisjsen (dalam Fang, 2011: 557) mengungkapkan adanya hubungan antara pasangan I dan II dalam penulisan pantun. Maka dari itu pilihan kata pada puisi ini sama sekali tidak sederhana dan rumit. Hal tersebut ditunjukkan bait kesembilan dalam syair Burdah:

Apalah guna 3x hidup kita kaya.
Kalaulah tidak pernah sedekah 2x
Di dalam dunia 3x hidup bahagia
Di akhirat nanti kita sengsara 2x

Pasangan I dan pasangan II memiliki keterkaitan dalam hal tiadanya manfaat dari sesuatu yang dimiliki seseorang jika tidak digunakan dengan baik. Pada baris pertama dijelaskan kepemilikan harta tidak berguna jika hanya dimiliki sendiri tanpa disedekahkan. Hal tersebut memiliki korelasi dengan pasangan II yaitu hidup bahagia tidak ada manfaatnya jika hidup di akhirat sengsara. Diksi memudahkan pembaca dan pendengar mencerna isi dalam teks puisi.

Perasaan yang dilukiskan saat mendengar syair Burdah Melayu adalah perasaan haru dan cinta kasih karena adanya pengingat akan kematian, Tuhan, dan

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Rasul. Perasaan melibatkan emosi yang timbul dari dalam diri pembaca. Syair Burdah Melayu dibuka pertama kali menggunakan awalan mengenai peringatan tentang ajakan berbuat kebaikan. Perasaan mengenai berbuat baik diungkapkan melalui bait kelima dan keenam yaitu:

Takkala kita hampirlah mati, datang penyakit tidak berhenti, sahabat hendaknya datang mengobati, usahakan baik tanpa menyakiti

Janganah kita 3x merasa sedih
Walaupun hidup dalam tiada 2x
Kuatkan hati 3x jangan merintih
Adakala kita kuat dalam ibadah 2x

Kedua bait pada puisi tersebut menunjukkan adanya perasaan kesedihan meski tidak ada niatan untuk menyakiti. Kematian selalu identik dengan rasa sedih maka dari itu kedua bait tersebut menggunakan kata *sedih* untuk mengungkapkan keresahan hati. Keresahan hati pada Syair Burdah Melayu diobati dengan kata-kata penyemanngat dibait-bait selanjutnya. Adapun perasaan cinta kasih ditunjukkan pada syair bait kesebelas yaitu:

اَ بَا نَ مَوْ لِدُهُ عَنْ طَيْبِ عُنْصُرِهِ يَا طِيْبَ مُبْتَدَ إِمِنْهُ وَمُخْتَتَمِ

artinya:
Hari Maulid Rasul Allah
Menunjukkan kemanusiaan cikal bakal
Alangkah megahnya permulaannya
Alangkah indahnya kesudahannya

Kata megah dan indah menunjukkan adanya kesenangan di dunia. Perasaan bahagia karena Maulid Nabi akan segera tiba diungkapkan oleh penyair melalui baris ketiga dan keempat. Bait keempat dan ketiga meunjukkan harapan positif tentang perayaan Maulid Nabi. Perasaan yang dituangkan dalam bait syair akan berimplikasi terhadap bentuk nada yang digunakan.

Nada yang digunakan dalam syair Burdah Melayu ini adalah nada tenang, tidak tinggi tapi bergelombang. Menyesuaikan dengan nada khas Bali. Nada lirih mengikuti kesan yang ada pada setiap bait syair. Nada rendah, halus, dan mendayu menjadi ciri nada syair Burdah Melayu Loloan. Bait kedua dibawah dilantunkan dengan tenang dan mendayu.

Hendaklah ingat wahai akhwani, janganlah lupa di dunia ini suka bermain ke sana sini, hidup kita akanlah fani

Kata *wahai Akhwani* diugkapkan sebagai seruan yang halus kepada pendengar. Sebagai lanjutan dari seruan tersebut *ke sana sini* juga diucapkan dengan halus untuk menyelaraskan bunyi pada syair. Nada yang halus bertujuan supaya pendengar merasa tenang saat mendengarkan.

Rima yang dibawakan adalah rima terbuka yang menandakan bahwa persamaan bunyi yang terdapat suku akhir terbuka atau dengan vokal yang sama dan baitnya dibagi menjadi dua yaitu a-a. Akan tetapi karena disisipi pantun rima kedua berbentuk a-b-a-b. Setelah itu berbentuk bahasa arab yang terjemahannya berbentuk a-a-a-a kembali. Penggalan bait-bait awal syair yang mencerminkan perbedaan akhiran pada rima:

Bait kelima

Takkala kita hampirlah mati, datang penyakit tidak berhenti, sahabat hendaknya datang mengobati, usahakan baik tanpa menyakiti

Bait pertama pada pantun Nasehat dan keenam dalam urutan syair Burdah Melayu

Janganah kita ***3x*** merasa sedih
Walaupun hidup dalam tiada ***2x***
Kuatkan hati ***3x*** jangan merintih
Adakala kita kuat dalam ibadah ***2x***

Bait pertama pada puisi arab dan bait kesebelas pada syair Burdah Melayu

كَاْ لزَّ هْرَفِى ثَرَقٍ وَالْبَهْا رِفِى شَرَفٍ وَالْبَحْرِ فِى كَرَمٍ وَالدَّ هْرِفِى هِمَمِ

artinya:
Bagai bunga indah jelita
Bagai purnama tinggi mulia
Bagai samudra murah melimpa
Bagai masa berputar segera

Pada syair Burdah Melayu Loloan terdapat tiga jenis akhiran rima yang membentuk kesatuan utuh yaitu a-a, a-b-a-b, dan a-a-a-a. Lazimnya sebuah syair biasanya hanya diikuti oleh bunyi akhiran yang sama. Bunyi syair Burdah Melayu berbeda karena ada unsur percampuran sastra Arab, Melayu, Jawa di dalamnya. Keseluruhan akhiran bunyi ini secara sistematis akan menentukan sumbang tidaknya sebuah syair.

Ritme yang ada dalam syair Burdah Melayu juga dapat dilihat dari bait kelima, keenam, dan kesebelas. Ritme muncul karena pengulangan bunyi yang dihasilkan oleh syair. Ritme berhubungan dengan nada. Ritme dapat menjadi kuat lembutnya suatu suara dibunyikan. Pada tiga bait yang dicontohkan ritme berubah, tidak sama karena menyampaikan tiga hal berbeda dengan pengulangan bunyi yang berbeda pula. Metrum terjadi saat ada penekanan dalam pengulangan pada bait puisi. Metrum yang ada pada syair Burdah Melayu terjadi pada bait keenam syair yang berupa pantun. Terjadi pengulangan pada pantun di syair Burdah Melayu karena pantun tidak hanya dibacakan tapi juga dinyayikan.

Pencitraan dalam puisi dibagi berdasarkan beberapa jenis. Imaji terbagi atas imaji suara, imai visual, dan imaji taktil (Muntazir, 2017: 213). Imaji membuat pembaca atau pendengar seolah-olah melihat dan dapat merasakan secara indrawi. Pencitraan yang terdapat pada syair Burdah Melayu Loloan di antaranya: Imaji Visual: pada bait ketiga baris pertama mencerminkan pengimajian terhadap penglihatan, seolah-olah pembaca diajak melihat dalam kubur.

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Janganlah riya' janganlah takkabur, pandang olehmu kepada kubur,
Di sanalah tempat tubuh nan lebur, hancurlah luluh seperti bubur

Imaji auditif: Pembaca seolah-olah dapat mendengar seseorang merintih saat pengungkapan syair Burdah Melayu pada bait keenam.

Janganah kita 3x merasa sedih
Walaupun hidup dalam tiada 2x
Kuatkan hati 3x jangan merintih
Adakala kita kuat dalam ibadah 2x

Imaji Taktil: pembaca seolah-olah merasakan setuhan saat mendengar syair Burdah Melayu. Hal tersebut diungkap dalam bait kedelapan.

Sudahlah jatuh 3x tertimpa tangga.
Tangannya patah menjadi tiga 2x
Orangpu tahu 3x kita tak punya
Janganlah kita membusungkan dada 2x

Kata konkret berkaitan dengan proses pengimajian. Kata konkret memunculkan imajinasi yang dapat ditangkap oleh indra (Muntazir, 2017: 213). Kata konkret dalam syair Burdah Melayu di antaranya pada bait-bait yang telah tersusun secara keseluruhan membentuk kata konkrit. Sambungan Kata-kata konkrit tersebut akhirnya membentuk pencitraan sehingga dapat diproyeksikan dalam pikiran setiap pendengar dan pembaca. Contoh penggalan syir di atas seolah membuat pendengar dan pembaca syair merasakan secara nyata akhir kehidupan yang ditandai dengan kata "kubur". Begitu juga rasa sakit diungkapkan dengan kata "merintih" dan "tangan yang patah". Pencitraan tersebut didasarkan oleh sikap religiusitas masyarakat di Loloan.

Tema

Tema yang ada dalam syair Burdah Melayu tergolong sebagai tema jasmaniah. Tema jasmaniah menggambarkan keadaan perjalanan tentang kehidupan. Perjalanan akan kehidupan akan terus berlanjut sampai akhirnya meninggal. Tema selalu memiliki keterkaitan secara koherensif dengan unsur lainnya (Endraswara, 2013: 53). Tema pada syair Burdah Melayu selanjutnya ditampilkan dalam wujuh utuh berupa bait-bait yang memuat unsur pokok lainnya. Tema didapatkan setelah membaca keseluruhan syair Burdah Melayu. Pemilihan tema terindikasi mendapat pengaruh dari sastra Arab. Hal tersebut karena tema tentang kematian dan kesenangan dunia juga banyak dibuat oleh penyair Arab (Mansyur, 2013:6). Dengan demikian tema yang terdapat dalam Syair Budah Melayu Loloan secara spesifik adalah pengingat tentang kematian dan Kelahiran Nabi.

Amanat

Amanat merupakan pesan yang tersirat dalam karya sastra. Pesan dalam syair Burdah Melayu didapatkan setelah membaca keseluruhan isi. Keseluruhan aspek-aspek dalam makna syair Melayu memberikan informasi terkait kehidupan yang sementara dan akibat jika menyianyiakannya. Maka dari itu dapat ditarik kesimpulan bahwa amanat dari syair Burdah Melayu adalah janganlah bersifat sombong, pelit, lupa pada Tuhan karena sesungguhnya manusia akan meninggal dan kembali kepada Tuhan.

b) Makna Syair Burdah Melayu Loloan

1. Tanda sebagai Wujud Gejala Umum

Tanda sebagai wujud gejala umum dapat terbagi menjadi tiga bagian. Tanda-tanda tersebut di antaranya *qualisigns, sinsigns, legisighn*(Ratna, 2011:101). Syair Burdah Melayu memiliki representamen di antaranya Legisighn ditunjukkan pada bait pertama

Kisah mula disebutkan, suatu pasal kita nyatakan, sekedar ingin maka disyairkan, menjadi sunnah semua yang mendengar

kutipan bait di atas menjelaskan mengenai hukum ajaran dalam agama Islam. Jika seseorang mengetahui dan diberitahu arahan tapi ia tetap melakukan suatu keburukan maka ia akan mendapat dosa atau hukuman.

2. Objek

Objek adalah segala sesuatu yang menjadi acuan dalam syair Burdah Melayu Loloan. Objek terbagi menjadi tiga yaitu *Ikon, Indeks,* dan *Simbol*. *Indeks* dalam syair Burdah Melayu ditunjukkan oleh bait kesepuluh:

Marilah kita 3x banyak sedekah
Sedekah itu menambah rizki 2x

Pemaknaan dari Bait kesepuluh dapat dikatakan menjadi salah satu ajaran Islam. Islam menagjakan jika memberi seseorang, maka akan ada balasan lebih banyak dari Tuhan. Makna tersirat dalam bait ini sebenarnya mengajak pembaca untuk sering memberi orang yang tidak mampu dan mengasihi sesaman umat manusia.

3. Interpretant

Interpretant dihubungkan dengan kondisi pendengar atau pembaca. *Interpretant* terdiri dari *rhyme, dicisighn,* dan *argument*. Bentuk dari Rheme dapat terlihat dari kemungkinan konsep sebagai berikut:

V. Bentuk Pujian Terhadap Rosul

Menurut narasumber yaitu Bapak Usman Syair burda melayu banyak digunakan untuk acara kelslaman. Bentuk pujian terhadap baginda besar Nabi Muhammad SAW dilestarikan oleh masyarakat Loloan Bali dalam berbagai bentuk acara besar islam yang

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terdapat di daerah Loloan. Syair burdah berisikan cerita atau peristiwa perjalanan nabi yang diceritakan menggunakan sebuah syair dan diiringi dengan gebukan alat musik Burdah sebagai bentuk ciri khas dari desa Loloan. (Setiawan 2015:2) keagungan yang diungkapkan dalm syair burdah adalah bentuk apresiasi terhadap sosok Muhammad SAW, yang memiliki pengaruh besar terhadap umat manusia karena beliau adalah sebaik-baiknya ciptaan, manusia yang yang berakhlah baik serta berpudi pengerti santun.

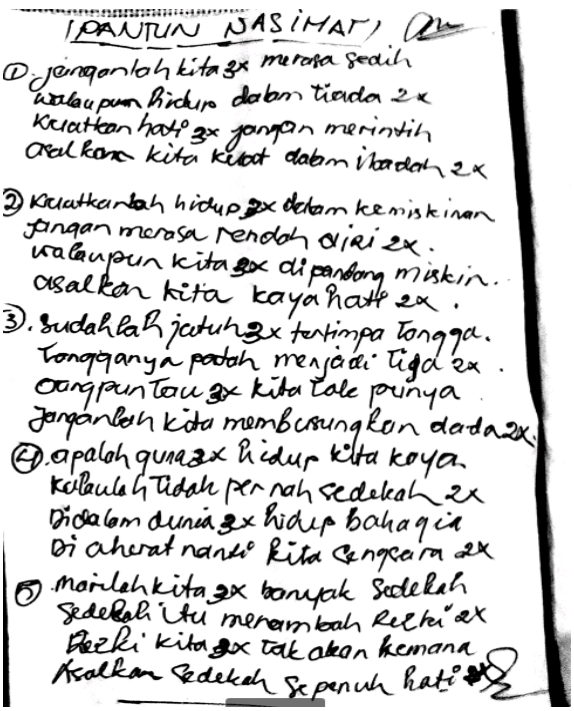
VI. Kesimpulan

Syair Burdah Melayu lahir kemungkinan karena adanya unsur sosio-kultur yang melandasinya. Keseluruhan isi dalam syair Burdah Melayu kebanyakan membahas tentang syariat Islam. Bentuk dari Syair Burdah secara Tipografi dapat dikatakan sebagai bentik campuran karena adanya kaidah penulisan syair Arab, pantun Melayu, serta syair Melayu. Berbagai macam penulisan puisi lama yang digabung menjadi satu membuat syair Burdah Melayu berbeda dari syair Burdah yang lain. Syair Burdah Melayu kental dengan ajaran agama Islam. Makna dalam syair burdah mengajrkan tentang kebajikan dalam hidup. Sebagai tradisi lisan, Burdah Melayu sampai saat ini masih dilestarikan dengan baik. Nilai-nilai luhur masih dipengang oleh masyarakat Loloan, Bali. Bahasa Melayu di Loloan, Bali sangat dijunjung tinggi sehingga diharapkan Syair Burdah Melayu mendatang akan tetap terjaga.

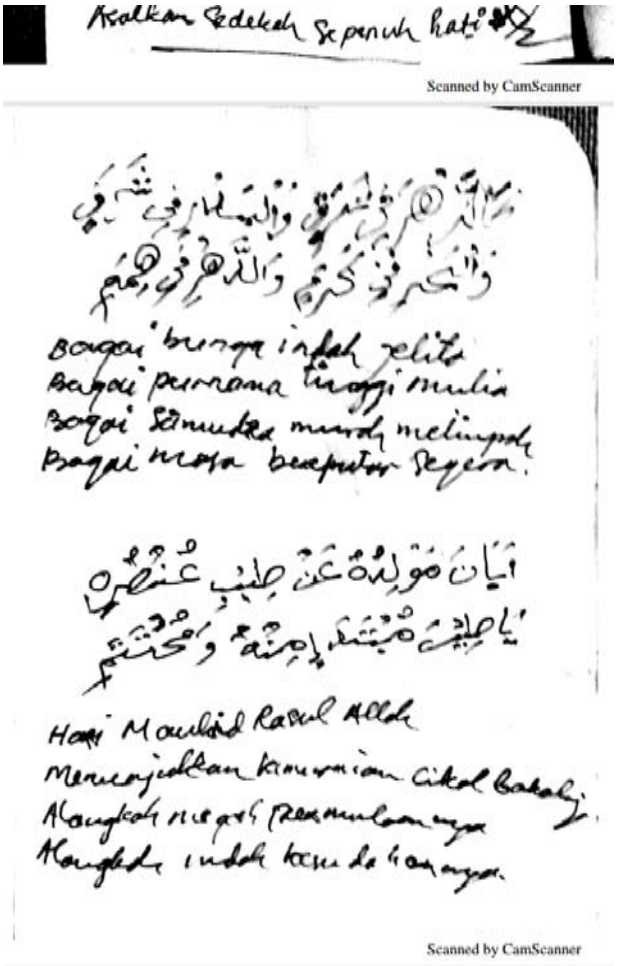
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Gambar 1: Catatan Syair Burda Melayu dari perkumpulan Burdah Mujahidin tgl 29 Maret 2018



Gambar 2: Alat Musik Burdah

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Gambar 3: Wawancara dengan Bapak Usman

Lampiran 2
Transkip Wawancara tanggal 29 Maret 2018
Tempat : Rumah Bapak Sayid Usman Al-Qodri, Loloan Barat, Bali

Narasumber: Bapak Sayid Usman Al-Qodri sebagai pemilik Burda Mujahidin
*Narasumber:*sunatan, untuk orang pindah baru, acara keislaman
Pewawancara: Bagaimana sejarah Burdah di Loloan?
Narasumber: Burdah masuk sejak tahun 1800-an, itu termasuk masuknya Islam ke Bali sama orang-orang Bugis.
Pewawancara: Perbedaan Syair Burdah di Loloan?
Narasumber: Cara penyampaian lain-lain, kalau di sini pakai Burdah. Digunakan untuk manten, tujuh bulanan.
Pewawancara: apakah yang memegang Burdah hanya usia 50 ke atas?
Narasumber: dulu, tapi sekarang sudah diremajakan tapi masih mengutamakan yang tua
Pewawancara: apakah masih peminat Burdah di masyarakat Bali?
Narasumber: Peminat masih ada tapi belum mau terjun. Siapa yang mau ikut disilahkan
Pewawancara: apakah ada perbedaan fungsi penggunaan saat penciptaan awal dan sekarang?
Narasumber: penggunaan tetap, hanya beda di pantunya. Syair kubur ini yang bisa
Pewawancara: ini tulisan Arab gundul ya pak?
Narasumber: iya itu Arab gundul, Melayu.
Pewawancara: Ini pantunnya
Narasumber: ini seumpama Syiar Arabnya, pantun ditambahkan searah dengan syair ya pak, misal syair tentang kematian berarti pantunya juga tentang kematian**?**

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Pewawancara: iya itu ada juga kematian, kalau pindah rumah juga ada, selingan pantun, bila habis satu pasal, kan burdah beberapa pasal, satu pasal lain lagi lagunya.
*NB: diteruskan dengan Narasumber sedikit mencontohkan nyanyian syair Burdah Melay*u

Catatan Wawancara 2 dengan Said Zen selaku Pemain Burdah:
Apa itu Syair Burdah Melayu?
Syair Burdah Melayu Loloan merupakan bentuk pujian terhadap baginda Rasuldengan memainkan 13-15 burda(Alat musik yang hampir mirip dengan hadroh atau rebanayang berbentuk besar dan mayoritas pemain orang tua berusia di atas 50 tahun dengan dibarengi pembacaan pantun khas Loloan.

Kapan Syair Burdah akan dibacakan?
Karena syair Burdah Melayu termasuk hal yang sakral yang biasanya digunakan ketika ada acara-acara besar dalam Islam seperti Maulid, 7 Bulanan, potong rambut bayi, dll

Bagaimana Respon masyarakat terhapat syair Burdah Melayu?
Respon masyarakat positif terhadapsyair Burdah Melayu karena Syair Burdah Melayu Loloan ini termasuk salah satu adat khas daerah Loloan, Bali yang merupakan kampung Islam terbesar di Bali. Jika ada acara besar Syair Burdah ini yang dinanti-nanti.

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Perception of Electronic Examination among Undergraduate Students of University of Maiduguri

By Mohammed Auwal Umar & Fredrick Wilson

University of Maiduguri

Abstract- The study was conducted to measure the perception of electronic examination among undergraduate students of University of Maiduguri. It was orchestrated on three specific objectives; to find out the perception of the students regarding the introduction of e-exam; to examine the perception of the students regarding e-exam as means of assessment; to examine the negative and positive perception of the students regarding the appropriateness of facilities, timing and format of question. The study employed the propositions of Technology Acceptance Model (TAM) to explain students' knowledge, acceptance and perception. The research used quantitative research method and survey methodology, using Questionnaire as instruments for data collection. The study purposely selected 200 students and found that majority of the students believe e-examination is better than the pen-paper examination. Majority of the students perceive electronic examination as an easy process.

Keywords: electronic examination, examination malpractices, information and communication technology, perception.

GJHSS-A Classification: FOR Code: 100599



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Abstract- The study was conducted to measure the perception of electronic examination among undergraduate students of University of Maiduguri. It was orchestrated on three specific objectives; to find out the perception of the students regarding the introduction of e-exam; to examine the perception of the students regarding e-exam as means of assessment; to examine the negative and positive perception of the students regarding the appropriateness of facilities, timing and format of question. The study employed the propositions of Technology Acceptance Model (TAM) to explain students' knowledge, acceptance and perception. The research used quantitative research method and survey methodology, using Questionnaire as instruments for data collection. The study purposely selected 200 students and found that majority of the students believe e-examination is better than the pen-paper examination. Majority of the students perceive electronic examination as an easy process. The study also found that the electronic examination is not suitable for every course to majority of the students. Majority of the respondents are against the format of the questions being asked via electronic examination. The study concluded that the introduction of e-examination in University of Maiduguri was a success despite having few challenges. The students perceived the new system as better means of assessment than pen-paper, even though they expressed dissatisfaction with the format of questions, examination timing and its suitability for some courses. It was recommended that the University of Maiduguri need to review the implementation of the new examination system in order to examine its suitability to all courses. Technical failures and limitation should be checked to improve effectiveness of the conduct of the examinations.

Keywords: electronic examination, examination malpractices, information and communication technology, perception.

I. Introduction

Examination is a method used in schools and other non-school setting for measurement and evaluation of performance after a lesson, lecture, and session or for the purpose of recruitment. Academically, it occurs at the end of semester, term or session in order to evaluate the performance of pupils or students. Regardless of primary, secondary or tertiary institution, every student is subjected to examination after a successful completion of semester or term studies. During the examination period, halls are prepared, examination questions are set and invigilators oversee the smooth conduct of the examinations at designated venues.

Overtime, examination pattern changes due to improvement in research and importation of technologies. In the olden days, examination questions are handwritten then typed (using typewriter) before administering on the candidates. This is now an old fashion with the advent of computer system that takes less time to produce examination questions with higher quality. Progressively, after several testing using computer network, applications and other facilities, electronic examination was introduced. This is referred to as e-exam. The e-exam is a form of e-assessment which is timed, scheduled, supervised and assessed using computer systems and programmed application and operating system. However, the electronic examination provides ground for ease of marking, saves time and reduced logistical engagement and waste of resources such as pen, papers, booklets etc. Central to the emergence and development of e-exam was driven by Information and Communication Technologies (ICTs)

According to Mathew, Joro and Manasseh (2015) the field of education has been affected by ICTs which have undoubtedly affected teaching, learning and research. As maintained by Yusuf & Umar (2018) ICTs have potential to accelerate, enrich and deepen skills to motivate and engage students to help relate school experience to work practice as well as strengthening teaching and learning and helping school change. Without misconstruing the concept, ICT is a modern pillar of development in education sector. ICT is a compound of various technologies for enhancing communication and access to information. For instance, computer education is essential for an individual to be able to access and apply information.

In a more recent development, ICTs in the education sector have been incorporated into measurement and evaluation. For instance, in Nigeria institutions education and agencies related to the Ministry of Education have hugely explored the use of ICT in their operations. From the transfer of JAMB (Joint Admission and Matriculation Board) examinations to E-Examinations and ratings, up to the universities' adoption of ICT for E-Examination; ICTs have been the

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reliable tools. The introduction of Electronic Examinations (E-Exams) across various institutions of higher learning has generated huge and diverse response from expert as well as people affected in the system such as teachers and students. Thus, this paper picked a firm interest in conducting an empirical study to examine the knowledge, acceptance and perceptions of affected students toward new introduced examination pattern.

II. Statement of the Problem

Most often than not, the acceptance of newly introduced initiatives is highly attached to direction of perception and lack of awareness while the issue of sustainability is linked to lack of preparedness and inability to ensure invented initiatives are maintained. In 2018, Daily Trust published an article which contained that "University of Maiduguri is one of the schools in Nigeria that has introduced Electronic Exam (e-exam); a computer-based test where students are electronically examined via a computer and a standardized operating system instead of the traditional pen-to-paper exams". The development was greeted with mixed reactions. Considering the arguments above, every technological importation into Nigerian system requires examination of its acceptance and perceptions around it. Available literature shows a gap in knowledge regarding the examination of perception of students about E-examination as a new pattern of examination in University of Maiduguri; a gap which this paper tries to fill.

III. Objectives of the Study

The general objective of the study is to examine the perceptions of the University of Maiduguri students regarding the newly introduced Electronic Examination system in the institution. In order to achieve the general objective, three specific objectives were formulated. Thus;

i. To find out the perception of the students regarding the introduction of e-exam.
ii. To examine the perception of the students regarding e-exam as means of assessment.
iii. To examine the negative and positive perception of the students regarding the appropriateness of facilities, timing and format of question.

Research Questions

i. What are the perceptions of the students regarding the introduction of e-exam?
ii. What are the perceptions of the students regarding e-exam as means of assessment?
iii. What are negative and positive perception of the students regarding the appropriateness of facilities, timing and format of question?

IV. Significance of the Study

The outcome of the study will serve important benefit to the University in trying to adjust the E-exam system permanently into the varsity. Results from the assessment of the students' knowledge of the E-exam will provide the varsity with insight into the level of preparedness of the students with respect to awareness and knowledge of the use of ICTs used for taking the E-exams.

On the other hand, the result from the level of acceptance will provide policy makers of the varsity with an evaluation of their policy which in return will enable them adjust the policy to the most suitable spot. Results from the examination of perceptions will direct the attention of the university's Senate to stage awareness campaign through its committees to clear the grey areas and negative perception of the students towards the new development. This is to forestall the possibilities of negative impact on results of the students conducted through E-exam system.

V. Scope and Limitations of the Study

The study grounded its root in measuring the nature of perception towards the introduction of Electronic Examination (E-Exam) in University of Maiduguri. There are other dependent variables (knowledge and acceptance) which are interrelated in the aspect of diffusion and technological acceptance model. The level of knowledge and acquaintance to technology influence the speed of acceptance. The array of acceptance is also determined by the nature of perception of technology in a particular country, state, community or locale. To this end, the study chose to cover the perception aspect because it is the independent variable that triangulates relationship in this respect. The study is limited to University of Maiduguri because of scarce resources.

VI. Literature Review

It is very important to note that assessment is an integral part of learning whose measurement is challenging (Naveed, Imran and Kashif, 2009). However, assessing student to measure the quality of learning is fascinating and important affair that crave meticulous approach. The pen-to-paper system of assessing students has overtime been the reliable parameter used for measurement and evaluation in education systems in Nigeria at primary, secondary and tertiary levels. There has been a public outcry over the conduct, authenticity and reliability of public examinations in Nigeria. In response to these complaints, the Joint Admission and Matriculation Board (JAMB) introduced a full scale computer-based test (CBT) in the 2015 Unified Tertiary Matriculation Examination (UTME) to eliminate examination malpractice and to facilitate examination

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registration and prompt release of result. The advancement in information and communication technology informed a viable decision to shift to online assessment system in order to dribble the challenges staged by the manual system. The introduction of online assessment popularly known as e-exam has drawn the attention of many.

According to Zubairu, Oyefolahan, Etuk and Babakano (2018) online assessment is gaining popularity and acceptance by many examination bodies and higher institutions of learning. Researchers took to their deck and conducted various researches to ascertain the feasibility, importance, acceptability and the possible challenges the system might encounter. This part of the paper reviews such researches and compiled a compendium from chunk of their findings.

According to Ndunagu (2014) "Electronic Examination is a product of Information and Communication Technology that was developed to solve problems and limitation confronting the process and procedure of conducting paper examinations". He outlined the problems to include; High cost of conducting the examinations, examination leakages, missing result, lack of flexibility of examinations, long period of retrieval of results and so much more problems that give the examiners and students night mare. These problems have militated against advancement in print examination and often tamper with its credibility. On these bases, he conducted a study towards improving the standard and quality of education in Nigeria in order to restore students' confidence and eliminate the loop holes that allow malpractices to thrive in the University system. The findings of his study showed that the level of examinations conducted electronically have impact on the quality of students produced in Nigeria Universities. It was also found that the advent and access to internet has brought about a significant increase in the quality of students produced in Nigeria Universities. He argued that the main successes achieved against examination malpractices are mainly due to the introduction of electronic examination. In conclusion, the researcher puts that the Electronic Examination is the way forward for educational Institution in Nigeria.

Osang (2012) conducted a study to examine how the adoption of electronic examination have assisted National Open University of Nigeria (NOUN) in the evaluation phase of students study circle as well as the architecture for electronic examination as implemented by NOUN, which can be used by any other ODL institution. The study focused on the perception of the Academic Staff on e-examinations since Lecturers' perceptions of technology have great influence on the acceptability of the technology (Fabry and Higgs, 1997; Keller and Cernerud, 2002; Murphy and Greenwood, 1998; Samuel and Bakar, 2006). The study found that 81.9% of the Lecturers are computer literate, while the remaining 28.4% are still getting use to basic computer usage skills which implies that most academic staff (lecturers) employed by National Open University of Nigeria are computer literate hence should appreciate e-exams. It was also found that 63% of the Lecturers found maple ta (the software used) quite challenging while 47.3% found it very easy with time after training which implies that more can still be done to make the e-exam platform more user friendly for the Lecturers.

Oduntan and Ojuawo (2018) studied the conduct of examination using an electronic approach. This involves the development of an electronic examination system using the Client –Server approach on an intranet environment to cater for questions presented in multiple choices multiple answers and multiple choice single answers. The study comparatively analysed data on students score from the paper pencil test (PPT) and the electronic examination system (EES). It was found that students' performance in the computer based test is better than the performances in the paper pencil test.

Adebayo, Abdulhamid & Fluck (2014) compares the e-Examination system in Nigeria with that of Australia. They considered the experiences of working with commercial firms such as Electronic Testing Company (eTC) and using open-source software. This is because according to them it is vital to advance good relationships with accreditation authorities (such as University Authorities, West African Examination Council (WAEC), Joint Admissions and Matriculation Board (JAMB) etc. and the Tasmanian Qualifications Authority) to assist in the transition from paper based assessment to post-paper assessment. Their study took into cognisance the relative convenience for students, administrators and lecturer/assessors; and to gauges the reliability and security of the two systems in use. It examines the challenges in conducting e-Examinations in both countries by juxtaposing the systems in the two countries and suggests ways of developing more acceptable e-Examination systems.

Their result showed that shows that both systems are becoming accepted as part of assessment in their individual countries. In Nigeria, there is evidence of widespread systemic adoption for university entrance merit selection, whilst in Australia this has been confined to one subject in one state. Within undergraduate courses, the Nigerian experience appears to be quite extensive in one university (all first year courses), while in Australia this adoption has been slower but has penetrated a wide variety of disciplines (Adebayo, Abdulh amid & Fluck, 2014). In another comparison of the nature of the assessment, they found that the Nigerian case study shows candidates are limited to selecting from a list of prepared answers to each question. This allows automatic marking and provides an extremely fast turnaround time for assessment results. The Australian technology supports essays

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(marked conventionally by a human assessor) and sophisticated software use within the identical operating system environment for all candidates (Adebayo, Abdulh amid & Fluck, 2014).

In another aspect, Ayo, Akinyemi, Adebiyi and Ekong (2007) conducted a study on the prospect of e-examination implementation in Nigeria. Their study was motivated by the massive examination leakages, demand for gratification by teachers, bribe-taking by supervisors and invigilators of examinations which has resulted to general fallen standards of education of many country which Nigeria inclusive. Consequently, Nigerian universities have resorted to conducting post-entrance "Post-JAMB" examination/screening because of lack of confidence in the conduct of the entrance examinations. The study administered questionnaire on students and the result revealed that the system has the potentials to eliminate some of the problems that are associated with the traditional methods of examination such as impersonation and other forms of examination malpractices. They proposed a model which is easy to use and candidates can get use to it with time. The timing of examination can be spaced without compromising the quality and integrity of the examination.

Egbe (2014) examined the attitude of students towards e-learning in selected south-west Nigerian universities. It looked at the relationship between attitude and e-learning with the application of Technology Acceptance Model (TAM). Questionnaire was used to collect data from a sample of 387 postgraduate and undergraduate students. The study found that students have a positive attitude towards e-learning because they find the system easy to use and useful for their course work. Also, attitude influences the intention to use an e-learning system.

However, Anene (2016) conducted a study which empirically assessed student's perception of Joint Admission and Matriculation Board (JAMB) Computer Based Examination in Nnamdi Azikiwe University, Awka, Anambra state, Nigeria. The study was orchestrated on five objectives. The study found that students general perceived Joint Admission and Matriculation Board computer based examination as a concrete and rewarding experience and also computer based examination as enjoyable than paper based examination. The study also revealed that poor computer literacy affect students" perception on computer based examination and lack of a well designed examination instruction on the use of computer based examination. Based on these findings it was concluded that the management of Joint Admission and Matriculation Board should take into cognizance the perception of students towards computer based examination for full operational of the innovative techniques in Nigeria. It was recommended that students should be encouraged to improve their computer literacy so as to enhance their flexibility during the Joint Admission and Matriculation Board computer based examination.

There are also pending issues with the introduction of the e-examination system. To this end, Onyibe, Juliana, Abdulh akim (2015) examines the challenges militating against CBT in Nigeria and the prospects of full adoption of CBT in all public examinations in the country. Secondary data sources including relevant journals, conference papers, and internet resource materials among others were mainly used for the study. Several challenges were identified, but the chief among them is gross inadequacy of ICT infrastructure in the country. The prospects of CBT in Nigeria were found to be very high owing to JAMB, Nigeria Immigration Service (NIS), and other key government agencies' acceptance of CBT for public examination. They argued against building of one CBT centre per local government area as being planned by federal government, rather recommends that at least four (4) government owned standard CBT centres should be built and equipped in each of the 774 local government areas to facilitate seamless transition from paper and pencil test (PPT) to CBT.

VII. Theoretical Framework

The study employed the propositions of Technology Acceptance Model (TAM) to explain students' knowledge, acceptance and perception. Technology Acceptance Model (TAM) has two major constructs: perceived usefulness (PU) and perceived ease of use (PEOU) (Egbe, 2014). TAM has been widely used to predict user acceptance and use, based on perceived usefulness and ease of use. Davis and Davis (1989) developed TAM by tailoring the Theory of Reasoned Action (TRA) (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975), to understand the causal chain linking external variables to IT usage intention and actual use in a workplace. Abbad (2009) stated that the model was developed under contract with IBM Canada Ltd. in the mid-1980s where it was used to evaluate the market potential for a variety of then-emerging PC-based applications in the area of multimedia, image processing, and pen-based computing in order to guide investments in new product development. According to the TAM, PU and PE are primary motivational factors for accepting and using new technologies (Egbe, 2014). The relevancy of the theory is that it explained the factors that lead to the acceptance of technologies. These factors include perception toward the invented technology which is often driven by the nature of knowledge or prior awareness about the innovation. This serves as important pillar that explain knowledge, acceptance and perception.

VIII. Methodology of the Study

The research used quantitative research method and survey methodology, using Questionnaire

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as instruments for data collection. This was done to pave way for collecting adequate information to serve the thirst of the study and give opportunity for large human population like this one to be properly studied. A questionnaire consisting of closed and open ended questions would be employed for the quantitative approach to this study. The questionnaire will be divided into two sections: section 1 will elicit information from the respondents' demography and socio-economic needs. Sections 2 will focus on finding out the perception of the students about electronic examination.

The study purposely selected 220 students. The parameter for the selection are; being student of the university, affected by the e-examination system and sat for e-examination. The breakdown of the selection thus; 44 students from each Faculties of Social Sciences, Faculty of Art, Faculty of Sciences, Faculty of Education And Faculty of Agriculture were selected. The copies of the questionnaires were personally administered by the researchers.

IX. Data Presentation and Analysis

Data were obtained from self administered questionnaires. A total of 220 questionnaires were distributed. However, 215 questionnaires were retrieved and 200 were found usable for this study and met the required inclusion criteria. The success was achieved because of the curiosity and determination of the students to participate in the study because of how the issues had affected them. The data presentation will take the sections that directly answer research questions and analyse them. Thus;

Section 1: Demographic Data of the Respondents

Table 1: Gender of the respondents

S/N	Response	Frequency	Percentage
1	Male	120	60%
2	Female	80	40%
3	Others	0	0%
Total		200	100.00%

Source: Field Study, 2019.

The table above presents the gender distribution of the total respondents. It shows that 120(60%) of the respondents are male while 80(40%) of the respondents are female.

Table 2: Age Distribution

S/N	Response	Frequency	Percentage
1	18- 25	101	50.5%
2	26- 35	68	34%
3	36-45	24	12%
4	46 years and above	7	3.5%
Total		200	100.00%

Source: Field Study, 2019.

The table above contained the age distribution of the respondents which shows that 101(50.5%) of the respondents aged between 18-25 years, 68(34%) of the respondents aged between 26-35 years, 24(12%) of the respondents aged 36-45 years while 7(3.5%) of the respondents aged 46 years and above.

Table 3: Marital Status

S/N	Response	Frequency	Percentage
1	Married	34	17%
2	Single	160	80%
3	Divorced	6	3%
4	Others	0	0
Total		200	100.00%

Source: Field Study, 2019.

The result from the marital status of the respondents is presented in the table above. It shows that 34(17%) respondents are married, 160(80%) respondents are single while 6(3%) respondents were divorced.

Section 2: Study Data

Table 5: Do you think is good to introduce e-exam?

S/N	Response	Frequency	Percentage
1	Yes	107	53.5%
2	No	72	36%
3	Undecided	21	10.5%
Total		200	100.00%

Source: Field Study, 2019.

The study inquires into the introduction of the E-exam as new system of exam in the institution. The result contained in the table above shows that 107(53.5%) of the think it is good to introduce the electronic examination system in the university. There are 72(36%) respondents who felt that it is not good to introduce electronic examination system while 21(10.5%) have undecided opinion about the introduction of the new examination system. This means that there are competing opinions regarding the introduction of the new exam system. Even though the number that affirmed its appropriateness is the majority, there is significant number of the students that have counter opinion.

Table 6: Do you think it is better means of assessment than the pen-paper system?

S/N	Response	Frequency	Percentage
1	Yes	89	44.5%
2	No	77	38.5%
3	Undecided	34	17%
Total		200	100.00%

Source: Field Study, 2019.

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The data in the table above indicated the comparative opinion of the students between pen-paper examination and the electronic examination. The result shows that 89(44.5%) respondents think electronic examination is better than the pen-paper examination, 77(38.5%) respondents believe pen-paper examination is better than the electronic examination. However, 34(17%) respondents have undecided opinion. This means that they neither choose pen-paper nor electronic examination system. The table 6 result indicated that majority of the respondent believe e-examination is better than the pen-paper examination. Despite having huge number that oppose this opinion, it obviously shows that higher number of the students have accepted electronic examination system.

Table 7: Do you think it is the best time to introduce it?

S/N	Response	Frequency	Percentage
1	Yes	74	37%
2	No	120	60%
3	Undecided	6	3%
Total		200	100.00%

Source: Field Study, 2019.

The result in the table above shows that 74(37%) respondents believe that it was the best time to introduce the electronic examination system, 120(60%) respondents believe it was not the best to introduce the new examination system while 6(3%) respondent have undecided opinions. This entails that despite accepting the new examination system by the students as shown in the previous table, majority of them indentified that it was not introduced in the best time. This means that even those that think it is better than the pen-paper examination believe that the timing is not suitable.

Table 8: Why do you think it was introduced?

S/N	Response	Frequency	Percentage
1	To improve efficiency of examinations	14	7%
2	To improve effectiveness of examinations	23	11.5%
3	To fasten the completion of examinations	47	23.5%
4	To improve the quality of examinations	39	19.5%
5	To eliminate examination malpractice	43	21.5%
6	To create strictness for students	34	17%
Total		200	100.00%

Source: Field Study, 2019.

The result contained in the table above shows the perception of the students about why the school management decided to introduce the electronic examination. The result shows that 14(7%) respondent believe the electronic examination was introduced to improve the efficiency of examinations, 23(11.5%) respondent believe the electronic examination was introduce to improve the effectiveness of examinations, 47(23.5%) respondents believe it was introduced to fasten the completion of examinations, 39(19.5%) respondents believe the electronic examination was introduce to improve the general quality of examinations in the institution, 43(21.5%) respondents believe it was introduced to eliminate the cases of examination malpractices while 34(17%) respondents believe the electronic examination was introduced to incur strictness on students. The result shows diversity of opinions among the respondent and further expand the understanding of the students towards the introduction of the system thus, different perceptions.

Table 11: E-examination system provides students with easy process to write examination

S/N	Response	Frequency	Percentage
1	Strongly Agree	73	36.5%
2	Agree	69	34.5%
3	Disagree	33	16.5%
4	Strongly Disagree	25	12.5%
Total		199	100.00%

Source: Field Study, 2019.

The result contained in the table above shows that 73(36.5%) respondents strongly agreed that electronic examination provide students with ease during the examination process, 69(34.5%) respondents passively agreed that the electronic examination system gives the students ease of process. On the other hand, there are 33(16.5%) respondents that disagree with the fact that electronic examination provides students with ease of process whereas 25(12.5%) respondents strongly disagree with the position. This shows that majority of the respondent perceive electronic examination as an easy process.

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Table 12: E-examination system provides student with opportunity to obtain good result

S/N	Response	Frequency	Percentage
1	Strongly Agree	41	20.5%
2	Agree	63	31.5%
3	Disagree	74	37%
4	Strongly Disagree	22	11%
Total		200	100.00%

Source: Field Study, 2019.

The table above contained data obtained from perception of the respondents regarding electronic examination as an assessment system that provide students with opportunity to obtain good result. The result shows that 41(20.5%) respondents strongly agree with the assertion, 63(31.5%) respondents passively agree, 74(37%) respondents disagree whereas 22(11%) respondents strongly disagree with the fact that electronic examination provides students with opportunity to obtain good results. This indicates that majority of the respondent perceive electronic examination as a system of assessment that will provide them with opportunity to pass their examination with good results. There is significant number of respondents who disagree with this position, which means that the perception towards the new system is not out-and-out positive.

Table 13: E-examination system is suitable for every course

S/N	Response	Frequency	Percentage
1	Strongly Agree	78	39%
2	Agree	67	33.5%
3	Disagree	44	22%
4	Strongly Disagree	11	5.5%
Total		200	100.00%

Source: Field Study, 2019.

The table above shows that 78(39%) respondents strongly agreed that electronic examination is suitable for every course of study in the university, 67(33.5%) respondents passively agreed that the electronic is suitable for all courses while 44(22%) respondents passively disagree and 11(5.5%) strongly disagreed. This affirms that the electronic examination is not suitable for every course to majority of the students.

Table 14: There are adequate facilities such as (computers, light, centers etc) to undertake e-examination

S/N	Response	Frequency	Percentage
1	Agree	123	61.5%
2	Disagree	77	38.5%
Total		200	100.00%

Source: Field Study, 2019.

The table 14 contains result obtained from the respondents regarding the adequacy of facilities in conducting the electronic examinations. The result shows that 123(61.5%) respondents agree that there are adequate facilities to aid the conduct of the examinations while 77(38.5%) respondents disagree. This revealed that majority of the respondents submit that there are adequate facilities in that aid the conduct and general implementation of the electronic examination system.

Table 15: The computers, application and the server fail during exams

S/N	Response	Frequency	Percentage
1	Agree	189	94.5%
2	Disagree	11	5.5%
Total		38	100.00%

Source: Field Study, 2019.

The data contained in the table above shows that 189(94.5%) respondents affirm that there were computer, application and server failure during the conduct of the electronic examinations while only 11(5.5%) respondents disagree. This entails that despite the adequacy of facilities, there were eventual failures by computers, applications and server during exams.

Table 16: How often do the computers, application and the server fail during exams?

S/N	Response	Frequency	Percentage
1	Most Often	45	22.5%
2	Often	36	18%
3	Rarely	69	34.5%
4	Very Rare	50	25%
Total		200	100.00%

Source: Field Study, 2019.

The table above presents data on the frequency of failure of the facilities during the conduct of electronic examinations. The result shows that 45(22.5%) respondents affirm that it happen most often, 36(18%) respondents affirm that it often occur, 69(34.5%) respondents affirm that it rarely occur while 50(25%) respondents assert that it happen on very rare occasions. In this regard, 40.5% of the respondents affirmed that the failure of the facilities occur often while 59.5% of the respondents affirmed that it rarely occur.

Table 17: The time allocated for e-exam is fair

S/N	Response	Frequency	Percentage
1	Agree	144	72%
2	Disagree	56	28%
Total		200	100.00%

Source: Field Study, 2019.

The table above present data obtained from the assessment of the fairness of time allocated for the conduct of the examinations. It shows that 144(72%) respondents agree that the time allocation is fair while 56(28%) respondents disagree with the fairness of the time allocation. This means that the time allocated for the conduct of the examination has satisfied large number of the respondents whereas significant number still think it is not fair.

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Table 18: The format of questions in e-examination is fair

S/N	Response	Frequency	Percentage
1	Agree	89	44.5%
2	Disagree	111	55.5%
Total		200	100.00%

Source: Field Study, 2019.

The data contain in the table above shows that 89(44.5%) respondents affirm that the format of examination questions being ask via electronic examination system is not fair while 111(55.5%) respondents affirm that the format of the questions is fair. This means that majority of the respondents are against the format of the questions being ask via electronic examination.

X. Summary of Findings

1. The study found that there are competing opinions regarding the introduction of the new exam system. Even though the number that affirmed its appropriateness is the majority, there is significant number of the students that have counter opinion.
2. It was found that majority of the students believe e-examination is better than the pen-paper examination. Despite having huge number that oppose this opinion, it obviously shows that higher number of the students have accepted electronic examination system.
3. Despite accepting the new examination system by the students, majority of them identified that it was not introduced in the best time. This means that even those that think it is better than the pen-paper examination believe that the timing is not suitable.
4. Diversity of opinions was also found among the students. It was as a result of their understanding of the students towards the introduction of the system thus, different perceptions.
5. Majority of the students perceive electronic examination as an easy process.
6. Majority of the students perceive electronic examination as a system of assessment that will provide them with opportunity to pass their examination with good results. There is significant number of the students that disagree with this position, which means that the perception towards the new system is not out-and-out positive.
7. The study also found that the electronic examination is not suitable for every course to majority of the students.
8. Majority of the students submit that there are adequate facilities that aid the conduct and general implementation of the electronic examination system.
9. Despite the adequacy of facilities, there were eventual failures by computers, applications and server during exams.
10. It was found that the time allocated for the conduct of the examination has satisfied large number of the students whereas significant number still think it is not fair.
11. Majority of the respondents are against the format of the questions being ask via electronic examination.

XI. Discussion of Findings

a) *What are the perceptions of the students regarding the introduction of e-exam?*

The introduction of Electronic Examination as substitute to pen-paper examination system in the University of Maiduguri was welcomed with mixed reactions. The reactions were revealed based on perception toward the time and nature of introduction of the new exam system. As found by the study there are competing opinions regarding the introduction of the new exam system. The study delve into the diverse perceptions that greeted the new e-exam and found that even though the number that affirmed its appropriateness is the majority, there is significant number of the students that have counter opinion. This means that despite the acceptance, there are students who still believe that the introduction of e-exam has inappropriateness either of time, readiness or nature.

In a related development, it was found that majority of the students believe e-examination is better than the pen-paper examination. It is not arguable to say that pen-paper examination takes longer timing than the e-examination. This is not unrelated to the fact that student choose exam system that last shorter. However, despite having huge number opposite perception, it obviously shows that higher number of the students have accepted electronic examination system. To harmonise the finding, the study argue that the students used prior perceptions and judged the introduction of the e-exam but still accept it because it provides them with more features and less time. On this brink, the study found that despite accepting the new examination system by the students, majority of them identified that it was not introduced in the best time. This means that even those that think it is better than the pen-paper examination believe that the timing is not suitable. However, the acceptance is not unrelated to the fact that the majority of the students perceive electronic examination as an easy process.

b) *What are the perceptions of the students regarding e-exam as means of assessment?*

Pen-paper examination system has been the means of assessment during Continuous Assessment and examination at different levels of academic structure regardless of country. The development in technology has influenced many academic conducts which examination is inclusive. However, the introduction of e-exam to facilitate the conduct of examination in University of Maiduguri was not unconnected with the

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frequent irregularities recorded while compiling examination results. To this end, the study inquires into the comparative perception of the students regarding the e-exam as means of assessment. The study found that 7% respondent believe the electronic examination was introduced to improve the efficiency of examinations, 11.5% respondent believe the electronic examination was introduce to improve the effectiveness of examinations, 3.5% respondents believe it was introduced to fasten the completion of examinations, 19.5% respondents believe the electronic examination was introduce to improve the general quality of examinations in the institution, 21.5% respondents believe it was introduced to eliminate the cases of examination malpractices while 17% respondents believe the electronic examination was introduced to incur strictness on students. It was also found that majority of the students perceive electronic examination as a system of assessment that will provide them with opportunity to pass their examination with good results. There is significant number of the students that disagree with this position, which means that the perception towards the new system is not out-and-out positive.

Moreover, there are different courses in the university system and each course requires a distinct way of measurement and evaluation. Just as some courses require oral and laboratory test, there are other courses that require more experimented and field assessment. This entail that each course require certain measurement system. On this basis, the study inquires into the suitability of the e-exam in measuring students in all the university courses. The study found that the electronic examination is not suitable for every course to majority of the students even though there are adequate facilities that aid the conduct and general implementation of the electronic examination system.

c) *What are negative and positive perception of the students regarding the appropriateness of facilities, timing and format of question?*

As stated earlier, the introduction of e-exam system was greeted by mixed reaction. The study collected such perception thus; despite the adequacy of facilities, there were eventual failures by computers, applications and server during exams. Students identified that there were failures with the new examination system. This negative perception shows that there are hurdles attached to the conduct of the electronic examinations. It was found that the time allocated for the conduct of the examination has satisfied large number of the students whereas significant number still think it is not fair. Majority of the respondents are against the format of the questions being asked via electronic examination. The overriding position of the perceptions towards the appropriateness of facilities, timing and format of question is negative.

XII. Conclusion

It is the conclusion of this study that the introduction of e-examination in University of Maiduguri was a success despite having few challenges. The challenges have influenced the perceptions of the students toward the new examination system. The students perceived the new system as better means of assessment than pen-paper, even though they expressed dissatisfaction with the format of questions, examination timing and its suitability for some courses. This suggested that the authorities in the university need to readjust the implementation of the new examination system. It is the recommendation of the study that the University of Maiduguri need to review the implementation of the new examination system in order to examine its suitability to all courses. Technical failures and limitation should be checked to improve effectiveness of the conduct of the examinations.

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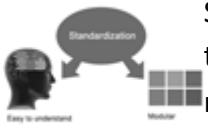
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AUXILIARY MEMBERSHIPS

Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

Global Journals Incorporation (USA) is accredited by Open Association of Research Society, U.S.A (OARS) and in turn, affiliates research institutions as "Institutional Fellow of Open Association of Research Society" (IFOARS).



The "FARSC" is a dignified title which is accorded to a person's name viz. Dr. John E. Hall, Ph.D., FARSC or William Walldroff, M.S., FARSC.

The IFOARS institution is entitled to form a Board comprised of one Chairperson and three to five board members preferably from different streams. The Board will be recognized as "Institutional Board of Open Association of Research Society"-(IBOARS).

The Institute will be entitled to following benefits:

The IBOARS can initially review research papers of their institute and recommend them to publish with respective journal of Global Journals. It can also review the papers of other institutions after obtaining our consent. The second review will be done by peer reviewer of Global Journals Incorporation (USA) The Board is at liberty to appoint a peer reviewer with the approval of chairperson after consulting us.

The author fees of such paper may be waived off up to 40%.

The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





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The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.



The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.



After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

The following entitlements are applicable to individual Fellows:



Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



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We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

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The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

Note :

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- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

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3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
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7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

Declaration of Conflicts of Interest

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The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

Acknowledgments

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

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Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

Manuscript Style Instruction (Optional)

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

Structure and Format of Manuscript

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



Format Structure

It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.

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The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

Author details

The full postal address of any related author(s) must be specified.

Abstract

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Keywords

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

Numerical Methods

Numerical methods used should be transparent and, where appropriate, supported by references.

Abbreviations

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

Formulas and equations

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

Tables, Figures, and Figure Legends

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

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Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

1. Choosing the topic: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

2. Think like evaluators: If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

3. Ask your guides: If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

4. Use of computer is recommended: As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

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6. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

7. Revise what you wrote: When you write anything, always read it, summarize it, and then finalize it.

8. Make every effort: Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

9. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

10. Use proper verb tense: Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

11. Pick a good study spot: Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

12. Know what you know: Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

13. Use good grammar: Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

14. Arrangement of information: Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

15. Never start at the last minute: Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

16. Multitasking in research is not good: Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

17. Never copy others' work: Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

18. Go to seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

19. Think technically: Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

20. Adding unnecessary information: Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

21. Report concluded results: Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

22. Upon conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

The introduction: This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

The discussion section:

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

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Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

To make a paper clear: Adhere to recommended page limits.



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Mistakes to avoid:

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- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

Approach:

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

A

Ambassadors · 29
Authoritarian · 12, 13, 15

C

Constituencies · 26
Crusades · 26

E

Encyclopedia · 24, 58

I

Ironically · 25

M

Malpractices · 49, 51, 52, 54, 57
Masyarakat · 2, 35, 36, 38, 40

P

Pedagogical · 5, 7

S

Stakeholders · 7, 10



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