Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: G

Linguistics & Education



Assessment of Covid-19 Lockdown

Teaching & Learning in Federal College

Highlights

Online and Offline Mode of Teaching

Tribal Girls Education in Urban Schools

Discovering Thoughts, Inventing Future

VOLUME 21 ISSUE 5 VERSION 1.0

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Volume 21 Issue 16 was originally issued as G5

Global Journal of Human-Social Science: G
Linguistics & Education

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 21 Issue 5 (Ver. 1.0)

Open Association of Research Society

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Framingham Massachusetts Pin: 01701,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
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Volume 21 Issue 16
Originally issued as G5

Global Journal of human-social science: G
Linguistics & Education
Volume 21 Issue 5 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Strengthening *Ihsan* Behavior (Always do the Good Deeds)

By A. Ilyas Ismail & Iffah Budiningsih

Syarif Hidayatullah State Islamic University

Abstract- The purpose of this study was to determine the best model in predicting ihsan behavior, especially during the Covid 19 pandemic as it is currently from eight ihsan character: ambitious, certain/confident, courageous, hard-working, enthusiastic, patient and persistent, generous, and grateful. The method of research was survey and 215 students at As Syafi'iyah Islamic University were selected as the sample. The results revealed that: a) only three out of eight qualities that significantly influenced the development of ihsan behavior, namely ambitious, patient & persistent, and generous; b) the qualities of ambitious, patient & persistent, and generous simultaneously contributed to shaping ihsan behavior by 58.5%; c) the best mathematical model to predict ihsan behavior was Y=-0.465+0.211X1+0.413X2+0.453X3 (X1=ambitious; X2=patient & persistent; X3=generous); d) being generous served as the quality with the highest sensitivity of the effect on ihsan behavior (always do the good deeds) development, followed by patient & persistent and ambitious.

Keywords: ihsan behavior, generous, patient & persistent, ambitious.

GJHSS-G Classification: FOR Code: 330199

STRENGTHENINGIHSANBEHAVIORALWAYSDOTHEGOODDEEDS

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Strengthening *Ihsan* Behavior (Always do the Good Deeds)

A. Ilyas Ismail [α] & Iffah Budiningsih [σ]

Abstract- The purpose of this study was to determine the best model in predicting *ihsan* behavior, especially during the *Covid* 19 pandemic as it is currently from eight *ihsan* character: ambitious, certain/confident, courageous, hard-working, enthusiastic, patient and persistent, generous, and grateful. The method of research was survey and 215 students at As Syafi'iyah Islamic University were selected as the sample. The results revealed that: a) only three out of eight qualities that significantly influenced the development of *ihsan* behavior, namely ambitious, patient & persistent, and generous; b) the qualities of ambitious, patient & persistent, and generous simultaneously contributed to shaping *ihsan* behavior by 58.5%; c) the best mathematical model to predict *ihsan* behavior was $Y=-0.465+0.211X_1+0.413X_2+0.453X_3$ (X_1=ambitious; X_2=patient & persistent; X_3=generous); d) being generous served as the quality with the highest sensitivity of the effect on *ihsan* behavior (always do the good deeds) development, followed by patient & persistent and ambitious.

Keywords: ihsan behavior, generous, patient & persistent, ambitious.

I. Introduction

Education functions to enhance both technical skills and positive qualities, including moral and positive values. These two aspects are crucial for people to equitably possess in order that they can get through this global era, improve life quality, and avoid destruction. Lack of religious, moral, and positive values will lead to a destructive application of science and technology, such as war and abuse, which can also be impactful on changing the essence of humans and humanity, viz; genetic revolution (cloning). Humans tend to misuse science and technology; thus, moral and religious values are considered of great importance. Such values can guide and control the use of science and technology for human's virtue without demeaning or changing the nature of humanity.

Moral and religious values education in children is mostly implemented by their family and the surrounding environment. One's values will be a reference to shaping their characters that also influence their act or behavior. Characters are positive values inherent in humans from the process of long-term habituation. They are embodied in thoughts, attitudes, feelings, words, and acts. Parents, schools, and all educational institutions should be held accountable for character education. As mentioned earlier, positive characters or qualities undergo a long process, in terms of continuous habituation, on a daily basis. Ismail (2018: 111) claims that *Ihsan* is one of the essential teachings in Islam, yet it is not primarily understood. *Ihsan* means 'excellence' and "try to be better', so that *ihsan* behavior refers to doing good deeds and becoming better. In the Qur'an Surah Al-Qasas [28:77], we are instructed to do good as Allah has done good to us. By making Allah the center of orientation, we will reach success and avoid a sinful act. Surah Al-Qasas [28:77] means:

> *"And seek with the (wealth) which Allah has bestowed to you the Hereafter, and do not forget your share (enjoyment) of this world, and do good (to others) as Allah has done good to you, and do not make mischief in the land. Indeed, Allah does not like those who do mischief".*

In addition, according to Ismail (2018:113-114), the command of doing *ihsan* does not only revolve around worship, but also working and doing business. It generally has a particular meaning of a) doing something properly with utmost responsibility; b) achieving better than others, implying that we need to be one who is foremost in good deeds not who wrongs one-self.

Many qualities affect the behavior of *ihsan*. An in-depth interview with 17 university students (eighth semester) in the academic year of 2019/2020 reveals that there are three out of eight qualities that dominantly influence *ihsan* behavior (based on respondents' perceptions). Below is the detail.

Author α: Faculty of Da'wa and Communication, Syarif Hidayatullah State Islamic University, Jl. Ir.H. Juanda, Cempaka Putih, Kota Tangerang, Indonesia. e-mail: a.ilyas@uinjkt.ac.id

Author σ: Faculty of Teaching and Educational Sciences, As-Syafi'iyah Islamic University, Jl. Raya Jatiwaringin No 12, Pondok Gede, Jakarta Timur, Indonesia. e-mail: iffahbudiningsih@gmail.com

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Table 1: Recapitulations of In-depth Interview Results regarding 3 Dominant Qualities Presumed to Influence *IHSAN* Behavior

Positive Qualities	Selecting First Sequence		Selecting Second Sequence		Selecting Third Sequence		Total	
	Number of Respondents	%	Number of Respondents	%	Number of Respondents	%	Number of Respondents	%
Grateful	8	47.0	6	35.3	-	-	14	82.3
Certain/Confident	4	23.6	3	17.6	4	23.6	11	64.8
Patient and Persistent	-	-	5	29.4	2	11.8	7	41.2

It is expected that this study can discover a mathematical model to improve *Ihsan* behavior, i.e., what qualities that dominantly affect such behavior. Following the results of the in-depth interview with 17 respondents, the respondents are presumed to have the qualities of being *grateful, certain/confident, patient & persistent* that strongly influence *ihsan* behavior. The purpose of this study is to find a mathematical model that can grow and strengthen positive qualities '*ihsan* behavior' in living the life. This model can be utilized by educators/teachers, parents, and other people in shaping and strengthening positive characters to the successor to today's generation of Indonesia that dominantly affect *ihsan* behavior. On that ground, this study is conducted to paying attention to eight positive qualities that mostly influence one's *ihsan* behavior, especially during the *Covid* 19 pandemic as it is currently, and namely ambitious, certain/confident, courageous, hard-working, enthusiastic, patient and persistent, generous, and grateful. Additionally, the problem formulated in this study is whether or not there is a positive and simultaneous correlation between eight qualities mentioned above and *ihsan* behavior; the dominant qualities that influence *ihsan* behavior; and the best mathematical model (Good of Fit Model/Gof Model) to predict such behavior. Below is the detail of the concepts of *ihsan* behavior, along with eight positive qualities that are presumed to affect *ihsan* behavior.

a) Ihsan Behavior

In the realm of Islam, the attempt to always do the good deeds (do not make mischief) as Allah has been good to us is known as *Ihsan*. It is also stated in the Qur'an Surah Al-Qasas [28:77] that means: "And seek, with the (wealth) which Allah has bestowed to you, the Hereafter, and do not forget your share (enjoyment) of this world, and do good (to others) as Allah has done good to you, and do not make mischief in the land. Indeed, Allah does not like those who do mischief". (QS. Al-Qasas/28:77). Ihwanto et al. (2017: 9) point out that the values of *ihsan* behavior are in three scopes of qualities, including *ihsan* knowledge, *ihsan* feeling, and *ihsan* action. *Ihsan* knowledge, in particular, refers to the cognitive dimension developed by Bloom in Anderson & Kratwohl (2001: 28), i.e., remembering, understanding, applying, analyzing, evaluating, and creating. Ismail (2018:113-127) also explains that *ihsan* behavior associates with working professionally, and in Islam perspectives, is impacted by five factors, as follows: a) intention (work commitment and motivation; b) knowledge/competence; c) capability; d) time management, and; e) technological support. Next, Bakar (1994:11) opines that Islam does not only teach what we have to do (skill), but also what we need to know (competence). Accordingly, *ihsan* behavior requires competence and skill to work. Time management is also necessary to support work quality (*ihsan* behavior) for Islam views time management as worship, and ignoring time means a big loss that cannot be recovered as written in the QS. Al-'Asr (103):1-3. In this period of intense competition, technological support is vital to help the process of having done work quickly and accurately. Therefore, technology literacy is highly required in all aspects of life in order to finish the work effectively (*ihsan* behavior). The United Nations in the book entitled *United Nations Competency Development–A Practical Guide* (2010:109) mention positive indicators of technological awareness, which are a) keeping up with technology; b) comprehending the application and limitation of technology to work; c) making an effort to apply technology for appropriate tasks; d) showing willingness to learn new technology. Furthermore, Wahab & Ismail (2019:198) explained that in general the characteristics of Ihsan's behavior include: sincere & efficient work, generous, high responsibility, love to help, very careful in working, able to go the extra mile to achieve optimal performance. Ultimately, *ihsan* behavior refers to performing good deeds regularly and striving to better what has been done. This behavior is characterized by a) taking on responsibilities for the work (commitment); b) work motivation; c) improving competencies (knowledge, skill, and attitude); d) possessing time management skills; e) having the ability to use technology.

b) Ambition

Ambition is a strong desire as the starting point to achieve or create something big. As argued by Yulk (2013:100), ambition refers to a picture of the desired future, not a complicated plan with quantitative objectives and detailed actions. It is future goals to reach based upon today's reality. A weak desire will not

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certainly produce significant results or improvement. Ismail (2018: 44-45) notes that being ambitious has three functions, viz; a) as a blueprint to ease the process of achieving the desire; b) as a direction to arrive at the desire; c) as a trigger to act. Moreover, Hill (2013: 23-24) states that a vision is not a dream nor wishful thinking, yet it should be followed by a) goals, in which the ambition or desire is vividly and specifically depicted, so that it will be measurable, observable, and achievable in a certain period; b) strong desires, in terms of setting up one's sights on actualizing the desires with sacrifice, time, and realistic plans; c) persistence to achieve the desires and to address every challenge one confronts. All in all, ambition is defined as a strong desire as the starting point to result in a great thing with the following indications: a) measurable goals; b) strong willingness to realize the desires; c) persistence to reach the desires; d) continuous follow-up plans.

c) Certainty/Confidence

From the epistemological review, the word certainty comes from Arabic *al Yaqin* that literally means science/knowledge so that the truth is achieved. In the perspective of Islam, certainty is viewed as belief or conviction, referring to a mental condition when a person realizes that his/her opinions and actions are right. Besides, certainty is also considered mental assurance that something is right or valid. As a mental attitude that is based on what is considered true, certainty has become a powerful feeling, making it hard to alter and be altered. An individual with substantial certainty usually had firm and consistent life principles or norms. However, certainty is dissimilar to preference; preference is negotiable, whereas certainty is the other way around. According to Ilyas (2018: 50), in Islamic epistemology, 'truth' has some degrees, as follows: a) refers to knowledge (assumption); b) measurable vision; c) the level of truth gained through experience (not only by sight) so that one will find out that his/her act is 'true' through self-talk. Alias (2017:15) mentions two degrees of knowledge certainty, which are positive certainty and negative certainty. The negative knowledge certainty can be deprived by the values of making it turn to positive knowledge certainty. In conclusion, being certain or confident is a mental condition and affective state that is appreciative of the truth. It is affected by several factors, including a) striving for the truth; b) strong life principles and norms; c) knowledge mastery; d) positive thinking; e) self-talk.

d) Courage

In Arabic, courage is widely known that refers to a mental attitude leading someone to have a willingness to keep moving forward, be persistent and fearless. Muslims are obliged to strive for goodness (*ihsan* behavior), as narrated by Abu Hurairah in Shahih Muslim: "Strong believers are better and more beloved to Allah than weak believers". From the perspective of Islam, courage is viewed as the base of noble morals. Imam Ghazali in Ilyas (2018: 55) regards courage as one of the five items for devout Muslims. The other four include a) knowledge and wisdom; b) generosity; c) justice; d) honesty. Moreover, Ilyas expresses that a courageous person is characterized by a willingness to sacrifice for goals and desires, as well as to take risks. King (2010: 37) claims that courage is influenced by a) visions or goals to be achieved; b) actions or efforts in reaching goals; c) passion or situation to bear up in achieving goals. If these matters are met, a person can deal with anxiety, doubt, and fear. To sum up, courage is a mental attitude that makes an individual willing to move forward, be persistent, and fearless to fulfill the desire or to maintain glory and honor. Being courageous is indicated by a) willingness to sacrifice for success; b) being generous; c) willingness to take risks.

e) Hard Work

In the realm of Islam, hard work is viewed in many dimensions, i.e., physical, intellectual, and spiritual. Hard work, as defined by Hariyoto in Handayani & Sumaryati (2014: 31), is a persistent effort, with no despair, to succeed. Ilyas (2018: 67-75) argues that hard work comprises three meanings, including:

a. Physical hard work or effort: working to produce something tirelessly, staying oneself away from indolence and temptation, along with being disciplined.
b. Intellectual hard work or effort: innovative thinking in the form of being creative, critical, and breaking out of comfort zone in order that new opportunities and value-added are created.
c. Spiritual hard work or effort: an ability/effort to live a meaningful life, i.e., how one can do good to others more excessively.
d. Moral hard work or effort: an ability to take a good act (according to prevailing religious norms in society) consistently; if applied in a long-term manner, moral hard work will be a character.

Ardi in Handayani & Sumaryati (2014:31) describes the characteristics of hard-working people, namely being determined, tenacious, careful, disciplined, patient, sincere, persistent, valuing time, and working smartly. In short, hard work is one's ability and strength that involve physical, intellectual, moral, and spiritual efforts to arrive at the goals, as indicated by a) producing something tirelessly/keeping oneself away from indolence; b) being highly disciplined; c) being innovative, creative, critical, and breaking out of comfort zone; d) doing good/being helpful more excessively to others; e) obeying prevailing religious norms and ethics.

f) Ghirah/Enthusiasm

In this study, *Ghirah* means an awareness of always moving forward to succeed; if necessary, a person should be very successful beyond limits at

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whatever s/he does. The Prophet Muhammad encourages us to be jealous of the high-flyers. There is enthusiasm in *ghirah* that has some literal meanings, such as:

a. A feeling of excitement (inspiration as if by a divine or superhuman power);
b. Great eagerness in human's soul that comes from the [strength of] God;
c. Determination that refers to a positive *emotion* and persevering efforts towards difficult *goals* despite obstacles. It is not only a cognitive state, but also an affective state and action towards the goals. Determination also comprises persistence when people keep going until they get what they have been ambitious for. Determination and persistence will make them win, "Nobody fails at anything until they reach the stage when they finally give up."

A study conducted by Alwi et al. (2016: 43) reveals that an employee that has a great enthusiasm will always do their best to enhance their skills in carrying out their duties for organizational effectiveness. This implies that an individual with an intense eagerness in organizational work is most likely to do good deeds (*ihsan* behavior), i.e., creating a more effective organization. On top of that, Subiantoro et al. (2019: 425) states that an enthusiastic employee is characterized by working with pleasure, accomplishing tasks punctually, having a dynamic interaction and optimum participation, collaborating with coworkers, and being innovative. Considering the above description, it is concluded that *ghirah* is a strong consciousness in working to achieve goals, and it is the energy to keep struggling (jihad). *Ghirah* is indicated by a) happiness; b) great enthusiasm; c) determination; d) persistence; e) sedulity.

g) Patience & Persistence (Willpower)

Being patient is one of the human qualities that its virtues have been mentioned a hundred times in 90 places in the Qur'an. Patience refers to a) an ability to control oneself from badness; b) an ability to restrain from adversity/misery. Being hopeless (low willpower) may be instilled since childhood, when parents unwittingly taught their children to be hopeless. For instance, a father did not let his children to gain new experiences or to learn how to deal with obstacles. Ernadewita & Rosdialena (2019: 62-63) define patience as an ability to restrain oneself from horrible things for Allah's blessing. However, being patient is not only applied to such things, viz; disaster, decease, illness, hunger, and the like, but also to worldly desires. For this reason, patience is a process of self-mastery from both worldly desires and unpleasant situations. Research results found by Dweck in Stoltz (1997:70) prove that individuals' responses to difficulties are influenced by parents, teachers, peers, and people who play an important role during their childhood. Those who address a problem with toughness, self-control, and commitment will remain tenacious in confronting one (Oullette in Stoltz, 1997: 70). Moreover, Subandi (2011: 225) finds out five categories included in the concept of patience, namely a) self-restraint: holding back emotions and desires, thinking long, forgiving, tolerating procrastination; b) fortitude in the face of adversity; c) persistence: working hard and tenaciously to reach goals and solve problems; d) sincerity and gratitude in coping with harsh life truths; e) taking time (no rush). All in all, willpower (being patient and persistent) is defined as one's tendency to positively respond to and bear up adversity that obstructs goal achievement. Patience and persistence are measured by a) tendency to control adversity; b) acknowledging adversity and its consequences; c) tendency to limit adversity; d) the length of facing adversity.

h) Generosity

A believer is enjoined to continue the love of Allah SWT and the Prophet by being generous with other human beings, as mentioned in QS. At-Tawbah [9:128] which means: "There has certainly come to you a Messenger from among yourselves. Grievous to him is what you suffer; [he is] concerned over you and to the kind and merciful believers" (QS. At-Tawbah/9:128). By referring to the previous verse, the traits of the Prophet Muhammad regarding generosity and philanthropy that should be exemplified encompass a) sense of crisis: an ability to sense others' crisis; b) sense of achievement: having a strong desire to get other people/nation successful; c) sense of love to all human beings. Growing generosity and philanthropy includes the following three qualities:

a. *Empathy:* the ability to understand other people's adversity;
b. *Sympathy:* moral and material support to lighten problems and suffering; empathy is usually followed by sympathy.
c. *Philanthropy:* a condition of 'giving not getting'. Allah SWT is The Bestower; giving is the characteristics of nature; for instance, sun, ocean, rivers, and plants give benefits to humans without expecting something in return.

Those three qualities (empathy, sympathy, and philanthropy) should be developed to become one's inherent characters. Tabi'in (2017:39) expresses that being generous (social care) is an attitude and act of being helpful to other people in needs. Hence, it requires the ability to turn attention to the surrounding environment. According to Utami et al. (2019:21), the characteristics of generosity are a) showing empathy; b) willing to establish a relationship with other individuals; c) doing unfortunate people a big favor. Additionally, Alma et al. (2010: 206) bring up some matters that can decrease the generosity of a person, including a) letting people suffer without giving a hand;

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b) being apathetic over the environment; c) getting uninvolved in community's activities.

In conclusion, generosity refers to the ability to understand and concern about others' feelings or problems and give them some help. Being generous is also characterized by a) empathy: sensing other people's adversity; b) sympathy: providing moral support; c) philanthropy: performing charitable acts, in terms of material support.

i) Gratitude

Gratitude, in Arabic, is rooted from '*syakarat alsyajarah'* which means 'growing'. Besides, Ismail (2018:142) argues that it contains three meanings, as follows:

a. Realizing that the grace comes from Allah SWT, and it is called Grateful with the Heart.
b. Utilizing the grace and gift from Allah SWT the way they are intended for, and it is named Grateful with Words and Acts.
c. Renewing the grace and gift from Allah SWT by growing and developing them. In this case, being grateful is the highest levels Allah SWT has instructed to The Prophet Muhammad in the first revelation of the early days of prophecy.

According to Imam Ghazali, gratitude encompasses the following awareness:

a. Awareness that Allah SWT gives all grace and gifts; unconsciousness will lead to ingratitude.
b. Awareness that all grace and gifts one has are greater than needed, as such, getting him/her thankful to Allah SWT.
c. Awareness that being grateful will make someone grow better.

Akmal & Masyuri (2018:20) propose the essence of gratitude, such as a) accepting the grace and gifts from Allah SWT with pleasure; b) being grateful for everything Allah has given by saying *Alhamdulillah* (Praise be to God); c) carrying out His commands and sharing things with other people. Furthermore, Haryanto & Kertamuda (2016:113) also give five categories of gratitude, namely accepting, thanking, enjoying, appreciating, and utilizing. Accordingly, this study defines being grateful as one's behavior that is based on a) awareness and belief that grace, gift, and disaster are from Allah SWT; b) awareness and belief that the grace and gift one possesses are huge; c) positive thinking; d) self-improvement (high productivity).

II. Research Method

The purpose of this study was twofold; it was to obtain data empirically regarding a) the correlation between eight positive qualities (ambitious, certain/ confident, hard-working, *ghirah*/enthusiastic, patient and persistent, generous, and grateful) and *ihsan* behavior, and; b) to find out the best model (*Good of Fit Model*) to predict *ihsan* behavior. This present work relied on a quantitative survey and involved 4,000 students at As Syafi'iyah Islamic University as the population; and only 215 of them were selected as the sample by random sampling. Data analysis used the multiple regression analysis with SPSS program between variable X_1 - X_8 towards variable Y. The data were collected from a non-test instrument (questionnaire) and Likert scale; the scale ranges from 1 to 5 with the following description: 5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree, and 1= strongly disagree.

a) Research Variables and Indicators

The dependent variable of this research was *ihsan* behavior (Y), and the independent variables comprised ambitious (X_1), certain/confident (X_2), courageous (X_3); hard-working (X_4); *ghirah*/enthusiastic (X_5); patient & persistent (X_6); generous (X_7); and grateful (X_8). Each variable indicator was presented in the following table.

Table 2: Instrument Summary of Variable Y, X_1, X_2, X_4, X_5, X_6, X_7, X_8

VARIABLES	INDICATORS
Ihsan Behavior (Y)	• Having work responsibilities; • Having work motivation; • Improving competencies (knowledge, skill, attitude); • Possessing time management skills; • Being able to use information and communication technology;
Ambitious (X_1)	• Having measurable goals; • Possessing strong desires to achieve the goals; • Being persistent to achieve the goals; • Having continuous follow-up plans.
Certain/Confident (X_2)	• Striving for the truth; • Possessing firm life principles and norms;

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	• Mastering knowledge; • Thinking positively; • Having self-talk
Courageous (X_3)	• Willing to sacrifice for success; • Being generous; • Willing to take risks;
Hard-working (X_4)	• Producing something tirelessly; • Being highly disciplined; • Being innovative, creative, critical, and breaking out of comfort zone; • Doing good/being helpful more excessively; • Obeying prevailing religious norms and ethics
Ghirah (X_5)	• Happiness; • Great enthusiasm; • Determination; • Persistence; • Sedulity.
Patient & Persistent (X_6)	• Tending to control adversity; • Acknowledging adversity and its consequences; • Tending to limit adversity; • The length of facing adversity.
Generous (X_7)	• Having empathy (sensing other people's adversity); • Having sympathy (providing moral support); • Philanthropy (performing charitable acts, in terms of material support).
Grateful (X_8)	• Having awareness and belief that grace, gift, and disaster are from Allah SWT; • Having awareness and belief that the grace and gift one possesses are greater than needed; • Thinking positively; • Self-improvement (having high productivity).

b) Instrument Validity and Reliability Tests

Testing the instrument was conducted prior to using it during the data collection process. This was to examine its validity by applying the formula of r *Pearson Product Moment*. The formula of r *Cronbach Alpha* was also used to test the instrument reliability. Provided below are the results of instrument validity and reliability tests.

Table 3: The Results of Validity and Reliability Tests of Variable Y and X_1 - X_8

Variables	Valid Question Items	Value of r Count (Pearson)	Reliability Coefficient	Desc.
Ihsan Behavior (Y)	15	0.370 – 0.693	0.829	Valid & Reliable
Ambitious (X_1)	11	0,375 - 0.773	0.823	Valid & Reliable
Certain/Confident (X_2)	11	0.311 – 0.627	0,660	Valid & Reliable
Courageous (X_3)	13	0.343 – 0.677	0.808	Valid & Reliable
Hard-working (X_4)	15	0.353 – 0.587	0.528	Valid & Reliable
Ghirah (X_5)	13	0.329 – 0730	0.764	Valid & Reliable
Patient & Persistent (X_6)	14	0.309 - 0.602	0.706	Valid & Reliable
Generous (X_7)	13	0.309 - 0.602	0.672	Valid & Reliable
Grateful (X_8)	10	0.347 – 0.540	0.672	Valid & Reliable

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III. Result

Requirement analysis testing was conducted before multiple regression analysis.

Normality Test: observation data are normally distributed (around the diagonal line), so that the regression model is feasible to use.

a. *Heteroscedasticity Test:* Heteroscedasticity does not occur; thus, the regression model is worth using.

b. *Multicollinearity:* The tolerance value arrives at 1, or VIF (Variance Inflation Factor) is less than 10, so that no multicollinearity; Table 6 displays the tolerance value of around 1 and VIF < 10, meaning that the regression model is feasible to employ.

c. *Autocorrelation Test:* The value of D-W is 1.884, implying that there is no autocorrelation because the D-W value is between -2 to 2; simply put, the regression model is worth applying.

All four analysis requirements mentioned above have been fulfilled, in which variable Y, X_1, X_2, X_3, X_4, X_5, X_6, X_7, X_8 are normally distributed. Variable Y on X_1, X_2 X_3, X_4, X_5, X_6, X_7, and X_8 has no heteroscedasticity; the tolerance value of X_1, X_2, X_3, X_4, X_5, X_6, X_7, and X_8 is around 1 or the value of VIF < 10; the D-W value is between -2 to 2.

a) Results of Correlation and Multiple Regression Analysis

The analysis result of the simultaneous correlation between ambitious (X_1), certain/confident (X_2), courageous (X_3), hard-working (X_4), *ghirah* (X_5), patient & persistent (X_6), generous (X_7), and grateful (X_8) and *ihsan* behaviour (Y) generates multiple correlation coefficient of R = 0.77. Hence, such a correlation is 'positive and strong'. Meanwhile, the determination coefficient (R^2) gets a value of 0.593 (rounded to 0.60) and is significant. Due to the fact that the sig value < 0.05 (0.00 < 0.05), variables of ambitious (X_1), certain/confident (X_2), courageous (X_3), hard-working (X_4), *ghirah* (X_5), patient & persistent (X_6), generous (X_7), and grateful (X_8) simultaneously contribute to shaping *ihsan* behavior (Y) by 60.0%; the remaining 40.0% is contributed by other factors. The overall analysis results of the multiple correlation coefficient and the determination coefficient are given in the table below.

Table 4: Multiple Correlation of Y & X_{1-8}

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.770[a]	.593	.571	.28453	.593	26.582	8	146	.000	1.844

a. *Predictors: (Constant), ambitious, certain/confident, courageous, hard-working, ghirah, patient & persistent, generous, and grateful.*

b. *Dependent Variable: Ihsan Behavior*

The result of ANOVA regarding the simultaneous correlation between ambitious (X_1), certain/confident (X_2), courageous (X_3), hard-working (X_4), *ghirah* (X_5), patient & persistent (X_6), generous (X_7), and grateful (X_8) and *ihsan* behavior (Y) can be seen in the following Table 5 and Table 6:

Table 5: ANOVA of Y on X1-8 X_{1-8}

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.216	8	2.152	26.582*	.000[b]
	Residual	11.820	146	.081		
	Total	29.036	154			

a. *Dependent Variable: Ihsan Behavior*

Table 6: Regression Coefficient of Y on X_{1-8}

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-.648	.314	-	-2.062	.041	-	-
	Ambitious (X_1)	.191	.052	.230	3.666	.000	.708	1.413
	Certain (X_2)	.011	.068	.010	.155	.877	.625	1.601
	Courageous (X_3)	.051	.067	.045	.755	.452	.781	1.280
	Hard-working (X_4)	-.064	.089	-.051	-.718	.474	.561	1.782

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Ghirah (X_5)	.034	.070	.033	.490	.625	**.603**	**1.659**
Patient & Persistent (X_6)	**.383**	.089	.317	4.310	**.000**	**.516**	**1.937**
Generous (X_7)	**.460**	.075	.405	6.167	**.000**	**.645**	**1.551**
Grateful (X_8)	.069	.063	.064	1.090	.278	**.807**	**1.239**

a. *Dependent Variable: Ihsan Behavior*

Following the result of ANOVA in the above Table 5 and Table 6, the multiple linear regression model of the simultaneous correlation between ambitious (X_1), certain/confident (X_2), courageous (X_3), hard-working (X_4), *ghirah* (X_5), patient & persistent (X_6), generous (X_7), and grateful (X_8) and *ihsan* behavior (Y) can be formulated, as follows:

$$Y = - 0.648 + 0.191\ X_1 + 0.011\ X_2 + 0.051\ X_3 - 0.064X_4 + 0.034\ X_5 + 0.383\ X_6 + 0.460\ X_7 + 0.069X_8$$

The significance test towards the multiple regression model $Y = - 0.648 + 0.191\ X_1 + 0.011\ X_2 + 0.051\ X_3 - 0.064X_4 + 0.034\ X_5 + 0.383\ X_6 + 0.460\ X_7 + 0.069X_8$ shows a 'significant' result as the sig value < 0.05 (0.00 < 0.05) and the value of F count = 26.583 (see Table 5). Accordingly, the model mentioned previously is 'significant and applicable' to predict 'innovative behavior' by using $X_1 - X_8$ data, if the data of those eight independent variables are identified.

The result of significance test on regression constant (a) and regression coefficient (b, c, d, e, f, g, h, i) is presented in Table 6. The regression constant a = - 0.648 is 'significant' as the sig value is <0.05 (0.041 < 0.05). This indicates that the constant gives a significant effect on doing *ihsan* behavior. In addition, the regression coefficient of (X_1) is b = 0.191; X_6 is g = 0.383, and; X_7 is h = 0.460. They get a 'significant' result in the regression coefficient significance test because the sig value <0.05 (0.00 < 0.05). Consequently, these three variables, i.e., ambitious (X_1), patient & persistent (X_6), and generous (X_7) *significantly influence* the level of performing *ihsan* behavior. Meanwhile, the regression coefficient of X_2 is c = 0.011; X_3 is d = 0.051, and; X_4 is e = -0.064, X_5 is f = 0.034, and X_8 is i= 0.069. They get an *insignificant* result (see Table 6) in the regression coefficient significance test because the sig value > 0.05 (0.877, 0.452, 0.474, 0.625, and 0.278 > 0.05). Therefore, the variables of certain/confident (X_2), courageous (X_3), hard-working (X_4), *ghirah* (X_5), and grateful (X_8) *do not significantly affect* the level of *ihsan* behavior.

b) The Best Regression Model (Good of Fit Model) to Predict Ihsan Behavior.

The result of regression analysis of Y (*ihsan* behavior) and eight independent variables, i.e., ambitious (X_1), certain/confident (X_2), courageous (X_3), hard-working (X_4), *ghirah* (X_5), patient & persistent (X_6), generous (X_7), and grateful (X_8) and *ihsan* behavior (Y) formulates the regression model, as follows:

$$Y=-0.648 + 0.191X_1 + 0.011X_2 + 0.051\ X_3 - 0.064X_4 + 0.034\ X_5 + 0.383X_6 + 0.460X_7 + 0.069X_8$$

It appears that five variables get *insignificant regression coefficients* (see Table 6), including certain/confident (X_2), courageous (X_3), hard-working (X_4), *ghirah* (X_5), and grateful (X_8), in which the sig. value is greater than 0.05. As a result, the model is "inadequate", meaning that an acceptable model (good of fit model) should be determined to predict *Ihsan* behavior (Y) by using three dependent variables with significant regression coefficients (sig. value < 0.05) as predictors. Those are ambitious (X_1), patient & persistent (X_2), and generous (X_3). Provided in the table below is the result of correlation and regression analysis for 'good of fit model' to shape '*ihsan* qualities'.

Table 7: Multiple Correlation of Y & X_1, X_2 and X_3

Model Summary[b]										
					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1.	.765[a]	.585	.577	.28252	.585	70.927	3	151	.000	1.857

a. *Predictors: (Constant), Ambitious, Patient & Persistent, Generous*

b. *Dependent Variable: Ihsan Behavior*

The multiple correlation analysis of the simultaneous correlation between ambitious (X_1), patient & persistent (X_2), and generous (X_3) and *ihsan* behavior (Y) results in multiple correlation coefficient R = 0.765; such a correlation is 'positive and strong'. Next, the determination coefficient (R^2) gets a value of 0.585, implying that variables of ambitious (X_1), patient & persistent (X_2), and generous (X_3) simultaneously

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contribute to *ihsan* behavior (Y) by 58.5%; the remaining 41.5% is contributed by other factors. The analysis result of the regression of Y on X_1, X_2, and X_3 is illustrated in the following Table 8 and Table 9.

Table 8: ANOVA of Y on X_1, X_2, and X_3

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.983	3	5.661	70.927	.000[b]
	Residual	12.052	151	.080		
	Total	29.036	154			

a. *Dependent Variable: Ihsan Behavior*
b. *Predictors: (Constant), Ambitious, Patient & Persistent, Generous*

Table 9: Regression Coefficient of Y on X_1, X_2 and X_3

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.465	.262		-1.778	.077		
	Ambitious (X_1)	.211	.046	.254	4.557	.000	.883	1.132
	Patient & Persistent (X_2)	.413	.073	.341	5.627	.000	.747	1.338
	Generous (X_3)	.453	.071	.399	6.428	.000	.712	1.405

Based on the result of ANOVA, as shown in the above tables, a multiple linear regression model of the simultaneous correlation between ambitious (X_1), patient & persistent (X_2), and generous (X_3) and *ihsan* behavior can be formulated as the Good of Fit Model, as follows:

$$Y = - 0.465 + 0.211\ X_1 + 0.413\ X_2 + 0.453\ X_3.$$

The significance test towards the multiple regression model $Y = - 0.465 + 0.211\ X_1 + 0.413\ X_2 + 0.453\ X_3$ shows a 'significant' result as the sig. value < 0.05 ($0.00 < 0.05$) and the value of F count = 70.927 (see Table 8). Accordingly, the model mentioned previously is 'significant and exigent' to predict 'innovative behavior' by using X_1, X_2, and X_3 data, if the data of those three independent variables are known.

The result of significance test on regression constant (a) and regression coefficient presented in Table 9 is a = - 0.465 and 'significant' as the sig. value is <0.05 ($0.00 < 0.05$). Thus, the constant has a significant effect on doing *ihsan* behavior. In addition, the regression coefficient of X_1 is b = 0.211; X_2 is c = 0.413, and; X_3 is d = 0.433. They get a 'significant' result in the regression coefficient significance test because the sig. value < 0.05 ($0.00 < 0.05$). As a consequence, these three variables, i.e., ambitious (X_1), patient & persistent (X_2), and generous (X_3), significantly influence the level of performing *ihsan* behavior. They feature a level of sensitivity of the great effect on *ihsan* behavior, in which the highest sensitivity achieved by generous = 0.453, and followed by both patient & persistent = 0.413 and ambitious = 0.211.

IV. Discussion

The instruction of doing *ihsân* is clearly written in QS. An-Nisa [4:36], as follows: "Worship Allah and associate nothing with Him. And do goods to parents, relatives, orphans, the needy, the near neighbors, the distant neighbors, the companion at your side, the travelers, and those whom your right hands possess. Indeed, Allah does not like the self-deluding and the boastful". (QS. An-Nisa/4: 36). The behavior of *ihsân,* as mentioned in the verse, is the second-highest virtue in Islam after the belief in Allah (tawhid) as the first. Those who can do good to others (*ihsân*) are called *muhsin/mushinîn.* In the Qur'an, no less than 15 times, Allah SWT relies His love on people who do and behave *ihsan*, as in this verse: "...And those who restrain anger and forgive people [mistake]. Allah loves the doers of good." (QS. Ali 'Imran/3: 134). According to Hazii (2020) that the implementation of Ihsan's behavior in an institution/organization/company in general for three, namely: a) Organization Ihsan Behavior-Employee toward Employee (*ihsan* behavior between colleagues/ employee to employee); b) Organization Ihsan Behavior-Employee toward Organization (Ihsan behavior between employee to supervisor/head of work unit) and c) Organization Ihsan Behavior-Organization toward Employee (*ihsan* behavior between the organization leadership to the employee), and if applying the three

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ihsan behavior in the activities of the institution/ organization/company is ensured can produce optimal performance. As Wahab & Ismail research (2019:187) that *ihsan* behavior containing key work values allows an institution/organization/company to produce high employee performance.

In the Qur'an, faith and righteous deeds are always mentioned together; they are inextricably linked with each other. Generosity is an essential part of righteous deeds that should be shown as evidence of faith. The Prophet Muhammad, in a hadith, explains that Muslims should care about each other, as narrated in Shahih Imam Thabrani which means: 'Whosoever of you do not care about the Muslims is not one of them. (Shahih Imam Thabrani Number 74730.) Further-more according to Collett & Morrissey (2007: 21) generosity is a character in which a person voluntarily gives his or her time, talents and possessions to help others, and is a mandatory and voluntary behavior oriented towards providing welfare to others. Generosity is a manifestation of the love of Allah and Prophet Muhammad. As widely acknowledged, Allah SWT is The Most Gracious, The Most Merciful. Further, the Prophet Muhammad is compassionate and merciful. Muslims are asked to continue the love of Allah and the Prophet Muhammad to human beings by doing good deeds (*ihsân*) and being generous. Narrated in a hadith, Allah SWT will help a person who also helps his brother. The Prophet Muhammad said: 'Allah is always helping the servant as long as the servant is helping his brother' [Shahih Muslim, Thurmudy, Abud Daud, Ibn Majah, and Ahmad]; Imam al-Albani viewed this hadith to be authentic.

The second dominant quality that contributes to *ihsan* behavior is patient & persistent in striving for and helping others. *Ihsân* behavior requires patience and persistence as one should resist indolence, miserliness, and selfishness to behave well. Patience, in this case, refers to being patient to accept difficulties, to fulfill obligations, i.e., helping other individuals, and to resist worldly desires and selfishness. Persistence is also important on account of the necessity of making a considerable effort to perform good deeds (*ihsân*). One with no patience and persistence in patience is not able to develop *ihsân* behavior as the highest religious behavior. Allah says in QS. Ali 'Imran [3:200]: "Believers, endure and be more patient and hold yourselves ready (on the border of your territory) and be pious to Allah that you may find success" (QS. Ali 'Imran/3: 200). Patience, as mentioned in the aforementioned verse, is required to gain the highest religious degree, and success. *Ihsân* behavior should be striven for the whole life, meaning that developing *ihsân* behavior takes a great deal of effort and time. For such reasons, patience and persistence are determinant factors of shaping *ihsân* behavior. Further-more according to Subandi (2011:220) it is mentioned that there are two kinds of ways to train patience, namely: a) realize that everything in this world is not eternal and changes all the time, what is unpleasant is not always disturbing; b) think that everything that happens to a person is the result of his own actions.

The third dominant quality determining *ihsan* behavior is ambitious in views of the vision of people's betterment and prosperity. According to Barsukova (2016: 80) in general the goal of a person has ambition is to gain recognition of what he wants from others his social environment as well as his professional community. In this case in Islam and Muslims betterment has become the fundamental and supporting aspect of *ihsân* behavior development. Unambitious or narrow-minded people will be more likely to work and do something for their own improvement. Simply put, without understanding the vision mentioned previously, it takes a lot of energy to urge someone to behave *ihsân*. The behavior of *ihsân* is interpreted as a willingness to share with and help other people towards the best Islamic community (*ummah*), as Allah says in QS. Ali 'Imran [3:110]: "You are the best people raised up for mankind, enjoining what is right, forbidding what is wrong, and believing in Allah. If only the People of the Book had faith, it would indeed have been better for them, some of them are believers, but most are transgressors". (QS. Ali 'Imran/3: 110). The above verse depicts a big vision of becoming the best community (*ummah*), i.e., human beings that can perform three acts of goodness as the component of *ihsân*, as follows: a) humanization: a matter of promoting human dignity; b) liberation: setting people free from the spiritual disease of the heart; 3) spiritualization: encouraging humans to acknowledge and believe in Allah to enlighten the heart and mind.

Being generous, patient & persistent, and ambitious are three dominant qualities that influence *ihsan* behavior. Other qualities include certain/confident, courageous, hard-working, *ghirah*, and grateful. All these qualities simultaneously and positively contribute to shaping *ihsan* behavior by 60%; the remaining 40% is influenced by other factors, such as education, experience, family, school, and society. An individual educated and raised in a family, school, and community environment that has a decent Islamic background will tend to have a strong *ihsân* behavior. On top of that, *ihsân* behavior is also affected by values and cultures prevailing in societal life. People with high cooperative, collective, and collegial values will have the chance to grow and develop the behavior of ihsân (always do the good deeds).

V. Conclusions

a. There is a simultaneous and strong correlation between ambitious, certain/confident, courageous, hard-working, *ghirah*, patient & persistent, generous, and grateful and *ihsan* behavior with the

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multiple correlation coefficient of 0.770. On that ground, the higher the score of the eight qualities, the greater one's opportunity to behave *ihsan*.

b. All variables of ambitious, certain/confident, courageous, hard-working, *ghirah*, patient & persistent, generous, and grateful simultaneously get the determination coefficient (R^2) of 0.60. Thus, these qualities contribute to shaping *ihsan* behavior by 60%; the other 40% is contributed by other factors.
c. Mathematical equation model: $Y = -0.648 + 0.191 X_1 + 0.011 X_2 + 0.051 X_3 - 0.064X_4 + 0.034 X_5 + 0.383 X_6 + 0.460 X_7 + 0.069X_8$. The model is 'significant and applicable' to predict 'innovative behavior' by using $X_1 - X_8$ data simultaneously, if the data of those eight independent variables are identified.
d. By taking into account the regression coefficient, only ambitious (X_1), patient & persistent (X_6), and generous (X_7) in the model of $Y = -0.648 + 0.191 X_1 + 0.011 X_2 + 0.051 X_3 - 0.064X_4 + 0.034 X_5 + 0.383 X_6 + 0.460 X_7 + 0.069X_8$ that *significantly and dominantly* influence the development of *ihsan* behavior. In contrast, the other five qualities: certain (X_2), courageous (X_3), hard-working (X_4), *ghirah* (X_5), and grateful (X_8) *do not have a significant effect*. Finally, the best model (good of fit model) to predict '*ihsan* behavior' uses ambitious, patient & persistent, and generous as variables with a significant or dominant effect.
e. Ambitious, patient & persistent, generous and *ihsan* behavior (doing good deeds) have a 'positive and strong' correlation with a correlation coefficient of 0.765. This implies that the higher the score of ambitious, patient & patient, and generous qualities, the greater one's opportunity to behave *ihsan*;
f. Three qualities of ambitious, patient & persistent, generous simultaneously show a determination coefficient (R^2) of 0.585, indicating that they contribute to shaping *ihsan* behavior by 58.5%; the remaining 41.5% is contributed by other factors, namely education, experience, environment, community culture, social capital, and the rest.
g. The best mathematical model (Good of Fit Model) to predict the level of *ihsan* behavior by using the variables of ambitious, patient & persistent, and generous is $Y = - 0.465 + 0.211 X_1 + 0.413 X_2 + 0.453 X_3$. The negative sign in the constant: - 0.465 brings out the fact that the absence of ambitious ($X_1 = 0$), patient & persistent ($X_2 = 0$), and generous ($X_3 = 0$) qualities will lead to negative or decreasing *ihsan* behavior (- 0.465).
h. The sequence of the sensitivity level of the effect of ambitious, patient & persistent, and generous qualities on shaping *ihsan* behavior (always do the good deeds) is given below.

- First: Generous (0.453)
- Second: Patient & Persistent (0.413)
- Third: Ambitious (0.211).

Note:

Funding: This research received no external funding

Conflicts of Interest: The author declares no conflict of interest

Availability data: Data of research is transparency

Code software: IBM SPSS Statistics 24- 2016, X86-X64, DSI 2983

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Global Journal of human-social science: G
Linguistics & Education
Volume 21 Issue 5 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Impact Assessment of Covid-19 Lockdown on Teaching and Learning in Federal College of Education, Zaria

By Awudu Angyu Daniel, Livala, Sunsuwa Dauda, Bulus, Christian & Rumji Esther

Federal University Wukari

Abstract- By late 2019, the world experienced the emergence and surge in coronavirus that was later described as health pandemic. This has led to colossal damage in many sectors of the global system. All countries affected by the pandemic adopted many strategies to curb the spread and mitigate the further human lives loss. Lockdown or movement restrictions as one of the protocols were imposed. The lockdown affected all sectors of the economy, including education, as academic institutions were closed. The study, therefore, accessed the impact of the lockdown on teaching and learning in Federal College of Education Zaria. The study adopted a descriptive survey design, and 120 respondents comprising 51 academic staff, 25 non-academic staff, and 44 students were randomly sampled for the administration of the questionnaire. The questionnaire used was self-structured and designed by the researchers tagged: C-19LTL- FCE-Zaria. Data collected were analyzed using quantitative descriptive statistical tools of mean and standard deviation and regression for testing the hypothesis. The findings show that controlling further spread of the coronavirus among citizens was among the reasons for the enforcement of covid-19 lockdown in Kaduna State.

Keywords: *covid-19, lockdown, teaching, and learning.*

GJHSS-G Classification: *FOR Code: 130399*



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Impact Assessment of Covid-19 Lockdown on Teaching and Learning in Federal College of Education, Zaria

Awudu Angyu Daniel [α], Livala, Sunsuwa Dauda [σ], Bulus, Christian [ρ] & Rumji Esther [ω]

Abstract- By late 2019, the world experienced the emergence and surge in coronavirus that was later described as health pandemic. This has led to colossal damage in many sectors of the global system. All countries affected by the pandemic adopted many strategies to curb the spread and mitigate the further human lives loss. Lockdown or movement restrictions as one of the protocols were imposed. The lockdown affected all sectors of the economy, including education, as academic institutions were closed. The study, therefore, accessed the impact of the lockdown on teaching and learning in Federal College of Education Zaria. The study adopted a descriptive survey design, and 120 respondents comprising 51 academic staff, 25 non-academic staff, and 44 students were randomly sampled for the administration of the questionnaire. The questionnaire used was self-structured and designed by the researchers tagged: C-19LTL- FCE-Zaria. Data collected were analyzed using quantitative descriptive statistical tools of mean and standard deviation and regression for testing the hypothesis. The findings show that controlling further spread of the coronavirus among citizens was among the reasons for the enforcement of covid-19 lockdown in Kaduna State. Distortion of the academic calendar, class progression, and graduation are some of the impacts of a lockdown/movement restrictions on teaching and learning activities in FCE Zaria, and promoting the use of ICT in teaching and learning to create an enabling environment for e-learning is one of the measures to mitigate the negative impact of covid-19 lockdown on education activities in the country. The study recommended that structures and ICT facilities be made available in all institutions of learning in the country as a means of enhancing e-learning.

Keywords: *covid-19, lockdown, teaching, and learning.*

I. Introduction

The coronavirus (COVID-19) pandemic is rated as one of the defining global health crises of our time and the deadliest post-second war challenge ravaging the world. By the end of March 2020, the pandemic that started in China 2019 has spread to every continent with the exception of Antarctica (Samsujjaman, 2021). As of 25th May, 2020, the pandemic that penetrated the continent of Africa has affected Nigeria so much that 7,839 confirmed cases of COVID-19 and 226 related deaths were reported (WHO 25/05/2020 cited in ACAPS, 2020). Most covid-19 instance (around 60%) have been registered in Lagos and Kano states, followed by the Federal Capital Territory (FCT). 35 of 37 states reported COVID-19 cases, including conflict-affected states of Borno, Adamawa, and Yobe (ACAPS, 2020). The latest update as of February/25/2021, shows Nigeria coronavirus cases is 153,842, deaths 1,885, recovered 130,818, and testing capacity on the increase (www.worldometers.info accessed 25/February/2021).

In March/2020 Nigeria's Federal and State authorities joined their counterparts in another part of the globe to impose various restrictions of movement in an effort to curb the COVID-19 outbreak. These restrictions include a ban on social gathering and inter-state travel, night curfews, mandatory use of masks in public, and a complete lockdown instructing businesses to close and people to stay in a restricted location (Protection Cluster and UNHCR, 2020).

The report shows that Kaduna State as one of the largest states in the northern region, with a total population of 10 million citizens, recorded 1,457 confirmed cases and 21 deaths of COVID-19 as of 31st July, 2020 (Nigerian Centre for Disease Control 2020). In line with the national guidance, Kaduna State activated the COVID-19 Emergency Operating Centre (EOC) to confirm a case and to coordinate the response. The EOC developed an Incident Action Plan (IAP) with nine strategic pillars, including coordination, surveillance, and epidemiology, Infection Prevention and Control (IPC), case management, risk communication, logistics and supplies, laboratory, the point of entry, and research (United Nations Relief Works Agency, 2020). The Kaduna state-government enforced total lockdown for 75 days beginning from March/2020 to stem the rise in COVID-19 and prevent community transmission (The Lancet, 2020) and lockdown of all public and private academic institutions (Primary and secondary schools, Polytechnics, Colleges of Education, Universities, etc.) during the second wave from December 2020 to February 2021. Federal College of Education, Zaria, located in the Kaduna, was affected by the closure.

Despite this imposition of long and short-term periods of lockdown in a bid to contain the spread of COVID 19, the pandemic and restriction measures have a significant impact on the population's well-being,

Author α: Department of Political Science, Federal College of Education Zaria, Nigeria. e-mail: ja4daniels@gmail.com
Author σ: General Studies Unit, Federal University Wukari, Nigeria. e-mail: livaladauda@gmail.com
Author ρ: e-mail: christianbulus7@gmail.com

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psychological, socioeconomic, and living conditions. Every sector of human existence is affected, leading to collapse of the world economy, loss of lives and jobs. The education sector is one of the worst-affected sectors. The reason for this impact on the education sector is because all academic institutions were closed. Statistics from UNESCO show that the COVID 19 pandemic has led to the closure of schools in 188 countries, affecting more than 1.5 billion students and 63 million primary and secondary teachers worldwide (Samsujjaman, 2021). The need to assess the impact of covid-19 lockdown/movement restriction on teaching and learning becomes imperative.

II. Concept of Covid-19 Lockdown, Teaching, and Learning

Koh, (2020) defines lockdown as an essential measure in controlling COVID-19 transmission, especially in larger cities where social and physical distancing is very difficult to maintain. Lockdown is a compulsory restriction of movement except for those on essential duties by the government or organized private sector. It is a large-scale physical distancing measure and movement restriction that has the potency of limiting contact between people and slowing the rate of covid-19 (World Health Organization, 2020). A widely used concept, it generally refers to government-adopted strategy and stringent restrictions on movement, social gathering, and all activities that enhance physical contact of people to slow the spread of Covid-19.

The concept of teaching, according to Sequeira (2017), is a set of event outside the learners that are designed to support the entire process of learning. The preceding definition shows that learning is holistic to the learners. Theories of learning view teaching and learning as active, constructive and cooperative process. Individuals attempt to access new information by interpreting it, questioning its meaning, exploring its uses to bring about the development of new skills and change of attitude (Wilson & Peterson, 2006). These perspectives place teaching and learning as social interactions, such as conversations, discussions, teamwork, and debate, in influencing classroom learning, otherwise known as students' centered approach. Such interactions provide opportunities for students to participate in classroom discussions, work together in small-group settings to solve complex problems, learn through observing the performance of others, receiving feedback about their individual and group performance, hearing alternative points of view, engaging in the exchange of ideas and intellectual discourse (Wilson & Peterson, 2006).

Under the covid-19 lockdown, academic institutions were closed, Students' admission was postponed, teaching and learning in an active and participatory class environment truncated, social interaction amongst teachers and students vanished and, the education sector was negatively affected. Accessing the impact of the lockdown on teaching and learning in the Federal College of Education Zaria is the major objective of this study.

III. Theoretical Framework

This paper is situated within the assumptions of the Linkage theory as popularized by Joseph Frankel (1973) in his book "International theory and Behaviour of States." The theory draws a lot of inference from David Easton"s input and output analysis projected in the systems theory (Adelusi, 2019). According to Rosenau (1969), linkage denotes "any recurrent sequence of behavior that originates in one system and is reacted to in another." This behavior has initial and the terminal stages of linkage known as "inputs" and "outputs" as contained in system theory (Adelusi, 2019). The Input and output are linked together by three major types of linkages namely, the Penetrative, the Reactive and, the Emulative. Penetrative Linkage is one in which one polity serves as a participant in the political processes and shares the authority to allocate values within the penetrated units (Adelusi, 2019). This category embraces all sectors of the society such as political, economic, education, social, and security economic penetration that contribute immensely to every political processes of a sovereign state. The Reactive linkage is what is caused by boundary-crossing reactions without direct foreign participation in the decisions made within the unit. The last linkage is Emulative. This is where the response taken in one country to address a situation is essentially the same in another part of the world (Adelusi, 2019).

This theory is critical in explaining the current coronavirus pandemic and its attendant impact on Nigeria's educational system. Within the confine of the theory, coronavirus (covid-19) is a disease that is not indigenous and has penetrated (penetration linkage) into the country with a myriad of negative impact on certain sectors of the economy. The penetration of covid-19 has generated diverse forms of reaction (reactive Linkage) in the form of border closures, restriction of movements within the country, shutting of institutions, and introduction of new social norms similar to what we have seen in other countries of the world. The penetration and its corresponding reactions have ravaged the world and instituting new world order and systemic paradigm shift because the global system has become integrated and knitted together due to technological advancement. As a result of the interconnectedness of the world, there is usually a resultant impact of what is happening in other countries on internal structures of another. Nigeria's attempt at handling the virus through lockdown, social distancing, compulsory wearing of facemask and other established

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protocols are in many ways similar (emulative linkage) to that of many countries around the globe. These three linkages help to situate this study within an empirical discourse.

IV. Methodology

A descriptive survey design was adopted for this study involving quantitative instrument to collect data from participants. This is because descriptive survey design presents quantitative descriptions in a manageable form. The population of the study consisted of the academic staff, non-teaching staff, and students of Federal College of Education, Zaria. Random sampling was used to select 51 academic staff, 25 non-academic staff and, 44 students which give us a total of 120 respondents. 120 questionnaires were distributed, returned and, found valid for analysis. The questionnaires were completely retrieved because the researchers carefully distributed the questionnaires on personal contact and collected them back after respondents made responses. The questionnaire used was self-structured and designed by the researchers tagged "Covid-19 Lockdown, Teaching, and Learning in FCE Zaria" (C-19LTL- FCE-Zaria). To ensure that the instrument was validated, a wide range of experts in teaching profession were consulted. Data collected were analyzed using quantitative descriptive statistics tools of mean and standard deviation. The descriptive values were presented in tables and, the hypothetical statement was tested using regression analysis tests of significance as a tool for a parametric test. The hypothetical result was used to identify whether the opinions of the respondents was significant or insignificant in assessing the impact of the predictive variables on the outcome variable. The mean scale was placed at 2.50.

V. Results and Findings

Table 1: Designation of the Respondents in Federal College of Education, Zaria

Occupation	Frequency	Percentage
Academic Staff	51	42.5
Non-Academic Staff	25	20.8
Students	44	36.7
Total	120	100

Source: Field work, 2021

Table 1 above shows the designation of the respondents. Out of the 120 questionnaires distributed, retrieved and, analyzed, academic staffers were 51 (42.5%), Non-academic staffers were 25 (20.8%) and, students were 44 (36.7%). These categories of people are critical in academic institutions; hence their responses suitable for an empirical conclusion.

Table 2: Reasons for enforcing Covid-19 lockdown or movement restrictions in Kaduna State

S/N	Statement	Rating					
		SA	A	SD	D	X	SD
1	Long period of lockdown can reduce further spread of the coronavirus among citizens	79(65.8%)	33(27.5%)	8(6.7%)	0(0.0%)	3.59	0.61
2	To stop movement of people who are capable of spreading the virus	69(57.5%)	40(33.3%)	10(8.3%)	01(0.8%)	3.47	0.68
3	To flatten the curve of Coronavirus in the State	62(51.7%)	44(36.7%)	14(11.7%)	0(0.0%)	3.40	0.69
4	To make tracking of possible contact of people with covid-19 victims easier and effective	57(47.5%)	51(42.5%)	12(10.0%)	0(0.0%)	3.37	0.66
5	To disinfect contaminated surfaces in public places	52(42.5%)	56(46.7%)	13(10.8%)	0(0.0%)	3.31	0.66
6	To create more awareness about the deadly virus and how its spread to the general public	69(57.5%)	39(32.5%)	10(8.3%)	2(1.7%)	3.45	0.72
7	To provide better medical facilities and testing centers	58(48.3%)	37(30.8%)	16(13.3%)	9(7.5%)	3.20	0.94
8	To cut down the financial burden on the limited resources of the government	79(65.8%)	33(27.5%)	6(5.0%)	2(1.7%)	3.57	0.66

Source: Field work, 2021

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Table 2 above shows the frequency, percentage, the mean and standard deviation of the data collected on reasons for enforcing Covid-19 lockdown or movement restrictions in Kaduna State. None of the eight variables has less than the scale mean of 2.50, and each has the standard deviation of 0.61, 0.68, 0.69, 0.66, 0.66, 0.72, 0.94, and 0.66, respectively. These results indicate that their level of individual responses did not deviate far from the mean. These are reasonable distributions about the mean, hence, critical in forming positive statistical conclusions.

Table 3: Impact of Covid-19 lockdown or movement restrictions on teaching and learning in Federal College of Education, Zaria.

S/N	Statement	Rating					
		SA	A	SD	D	X	SD
9	Social distancing rule has distorted the use of school facilities e.g. Classrooms, Libraries, Laboratories as only few are allowed usage	78(65.0%)	38(31.7%)	3(2.5%)	1(0.8%)	3.60	0.58
10	Distortion of class progression and graduation	79(65.8%)	38(31.7%)	3(2.5%)	0(0.0%)	3.63	0.53
11	Distortion of academic calendar	87(72.5%)	33(27.5%)	0(0.0%)	0(0.0%)	3.72	0.44
12	Breakdown of teaching and learning materials	66(55.0%)	41(34.2%)	10(8.3%)	3(2.5%)	3.41	0.75
13	Reduction in reading culture amongst teachers and students	64(53.3%)	50(41.7%)	4(3.3%)	2(1.7%)	3.46	0.64
14	Widening the space of passiveness and docility amongst teachers and students	63(52.5%)	50(41.7%)	4(3.3%)	3(2.5%)	3.44	0.68
15	Group study and team work now discouraged and interpersonal relationships affected among students and teachers	59(49.2%)	50(41.7%)	8(6.7%)	3(2.5%)	3.37	0.72
16	Widening the gap between the different categories of learners and creating the possibility of massive failure in examination	74(61.7%)	39(32.5%)	6(5.0%)	1(0.8%)	3.55	0.63
17	Students are psychologically depressed and cannot concentrate after resumption to school	66(55.0%)	45(37.5%)	7(5.8%)	2(1.7%)	3.45	0.68
18	Most teaching and learning activities are in a rush for fear of being infected with the virus	85(70.8%)	31(25.8%)	4(3.3%)	0(0.0%)	3.67	0.53
19	Teaching and learning not in-depth as obtainable in Pre-Covid-19 era	89(74.2%)	29(24.2%)	2(1.7%)	0(0.0%)	3.72	0.48
20	Additional cost on both teachers and students in getting Android phones, data, radio and batteries	91(75.8%)	27(22.5%)	2(1.7%)	0(0.0%)	3.74	0.47

Source: Field work, 2021

Table 3 gave a statistical breakdown of the frequency, percentage, the mean and standard deviation of variables on the impact of Covid-19 lockdown or movement restrictions on teaching and learning in Federal College of Education, Zaria. The mean scores of the variables were all above the scale mean of 2.50, and therefore, the variables were all accepted. Each of the variables has a low standard deviation of 0.58, 0.53, 0.44, 0.75, 0.64, 0.68, 0.72, 0.63, 0.68, 0.53, 0.48, 0.47 respectively. The results above indicate that the data points tend to be close to the mean of the data set. The result is a reasonable spread of values and imperative in measuring confidence in statistical conclusions.

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Table 4: Measures to mitigate the negative impact of Covid-19 lockdown on teaching and learning in Federal College of Education, Zaria

S/N	Statement	Rating					
		SA	A	SD	D	X	SD
21	Providing capacity building training to both teachers and students on the use of ICT for teaching and learning	86(71.7%)	31(25.8%)	3(2.5%)	0(0.0%)	3.69	0.51
22	Promoting the use of ICT in teaching and learning to create conducive environment for virtual learning	83(69.2%)	36(30.0%)	1(0.8%)	0(0.0%)	3.68	0.48
23	Developing and adopting home innovated and user friendly applications for e-learning	81(67.5%)	35(29.2%)	4(3.3%)	0(0.0%)	3.64	0.54
24	Disinfecting the school prior to students' resumption	76(63.3%)	39(32.5%)	2(1.7%)	3(2.5%)	3.56	0.65
25	Sensitization and intensifying strict adherence to Covid-19	72(60.0%)	44(36.7%)	2(1.7%)	2(1.7%)	3.55	0.61
26	Re-organizing lecture timetable to enhance social distancing	84(70.0%)	33(27.5%)	2(1.7%)	1(0.8%)	3.66	0.55
27	Free provision of protective equipment for teachers and students	79(65.8%)	38(31.7%)	3(2.5%)	0(0.0%)	3.63	0.53
28	Students' resumption to be observed in batches to curb congestion and spread of the virus	13(10.8%)	37(30.8%)	39(32.5%)	31(25.8%	2.26	0.96
29	Financial support and palliatives from government to both students and teachers	85(70.8%)	28(23.3%)	6(5.0%)	1(0.8%	3.64	0.61

Source: Field work, 2021

Table 4 presents the result of analysis on measures to mitigate the negative impact of Covid-19 lockdown on teaching and learning in Federal College of Education, Zaria. The mean distributions of all variables were above the scale mean of 2.50 except resumption of students in batches that has the mean of 2.26. The small standard deviation of all the respective variables: 0.51, 0.48, 0.54, 0.65, 0.61, 0.55, 0.53, 0.96, 0.61; indicates that they are clustered around the mean given room for positive statistical conclusions.

VI. Test of Hypothesis

H_0: Long period of a lockdown or movement restrictions cannot bring about the distortion of class progression and graduation

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.206[a]	0.042	0.034	0.52426	2.004

a. *Predictors: (Constant), Long period of a covid-19 lockdown or movement restrictions*
b. *Dependent Variable: Distortion of class progression and graduation*

The model table gives R (correlation) of 0.206 a strong positive linear relationship. The R^2 of 0.042 of the variance in the distortion of class progression and graduation is accounted for by a long period of covid-19 lockdown. The adjusted R^2 0.034 adjusts the fact that we are using a sample to make inferences about a population.

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ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.434	1	1.434	5.219	.024[b]
	Residual	32.432	118	.275		
	Total	33.867	119			

a. *Dependent Variable: Distortion of class progression and graduation*

b. *Predictors: (Constant), Long period of covid-19 lockdown or movement restrictions*

The ANOVA table gives a result of regression: Reject H_o F (1,118) =5.219, P= 0.024

A regression analysis predicting distortion of class progression and graduation was statistically significant.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.992	.285		10.507	.000
	Long period of lockdown or movement restriction	.179	.078	.206	2.284	.024

a. *Dependent Variable: Distortion of class progression and graduation*

From the coefficients table, we have this summary of statistics:

Reject H_O: t (2.284), $P < .05$

The t value (2.284 $P < .05$) associated with a long period of covid-19 lockdown/movement restrictions is significant. The regression equation is: $\hat{Y} = 2.992 + 0.179X_1$

From the above, our t value (2.284) and significant values 0.024 that is associated with the long period of covid-19 lockdown is significantly, giving us the confidence of reaching this decision that the result of the finding, supports the alternate hypothesis. Therefore, we accept it and reject the null hypothesis. A Long period of covid-19 lockdown/movement restrictions bring about the distortion of class progression and graduation.

VII. Discussion of Findings

This research work examined the impact of covid-19 lockdown/movement restriction on teaching and learning in the Federal College of Education, Zaria. FCE Zaria, as an academic institution, has three critical categories of people that are instrumental in determining her education activities, namely the academic staff, non-teaching staff, and students. In accessing the reasons for the enforcement of covid-19 lockdown/movement restrictions in Kaduna State, where FCE, Zaria is located, the study found out that the reasons include reducing further spread of the coronavirus among citizens, to stop the movement of people who are capable of spreading the virus, flatten the curve of Coronavirus in the State, make tracking of possible contact of people with covid-19 victims easier and effective, disinfect contaminated surfaces in public places, create more awareness about the deadly virus and how its spread to the general public, provide better medical facilities and testing centers and to cut down the financial burden on the limited resources of the government.

On the impact of the lockdown/movement restrictions on teaching and learning activities in FCE Zaria, the results show that the impact was enormous. It has distorted the use of school facilities, e.g., Classrooms, Libraries, Laboratories, as only a few are allowed usage; class progression, and graduation and academic calendar. What is more, it brought about the breakdown of teaching and learning materials; reduction in reading culture amongst teachers and students; broad space of passiveness and docility amongst teachers and students; the breakdown of group study and teamwork, the interpersonal relationship among students and teachers; wide gap between the different categories of learners and creating the possibility of massive failure in the examination; psychologically depression among students; rush in teaching and learning activities for fear of exposure to the virus and incurring additional cost on both teachers and students in getting Android phones, data, radio and batteries to access the e-learning platform.

Finally, on measures to mitigate the negative impact of a covid-19 lockdown/movement restrictions on teaching and learning in the country, the study found out that providing capacity building training to both teachers and students on the use of ICT for teaching and learning; promoting the use of ICT in teaching, and learning to create a conducive environment for virtual learning; developing and adopting home innovated and

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user-friendly applications for e-learning; disinfecting the school before students' resumption; sensitization and intensifying strict adherence to Covid-19; re-organizing lecture timetable to enhance social distancing; free provision of protective equipment for teachers and students and financial support and palliatives from the government to both students and teachers are all critical factors.

VIII. Conclusion

Based on the findings above, we conclude that the covid-19 outbreak has affected all sectors of the economy, including education. The lockdown/ movement restrictions that lasted for months brought about closure off all learning institutions with Federal College of Education, Zaria inclusive. The closure has impacted on teaching, and learning activities in the country, as exemplified by the sample population, which formed our unit of analysis. The hypothesis tested further confirmed that the lockdown era has truncated teaching and learning activities.

IX. Recommendation

From the findings, we recommend that;

i. Structures and ICT facilities be made available in all institutions of learning in the country as a means of enhancing e-learning;
ii. Both teachers and students are to be trained to have the know-how of the facilities for their effective utilization;
iii. Holistic sensitization and intensification of strict adherence to Covid-19 protocols made available by the government;
iv. Covid-19 task force should be established in all institution of learning to enforce compliance since the resumption of students in batches is not a viable solution for them;
v. Class size and lecture timetable be restructured to accommodate social distance protocol and reduce the time of exposure;
vi. Disinfecting the school before students' resumption and at different intervals should be put into consideration by the government and education stakeholders;
vii. Provision of protective equipment and palliatives to academic staff, non-academic staff, and students.

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Global Journal of human-social science: G
Linguistics & Education
Volume 21 Issue 5 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Strengthening of Teachers' Eq in Facing Various Changes in the Educational Environment

By Iffah Budiningsih, Tjiptogoro Dinarjo Soehari & Casriyanti

Universitas Islam As-Syafi"iyah

Abstract- This research aimed to discover the contribution of competencies in the formation/development of a teacher's emotional intelligence or EQ. In this quanitative research with a survey, 36 out of 40 teachers in SMP X in Indramayu, West Java, Indonesia participated as the sample. Methods of data analysis used simple correlation and regression analysis. The results showed that: a) there was a positive and strong correlation between teachers' EQ and teachers' competencies (correlation coefficient R = 0.730), indicating that the higher the competencies of a teacher, the higher the emotional intelligence. b) Competencies contributed to 53.2% of the construction/development of teachers' emotional intelligence, while the remaining 46.8% referred to other factors (external factors). c) Teachers' EQ level can be improved by enhancing teachers' competencies (pedagogical, personal, and social competencies). d) Enhancement of teachers' competencies, including pedagogical, personal, or social competencies, should be continuous to better their' emotional intelligence, thus preparing them to deal with rapid changes in the educational environment.

Keywords: emotional intelligence, pedagogical competence, personal competence, social competence.

GJHSS-G Classification: FOR Code: 330199



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The Strengthening of Teachers' Eq in Facing Various Changes in the Educational Environment

Iffah Budiningsih [α], Tjiptogoro Dinarjo Soehari [σ] & Casriyanti [ρ]

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I. Introduction

The advancement of science and technology, especially information and communication technology (the 5.0 era), and various environmental shifts affecting education have implications on numerous changes in educational and learning concepts. Education and learning can be conducted anywhere, anytime, and by and for anyone. It denotes that education and learning have gone through space and time going through cities and even countries. The wide use of information and communication technology in learning is triggered by the emergence of the Covid-19 pandemic, which demands a shift from classical learning to online learning at all educational levels. It is a challenge for teachers (especially teachers in elementary schools in isolated regions). The Covid-19 pandemic is still a global issue, especially in the educational field. Due to the pandemic, teaching and learning activities are now being conducted online (distance learning).

According to Rachman (2020), aside from the students, the Covid-19 pandemic has impacted parents and teachers, especially elementary and junior high school teachers. This is because their students are still in need of psychological guidance and instruction and concrete examples from their teachers in their learning process. Furthermore, Rachman ((2020) explains that in this extraordinary situation (the Covid-19 pandemic), teachers are urged to do several additional roles, such as:

a. Ensuring that academic and non-academic learning goals are achieved;
b. Being responsible for ensuring learners' physical and mental safety;
c. Providing students with reinforcement and understanding to always comply with health protocols;
d. Providing emotional support to students and their parents/families so that they are comfortable during learning activities at home;
e. Communicating and developing good cooperation with headmasters and students' parents/families to build trust and support the online learning process.

All five 'additional roles' are generally *'adaptive'* skills needed to face environmental changes and the advancement of information and communication technology in these times. The ability to adapt is the crucial component of one's EQ. Mayer & Salovey in Konrad and Gabrijelcic (2014) define EQ as the ability to process emotional information. Further, Konrad and Gabrijelcic (2014) identify three *adaptive* skills, which are parts of emotional intelligence:

a. The ability to evaluate and express one's and others' emotions (verbal and non-verbal)
b. The ability to control one's and others' emotions, and
c. The ability to use emotions to solve problems and make decisions (e.g., flexible planning, creative thinking, and non-directive attention and motivation).

Author α: Universitas Islam As-Syafi"iyah, Jakarta, Indonesia. e-mail: Iffah_budiningsih@uia.ac.id
Author σ: Universitas Mercu Buana- Jakarta, Indonesia. e-mail: tjiptogd@yahoo.com
Author ρ: STAI Segeran Pangeran Dharma Kusuma – Indramayu, Indonesia. e-mail: casriyanti.spd@gmail.com

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As based on the opinion by Konrad and Gabriljelcic, it could be concluded that teachers' additional roles in the Covid 19 pandemic (Rahman, 2020) include high adaptive skills. In other words, in the era where the learning process is shifting from face-to-face learning to online learning, teachers must have "high EQ." Rahman (2020) further explains that teachers' competencies are central to all five additional roles in the Covid-19 pandemic:

a. The ability to innovate, utilize various digital tools, conduct online classes, implement multidisciplinary and collaborative curriculums in teaching and learning process;
b. The ability to reorganize accountability and decide which method to use in the assessment process;
c. The ability to conduct learning that helps students develop academically, physically, and mentally by balancing between "old" knowledge and digital mechanism;
d. The ability to present learning equally, including to those who are most vulnerable;
e. The ability to communicate to synergize children's learning objectives with the headmaster and students' parents/families.

The above five *competencies* are the key to the effective implementation of teachers' additional roles during this emergency state. In this situation, teachers will possess high adaptive skills (high emotional intelligence) if they also have high professional competencies. In this case, a question arises about whether one's EQ is constructed through one's competencies (related to his/her work field).

Budiningsih, Soehari, and Marlison (2020:30) explain that one's EQ is connected with soft skills, while one's hard skills are often linked with *intelligence quotient* (IQ). Moreover, Budiningsih, Soehari, and Marlison (2020:32) argue that soft skill is connected with one's characteristics, often used to socialize and cooperate. This skill is needed by teachers considering its contribution to teacher's additional roles. The illustration of teachers' hardships during the pandemic can be seen in an article published by Kompas.com (27-7-2020) about Ifan, an elementary school teacher in rural Indonesia. He said that something was missing in online learning (when teachers and students cannot meet face to face and interact in the same room), that is the *'emotional bond'* between teachers and students that cannot be replaced by virtual communication. Teachers' presence in the learning process, especially for elementary school students, is vital because teachers who have 'conscience/feelings' are irreplaceable by various educational/learning platforms like current applications. When students no longer attend physically in the class, teachers have difficulties monitoring their students' capacity development. The example of a teacher's complaint, as shown above, points that emotional bonds between teachers and students are required when teaching elementary school students. Thus, elementary school and pre-school/early childhood education teachers need to have high emotional intelligence.

Konrad and Gabrijelcic (2014) expound that intense interpersonal interaction and adaptation between teachers and students are essential in the learning process. Therefore, teachers must possess emotional (social) intelligence; it is one of the key elements of teachers' professional development for better performance. Besides, Corcorana, and Tormeyb (2010:2455) point out that teaching is an emotional practice for teachers, especially concerning global sustainable development growth issues that require empathy from the students because empathy is the core of learners' capacity to be involved positively with said problems. Hence, the success of students' learning process tends to rely on teachers with high EQ. According to Sudibjoa and Sutarjia (2020), EQ includes dimensions such as a) emotional dimension; b) personal's and social skills; c) the ability to understand oneself and others, and; d) the ability to adapt when cooperating with others. Furthermore, Mahon *et al.* in Sudibjoa and Sutarjia (2020) opine that EQ is an essential concept because a person who can understand his/her and other's emotions will be able to control negative emotions when s/he has to interact with other people or when s/he is faced with stressful situations. Nelson and Low (2011) define EQ as a skill, behavior, and unique attitude that can be learned and applied to increase self-satisfaction, achievement, and career effectiveness. From this explanation, it can be ascertained that what is meant by EQ in this research is one's ability to know oneself and to interact with other people, which is marked by a) self-awareness; b) self-regulation; c) self-motivation; d) empathy; and e) the ability to develop relationships with other people.

Competencies, often referred to as skills that one possesses to do a job, influence all of the characteristics/personalities s/he has. If a person has competencies regarding his/her job, s/he will finish the work. Palan (2007:6) states that competency is a characteristic underpinning one's behavior, which describes the knowledge, skills, motifs, individual characteristics, self-concept, and values to perform well in a workplace. Budiningsih, Soehari, and Ahmad (2017:6) opine that competence is one's job skill that includes aspects, such as a) knowledge, b) skill, and c) work attitude that describes knowledge, skills, individual characteristics, self-concept, and values. These aspects are applicable in an extensive range of situations and last for a long time. Additionally, Nessipbayeva (2012:149) mentions that the characteristics of competency include: a) the mastering of one or more skills; b) something related to knowledge, skill, and

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attitude, and; c) something that can be observed, measured, and demonstrated.

Mangkunegara and Puspitasari (2015:151) assert that teachers' competencies comprise four dimensions, namely: a) pedagogical competence, b) personality competence, c) professional competence, and d) social competence. Nessipbayeva (2012:149) mentions several characteristics of competency: a) the mastering of one or more skills; b) knowledge, skill, and attitude; c) something that can be observed, measured, and demonstrated. Uno, Umar, and Panjaitan (2014: 162) add that teachers' competencies are the skills or abilities that teachers possess, which are indicated in three sub-competence: a) competence related to their professional duties as teachers (pedagogical competence); b) competence related to their circumstances (personal competence); c) competence related to the society or their environment (social competence). Pedagogical competence is an ability associated with a vast knowledge of the subject matter to be taught and master the methodology of delivering subject matter. Zand and Ilanlou (2011: 1145) expound that the characteristics of professional teachers are:

a. emphasizing on human relationship and cooperation to improve learning conditions;
b. emphasizing more on the consequences of learning instead of the products;
c. emphasizing on learners' self-evaluation and teachers' responsibilities on students' learning process;
d. creating opportunities for the development of students' internal motivation;
e. improving assessment sources and data validity;
f. providing descriptive feedback to bring about improvement and development of students' performance;
g. designing an evaluation system modulation with the school social system.

As stated by Ilanlou and Zand, professional teachers' characteristics prove to be more indicative of the role of emotional intelligence' in teachers who can make their students feel comfortable and motivated during the learning process. This aspect is central to professional teachers' performance.

Teachers' personal competence is related to teachers whose personality can inspire their students to be exemplary leaders who can guide their students better. On the other hand, social competence is linked with teachers' capability to develop relationships and interact socially with anyone in a good manner. Pishghadam and Sahebjam (2012: 234) claim that personal competence includes intrapersonal and interpersonal competence. Intrapersonal competence consists of a) emotional self-awareness, b) firmness, c) self-regard, d) self-actualization, and e) independence. Interpersonal competence is associated with: a) empathy and b) social responsibility. Based on the above explanation, it can be assumed that personal competence is the dominant element in forming/ strengthening and developing teachers' emotional intelligence. As mentioned earlier, what is meant by teachers' competencies in this research are the ability that teachers must have when carrying out their duties in the digital era, which consist of: a) pedagogical competence, b) personal competence, and c) social competence.

This research aims to discover the extent to which competence contributes to the formation/ development of a teacher's emotional intelligence. It is assumed that competence significantly contributes to the development of a teacher's emotional intelligence. In this pandemic situation, teachers (primarily elementary school teachers) cannot meet with their students face-to-face. It becomes a challenge for the teachers to measure the success rate of their students' study. Therefore, teachers' high competencies are required to overcome various technical difficulties in the learning process; high EQ is also necessary to adapt to different bad scenarios in all fields.

II. Research Method

This qualitative research with a survey aimed to discover the impact of teachers' competencies (X) on teachers' EQ (Y). The respondents comprised 36 out of 40 teachers in SMP X in Indramayu, West Java, Indonesia. The data were collected using a Likert scale questionnaire with five alternative answers: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree and 1 = strongly disagree. Methods of data analysis were simple correlation and regression analysis. Before performing the simple regression analysis, a set of requirement analysis tests was conducted: normality, heteroskedasticity, autocorrelation, and multicollinearity tests.

a) Variables and Research Indicator

The research variables consist of teachers' EQ (Y) as the dependent variable and teachers' competencies (X) as the independent variables. Each variables' indicators can be seen as presented in Table 1 below.

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Table 1: Variables and Research Indicators

Variables	Indicators	Sub indicators
Teachers' EQ (Y)	1. Self-awareness	– Constant alertness, absence of self-blame.
	2. Self-regulation	– Emotional balance (not turbulent), emotional regulation, mastering of one's feelings.
	3. Self-motivation	– Positive-thinking, self-control, high-spiritedness.
	4. Empathy	– Sensitivity, sociability, the ability to understand others.
	5. Building relationships	– Self-expression, openness, the ability to control one's Emotions.
Teachers' Competencies (X)	1. Pedagogical Competence	– The ability to design learning, conduct learning, master teaching materials, develop teaching materials, and utilize ICT.
	2. Personal Competence	– Good conduct, exemplariness, mature and stable Personality.
	3. Social Competence	– The ability to develop positive interactions with fellow teachers/coworkers, develop positive interactions with students, and act objectively.

b) Validity Test and Instrument Reliability

Provided in Table 2 are the results of the validity test and the reliability of the instruments of teachers' EQ (X) and teachers' competencies (Y):

Table 2: The Results of Validity Test and the Reliability of the Instruments of Variable X and Y

Variables	Valid Statement Items	Value of Pearson's r	Reliability Coefficient	Note
Teachers' EQ (Y)	15	0.478 - 0.778	0.926	Valid & Reliable
Teachers' Competence (X_1)	13	0.485 - 0.794	0.901	Valid & Reliable

III. Results

a) Requirement Analysis Test

Before commencing simple regression analysis, requirement analysis tests were conducted, namely: normality, heteroskedasticity, autocorrelation, and multicollinearity tests. In this research, these four requirement analysis tests were met: the data of variables Y and X normally distributed (the data distributed around the diagonal line); the variant of research data Y against X formed an unclear pattern, showing that there was no heteroskedasticity. The tolerance value of X was around one, or the value of VIF (variance inflation factor) was below 0, which means that there was no autocorrelation. The value of D-2 was between -2 to 2, which means that there was no multicollinearity. These four requirement analysis tests were met. Thus, the results of simple regression analysis in this research were suitable to use.

b) Correlation Analysis and Simple Regression

Plural correlation analysis between teachers' EQ (Y) and teachers' competencies (X) resulted in the correlation coefficient value of $R = 0.730$ (see Table 4). It means that the correlation between competencies (X) and EQ (Y) was *'positive and strong',* which shows that the higher the competencies of a teacher, the higher the emotional intelligence. Next, the coefficient of determination (R^2) showed the value of = *0.532.* It is significant *because the value of sig F < 0.05 (0.00 < 0.05)* showed that the contribution of competencies (X) to the construction/development of EQ (Y) was as much as *53.2 %,* while the remaining 46.8% was influenced by other factors (external factors). The results of the analysis of correlation coefficient and coefficient of determination can be seen in Table 4 below:

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Table 4: Correlation Coefficient & Coefficient of Determination between Y dan X

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.730[a]	.532	.519	.23650	.532	38.694	1	34	.000	2.243

a. *Predictors: (Constant), Competence*

b. *Dependent Variable: Emotional Intelligence*

The result of the analysis of variance (ANOVA) of the correlation between competencies (X) and EQ (Y) can be seen in Table 5 and Table 6 below:

Table 5: ANOVA Regression of Y on X

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.164	1	2.164	38.694	.000[b]
	Residual	1.902	34	.056		
	Total	4.066	35			

a. *Dependent Variable: EQ*

Intelligence. Predictors: (Constant), Competence

Table 6: Regression Coefficient of Y on X

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.656	.561		1.169	.250	-	-
	COMPETENCE	.803	.129	.730	6.220	.000	1.000	1.000

Based on the result of simple regression coefficients as shown in Table 6, it can be formulated the simple linear regression model of the correlation between teachers' competencies (X) and teachers' EQ (Y) was Y = 0.656 + 0.803 X. The significance tests result on regression constant was a = 0.656 with the sig of = 0.250 (see Table 6). It indicates *'insignificancy'* because the value of sig > 0.05 (0.250 > 0.05) which means that constant a = 0.656 *doesn't give any real* (only a little) *influence* on the formation/development of teachers' emotional intelligence.

The result of significance tests on simple regression model Y = 0.656 + 0.803 X indicated *'significant'*, because the value of sig 0.00 < 0.05 and the value of F = 38.694 (see Table 5). It indicated that the model *Y = 0.656 + 0.803 X is significant and can be used to predict teachers' EQ level* by using teacher's competencies data (X) if such data is known. Simple linear regression model *Y = 0.656 + 0.803 X* suggests that if the element of teachers' competencies is nonexistent or X = 0, the level of teachers' EQ is = 0.656 (score below 1 = very low) in a scale of 1 to 5. The element of competence has a high sensitivity level of influence on the formation of EQ of = 0.803.

IV. Discussion

The research results showed that teachers' competencies *positively and strongly* correlated with teachers' EQ with the value of correlation coefficient (r) of 0.720. It means that the higher the competence of a teacher, the higher the emotional intelligence. According to Nelson & Low (2011), the construction of EQ consists of a) stress management, b) the ability to adapt, c) feelings, d) intrapersonal and interpersonal competence (personal competence/personality). The results also showed that *teachers' competencies—pedagogical, personal, and social competence—contributed 53.2% to the formation of their emotional intelligence.* With this, it can be said that the factors that contribute to the construction of EQ do not only come from personal competence but also professional/pedagogical and social competence.

As stated by Mortiboys in Pishghadam and Sahebjam (2012: 234), teachers have high emotional intelligence, which implies that they can a) recognize students' emotions; b) develop students' positive behaviors; and c) help students 'feel competent', which in this case means students feel 'confident' in their competence, such as the subjects/materials they are learning, good personality (in the normal range, not the extreme left) that they have, and good social relations with others/their surroundings. The implication of teachers with high emotional intelligence, as Mortiboys claims, is that high EQ is an absolute requirement for professional teachers because they must be able to: a) recognize students' emotions; b) develop students' positive behaviors; and c) help students feel 'competent.' This notion is in line with the opinion of Konrad and Gabrijelčič (2014:2) explaining that learning

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process is subject to 'interpersonal interaction' and 'mutual adaptation' between teachers and students in which teachers' EQ is one of the important elements of teachers' professional development. It is a pre-condition for teachers to perform highly in the education field/learning that they focus on.

Similarly, Grill and Sankulkar (2017: 435) state that the EQ of a teacher is crucial and integral in the practice of education/learning. A teacher's learning practice, according to Nessipbayeva (2012: 153-154), is related to the ability of a teacher in a) managing classes; b) practicing effective learning; c) providing effective assessment; and d) utilizing ICT. Furthermore, Jamaris (2015:109) explains that one's EQ can define one's 'success' in life. To be successful in life, one needs to have more than just a high IQ and a high EQ, both of which are essential elements in one's character. Hence, teachers as the educators of a nation's future generation must possess a high IQ and a high EQ in facing the 5.0 era, which is full of rapid changes in the educational environment.

V. Conclusion

In general, this research showed that: a) the correlation between teachers' EQ and teachers' competence was *positive and strong* with the coefficient correlation value of $R = 0.730$ which indicates that the higher the competence of a teacher, the higher the emotional intelligence; b) coefficient of determination (R^2) showed the value of = *0.532* which indicates that the contribution of teachers' competencies to teachers' EQ was *53.2%* while the remaining 46.8 % was caused by other factors (external factors); c) model $Y = 0.656 + 0.803\ X$ *was a model that was very meaningful , cannot be ignored, and can be used to predict the EQ of teachers* by using the data of teachers' competencies (if the data is known); d) the simple regression model of $Y = 0.656 + 0.803\ X$ means that if the factor of teachers' competencies is nonexistent or X = 0, the level of teachers' EQ is only = 0.656 in a scale of 1 to 5 (score below 1 = very low); and e) teachers must always increase their pedagogical, personal, and social competence in order to increase their EQ in facing the rapid shift happening in the educational environment.

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Global Journal of human-social science: G
Linguistics & Education
Volume 21 Issue 5 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Specifications of Free Verse Writing in Lesja Ukrajinka's Heritage

By Naumenko Nataliia

National University of Food Technologies

Abstract- The article gives an analysis of several poems taken from Lesja Ukrajinka's nature philosophical verses written in the free form. What became the initials for this research was the nature of free verse, which would allow determining the specifications of generic and stylistic diffusion in works of a certain poet and observe formation of an individual vision of the world, thereby reflected in re-interpreted initials of folklore verse. The objectives of this work are to establish the formal and substantial features of free verse writing in the poetic works by Lesja Ukrajinka upon studying three most famous free verses ("Fragments from the Letter," "Ave Regina!", and "Spring in Winter"). Concisely, there was concluded that the formal and substantial conceits of Lesja's creativity, the choice of genre and versification order first, evidence her endeavor to return to initial artistic syncretism. Particularly, her free verse, upon combining the prosodic systems dominant in Modernist literary process in Ukraine, appears to be the successor of preliminary versification traditions (folk duma verse) and, at the same time, the founder of those new. It is the factor that defines the special imagery of free verse works, including various lexical massifs (exotic, colloquial, or dialect words), artistic and scientific terms, and composition of a verse as a narration with profound philosophical content.

Keywords: *versification, free verse, lesja ukrajinka's poetry, genre, image, motif, symbol.*

GJHSS-G Classification: *FOR Code: 199999*



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Specifications of Free Verse Writing in Lesja Ukrajinka's Heritage

Naumenko Nataliia

Abstract- The article gives an analysis of several poems taken from Lesja Ukrajinka's nature philosophical verses written in the free form. What became the initials for this research was the nature of free verse, which would allow determining the specifications of generic and stylistic diffusion in works of a certain poet and observe formation of an individual vision of the world, thereby reflected in re-interpreted initials of folklore verse. The objectives of this work are to establish the formal and substantial features of free verse writing in the poetic works by Lesja Ukrajinka upon studying three most famous free verses ("Fragments from the Letter," "Ave Regina!", and "Spring in Winter"). Concisely, there was concluded that the formal and substantial conceits of Lesja's creativity, the choice of genre and versification order first, evidence her endeavor to return to initial artistic syncretism. Particularly, her free verse, upon combining the prosodic systems dominant in Modernist literary process in Ukraine, appears to be the successor of preliminary versification traditions (folk duma verse) and, at the same time, the founder of those new. It is the factor that defines the special imagery of free verse works, including various lexical massifs (exotic, colloquial, or dialect words), artistic and scientific terms, and composition of a verse as a narration with profound philosophical content.

Keywords: versification, free verse, lesja ukrajinka's poetry, genre, image, motif, symbol.

I. Introduction

Since one of the essential problems of poetics, which is the initials and the reasons of apparition of the free verse in a certain literature, is set up, it is subsequently followed with the question of the way it is supposed to transform within a poet's individual style, in other words – what would be its generic dimensions like? Upon turning to classical Ukrainian free verse, it is believed to be the complicated generic phenomenon from the very first moment of its emerging, synthesizing lyric, epic and dramatic genres with various means of other arts, like music, painting, or sculpture.

In fact, there was no poet in the world literature to write only free verses. On the contrary, whenever an author skilful enough in metric verses turns to those of free form, the latter would appear to be especially expressive on the background of traditionally shaped lyrics. Many scientists tended to confirm that Lesja Ukrajinka was the first to write the verse libres in Ukraine, or at least tried to establish a transition to them through versification experiments and translation activity (including her interpretations of Vedic hymns and Heinrich Heine's lyrics). That is why some of her poems are defined as 'vers libre imitations' ('verlibroid,' in Ukrainian), or the marginal forms between verses metric and free, rhymed and unrhymed.

There is an authoritative thought that Lesja Ukrajinka's verse combined the free verse itself and the 'deliberate' one (Kostenko 2006: 120-122); the latter is determined as the pseudo-hexameter using the lines of different length, but written mostly in three-foot meters (dactyl first of all). This combination would allow discussing the originality of Lesja's free verse, achieved by synthesizing the intonations of Ukrainian folk epic songs (dumas) and the versification experience of her contemporaries the French symbolists, who are still alleged to be the initiators of free-verse writing in West Europe (Tkačenko 2003: 371).

If to hypothetically categorize the free verse itself into two groups – the simplex (the verse form with relative domination of the certain meter, say iambic) and the complex (the verse form with alternation of meters), Lesja Ukrajinka's verse would finally be defined as the simplex three-foot form with changeable anacrusis (Kostenko 2006: 125) enriched with elements of dolnik – a line of three-syllable meter with one to three syllables omitted from a separate foot.

What remains a matter of discussion for philologists up to nowadays is expedience of a rhyme in a free verse. Evidently, the authentic vers libre does not seem to be oriented at the alteration of stresses and rhymes; nevertheless, their occasional apparition would not break its harmonic structure (Sydorenko 1980: 44). The rhyme in a free verse could appear elsewhere – either at the ends of the adjacent lines or within them. It is present at the majority of Lesja Ukrajinka's free verses like "Ave regina!", "Zorja poeziji: Improvizacija" (*The Star of the Poetry: Improvisation*), "Vesna zymova" (*Spring in Winter*) (Naumenko 2010: 60); however, due to significantly lengthy lines, the consonant words get moved deep into the verse to compose the internal rhyme.

Therefore, the objectives of this work are to establish the formal and substantial features of free verse writing in the poetic works by Lesja Ukrajinka, regarding the specifications of verse form, intonations, imagery, range of topics, lyrical and ironic tonality of the poems.

Author: Ph.D, National University of Food Technologies, Kyiv, Ukraine. e-mail: lyutik.0101@gmail.com

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II. Lyric and Epic Initials of Lesja Ukrajinka's Free Verse

a) *"Fragments of a Letter": transformation of a hexametrical stylization into authentic free verse form*

Having worked over the translations of ancient Egyptian poems and Vedic hymns, Lesja Ukrayinka definitely elaborated her own style of free versification identified by the following features: using the various three-syllable feet, first of all dactyl and anapest, artistic synthesis and intertextuality (Naumenko 2010: 74). Lesja's free verse works – either with the certain generic markers, like "Uryvky z lysta" (*Fragments of a Letter*), "Melodiji, č. 12" (*Melodies, Part 12*), "Zorja poeziji: Improvizacija", or without them, like "Vesna zymova", "Ave Regina!", "Zavždy ternovyj vinec'…" (*The Crown of Thorns Will Always Be…*) – are characterized by the interactions of lyric, epic, and dramatic initials on the ground of philosophical outlook, mostly the binary opposition 'freedom / slavery.'

Upon observing Lesja Ukrajinka's mature lyrics, it can be evident that all aforementioned elements are present in probably the most famous of her free verses, "Uryvky z lysta" (*Fragments of a Letter, 1897*), included into the cycle "Kryms'ki vidhuky" (*Crimean Echoes*). As the textologists evidenced, this poem had got its title because of the significant eliminations from the initial text (Mirošnyšenko 2001: 91; Vyšnevs'ka 1976: 137). On the other hand, this means should be classified as 'non-finito' figure, which would furthermore permit us to claim the genre of a fragment as a typical form of Modernist free verse. Consequently, the image of a speaker in "Fragments…" appears to be not only the author's alter ego, but also an expresser of an idea of liberated creation.

It is the very first lines that comprise Lesja's understanding of a free verse nature:

My friend! Be not taken aback by the verses so lazy:
Rhymes, the daughters of sleepless nights, are leaving me now,
And meters, like billows so fanciful,
Go break over the every wee stone[1].

(*Товаришу мій! Не здивуйте з лінивого вірша:*
Рифми, дочки безсонних ночей, покидають мене,
Розмір, наче химерная хвиля,
Розбивається раптом об кожну малу перешкоду… (Ukrajinka 1975b: 157)

At this point, it is expedient to discuss not only the metaphoric content of the free verse, but also the role of literary terms as the constituents of a metaphorical complex.

Firstly, since Lesja's speaker preliminarily called her future poem '*the verses so lazy*,' she would imply that there should be needed a great mental work to find a non-trivial collocation of words and thereinafter to compensate the absence of a certain meter and exact rhymes.

Secondly, defining the *meters* 'a fanciful billow' would apparently mean that the alternation of stressed and unstressed *syllables*, as well as the graphic structure of *lines*, should bear the resemblance to the movement of sea waves.

Finally yet importantly, 'the every wee stone' would symbolize the need to omit or to add some syllables in order to keep up to the exact meter. Here in "Fragments," the sequence of long and short lines additionally imitates the fickleness of the sea, which can be proved by the following quotation:

It's wild, and it's weird, no rhyme and no reason it knows,
'Twas yesterday when it so playfully splashed
In spite of the weather so calm;
Now it is rolling the waves to the shores so gently,
Though the wind very fiercely is driving the clouds through mountains…

(*Дике, химерне воно, ні ладу, ні закону не знає:*
Вчора грало-шуміло воно
При ясній, спокійній годині,
Сьогодні вже тихо й лагідно до берега шле свої хвилі,
Хоч вітер по горах шалено жене сиві хмари… (Ukrajinka 1975b: 157)

After a lyrical prelude, the speaker appeals to her addressee – assumingly a poet – to answer to his lyrical message, though unknown from the text but named "as powerful just as if armored in steel," with merely 'a fable,' as she herself tells humbly. Nevertheless, the further narration sounds neither like a fable nor a tale, but more probably like a parable about a flower grown through the stones, as the symbol of invincibility. The archetypal image of a road is represented in gradation of floral motifs:

Neither the laurels delighting the poets,
Nor even the splendid magnolias are seen,
Nor cypresses slender, all covered with ivy,
Nor canopies raised by the sycamore trees...

(*Ось уже й лаврів, поетами люблених,*
Пишних магнолій не видко,
Ані стрункіх кипарисів, густо повитих плющем,
Ані платанів розкішних наметів… (Ukrajinka 1975b: 158)

Here an anaphoric negation ('neither… nor', in Ukrainian 'ані… ані') can be regarded as the marker of the speaker's ironic outlook on typical images of subtropical, particularly Crimean, landscapes (*the laurels delighting the poets*), given the epithets and similes related to them (like *splendid magnolias,*

[1] Here and afterwards the translation of Lesja Ukrajinka's verses is mine. NN.

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cypresses slender, canopies of the sycamore trees). Instead, the symbols of Ukrainian folk songs, for instance 'beaten tracks,' 'vineyards so lush,' 'cover the ground like a carpet' etc. are gaining more esthetic strength. Hexametrical lines thereafter imparted an epic intonation to the entire poem:

Neither the laurels […] nor even the splendid magnolias are seen […]
But the birches as well […] have been left so far behind us […]
Only the thorns and the thistles and wormwood were our fellow travelers,
But soon they have, too, disappeared.

(*Ось уже й лаврів… пишних магнолій не видко…*
Але й вони [берези] вже зостались далеко за нами…
Тільки терни, будяки та полин товаришили нам у дорозі,
Потім не стало і їх (Ukrajinka 1975b: 158)

Firstly, to show the contrast between the waterfront landscapes and the stony desert, Lesja's speaker used the extraordinary image '*the way to Nirvana, the Realm of Almighty Death'*. In fact, the adepts of Buddhism are sure that Nirvana is about to reach through the array of sufferings and reincarnations (Knappert 1995: 86). Upon projecting this postulate at "Fragments of a Letter," we would find the time-and-space conceit of a passage through the mountains adjacent to sufferings, and from thence elucidate the reincarnation symbolized by

a flower, so big and benign, that's opened its petals to heaven,
and dewdrops were diamonds gleaming on the bottom of it.

(*…квітка велика, хороша, [що] свіжі пелюстки розкрила,*
І краплі роси самоцвітом блищали на дні (Ukrajinka 1975b: 158)

Hence, we can see the image of a jewel recurred from the beginning (in a description of the sea waves) to signify the speaker's gladness:

The flower hath broken through stones, which were so victorious
To greatly oppress all the powerful oaks
And the obstinate thorns.

(*Камінь пробила вона [квітка], той камінь, що все переміг,*
Що задавив і могутні дуби,
І терни непокірні (Ukrajinka 1975b: 158)

The final lines of the entire poem contain the parallel nomination for the flower – Saxifraga (the official Latin name of the plant, borrowed by English language with a slight change, 'Saxifrage') and its Ukrainian analogue that is spelt like this, 'Lomykamin'. Textologists explored that there was one more line to close the lyrical narration, "*Whether this flower* ***hath grown*** *on your wall, my sworn brother?*", by which words Lesja would wish her imprisoned comrade to remain strong despite everything.

Furthermore, the poetess changed the noticed line to make it sound, "*Whether this flower* ***would grow*** *on your wall, my sworn brother?*" This correction would evidence that the addressee's spirit was as powerful as the miraculous flower (Mirošnyčenko 2001: 91). Lastly, as we can see, the closing line has been omitted from the final text; however, this elimination might be motivated by the purpose to transform the image of a flower into an archetype of human inflexibility:

Academicians bestowed it a name Saxifraga,
We the poets have better to call it a 'Stone-Break'
And worship it higher than luxuriant laurels.

(*Квітку ту вчені люди зовуть Saxifraga,*
Нам, поетам, годиться назвати її Ломикамінь
І шанувать її більше від пишного лавра (Ukrajinka 1975b: 159)

b) Lesja Ukrajinka's interpretation of the 'freedom' motif in a free verse form

The sophisticated (meditative, syntactic and symbolic) structure of a free verse represented in "Fragments of a Letter,", actually a hexameter with the different number of feet per line and the alternating anacrusis, is recognized by the majority of scientists under the terminological conceit of 'Lesja Ukrajinka's verse' (See Kostenko 2006: 125).

That is why it became possible to observe the analogical artistic means, together with Biblical and Ancient Greek allusions, in Lesja Ukrajinka's *vers libre* "Ave regina!":

You impious Muse! Oh where have you brought me, you say!..
My folly was what you have taken yourself for an actor
To play the enamored roles just to please you…
In vain had I wanted to hang up my harp
On those weeping boughs of a willow forlorn
And thence bring a pledge that no-one'd ever hear
The slavery cantos of mine.

(*Безжальная музо! куди ти мене завела?..*
Моє божевілля взяла ти собі за актора,
Щоб грало закохані ролі тобі на потіху…
Даремне хотіла я арфу свою почепити
На вітах плакучих сумної верби
І дати велику присягу, що в світі ніхто не почує
Невольничі пісні мої… (Ukrajinka 1975a: 127)

In these lines, the motifs of 136th psalm ("By the Rivers of Babylon"), having been included into the hexametrical lyrical narration, help make up the image of an enchained artist (or 'the poet during the siege', an authentic Lesja's conceit), yearning to get freedom. The emotional tenseness of the poem is expressed in sharp antitheses (human feelings are daringly compared to

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jewels) and Neo-Romantic irony in showing 'the gifts of the Muse':

So, where are your donations, my Queen?..
Here they are, these rich gifts: tears for the precious pearls,
Human recognition for chilly crystal,
And sadness to vest me in heavy black velvet,
It's only the ruby of blood to soothe the mourning for sorrow…
So rejoice, Your Excellence, the captive is greeting you!

(*…Де ж твої подарунки, царице?*
Ось вони, пишні дари: сльози – коштовнії перли,
Людське признання – холодний кришталь,
Смуток мене одягає чорним важким оксамитом,
Тільки й скрашає жалобу жалю кривавий рубін…
Радуйся, ясна царице, бранка вітає тебе! (Ukrajinka 1975a: 128)

Talking about the free-verse interpretations of the conceit of inseparability between everyday life and the life of nature, as well as between creation and freedom, we can turn to Lesja Ukrajinka's work "Vesna zymova" (*Spring in Winter*) that belongs to the cycle "Crimean Echoes," together with "Fragments of a Letter":

Matted in silvery gloss is the snow on the rooftops,
Banisters high to the balconies hide in the shadows:
Among them, the cypresses look like turrets of castles.
Weighty and wide, the magnolias' leaves
Appear like minted in silver.

(*Матовим сріблом біліють дахи на будинках,*
Тіні різкі вирізняють балкони, тонкі балюстради,
А кипариси між ними здаються високими вежами замків:
Листя магнолій широке, важке, нерухоме
Кованим сріблом здається… (Ukrajinka 1975c: 170)

According to textologists, this work was published in "Literaturno-naukovyj vistnyk" (*The Literary and Academic Herald*) with no division into separate lines, merely like a lyrical prose. The final variant evidences Lesja's intention to outline the keywords of a narration in order to accent the main idea of the verse, which is the opposition of a splendid Southern night and the speaker's Motherland seized with snow (Vyšnevska 1976: 148-149).

On the background of the speaker's reflections ("*Well, other mountains and streets were what I was thinking about…Who's sleeping in there, who's not? and who's burning the lights in the window?*"[2]), a Wendepunkt, or a climax point, emerges:

Suddenly have I recalled that austere and ominous building,
Those heavy locks on the gates, and the guards at the fence,
And beyond it were you, my comrade, caged in a cell.

(*Раптом чогось я згадала велику, сувору будову,*
Брами з важкими замками, сторожу й високу ограду,
А за оградою – вас, мій товаришу, в клітці тюремній
(Ukrajinka 1975c: 171)

Therefore, we should confirm that Ukrajinka's "Spring in Winter," due to its free and meantime hexametrical form, acquired not only lyrical, but also epic features, having thus become a specimen of a newly invented genre – a verse novella (See Naumenko 2010: 78-79).

III. Conclusion

In general, owing to the fact that the free verse was quite sporadic in early Ukrainian Modernism, it appears to be the most remarkable phenomenon for such studies. What was found noticeable in the free-verse works by Lesja Ukrajinka was, firstly, the combination of long lines, sometimes called 'versets.'

As the free verse at the end of the 19th century could not be distinctive from prose writing, the poetess analyzed preferred either to use lengthy end-stopped unrhymed lines or divide them into several verses with occasional rhymes – for instance, to create the intonation of listing (like in "Fragments of a Letter"). Another factor to display the author's aspiration to make her narrations sound epic was the three-foot meters (dactyl, amphibrach, and anapest) that imparted the Homeric resonance to the poems.

Furthermore, the formal factors discovered in the researched lyrical texts established the trend to outline their contextual similarity, which is selection of topics. Judging by the essence of plots and words to embody them, the free verses by Lesja Ukrajinka are profoundly philosophical, religious and reflective in content, but whenever the scenes of everyday life were depicted (*Vesna zymova*, for example), they would also become elements of contemporary archetypal picture of the world.

Finally, what would make the free verses by Lesja Ukrajinka outstanding in terms of literary form and sense is the splendiferous sensory (visual, auditory, tactile, olfactory) imagery. Particularly, the binary opposition 'freedom/slavery,' upon being topical for Ukraine of fin de siecle period in social and cultural aspects, has obtained its individual interpretations in Lesja's works investigated in this paper, with an archetype of Muse for the main symbol of liberated creativity (Ave Regina!).

Overall, the formal and substantial conceits ascertained in Lesja Ukrajinka's free-verse heritage would surely evidence the writer's successful attempt to synthesize various versification systems and artistic means in embodiment of philosophically complicated as

[2] Інші гори згадались мені, вулиці й інші будинки… Хто там спить? хто не спить? в кого в вікні видко світло?.. (Ukrajinka 1975c: 170)

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well as seemingly simple everyday themes, which became intrinsic to Modernistic literature of entire Europe.

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Naumenko, Nataliia, Ph.D (National University of Food Technologies, Kyiv, Ukraine) was born on January 1, 1976, in Kyiv; graduated from the University of Kyiv-Mohyla Academy (1998). She is the author of 7 monographs, including *Serpentine Roads of Poetry: Nature and Development Trends of Ukrainian Vers Libre at the End of the 19th – the Beginning of the 21st Century (2010), The Gilded Bell, the Healer to Our Souls: The Images of Wine in Ukrainian Poetry (2018), Shapes of His Heart: Formal and Substantial Dominants of Song Lyrics by Sting (2019),* all published in Ukraine. She also authored more than 400 scientific articles on the problems of Ukrainian poetry and prose (including vers libre as one of the most frequently researched subjects), Ukrainian studies, and the methodic questions of teaching languages.

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Global Journal of human-social science: G
Linguistics & Education
Volume 21 Issue 5 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Study of Impact of RTE Act 2009 on Tribal Girls Education in Urban Schools of Nandurbar Tahsil

By Dr. Nisha Valvi, Priti Jadhav & Prof. Sanjeev Sonawane

Introduction- India celebrated with bliss and joy as it had become one of the countries with free and compulsory education in April 2010 when the right of children to free and compulsory education act (2009) became effective through the 86th Amendment in 2002. Even before the enactment of the right to education Act 2009, the dream of universalization of elementary education has been achieved in India with the implementation of Sarva Shiksha Abhiyan (SSA), mid-day meal scheme, and many other schemes in different point of time. The right to education act 2009 is also revolutionary and will bring a revolutionary change in the field of primary education. While Implementing it, all concerns should work hand in hand, correlating the objectives and practice. It has been the responsibility of the government to provide funds, infrastructure, recruit teachers and facilitate everything that is required for the universalization of elementary education.

Keywords: *RTE Act 2009, impact, schemes 1, tribal girls.*

GJHSS-G Classification: *FOR Code: 139999*



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I. Introduction

India celebrated with bliss and joy as it had become one of the countries with free and compulsory education in April 2010 when the right of children to free and compulsory education act (2009) became effective through the 86th Amendment in 2002. Even before the enactment of the right to education Act 2009, the dream of universalization of elementary education has been achieved in India with the implementation of Sarva Shiksha Abhiyan (SSA), mid-day meal scheme, and many other schemes in different point of time. The right to education act 2009 is also revolutionary and will bring a revolutionary change in the field of primary education. While Implementing it, all concerns should work hand in hand, correlating the objectives and practice. It has been the responsibility of the government to provide funds, infrastructure, recruit teachers and facilitate everything that is required for the universalization of elementary education.

The Right of Children to free and compulsory Education Act 2009, (RTE Act 2009) has envisaged free and compulsory education of all children of the age six to fourteen years, till completion for the elementary stage, in a neighbourhood school. The act has provision for every child above six years of age and has not been yet admitted to any school or could not complete his/her elementary education due to any reason in a class appropriate to his or her age. To be at par with other children, the child has a right to receive special training or addition instruction. There is concern over implementing the RTE Act in the school system concerning the special training, modalities and execution.

The states have been expected to respond to a situation arising out of the implementation of the act. States and UTs are required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development or special training programs for out of school children admitted to age-appropriate classes, and preparation of relevant teaching materials.

Challenges and issues in the implementation of the RTE Act, 2009.

There are some challenges for teachers in implementing the RTE Act, 2009- Inadequate inputs, children lacking behind, curriculum completion, high teacher- pupil ratio, age-appropriate classrooms, no-detention policy, and shortage of teachers, continuous and comprehensive evaluation and quality of education in school.

RTE Act, 2009 and Tribal Girls Education:

The RTE Act, 2009 having specific provisions for disadvantaged groups-laborers, migrant children, children with specific needs, or "disadvantaged owing to social, culture, economic, geographical, linguistic, gender or, other factors. As in the case of deprived sections of the society, the opportunities are bleak and social- financial conditions are not favourable with this section 63 and 64 in the field of educational access and equity. They are lagging far behind the strata of the society where the tribal are also a disadvantaged group. Tribal Girls' education has been improved to bring them in the mainstream of society.

Need and Importance:

Reviewing the purpose of the RTE Act, 2009, the mandate of an act is to provide access to elementary education of all the sections of society. Tribal girls education is still an issue to increase their enrolment and completing schooling is a challenge. A lot many reports on tribal education are evidenced that there is a lack of awareness about availability of schooling and nearby residence in the tribal areas. Also, culture, language, and availability of the teachers from the tribal community to feel tribal girls safe and secure in the school still waited. Due to the inaction of the RTE Act, 2009 how the implementation overcomes issues related to tribal girls' education is the basic inquiry to be addressed through this piece of research in the tribal district of Maharashtra, Nandurbar. Since 2009 how this Act has changed the status of tribal girls' education in the Nandurbar district.

Assumptions:

1. Right to education Act, 2009 is implemented all over India.
2. Nandurbar is a tribal majority populated district in Maharashtra.

Conceptual Definitions-

1. RTE Act, 2009 - Government Act introduced in 2009 related to education in India.
2. Tribal Girls - Girls belong to the tribal category studying between 1st to 7th standard at Nandurbar tehsil.

Author σ: e-mail: jadhavpriti087@gmail.com

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The Objective of the Research–

1. To assess the impact of the Right to Education Act, 2009 on tribal girls' education progress.

Research Question:

1. How the tribal girls' education progress improved due to the RTE Act?

Scope of the Study:

The scope of the present study was tribal girls' education of Nandurbar tehsil.

This study was related to the Right to Education Act 2009.

This study was related to the impact of RTE Act on tribal girls' education progress.

Delimitations:

1. This research was limited to only tribal girls' education based on the RTE Act, 2009.
2. This study was limited to Nandurbar tehsil of Maharashtra.
3. This study was limited to the RTE Acts impact on tribal girls' education progress.
4. Data has been collected during the month of December 2017 and January 2018; information was collected from the last three years.

Limitations:

The finding of the present study depended on responses given by the education officer, School, Head master, A school teacher and tribal girl students and their parents. Responses of education Officers, Headmasters, teachers, tribal girl students, tribal girl parents depend upon maturation, age, interests and mental state.

Methodology and Procedure:

The present work has been carried out by applying the Survey method.

Research Methods:

For objective- To assess the impact of the Right to Education Act, 2009 on tribal girl's education progress Survey method has been used.

Population:

Education Officers, Headmasters, teachers, tribal girl students and their parents of Nandurbar tehsil.

Sample and Sampling Techniques:

Selection of schools and Education officers, headmasters, teachers, tribal girls' students and their parents.

For Survey Method: 20% Schools from Nandurbar tehsil and 20% headmasters, teachers, tribal girls' students and their parents have been selected by simple random sampling including lottery method.

Data Collection Tools & Techniques:

To fulfil the objective, Education officers, Headmasters, Parent's interview has been conducted. The Questionnaire has been administered to Teachers. Checklist has been prepared for tribal girl students.

Statistical tool: Percentage has been used as a statistical tool.

Analysis and Interpretation of Data:

For this research study a survey method has been used, Data has been collected from 30 urbans schools (Local Bodies, Private aided, Tribal and Social Welfare) These schools are Zillah Parishad Schools, Private Schools, Government Schools, Ashram Schools, Missionaries, etc. From total of 330 informants, data has been collected, given below,

Principals-30

Education Officers- 8

Parents of Tribal Girls- 27

Teachers- 115

Tribal Girls Students- 150

II. Finding of the Research

1) All schools provide a medical check-up facility, transport facilities (bus pass, bicycle), scholarship, attendance allowance, free textbooks, mid-day-meal, free uniforms under RTE Act, 2009.
2) The majority of schools has been surveying for out-of-school students; schools have been following the admission procedure as per the RTE Act, 2009.
3) Most of the schools are having proper infrastructure facilities, ICT Labs, library, Separate toilets for girls, Drinking water facilities, playgrounds.
4) The enrolment rate of tribal girls is increasing as compared to the previous three academic years.
5) The majority of schools are not facing any problem during enrolment of girls in school.
6) Dropout reasons in rural schools are migration, labor work, the responsibility of younger siblings and neutral attitude of parents, illiterate parents and poverty.
7) The majority of schools have been giving age-appropriate admission for the non- school going girls.
8) All urban schools have parents- teacher Association and Teacher- student ratio as per RTE Act, 2009.
9) Most urban schools are having Mahila Samakhya Program and Meena- Raju Manch.
10) The dropout rate is decreasing in the last three years.
11) A retention rate of tribal girl students in school is increasing as compared to the last three years.
12) Tribal girls and teachers both are attending school regularly.
13) Illness is the main reason for less attendance in a week in School; otherwise, attendance is regular in school.
14) Due to RTE schemes, parents do not have an economic burden for educating girls.

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15) Majority of girls are getting benefits from RTE schemes for education.
16) The majority of parents get benefited from RTE schemes without any problem.
17) Most of the parents are actively participating in the Parent-Teacher Association.
18) The majority of teachers said if the RTE Act, 2009 was not implemented, then girls stay deprived of education and Girl's literacy rate may increase.
19) Pass out percentage of tribal girls at the primary level is increasing; tribal girls are getting an education in a well.
20) Parents have a positive attitude towards girls education and they are giving importance to girl's education, so the majority of girl's are getting an education.

III. Conclusion

The right to education is a fundamental right and it has been given the best provisions for children of age 6-14 years. The RTE Act, 2009 has been introduced in the Gazette of India. The education of tribal girls has been an issue to increase their enrolment and completing schooling is a challenge. Due to the inaction of the RTE Act, 2009 how the implementation overcomes the above issues related to tribal girls' education is inquiry to be addressed through this piece of research in the tribal district of Maharashtra, Nandurbar. Since 2009 how this Act has changed the status of tribal girls' education in the Nandurbar. The findings of the study clearly come out with the evidence of the success of the RTE Act, 2009 regarding the education of tribal girls of Nandurbar Tehsil. Various schemes under RTE has been successfully implemented in the urban area of Nandurbar Tahsil. The provide education for migrant children and provide toilet facility for girls, transport facility, playground for the school, parent-teacher association in school, proper infrastructure in schools, mid-day meal, attendance allowance, Mahila Samakhya program, etc. School-dropout rate of tribal girls has been decreased, school retention rate of tribal girls has been increased and enrolment of tribal girls has increased. This is because of the implementation of RTE Act, 2009 in the urban area of Nandurbar tehsil.

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Global Journal of human-social science: G
Linguistics & Education
Volume 21 Issue 5 Version 1.0 Year 2021
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Analysis of Views of Undergraduate Students towards Online and Offline Mode of Teaching, Learning and Examination

By Dr. Kangki Megu, Dr. Sukanta Kumar Pradhan & Dr. Tage Yama

Abstract- The COVID-19 pandemic has set new challenges before the world in all areas including, education, and India is not an exception. The elementary, secondary and higher education system of our country is severely affected with this deadly disease. As such, the schools, colleges and universities have suspended their offline classes throughout the country since March last week of 2020. Amidst these challenges, it has also opened up new opportunities for the teachers, educators, and technocrats, etc. to use online virtual learning strategies for imparting learning experiences to students across the world. Thus, techno-pedagogy is the need of the hour in India and especially in Higher Education. However, the nation is gradually moving towards normalcy, and offline classes have been started by some of the states. Hence, it was necessary to assess how effective online teaching, learning and evaluation in the context of offline teaching, learning and examination. The present paper highlights the views of the undergraduate students on the feasibility of online teaching, learning and examination in the state of Arunachal Pradesh.

Keywords: *covid 19, online teaching, online examination, offline examination.*

GJHSS-G Classification: *FOR Code: 930299*



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Analysis of Views of Undergraduate Students towards Online and Offline Mode of Teaching, Learning and Examination

Dr. Kangki Megu [α], Dr. Sukanta Kumar Pradhan [σ] & Dr. Tage Yama [ρ]

Abstract- **The COVID-19 pandemic has set new challenges before the world in all areas including, education, and India is not an exception. The elementary, secondary and higher education system of our country is severely affected with this deadly disease. As such, the schools, colleges and universities have suspended their offline classes throughout the country since March last week of 2020. Amidst these challenges, it has also opened up new opportunities for the teachers, educators, and technocrats, etc. to use online virtual learning strategies for imparting learning experiences to students across the world. Thus, techno-pedagogy is the need of the hour in India and especially in Higher Education. However, the nation is gradually moving towards normalcy, and offline classes have been started by some of the states. Hence, it was necessary to assess how effective online teaching, learning and evaluation in the context of offline teaching, learning and examination. The present paper highlights the views of the undergraduate students on the feasibility of online teaching, learning and examination in the state of Arunachal Pradesh.**

Keywords: covid 19, online teaching, online examination, offline examination.

I. Introduction

Since the very dawn of human civilization, the human race has been facing several epidemics like Cholera, Spanish flu, Plague, Swine Flu, SARS-, Ebola, and the present COVID 19. These highly infectious and contagious diseases have made life miserable, taking thousands of lives of human beings and influenced the social, economic, and educational sectors of the entire world. The Corona virus hurts the global economy and the education realm, and India is not an exception. The elementary, secondary and higher education system of our country is severely affected with this deadly disease. As such the schools, colleges and universities have suspended their classes throughout the country since March last week. According to a report of the Ministry of Human Resource Development, Government of India *(AISSE, 2018)* conducted a survey on higher education and observed that there are 993 universities, 39931 Colleges and 10725 Standalone Institutions listed on their portal, which contribute to education. These institutions further reflect the student density of India as the total enrolments in higher education every year are nearly 37.4 million, reflecting the expanding horizons of the education industry. The sector was seen catching pace by the passing day until Corona virus impacted the country intensely. There is a paradigm shift in the mode of delivery of education system throughout the country both urban and rural. Recently the MHRD and other Apex bodies of different education sectors have issued guidelines to go for virtual mode of teaching from the traditional face to face system of education. This calls for accommodating the changing dynamics in education system by our planners, administrators and practitioners.

II. Origin of the Research Problem

We are living in the world of 21st century. In every Sphere of life technology has been able to deliver tremendous power in the hands of human beings in terms of access, speed, accuracy, precision, control, manipulation and prediction. In the area of agriculture to administration technology is effectively and efficiently used by the people. Education without being an exception has been influenced by technology in terms of its contents, processes and pedagogy. In the words of Alvin Toffler "*The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn*". Digital education is generating new learning opportunities as students engage themselves in online digital environments and as faculties change educational practices through the use of hybrid courses, personalized instruction, new collaboration models and a wide array of innovative and engaging learning strategies. Besides, in 21st century the view of learner's success requires students to not only be thoughtful consumers of digital content, but also effective and collaborative creators of digital media, demonstrating competencies and communicating ideas through dynamic storytelling, data visualization and content creation. Technology in the classroom opens more platforms of delivery of content, introduces new experiences, and creates more opportunities for self-discovery. The present COVID-19 pandemic has set new challenges before the world in all areas including

Author α: Principal, Indira Gandhi Govt College, Tezu, Arunachal Pradesh, India.
Author σ ρ: Assistant Professor of Education, Indira Gandhi Govt College, Tezu, Arunachal Pradesh, India.
e-mail: drsukantaorissa@gmail.com

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education. Amidst these challenges it has also opened up new opportunities for the educators, technocrats etc to use online virtual learning strategies for imparting learning experiences to the students across the world. Thus, techno-pedagogy is the need of the hour in India and especially in Higher Education.

III. Significance of the Study

Arunachal Pradesh is the largest state in terms of area among the north eastern states. The COVID 19 pandemic has influenced the state's education system starting from primary to higher education with respect to its planning, mechanism of delivery and evaluation. The Department of Education, Govt. of Arunachal Pradesh is taking all measures to ensure that education especially higher education should continue amidst this pandemic by stressing on online classes, focus on online examination and evaluation etc. Till the end of July 2020 the spike in COVID 19 cases in the state is in an alarming stage. The UGC issued fresh guidelines that examination of the terminal semester students should be held and this has created confusions among the students fraternity as to how the examinations could be conducted whether offline mode or online mode.

Most of the students studying in colleges of Arunachal Pradesh largely live in rural sector in remote areas which is devoid of internet connectivity. Even though the country and the state have been adapting to the new-age learning, but there are ground realities that obstructs this objective of virtual learning. What still remains intact is that only 45 crore people of our total population of the country have access to the internet and thus to e-learning. The people residing in rural areas are still very much deprived of the latest advancements and therefore hampering the cause of online learning. Now, virtual classrooms are not only dependent on e-lectures but also require one to have access to the e-content and online study material, practice sheets etc. as well. And that's where we lag behind as India is not fully equipped to make education reach all corners of the nation via digital platforms or online classrooms. The students who aren't privileged like the others will be held back due to the current resort and there is no denying that. But universities and the government of India are relentlessly trying to come up with a solution to resolve this problem.

The 21st century is widely acclaimed as the age of super specialization and the age of ICT. The shift from the traditional one to one and face to face mode of learning to the virtual mode of teaching, learning and evaluation is the need of the hour. The COVID 19 pandemic has compelled the educational planners and practitioners to bring changes in the content creation, mode of delivery of the contents and the process of assessing the learning outcomes by the use of technology. Therefore, we have to create adequate resources meant for successful implementation of online teaching, learning and evaluation.

It is being said that an optimist finds opportunity in all difficulties and a pessimist finds difficulty in every opportunities. The pressing need of online education by the central government, state government and affiliated universities cannot be sidelined completely without any valid empirical data. This calls for a detailed study of the views of the stakeholders like the students, teachers, parents etc .This will help us in knowing in exact terms and empirically the feasibility of implementation of online teaching, learning and examination. Realizing the need of the hour the authority of IGG College, Tezu thought it imperative and timely to assign the Department of Education to undertake this piece of research work to provide insights into the workability of the online mode of teaching, learning and evaluation and the issues, challenges and problems supposed to be faced by the students and to derive the probable solutions. The results of the study will provide a sound basis for Planners, Policy makers and Administrators for successful implementation of online mode of teaching, learning and examination in Arunachal Pradesh in particular and India in General.

IV. Statement of the Problem

Keeping in view the above considerations the present study has been entitled as *"Analysis of views of undergraduate students towards online and offline mode of teaching, learning and examination".*

a) Objectives of the Study

The study was undertaken with the following objectives:

1. To study the overall views of the under-graduate students towards online and offline mode of teaching, learning and examination in Arunachal Pradesh.
2. To examine the views of the under-graduate students towards online and offline mode of teaching and learning in Arunachal Pradesh.
3. To examine the views of undergraduate students towards online and offline mode of examination in Arunachal Pradesh.
4. To analyze the views of students on the problems faced during online mode of teaching, learning and examination in Arunachal Pradesh.
5. To suggest and evolve suitable measures for the effective implementation of online mode of teaching, learning and examination.

b) Hypotheses of the Study

In view of the objectives of the study, the following hypotheses were formulated:

1. Undergraduate students don't differ in their views towards online and offline mode of teaching and learning in Arunachal Pradesh.

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2. Undergraduate students don't differ in their views towards online and offline mode of examination in Arunachal Pradesh.

c) Operational Definitions of the Terms Used

The following terms are operationally defined in the present study.

Undergraduate students: All the students who are studying in B.A, BSC and BCOM under the semester system under Rajiv Gandhi University, Itanagar, Arunachal Pradesh.

Online Teaching: It refers to the process of imparting teaching through virtual mode by the use of technology in the synchronous or asynchronous mode.

Online examination: It refers to the process of conducting examination by the use of new software where students can appear examinations online according to their own time, own device regardless of where they live.

V. Methodology and Design of the Study

a) Methodology

For the completion of this piece of research work the investigators adopted the Descriptive- cum-Normative Survey method of research.

b) Population of the Study

All the Under-graduate students of Indira Gandhi Government College, Tezu, Arunachal Pradesh constituted the population of the study.

i. *Selection of Sample*

Data were Collected from a sample of 606 under-graduate students from IGG College, Tezu Arunachal Pradesh. The sample was selected by adopting stratified random sampling technique. Out of 606 undergraduate students 338 were female students and 268 were male students, 472 students were from rural area and 134 students were from urban area and 421 students were from Arts Stream, 76 were from commerce stream and 109 students were from science stream.

ii. *Tools and Techniques Used*

The investigators developed and used the following tools for collecting the required data.

1. A self developed online questionnaire to measure the views of Under-graduate students towards online teaching, learning and examination in Arunachal Pradesh.

The questionnaire was developed comprising different dimensions of online teaching, learning and examination from the perspective of the students. A total number of 30 items were there out of which 29 items were closed ended and one item was open ended.

iii. *Collection of data*

Relevant data were collected from the UG students through online mode by mailing them the questionnaire in their personal registered email address. The questionnaire was prepared using Google Forms.

c) Scope and delimitations of the Study

The scope of the study was delimited to:

1. 606 Under Graduate students of Indira Gandhi Govt College, Tezu Arunachal Pradesh.
2. The variables like Sex, Academic Stream and locality.
3. One self developed online questionnaire.

d) Analysis and Interpretation of Data

The investigator used appropriate statistical techniques feasible for analysis and interpretation of data. The simple percentage analysis was used to analyze and interpret the data.

a. Analysis of views of Undergraduate Students towards Online and Offline Mode of Teaching and Learning:

As it has been stated that the present study was conducted on a sizeable sample of 606 undergraduate students of different streams of Indira Gandhi Government College, Tezu, Arunachal Pradesh, one of the objectives of the present study was to study the views of undergraduate students towards online and offline mode of teaching and learning in Arunachal Pradesh. Hence, the collected data has been analyzed in the following tables:

Table No. 1: Awareness about Online Learning, eLearning and Virtual Learning.

Are you aware of the concept of online learning, e learning and virtual learning	Undergraduate Students	
	Number	Percentage
Yes	277	45.70%
No	173	28.55%
Can't Say	156	25.75%
Total	606	100.00%

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Table No. 2: Frequency of Online Classes attended by the Undergraduate Students.

How many online classes have you attended in the last two months?	Undergraduate Students	
	Number	Percentage
No classes attended	419	69.10%
1-10 classes attended	150	24.80%
More than 10 classes attended	37	6.10%
Total	606	100.00%

Table No. 3: Type of Electronic Device Used at the Time of Online Classes.

Which device did you use at the time of online classes?	Undergraduate Students	
	Number	Percentage
Smart Phones	580	95.70%
Laptops	03	0.50%
Desktops	01	0.20%
Both Laptops and Smart Phones	22	3.60%
Total	606	100.00%

Table No. 4: Online Platforms used by the Teachers during Online Classes.

Which online platforms are used by your teacher during online classes?	Undergraduate Students	
	Number	Percentage
Zoom App	165	27.20%
Google Meet	440	72.60%
Cisco Webex	10	1.70%
Skype	28	4.60%
Total	606	100.00%

Table No. 5: Type of Follow up Teaching Learning Materials Shared after Online Classes.

What kind of materials the teachers share after the online classes?	Undergraduate Students	
	Number	Percentage
PPT Slides	55	9.10%
Online Materials	158	26.10%
Self-Prepared textual Materials	261	43.00%
Sharing Useful Links	132	21.80%
Total	606	100.00%

Table No.6: Usefulness of Online Teaching.

Online teaching increased your:-	Undergraduate Students	
	Number	Percentage
Interpersonal Skills	27	4.50%
Self-learning Ability	303	50.00%
Skill of Using Internet	30	5.00%
None of the Above	246	40.50%
Total	606	100.00%

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Table No. 7: Degree of Assessment of Online Teaching.

How do you rate Online Teaching?	Undergraduate Students	
	Number	Percentage
Very Highly Effective	15	2.50%
Very Effective	34	5.60%
Effective	182	30.00%
Least Effective	222	36.60%
Not at all Effective	153	25.30%
Total	606	100.00%

Table No. 8: Comparison between Online and Offline Teaching and Learning.

Do you think online teaching and learning is better than offline teaching and learning?	Undergraduate Students	
	Number	Percentage
Yes	49	8.00%
No	470	77.60%
Can't Say	87	14.40%
Total	606	100.00%

Table No. 9: Effectiveness of Online Teaching.

Online teaching is very effective as it can be accessed from anywhere at any time and by any person.	Undergraduate Students	
	Number	Percentage
Agree	205	33.80%
Disagree	260	42.90%
Can't Say	141	23.30%
Total	606	100.00%

Table No. 10: Appropriateness of Offline Teaching

Offline teaching is more appropriate than online as it provides the platform of face to face interaction.	Undergraduate Students	
	Number	Percentage
Strongly Agree	313	51.70%
Agree	203	33.50%
Neutral	49	8.10%
Disagree	36	5.90%
Strongly Disagree	5	0.80%
Total	606	100.00%

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Table No. 11: Status of Net Connectivity in Rural Areas of Arunachal Pradesh

Online teaching requires proper net connectivity and most of the students of our State live in rural areas devoid of proper net connectivity.	Undergraduate Students	
	Number	Percentage
Strongly Agree	350	57.80%
Agree	192	31.70%
Neutral	31	5.10%
Disagree	20	3.30%
Strongly Disagree	13	2.10%

Table No. 12: Technical Ability and Knowledge to carry on Online Teaching and Learning

All the teachers and students are not technically efficient to carry on with online teaching and learning.	Undergraduate Students	
	Number	Percentage
Strongly Agree	200	33.00%
Agree	287	47.36%
Neutral	86	14.19%
Disagree	29	4.79%
Strongly Disagree	04	0.66%
Total	606	100.00%

Table No. 13: Cost effectiveness of Online Teaching and Learning

Online teaching and learning require technological devices such as Laptops, Smart Phones which is costly for the students.	Undergraduate Students	
	Number	Percentage
Agree	497	82.00%
Neutral	93	15.30%
Disagree	16	2.70%
Total	606	100.00%

Table No. 14: Requirements of Online Teaching and Learning

Online teaching and learning email Id, WhatsApp number and downloading of several apps like zoom, google meet etc.	Undergraduate Students	
	Number	Percentage
Agree	530	87.50%
Neutral	64	10.50%
Disagree	12	2.00%
Total	606	100.00%

Table No. 15: Problems faced during Online Teaching and Learning

Mention the problems that you have faced during online teaching and learning	Undergraduate Students	
	Number	Percentage
Serious network problem from your side	371	61.20%
Problem of data consumption	58	9.60%
Lack of ability of teachers to teach online	29	4.80%

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Inexperience in handling technological gadgets	40	6.60%
Lack of concentration	108	17.80%
Total	606	100.00%

Table No.16: Perception of Students regarding online Teaching and Academic Achievement.

As a student do you think that online teaching improves your learning and academic achievement?	Undergraduate Students	
	Number	Percentage
Yes, it improves a lot	102	16.80%
No, it does not improve	361	59.60%
No, it is highly ineffective as it does not cater to child psychology	143	23.60%
Total	606	100%

Table No.17: Strategies to make online teaching effective.

How can we make online teaching effective?	Undergraduate Students	
	Number	Percentage
By creating adequate resources and infrastructure	20	3.30%
By imparting proper training to the teachers and students	54	8.90%
By supplying proper network facility in the rural and remote areas	213	35.10%
All the above	319	52.70%
Total	606	100%

b. Analysis of views of Undergraduate students Online and Offline Mode of Examination:

Since one of the objectives of the present study was to study the views of undergraduate students towards online and offline modes of examination, the collected data were analyzed under the following:

Table No. 18: Appearing in online examination

Have you ever experienced appearing in examinations online?	Undergraduate Students	
	Number	Percentage
Yes	85	14.00%
No	498	82.20%
Can't say	23	3.80%
Total	606	100%

Table No.19: Analysis of student's opinion about online examination.

What is your opinion about online examination in a state like Arunachal Pradesh?	Undergraduate Students	
	Number	Percentage
Online examination is a better alternative.	103	17.00%
Offline examination is more effective.	359	59.20%
Online examination should not be imposed.	144	23.80%
Total	606	100%

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Table No. 20: Effectiveness of offline vis-à-vis online examination.

Offline examination is more effective than online examination as it fosters creativity in skill of writing and has clarity in directions of responding.	Undergraduate Students	
	Number	Percentage
Strongly Agree	266	43.90%
Agree	248	40.90%
Neutral	58	9.60%
Disagree	25	4.10%
Strongly Disagree	09	1.50%
Total	606	100.00%

Table No. 21: Feasibility of Online Examination in the state of Arunachal Pradesh

Online examination is not feasible in a state like Arunachal Pradesh because of poor network connectivity.	Undergraduate Students	
	Number	Percentage
Strongly Agree	310	51.20%
Agree	239	39.40%
Neutral	48	7.90%
Disagree	08	1.30%
Strongly Disagree	01	0.20%
Total	606	100.00%

Table No. 22: Online examination and Malpractice.

Online examination will lead to Mass Malpractice and originality of the students could not be assessed properly.	Undergraduate Students	
	Number	Percentage
Strongly Agree	166	27.40%
Agree	300	49.50%
Neutral	122	20.10%
Disagree	14	2.30%
Strongly Disagree	04	0.70%
Total	606	100.00%

Table No. 23: Online examination as an Alternative during Covid-19 Pandemic.

Online examination is a very good alternative to offline examination during and in post covid-19 pandemic.	Undergraduate Students	
	Number	Percentage
Yes	360	59.60%
No	66	10.90%
Can't say	180	29.70%
Total	606	100%

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Table No. 24: Confusion with pattern of questions during online examination.

Most of the students are confused with the pattern of questions of online examination as it has not been mentioned yet by the University.	Undergraduate Students	
	Number	Percentage
Strongly Agree	257	42.40%
Agree	298	49.20%
Neutral	42	6.90%
Disagree	07	1.20%
Strongly Disagree	02	0.30%
Total	606	100.00%

Table No. 25: Opinion of Undergraduate students on the decision of Rajiv Gandhi University, to conduct online teaching, learning and examination.

What is your opinion regarding the decision of the University to conduct online teaching, learning and examination?	Undergraduate Students	
	Number	Percentage
The decision is very pragmatic and practical.	195	32.20%
The decision is impractical and hurried.	103	17.00%
The University authority should rethink on the decision taken.	308	50.80%
Total	606	100%

Table No. 26: Difficulty faced during online filling up examination forms.

Do you find any difficulty during online filling up?	Undergraduate Students	
	Number	Percentage
Yes	397	65.50%
No	182	30.00%
Can't say	27	4.50%
Total	606	100%

Table No. 27: Degree of satisfaction with Online Teaching, Learning and Examination.

How far you are satisfied with the Online Teaching, Learning and Examination?	Undergraduate Students	
	Number	Percentage
Very Satisfied	13	2.10%
Satisfied	208	34.30%
Not Satisfied	385	63.60%
Total	606	100%

Table No. 28: Overall Rating of Online Teaching, Learning and Examination.

How do you rate overall Online Teaching, Learning and Examination?	Undergraduate Students	
	Number	Percentage
Excellent	05	0.80%
Very Good	22	3.60%
Good	191	31.50%
Satisfactory	113	18.60%

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Poor	275	45.50%
Total	606	100.00%

Table No. 29: Suggestions of Students for improvement of online teaching, learning and examination during post-Covid 19 period.

Mention any suggestions for the improvement of present system of online teaching, learning and examination	Undergraduate Students	
	Number	Percentage
The service providers like BSNL, Airtel, Jio, Vodafone etc should ensure provision of proper internet facility in the rural and urban areas on priority basis.	599	98.84%
Govt. should make provision of proper supply of electricity connectivity especially in the rural areas.	595	98.18%
Teachers and students should be properly oriented and made aware regarding the use of technological gadgets and Applications. For this there should be training programmes on online teaching and examination.	575	94.88%
Government should first create minimum infrastructure in terms of ICT components and providing other logistic support before implementation of online teaching, learning and examination.	574	94.71%
Govt should provide one time incentive to all undergraduate students to have smart phones as an ICT incentive to carry out this mode of teaching and learning.	570	94.05%
Teachers should develop need based online teaching learning materials for the students. Examinations should be conducted offline.	497	82.01%

VI. Major Findings of the Study

On the basis of the present online survey and analysis of the data, the following findings of the study are derived.

1. Nearly half of the undergraduate students (45.70%) were aware about online learning, e-learning and virtual learning. However, more than one-fourth (28.50%) of the undergraduate students revealed that they were unaware of online learning, e-learning and virtual learning.
2. Majority (69.10%) of the students could not attend a single class in the last two months during the pandemic period because of poor connectivity/internet facilities. However, nearly one-fourth (24.80%) of undergraduate students had attended between 1- 10 online classes.
3. Almost all the students (95.70%) used smart phones at the time of online classes. Only a meager (3.60%) of undergraduate students used both laptops and smart phones at the time of online classes.
4. Majority (72.60%) of the teachers used Google Meet platform whereas a little more than one-fourth (27.20%) of the teacher used Zoom online platform for the online classes.
5. A little less than half (43.00%) of the teachers shred self-prepared textual materials whereas a little more than one-fourth of the teachers (26.10%) shared online teaching learning materials to the students after the online classes. Besides, a considerable percentage (21.80%), i.e. a little more than one-fifth of the teachers shared useful and relevant links among their students after each online classes.
6. Half (50%) of the students felt that online teaching increased their self-learning ability. However, it is interesting to note that a high percentage of undergraduate students (40.50%) expressed that online teaching did not increase any of the above-mentioned skills and abilities amongst them.
7. Majority (61%) of the undergraduate students felt that online teaching and learning is either least effective or not at all effective for them. However, only (30%) of the undergraduate students revealed that it is effective for them.
8. Majority of undergraduate students (77.60%) felt that online teaching is not better as compared to offline teaching. Only (8.00%) of the undergraduate students said that online teaching is better than offline teaching and learning.
9. Majority (89%) of the undergraduate students either strongly agreed or agreed on the statement that they were devoid of proper net connectivity in their habitations. Only (5%) undergraduate students revealed that they had good net connectivity in their areas.
10. More than (80%) of the undergraduate students were either strongly agreed or agreed on the statement that all the teachers and students are not technically efficient to carry on with online teaching and learning. However, only less than (5%) students were not in favour of the statement.

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11. The undergraduate students found the following problems during online teaching and learning with decreasing frequency of responses.
    i. Serious network problem from student's side.
    ii. Lack of concentration
    iii. Problem of data consumption.
    iv. Inexperience in handling technological gadgets and software.
    v. Lack of ability of teachers to teach online.
12. Majority (59.60%) of Undergraduate students believed that online teaching does not help in improving their learning and academic achievement. It is also interesting to note that nearly one-fourth (23.60%) of the undergraduate students felt that it is highly ineffective as it does not cater to child psychology.
13. Majority (52.70%) of the students felt that all the above steps should be taken like creating adequate resources and infrastructure, imparting proper training to the teachers and students and above all by supplying proper network facility in the rural and remote areas.
14. Majority (59.20%) of undergraduate students felt that offline examination is more effective and nearly one-fourth of them (23.80%) felt that online examination should be imposed on the students.
15. Majority (76%) of the undergraduate students were either strongly agreed or agreed on the statement that online examination will lead to Mass Malpractice and originality of the students could not be assessed properly. It is also interesting to note that one-fifth of the undergraduate students (20.10) remained neutral with regard to this statement showing their apprehension as well.
16. Analysis of degree of satisfaction of undergraduate students regarding online teaching, learning and examination, it is found that majority (63.60%) of the students were not satisfied whereas, only 34.30% of the students were satisfied with online teaching, learning and examination.
17. Majority (45.50%) of the undergraduate students rated online teaching, learning and examination as poor, less than one-fifth (18.60%) of the students rated it as satisfactory and a considerable percentage (31.50%) of undergraduate students rated online teaching, learning and examination as good. However, it is estimated that the overall rating of online teaching, learning and examination was poor.
18. Regarding the perception that online teaching, learning and examination as a supplementary to offline teaching, learning and examination, it is found that majority (52.60%) of undergraduate students did not believe that it can be a supplementary. However, a little less than one-fifth (18.50%) of undergraduate students believed that online teaching, learning and examination is a better supplementary to offline teaching, learning and examination.
19. Regarding the suggestions of students for the improvement of online teaching, learning and Examination in the post Covid 19 period, it was found in order of decreasing frequency of responses as:
    i. The service providers like BSNL, Airtel, Jio, Vodafone etc should ensure provision of proper internet facility in the rural and urban areas on priority basis.
    ii. Govt. should make provision of proper supply of electricity connectivity especially in the rural areas.
    iii. Teachers and students should be properly oriented and made aware regarding the use of technological gadgets and Applications. For this there should be training programmes on online teaching and examination.
    iv. Government should first create minimum infrastructure in terms of ICT components and providing other logistic support before implementation of online teaching, learning and examination.
    v. Govt. should provide one time incentive to all undergraduate students to have smart phones as an ICT incentive to carry out this mode of teaching and learning.
    vi. Teachers should develop need based online teaching learning materials for the students. Examinations should be conducted offline.

VII. Implications of the Study

The present study has implications for the Undergraduate Students, Assistant and Associate Professors at the college level, Principals, University authorities, Policy makers and State Government at large.

The study has implications for the students that they should develop awareness and positive attitude in receiving education through online mode of teaching and learning in the pandemic situation.

The study has implications for the Assistant and Associate Professors that they should adopt online teaching and learning, learn new techniques of imparting virtual learning, use of different platforms like Google meet, Zoom, Cisco webex etc and accept new changes in pedagogy during and in post Covid 19 period.

The Study has implications for the Principals that they should create a techno-friendly environment in the college campus, ensure minimum logistic support to the teaching staff and the students, have liaison and collaboration with district administration and higher authorities and appraise the state government and

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university authorities regarding the basic and emerging needs to cope up with the situation.

The study has implications for the University authorities and State Government that they should have a healthy rapport with the college authorities, sanction additional funds to mitigate the problems, reduce curricular load, and have interaction with all stakeholders before taking any plausible decision specially in conducting online examinations.

The study has implications for the Policy makers that they should evolve new strategies for the successful and smooth carry out of online mode of teaching and learning at the college level, have proper liaison with Apex bodies like the UGC, recommend the state government about the suggestions and recommendations of different stakeholders of higher education and take appropriate and feasible steps for online teaching, learning and examination.

VIII. Conclusion

By and large, online teaching, learning and examination are a new experience to the academia. Although this concept was practically least used before the Covid 19 outbreak throughout the world, it was used as a supplementary to the offline teaching, learning and examination during the pandemic period and continues till today. This has opened new vistas in the field of teaching and learning by providing techno-pedagogical avenues to the teachers to expedite their delivery mechanisms and go beyond the traditional face to face mode of classroom teaching. The present study revealed that online mode of teaching, learning and examination is not a viable approach as the state of Arunachal Pradesh and other Indian States don't have proper electricity and net connectivity. Besides, since lockdown was imposed all of a sudden and there was a transition from face to face mode to Virtual mode suddenly, teachers were also not so much equipped with the technological skills to carry out the same. However, with the limited experiences and able administrative interventions the teachers of this hilly state had surmounted the problems and carried on teaching online and the examination in online – blended mode.

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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.

All manuscripts submitted to Global Journals should include:

Title

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.

Figures

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).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

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.

5. Use the internet for help: An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



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.

.

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.

General style:

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:

- Insertion of a title at the foot of a page with subsequent text on the next page.
- 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.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

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Criterion for Grading a Research Paper (Compilation) by Global Journals

Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
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

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ISSN 975587

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