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<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Confucius on Virtues: Paradigm of Social and Moral Order</td>
<td>Eddie R. Babor</td>
</tr>
<tr>
<td>15</td>
<td>Developing a GIS for Rural Villages in the Philippines</td>
<td>Alejandro F. Tongco</td>
</tr>
<tr>
<td>36</td>
<td>Development Transformation Experienced by Marginalized Beneficiaries of a Government Sponsored Microfinace Program</td>
<td>Emiliana J. Lozano &amp; Genaro V. Ja aos</td>
</tr>
<tr>
<td>61</td>
<td>Female Criminals of Pakistan: Personal and Socio-demographic Profiles</td>
<td>Gul Muhammad Baloch</td>
</tr>
<tr>
<td>83</td>
<td>Identifying the Correlation Between the Gender and Knowledge of the South African Consumer in the Selection of Grocery Products</td>
<td>Michael C. Cant &amp; Louise Van scheers</td>
</tr>
<tr>
<td>96</td>
<td>Information System Development of Competence-Based Appraisal in Higher Education Institution</td>
<td>Mochamad Nurjadi, Tatik Suryani, Tjahjani Prawitowati &amp; Lutfi</td>
</tr>
<tr>
<td>116</td>
<td>Managing Talent for Competitive Advantage: Perspective from Gulf Cooperation Council Nationals</td>
<td>Liza M. Gernal, Rommel P. Sergio &amp; Saud Mohammed Hamedal-Rawahi</td>
</tr>
<tr>
<td>128</td>
<td>Mapping of Elementary Educational Infrastructure in India: A State and District Level Analysis</td>
<td>Vipan Kumar, Naresh Kumar &amp; Sapna Narula</td>
</tr>
<tr>
<td>Page</td>
<td>Title</td>
<td>Authors</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>140</td>
<td>Moral Change in a Global Village: Islamic Perspective</td>
<td>SEYED ALI AKBAR RABONATAJ &amp; RAMEZAN MAHDAVI AZADBONI</td>
</tr>
<tr>
<td>149</td>
<td>Reflections of Two Distinct Principals: Preliminary Perspectives on How the Principal Preparation Programme Contributed to their Self-Efficacy Development</td>
<td>SANTHANAMARY AP R. ANTHONY &amp; HAMDAN BIN SAID</td>
</tr>
<tr>
<td>173</td>
<td>Teacher’s Efficacy as Predictor of Self-Efficacy Among Students In Pakistan</td>
<td>TANZILA NABEEL &amp; HUMA ZAFAR</td>
</tr>
<tr>
<td>188</td>
<td>The Connection between Moral Commitments and Psychological Health</td>
<td>RAMEZAN MAHDAVI AZADBONI</td>
</tr>
<tr>
<td>195</td>
<td>The Mediating Effects of Graduate Faculty Habits of Mind on the Relationship Between Core-Self Evaluations and Adult Learning Practices</td>
<td>MA. FLORECILLA C. CINCHES</td>
</tr>
</tbody>
</table>
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- Unconditional acceptance
- Acceptance with revision based on the referee’ recommendations
- Rejection with invitation to resubmit upon major revisions based on the
referees’ and editorial board’s recommendations
• Outright rejection

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Abstract - This paper explores Confucius’ concept of virtues. This is achieved by analyzing his thoughts on Ren, Zhong, Shu, Yi, Li, and Xiao. The paper seeks to apply Confucius’s thoughts on these virtues as a paradigm for a transformed social and moral order. The paper argues that if Confucius’ ideas on these virtues are applied, the world will be transformed into a more decent, just, and humane locus for all human beings to dwell. Ren, as human-heartedness, Zhong and Shu as the two ways through which Ren can be practiced, while Yi as rectitude or righteousness, with Li as propriety, and finally, with Xiao as devotion and respect to parents, there is no doubt that there will be no more chaos, disorder, conflict, and antagonism, but peace and harmony in the whole world.
INTRODUCTION


This paper attempts to present and apply Confucius’ concept of virtues. It answers these questions: How does Confucius view virtue? Can these virtues be used as paradigms for a renewed social and moral order?

VIRTUE

De (virtue) in Confucian thought can be acquired through learning (Co, 1992:105). To be virtuous, one lives in a virtuous life. Education is indispensable for one to develop a virtuous life (Laquian in http://www.bilkent.edu.tr/~cci/confucius glossary).” Confucius puts emphasis on the cultivation, study, and development of virtue in order that one could live a virtuous life. He taught numerous kinds of virtues like Ren, Zhong and Shu, Yi, Li, and Xiao.

REN

Confucius takes Ren as “the essence of all virtues and the ground of human dignity. Ren is the ultimate foundation of Confucianism (Hansen, 1992:71).”


In morality, Ren has universal and particular perspectives (Co, 1992:106; Wu, 1986:16). In the former, “Ren is the primary principle of human action (File:///C/My Documents/confuci.htm).” In the latter, “Ren is used as a principle of moral justification (Co, 1992:107).”

In *Lun Yu*, Confucius argues that *Ren* means just right here at the very nature of man. One, however, needs to strive hard without disappointment for one to attain *Ren* (7:33). It means kindness (8:2). To attain *Ren* may be burdensome (8:7) and actualizing it is difficult (12:3).

*Ren* means loving others or that principle which makes one naturally courteous, respectful to superiors, and sincere to people. When one is firm, strong, simple, and cautious in speaking, one is close to *Ren* (13:27).

*Ren* also “mean(s) consciousness-of-human-others (Co, 1992:107).” It is a basic virtue that ought to be nurtured. It can help man develop his social concerns. It is rooted in the principle: “What you don’t want done to yourself, don’t do to others…(12:2).” In the Doctrine of the Mean, Confucius remarks: “What you do not like when done to yourself do not do unto others (Co, 1992:107).”

**ZHONG AND SHU**

*Zhong* means “doing one’s best, loyalty, and conscientiousness (Co, 1992:107).”

Although *Ren* is the most fundamental virtue, Confucius is also aware that *Ren* needs *Zhong* and *Shu* for its praxis. *Zhong* and *Shu* are “two ways of practicing *Ren,*” one is positive, the other negative (Wu, 1986:17). “*Zhong*…is the positive aspect of the practice of *Ren* (Co, 1992:107).” It represents the positive saying of the Golden Rule, “Do unto others as you would like others do unto you (Co, 1992:107).”


*Zhong*’s positive dimension is correlated with *Shu*’s prohibitive principle: “Do not do unto others what you do not want others do unto you (Confucius, *The Analects* (12:2) in http://plato.standford.edu/entries/confucius.hftra).” This makes *Zhong* and *Shu* indispensable virtues for the praxis of *Ren*. 
**YI**

Yi means *rectitude, duty, obligation, righteousness* (Wu, 1986:19), “what one ought to do,” “what is reasonable,” and “duty according to context (Co, 1992:108).” This paper underscores righteousness as the meaning of Yi. It is “…the principle of conscience as well as the just relationship of human beings (Co, 1992:108; http://www.humantoyogakuen-u.ac.jp/~acmuffer/contao/analects.htm and *The Doctrine of the Mean* in http://www.sacred-texts.com/cfu/conf3./htm).

“The superior Man is aware of Righteousness (Yi), the inferior man is aware of profit,” Confucius says (Co, 1992). Further he asserts: “In a state, gain is not to be considered prosperity, but its prosperity will be found in righteousness (File:///C//My Documents/confuci.htm & Wu, 1986).”

Hence, Confucius maintains: “… motives of an action are more important than results. Intentions have intrinsic values (Co, 1992). The Superior Man is motivated by righteousness, the inferior man by profit.

**LI**


This paper takes “propriety” as the meaning of Li. “Propriety is the English rendition of … li (Confucius, *The Doctrine of the Mean* in http://www.sacred-texts.com/cfu/conf3.htm).” It sets the “form of moral life (Co, 1992).” It “is the proper ritual of a civilized life (Co, 1992:109; see Jiyuan Yu, 1998: 331 ff).”

As propriety, Li pertains to the “rule of conduct that reflects a person's good will (http://www.bilkent.edu.tr/~cci/~Confucius/glossary).” It means doing things the right way. It is a virtue that forms man's conduct. “Li dictates the proper decorum befitting a man of moral rectitude (Lacquian in http://www.iar.ubc.ca/choibuilding/elaquian.html).”

*Li* includes rites as it is aided by Ren for one to show concern for others (Co, 1992).
XIAO

If Ren is considered as the supreme virtue of all the sum of all virtues (Co, 1992), Xiao “is the cardinal virtue of the… Confucian virtues (Co, 1992).” Xiao means filial piety. It is “an attitude of respect and concern toward parents and superiors (Co, 1992).” It is “the virtue where the son serves his parents and the ancestral spirits (Co, 1992).”

Children should show love, devotion, and respect to their parents. Confucius opines:

When your parents are alive, serve them with propriety, when they die, bury them with propriety, and then worship them with propriety (Co, 1992).

Confucius outlines five fundamental relationships in society: (1) between state and citizen; (2) between father and son; (3) between husband and wife; (4) between elder brother and younger brother; and (5) between friends (Wu, 1986:18). It is remarkable that he qualifies father and son relationship as the most important, because in it the order of society and government is rooted (http:/www.bilkent.edu.tr/~cci.confucius/glossary).

He maintains that family is the training ground for the development of Xiao, since all moral teachings should be first of all practiced in the family. Confucius says:

The ancients, who wished to illustrate illustrious virtue throughout the kingdom, first ordered well their own states. Wishing to order well their states, they first regulate their families. Wishing to regulate their families, they first cultivated their persons…. In order rightly to govern the state, it is necessary first to regulate the family…. Therefore, the ruler, without going beyond his family, completes the lesson for the state. There is filial piety (Wu, 1986)….

VIRTUES AS PARADIGM OF SOCIAL AND MORAL ORDER

Confucian virtues are excellent models for a good social and moral order. They are like gems that glitter in the “darkened” fate of the contemporary human civilization. Through the Analects that gives us a direct window into Confucian thought (Confucius, The Analects in http://www.human.toyogakuen-u.acip/~acmullercontao/analects.htm), we find these gems which Confucius inexhaustibly preached during his life time.

It is evident that “… Confucius himself … had little influence on the events of his own day…. [He] did not seem to have written down any of
his teachings (Confucius, *The Great Learning* in http://www.sacred-texts.com/efu/conf2/htm)…. However, scholars maintain that Christ, Socrates, among others are his equal. “He, is not a common sense moralist (Wu, 1986).” Thus, “Confucianism has been said to be a hundred times rationalistic than the Western philosophy (Confucius, *The Analects* in http://www.human.toyogakeun.ac.jp/~acmuller/contao/analects.htm).”

Confucius is a sage whose teachings deserve emulation. His teachings on virtues are excellent models of reconstructing a good social and moral order.

Confucius has been variably characterized, positively, as a Sage, the teacher…. When a person is seen as a Sage in the context of Chinese culture, he is (considered as a) ‘profoundly wise person (Co, 1992:110-111)’. …

Confucius is not an armchair thinker, but a man of action, a great reformer, not only in the political setup in China, but also in the moral environment that seemed to have degenerated. “Confucius was such a man … and he was profoundly disturbed. He dedicated his life to … make a better world (http://www.bilkent.edu.tr/~cci/confucius/glossary; see Jiyuan Yu, 1998: 326-327).”

However, “… it is difficult to institute (a) true moral and social reform in any society. The reformer has to be some kind of superman to accomplish his job of achieving significant social change in his country (http://www.iar.ubc.ca/choibuilding/elaquian.html),” and perhaps, the whole global moral milieu.

“Confucius stresses the moral motivation of people, because for him, what is morally significant is the cultivation of moral lives and virtues as a whole and not merely the performance of right acts (http://www.human.toyogakuen-u.ac.jp/~acmuller/contao/analects.htm).” The cultivation of *Ren, Zhong, Shu, Yi, Li*, and *Xiao* could help people come to terms with sound moral lives. *Ren* is a virtue that helps one morally upright. A person of *Ren* attains success with due consideration to others. *Ren* is an antidote to the so-called “crab mentality” among Filipinos and rugged individuals of other peoples in a global scale. A person whose life is permeated by *Ren* “finds in the desires of his own heart the rule by which he relates himself to others (Gier, 2001:286).” Thus, a *Ren* man has “… a built-in standard for dealing with others…. The measure of his good is the very measure of the good which he must accord to others (Confucius, *The Analects* in http://www.human.toyogakuen-u.ac.jp/~acmuller/contao/analects.htm).”
Through *Ren*, “one need not resort to any external standard … other than what one finds in one’s heart (Wu, 1986:21).” In *Ren*, one’s actions are ruled by the rules of the heart. “(T)he man of *Ren* is the truly virtuous man (http://www.human.toyogakuen-u.ac.jp/~acmuller.contao/analects.htm),” says Confucius.

The combination of *Zhong* and *Shu* to praxis *Ren* is a powerful push to fully stretch one’s moral responsibility of oneself and others. “*Zhong* gives … the positive version of *Ren*, while *Shu* … the negative (Wu, 1986).”

Guided by the principles of *Zhong* (Co, 1992:111) and *Shu* (Wu, 1986), the *Ren* man is always cautious of his actions.

Through *Ren*, *Zhong*, and *Shu*, society will have equity, justice, respect, love, pity, compassion, kindness, and charity resulting to peace, tranquility, and progress. Evil will be totally annihilated. One will not cheat, steal, kill, and molest others since its members love others. Thus:

Today, we are asked to reflect upon the world that we have inherited – the values that our civilization have bestowed upon us … and the visions that sustain our hopes (Co, 1992) ….

But not only can the Chinese benefit from the merits of these Confucian virtues but all peoples throughout the world.

In the case of *Yi* where one “does something because it is the right thing to do regardless of whether it is personally profitable to do or not (Chan, 2002:287)” human society could be morally ordered. If all members of society are permeated by *Yi*, everyone will uphold the rule of law and be committed to uphold order eradicating chaos, violence, corruption, and apathy. Thus,

We act from when we do not drive through a red traffic light … when we keep our place in a queue, when we refrain and refuse to cheat (Chan, 2002:287) ….

Confucius is unquestionably “the model of courtliness and personal decorum for countless generations of Chinese officials (http://www.bilkent.edutr/~confucius/glossary).” To him, *Li* is a virtue that can help one attain self-discipline (http://www.uwec.edu/greider/Chinese.Ja…erals/filial%20piety/index.bridget; see Jiyuan Yu, 1998:33-1 & 326). The exercise of *Li* is indispensable in intersubjectivity. Through *Li*, one can learn “how to reconcile one’s own desires with the needs of one’s family and community (http://www.uwec.edu/greider/Chinese.Ja…erals/filial%20piety/index.bridget) ….” So, “… rites should not be regarded as mere forms, but … they should be practiced with complete devotion and … sincerity (http://www.
Finally, Xiao is a good paradigm of a well-ordered relationship. Many scholars note that Xiao, or Filial Piety, has variations of six relations. “These ‘Six Relations’ … are the basis of all social connections between persons, and all six are based on the fundamental relationship between children and parents (Confucius, *The Analects* in http://www.human.toyogakuen.u.ac.jp/~acmulleer/contro/analects.htm).” This makes Confucian scholars claim that in the “Confucian tradition… (it is) strongly stressed that all of society, including the government, could be run according to the principles of the family. The family was the moral and political model for all organizations (Confucius, *The Analects* in http://www.human.toyogakuen.u.ac.jp/~acmulleer/contro/analects.htm).” Indeed, Confucius sees the familial relationship as the ultimate model for all forms of relationships. “He regards devotion to parents and older siblings as the most basic form of promoting the interests of others before one’s own and teachers that such altruism can be practiced only by those who have learned self discipline (Confucius, *The Analects* in http://www.human.toyogakuen.u.ac.jp/~acmulleer/contro/analects.htm).”

However, in order to apply Xiao as a paradigm of human relations, which for Confucius takes its roots in the family, a modification of its strict adherence to authority should be entertained. This is because the underlying principles of these Six Relationships “…might easily be made to serve authoritarian purpose, if they are embedded in a culture that does not recognize human rights or basic human equality (Confucius, *The Analects* in http://www.human.toyogakuen.u.ac.jp/~acmulleer/contro/analects.htm).” A Confucian scholar remarks:

Let us take the family as an example. In the past, Confucian filial piety was used to support a patriarchal society in which the father held enormous power over the family. Individual freedom and welfare of the wife and children could easily be sacrificed to satisfy the father’s unreasonable wants. In this situation, the ideal of ren and the mutual concern and reciprocity between family members, would surely be difficult to realize (Confucius, *The Analects* in http://www.human.toyogakuen.u.ac.jp/~acmulleer/contro/analects.htm).

Based on the above quotation, a modification should be applied on Xiao in order that it will work justly and fairly with all the members of society. Thus, there should be a “…vibrant and transformed Confucianism (so that it) could supply rich ethical norms and virtues that would supplement
human rights to guide people’s behavior, thereby tempering a rights-based culture and preventing abuses of rights (Wu, 1986:22)."

In the light of this modified understanding of *Xiao*, fathers would amiably and cordially respect the rights of their children and vice-versa, just as the former would also, in love and admiration, respect the rights of their wives and vice-versa. In this situation, filial piety would find its significance and relevance in the families of our time. In a theoretical setting, we may contend that with this virtue called *Xiao*, evils that wreck families like: divorce, adultery, concubinage, spousal rape, incest, parricide, infanticide, abortion, among others, could not have successfully encroached into the sanctity of marriage and the sacredness of the family. *Xiao*, therefore, is another virtue that could spare the families from moral devastation.

Confucius is right. The family, the familial relationship, is the heart of all forms of interpersonal relationships. Thus, as the family is broken, society also corrodes. The evils in the family find their fullest expressions in society. The kind of families we have reflects the kind of society we have formed.

**CONCLUSION**

Confucius’s philosophy is undoubtedly a cure to the fatal disease that had eaten up humanity ravaged by utter individualism. With his views on *Ren*, *Zhong*, *Shu*, *Yi*, *Li*, and *Xiao*, humanity will be fostered and understood in the context of a family and community, extending from a parochial to a global perspective.

Through Confucius’s concept of virtues, our world will become more decent, just, humane, and human for all. Nobody will be afraid of criminals, terrorists, rascals in uniform, hoodlums in robes, and many other hideous personages common in today’s society. Nobody will be engulfed by fear of murderers, robbers, thieves, rapists, swindlers, pirates, and terrorists. Couples will not be threatened by divorce, adultery, concubinage, just as children will never be scared by abandonment and the blatant irresponsibility of their parents because every person – a citizen, a government official, a legislator, an executive, a law enforcer, a son, a daughter, a father, a mother, a professional – will be inspired by *Ren*, *Zhong*, *Yi*, *Li*, and *Xiao*.

Yes, human-heartedness, righteousness, conscientiousness, altruism, propriety, and filial piety are virtues that can surely transform humanity towards a community of persons who show concern and love for others; a community of persons that respect each other’s rights, duties, and
obligations. These Confucian virtues are bodies of truth that cut across race, religion, culture, and civilization. The intrinsic human propensity to be good, to be benevolent, to be compassionate, to be permeated by pity and love, to live a morally upright life, to sincerely do one’s duties and obligations, to be polite, civil, orderly in one’s actions, and to be loving and respectful to one’s parents and elders are indubitably ingrained deeply right into the core of every human person’s soul.

Therefore, one does not need to be a Chinese in order for him/her to heed the call of Confucius to be truly human. Regardless of one’s race, religion, or culture, one can actualize himself/herself in the surge of the spirit of Ren through the application of Zhong, Shu, Yi, Li, and Xiao. These virtues, beyond any cloud of doubt, can radically transform our society to be a better place to live in.

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Abstract - This paper is an introduction to applying geographic information systems (GIS) technology specifically to rural villages in the Philippines. GIS is a relatively new and valuable tool in decision making that is useful in managing organizations and applicable in a wide range of disciplines including agriculture, public health, natural resource management, and local governance. Rural village governance, although well-established, has been largely untouched by GIS technology. This paper lays out steps to develop a GIS that is uniquely village-based and home-grown. The ultimate goal is to empower villagers to set the direction and implementation of their own village’s development efforts. The steps discuss how to build an inexpensive GIS for rural villages with the help of a GIS expert-coach. Village participation, interest of GIS technician-trainees, and village financial capability are some important considerations in village GIS capability building. A simple GIS for an actual village is also hypothetically illustrated.

Keywords - Geographic Information system, rural villages
INTRODUCTION

A geographic information system (GIS) is a decision-making tool that has been increasingly used in business, education, industry, and governments worldwide for the past 30 years. GIS is applied in many disciplines, from agriculture to public health to water resource management. Local governments especially in developed countries are now heavily using GIS in management and administration as well as in planning and implementation of projects such as land use, emergency and disaster mitigation, boundary delineation, transportation, and public works. The ultimate goal of a GIS is the welfare of the main recipients of GIS – the people.

1. Some GIS Applications in Philippine Rural Development

Philippine local governments such as Cebu City and Naga City have been using GIS in mapping.[1][2] A national government agency, the Housing and Land Use Regulatory Board (HLURB), has come up with a GIS cookbook in 2007 for local governments.[3] The guidelines describe how to create GIS-based land-use plans for municipalities, cities, and urban villages.[4] Although not directed toward rural village IT technicians, the latter could benefit many of the GIS lessons from the HLURB GIS Cookbook.

The Sustainable Upland Development (SUD) Program, which was implemented by the Department of Agriculture through the Land Use Based Barangay Development Planning (LUB-BDP) project used GIS technologies in project planning and implementation.[5] The project
was implemented in several municipalities in southern Mindanao and ended in 2007. It developed model GIS guidelines for adoption by other municipalities as well. The GIS-related results included survey and delineation of village boundaries, production of thematic maps and land use plans, and participatory mapping. They were then to be integrated with the overall municipal land use plan. As with HLURB, the project used the commercial ArcView 3.x software. Because of the magnitude of the project which simultaneously involved several municipalities, GIS skills training was focused on municipality-based personnel.

Another project called GEOTEACH CENSOPHIL (Translating Geomatics Technology as an Empowering Tool for Academic Institutions in Community Participatory Development and Human Resource Mobilization for Urban Agriculture and Environmental Management in the Central and Southern Philippines) was involved in GIS capability building in the Philippines.[7] It was funded by the European Commission and focused on the application of geomatics technology (synonymous with GIS-engaged surveying) in instruction, research, training, and community development. GIS application was focused on solving problems in urban villages.

2. The Village Challenge

Rural villages are still unexplored territory for village-based GIS applications. GIS technology transfer to rural areas in the Philippines has been slow, because it has not been about building the capabilities of rural villages in GIS technologies. GIS technology transfers local government have been conducted to directly benefit municipalities or cities to build their GIS skills capability, with the expectations that they can in turn train rural village GIS technicians. However, there have been many constraints to make it happen such as trainer availability and appropriate software.

Local governments do not have specific ally defined GIS personnel positions. GIS-trained IT personnel who do GIS work also do non-GIS-related tasks. Many of these GIS-trained people are holding temporary job positions, have no concrete GIS-related job descriptions, and readily move to another secured job when the opportunity comes. Another problem is the use of commercial GIS software prescribed by past GIS consultants, who are not aware of the pitfalls of introducing high-maintenance and inappropriate technologies to mostly under-budgeted local governments.
Commercial software such as ArcGIS, MapInfo, Manifold, and IDRISI are quite capable but they too are relatively expensive to license and maintain as well as too complex for village technicians.[8] GIS technology transfer agents must therefore adapt to the budgetary resource and technology knowledge level of rural villages. Fortunately for developing country users, free GIS software are now available for the masses.[9] These are mostly intuitive and increasingly more functionally comparable with their commercial counterparts. Rural villages are becoming familiar too with using computers. With free software and people trained in them, rural villages can now potentially adopt GIS technologies.

GIS is a new technology; some resistance is expected. Resistance to adopt could be due to the following: lack of understanding of GIS and its usefulness, the perception that GIS is expensive technology requiring expensive software, complicated software, and the lack of knowledge to integrate GIS in the village's governance and development efforts. A well-suited GIS for rural village applications requires that GIS consultants, trainers, and technology-transfer agents be educated about these issues.

Adopting GIS is more than just about understanding GIS and learning its software. GIS is also a new way of thinking. Developing a GIS technology for a rural village needs the participation of the villagers so they can grasp the significance of the technology and take pride of its ownership. Thus, village participation is crucial throughout the project cycle: from planning to post-project assessment and sustainability. One outstanding feature of a GIS is that people can observe different graphical scenarios before projects are implemented thereby avoiding costly mistakes. Involvement of rural people in GIS projects educates and empowers them to carry out the project by themselves and to make intelligent decisions to manage the village’s resources. This paper discusses the strategies and methods to build a practical but sustainable GIS for rural villages.

3. The Barangay

An introduction about Philippine villages is presented to understand how they are set up. The name barangay (or village) originated long before the Spanish colonization in the 16th century.[10] The term was replaced with the name barrio and later on was revived during the Marcos Administration in the 1970’s. The barangay is the smallest political administrative division
in the Philippines, consisting of about 2,000 inhabitants or 5,000 for highly urbanized villages. Several villages comprise the next higher administrative division: the municipality or city. The Local Government Code, which was enacted in 1991, governs and empowers villages in self-governance, such as taxation, and also assured with national internal revenue allotments.[11]

A village is composed of a chief executive (called *Punong Barangay*) and eight legislative council (called *Sangguniang Barangay*) members that includes the chairman of the youth council (*Sangguniang Kabataan*). Council members each head a different village committee, such as Education and Sports, and they are elected every three years. Villages may be classified into rural and urban; the latter may be described as those close to the urban and commercial centers of a city or municipality. Rural villages are those that are far away from the center and obviously lacking the infrastructure and amenities of its urban counterpart. A major geographic difference between the two is population density or proximity to urban centers, as may be shown in Figure 1. Classification may be subjective and depend on its income. Compared to their urban counterparts, rural villages are large and mainly situated in the far-flung interiors or along the periphery of municipalities and large-area cities such as Butuan City and Zamboanga City. Despite being situated in large cities, a village may, however, be seen as rural depending on the state of its infrastructure and services.

Rural villages or rural communities in a developing-country setting, especially in the Philippines, should not be equated with their namesake in developed countries. Rural areas in developed countries such as in the U.S. can hardly be called rural in a developing-country setting, because of the existence of relatively efficient infrastructure, such as water supply systems, sewage, utilities, support systems, and local governance. There has been some progress, however, in Philippine rural development in terms of water supply and rural electrification. Generally, the farther villages are from urban centers, the lesser or slower the progress. Furthermore, as in any political administration, changes in leadership in the village and those directly above the political ladder brought about by elections are bound to impact the direction of and priorities in village development.

4. What is a GIS?

Integrating GIS in village development requires more understanding about this technology. GIS is also called geospatial information system
or geographic information technology. It is a tool or technique that takes advantage of the unique location of people, places, and things and analyzing patterns and interrelationships to aid in making informed decisions. A GIS is valuable in simulating real-world situations so that mistakes can be avoided before making investment decisions. One simple function of GIS is in planning and mapping of geographically referenced points, lines, and polygons or areas on the surface of the earth. A point may represent an electric post, bird sighting, or spring source. A line may represent a creek, pipeline, or canals. A polygon may represent a house footprint, park, or cropland. A more important function of GIS is in spatial analysis. Data layers such as the ones shown in Figure 2 can be selectively overlain to reveal relationships, patterns, and trends. By discovering patterns or trends, one can make conclusions as to the most appropriate course of action to pursue. For example, village development efforts depend on different kinds of data such as population and their locations, land area, crops planted, and soil type.

Like most information systems, a GIS is a collection of people, hardware, software, and operating procedures to collect and process data into useful information (Figure 3). People operate the information system and make decisions as to the appropriate ways to process data. Hardware includes computers, printers, GPS (global positioning system) equipment, and scanners. A GIS software is necessary to process, store, and present data. Raw data needs to be converted into useful information as the main product of the system. All these require a set of guidelines and methods to operate the system smoothly.

6. Purpose and Scope

The purpose of this paper is to present practical ways to introduce, implement, and sustain GIS in rural villages of the Philippines. The steps includes discussing the following issues: introducing GIS to the village council and youth council (Sangguniang Kabataan); assessing existing hardware, software, IT literacy and capability, and interest in applying GIS; selecting most appropriate hardware and free, open-source GIS software; determining training level and requirements; knowing and prioritizing immediate GIS applications in the village; determining the most economical cost for implementation; and promoting sustainability of the GIS in a rural setting.
7. Steps in Developing a Suitable GIS for Rural Villages

There are several general steps that can guide the introduction of GIS in rural villages. Before making a GIS presentation, the GIS technology-transfer agent or expert must already have done pre-assessments of the village and initial representations with village officials. Likewise, there must already be an initial interest from the village chief and officials about the prospect of introducing GIS in their village. Then the agent makes a GIS presentation to the village council, presents a proposal, and gets the approval of the council.

Since GIS is a completely new technology, assume that nobody in the village has heard about it. Make the presentation as simple as possible taking into careful consideration their knowledge level of computer technology, preferably using Powerpoint. Give examples of what GIS can do, what has been done in other LGUs, and the benefits they have gained. A GIS person from another LGU whom the village is familiar with can help in setting a cordial atmosphere. Discuss possible projects in the village that can be enhanced using GIS. Answer their questions and concerns as directly and concisely as possible. Honesty and transparency are needed to build trust. Lay out a simple implementation plan for a village GIS. Get their approval to move to subsequent steps.

These are illustrated in Figure 4 and discussed briefly in the following paragraphs:

a. Assess existing hardware, software, computerized processes, and IT knowledge level.

Assessments are needed to establish a baseline for new-technology intervention. In this day and age, rural villages may already be using a computer in some of the village administrative functions. If so, someone may already be literate in the use of a computer and software to some degree. If none, then this must be noted and that some computer literacy training needs to be included in the overall GIS capability building. The survey must also establish which persons are to commit to be initially trained and be involved in GIS development.
b. **Select GIS software and hardware to be used in GIS project.**

The number one requirement for GIS software to be used by villages in its development projects and training is that it must be free and open-source, meaning its source code is free to the public to use, modify, or copy. Many free GIS software are available for easy download from the Internet. Examples of all-around notables are MapWindow GIS, SAGA GIS, and DIVA-GIS, and Quantum GIS.[9] Download other free software that are necessary in GIS work such as OpenOffice and 7-Zip.[12][13] A village has to make this minimal investment: at least one capable computer system with a licensed Windows 7 operating system, a regular inkjet or laser printer, and a handheld GPS (Global Positioning System) receiver. Optional hardware includes a digital camera, a backup disk drive, and desktop scanner.

c. **Conduct GIS training and develop village GIS technologists.**

This is a crucial component in village GIS development because the human resource trained during this phase will become the knowledge base and purveyor of GIS in the village. Thus, careful selection needs to be made which require some basic qualifications, such as permanency as a village resident, some IT knowhow, fast learner, and above all, interest in learning and applying GIS for village projects. The village must determine how to compensate these trainees. Though they may be working on a part-time or informal basis, some form of remuneration is necessary. Training shall be intensively hands-on and shall initially focus on learning simple GIS functions and tackling GIS projects with practical village applications. The initial number of trainees would depend on the number of computers available for the training. Multiple trainees may have to use a single computer unit, one to operate the computer and the rest to participate in problem solving and assist the operator. Furthermore, provide opportunities for village GIS technicians to learn and interact with their counterparts in other villages and municipalities through meetings, conferences, and other GIS trainings.

d. **Collect data and construct the GIS database.**

This now becomes the task of the newly trained village GIS technicians. Building the GIS database is the most laborious and time-consuming
phase in starting a GIS for the first time. The purpose is to establish a central repository of spatial data to be used in GIS projects. Commonly used spatial data called basemaps include administrative boundaries, rivers and streams, and roads.

First is to inventory and collect existing data, such as paper maps, tabulated data, and descriptive data about the village that may already be stashed somewhere. These could be in digital or non-digital format and spatial or non-spatial type. Next is to convert all useful data to digital format. Paper maps may need to be scanned and georeferenced for use later on in on-screen digitizing of desired features such as roads, rivers, or crop patches. As may be needed, collect data from municipal and provincial archives such as true boundary delineations of the village and cadastral maps. Other important data includes soils map, agricultural maps, and land use plans.

Use a spatial reference system that is consistent with that used by the municipality and province. Generally, apply a projection system with WGS84 datum and UTM Zone 51. One important requirement of a GIS is to keep maps and data up-to-date. Thus it is advisable to have the latest aerial or satellite imagery of the village. The higher the resolution the better is the clarity of the picture. Digitizing from high-resolution images of the village gives more accurate results. Free online map viewers such as Google Earth and ArcGIS Explorer are continually uploading patches of high-resolution imagery of various parts of the Philippines.[14][15] The displayed imageries, however, are about five or six years old but still useful in many applications. Also, a fast Internet connection is needed to be able to view them. For GIS users, being able to derive vector data from Google Earth or ArcGIS Explorer online maps is a revolutionary development.

f. Seek collaboration with all groups.

Data collection, database buildup, and project implementation can be eased by the participation and cooperation of local citizens including elementary and high school students, village-based NGOs, church groups, Kabataang Barangay, and volunteers. Likewise, out-village groups such as municipal and provincial governments, national government agencies, colleges and universities, and other NGO’s might be willing to help in GIS-based projects in the village, whether these are in the form of expert
services or monetary support. Colleges and universities seek extension or outreach projects in rural areas to fulfill one of the school’s major functions.

g. **Identify and prioritize projects for GIS intervention.**

List all possible projects that could be enhanced using GIS. Then prioritize these projects depending upon the needs and resources of the village. For example, a village may need a new water supply system. GIS can help where to source water, in planning for the pipe network and water meter locations, and in implementing the construction, as well as in revenue collection from water use. Other projects may include land use planning and zoning, situating a new dumpsite or cemetery, disaster mitigation planning, coastal management, population demography, and reforestation.

h. **Seek funds for your GIS projects.**

Identify potential project donors. Write a brief and concise project proposal including its budget. Start with small projects. Present your proposal (preferably in Powerpoint) to donors such as DILG, government agencies, NGOs, or private individuals.

i. **Write guidelines and manuals for using GIS and document GIS project experiences**

Trained GIS people may leave the village, and new ones may be needed to continue GIS work. Guidelines, manuals, and other GIS documentation must have been prepared so that newly hired GIS technicians can easily be oriented on the status of GIS applications in the village. Documenting and chronicling projects are also helpful when sharing project experiences with other villages and appropriate agencies through conferences and conventions.

j. **Integrate GIS in village management processes.**

Village management almost always involves people, places, and things. Since these have unique geographic locations, administrative processes
that are integrated with GIS can help in efficiently managing the village’s resources. GIS can help promote transparency in transactions, for example in water revenue collection, cadastral taxation, and project appropriations, thus gaining the trust of the people.

**k. Select the local person to champion and sustain the village GIS.**

The presence of a GIS champion or leader in a village is a necessity. A GIS champion need not be technically proficient in GIS, but rather has the drive and decision-making power to implement GIS. Ideally, the GIS champion is the chief executive of the village. Without a local GIS champion, implementation of GIS programs may be bound for a more difficult journey.

Sustaining a GIS project implies that some revenue is derived from the GIS project when the project cycle ends. Some examples of GIS-engaged, income-generating enterprises can be as follows: A water supply system can derive income from household users. A GIS-based village reforestation program can derive income from sale of seedlings and delineating areas suitable for tree planting. A GIS can help farmers map the soil type distribution and nutrient-level needs of their land and to suggest the ideal crop and the amount and distribution of inputs. Coconut farm productivity can also be assessed or optimized using GIS by knowing the effects of factors such as slope, elevation, soil type, tree distance from shoreline, wind speed and direction, storm seasons, and tree distance intervals, thereby adding more income to the village. Cadastral mapping using GIS can put land records in order and potentially raise revenues for the village through fair taxation. Income can also be derived from local business permits through mapping of business locations. Fees from GIS-mapped trekker and eco-tourist trails are another potential income source. Other GIS-based projects may not directly produce revenues, such as situating a new road, garbage dump, or a high school campus. But they ultimately contribute to the overall sound development and sustainability of the village.

**l. Seek a GIS trainer-coach or volunteer consultant.**

Villages are not always at ease with consultants, especially because of the perceived ‘knowledge gap’ between local people and so-called ‘highly
educated, technical’ persons. More so if the village is the one paying for the services. In such a case, villages have to be clear about certain terms, such as the expected output, length of engagement, and remuneration. If a village can get an outside-funded consultant, the latter must be aware of the terms many of which are mentioned in this paper. If a village can get a volunteer consultant, this is ideal because service is the person’s main objective. Getting a paid consultant would require a convincing project proposal approved by the village council of a funding agency. One may look also into deferred payment plans such as “build-now, pay-later scheme”; wherein payment is made when future income, for example from cadastral tax collection, starts to generate. Whatever is the arrangement, the terms of engagement have to be defined clearly.

8. **A Hypothetical GIS for an Actual Rural Village: Mapping Houses and Encoding Residents Data**

In this paper, Barangay Esperanza is used as an example for a hypothetical, initial simple GIS implementation. The village, shown in Figure 5, is situated in the province of Southern Leyte at the southeastern tip of the southernmost island called Panaon Island at 9.9742 degrees north latitude and 125.2711 degrees east longitude. The land is hilly and covered predominantly with coconuts, which is the main agricultural income earner. The soil is stony but fertile. Its main staples, other than rice which the village does not produce, include cooking bananas and root crops. As anywhere else, the village also has several of its younger citizens gone to foreign lands for long periods. This has supported relatives to enjoy relatively higher living standards and to own properties. The place enjoys ample rainfall of about 4,000 mm/yr.[16] The village has unpolluted streams and brooks fed by several largely intact small watersheds. Besides an elementary school, the village has a public high school that also caters to high-school age youths of neighboring villages. The village can make itself more self-reliant by developing and optimizing the potentials of its rich soil. GIS can help Esperanza through several ways: mapping soil type and nutrient levels as well as determining the appropriate crops, mapping the distribution of coconut production and copra output based on several factors such as elevation and tree intervals, mapping denuded areas for replanting, and planning and implementing a better water supply system.
for an increasing population. Other the other hand, GIS can be used to map village overseas foreign workers (OFW) to keep track of their whereabouts and working conditions, as well as for fundraising purposes. A simple GIS may be started first by creating a spatial database of all houses and their residents. Socio-demographic studies can be quickly served if geo-demographic data already exist.

House footprints were digitized in Google Earth, shown as orange outline in Figure 6. ArcGIS Explorer can also do it, but only Google Earth displays this particular geographic location at a much higher resolution. The digitized building footprints, shown as “boxes”, were then saved as Keyhole Markup Language (.kml) files. Next, they were converted into the GIS files called shapefiles (.shp) using MapWindow GIS or Quantum GIS. The shapefile can then be viewed and edited, such as adding fields and attributes to its table using the same software, as shown on the right side of Figure 6. Data fields can be added and housing attributes encoded to each record, such as house number, street address, owner or tenant name, number of occupants, number of voters, and other socio-demographic information.

Having developed a warehouse of readily usable GIS data, information can easily be graphically displayed or queried. With adequate GIS knowledge and additional data themes, the village is ready to pursue GIS-based development projects.

9. Other Related Issues About Introducing GIS in Rural Villages

Institutionalization of GIS in the village is necessary to embed GIS in the planning, implementation, and management of future GIS-based programs, projects, and activities in the village. This would require passing a village ordinance to make GIS legally part of the village’s development plans. The village needs to assign a person to head the GIS program. Figure 7 shows the suggested location of a GIS office within the village’s organizational set up.

Institutionalization of a village GIS can be successful through a village-wide effort. At the forefront are the GIS champion, GIS advocates, and visionary officials who desire to apply emergent technologies to solve rural development challenges. GIS is largely unknown by rural village personnel. As its simplest function, GIS is a mapping tool. Rural people can
easily take advantage of this feature. Nevertheless, resistance to change is expected. Another may be the level of interest of village officials in this new technology and financial capability of the village to make the initial shoestring investment in hardware and training. A problem may lie also in integrating GIS in the village’s traditional institutional, manpower, and organizational setup. Skills acquired during GIS training could easily stagnate or be forgotten if not used regularly. Non-availability of funding for the village’s development project goals may discourage village planners. Thus villages will have to devise strategies to realize and sustain their own development plans with minimal outside financial help. The temptation to get into high-tech expensive methods immediately will likely frustrate local project participants.

Absence or slow internet connection could impede the use GIS, especially when data is sourced from the internet. In such case, downloading free online data needs to be done in internet café or elsewhere where there is capable internet connection. GIS data processing could then be done with a stand-alone, internet-unconnected computer system. Sustaining trained village GIS technicians may also be a problem.

Villages that cannot afford the Windows operating system from Microsoft for their computers can use a free operating system such as Linux or its distributions such as Ubuntu, Fedora, and openSUSE.[17] There are several free GIS software such as Quantum GIS, SPRING, uDIG, and gvSIG that can run on Linux.[9]

**CONCLUSION**

This paper has laid out an introduction to building a GIS for rural villages. A village GIS can be built by first collecting raw data, processing them into readily usable information, and building a warehouse of easily accessible spatial data. This warehouse then supports GIS-engaged development projects in the rural village. GIS project planning, implementation, integration, and institutionalization requires the cooperation and participation of the village population led by village officials. Rural village empowerment is the ultimate goal of GIS. An empowered village is less dependent upon municipal, provincial, or national government for political or financial support. It is about time villages learn to set its own direction and to attain its own vision and goals with less outside support and political
interference. The process to empower villages through GIS will not be easy and will encounter many hurdles. But the results will be worth the effort for its present and future citizens.

LITERATURE CITED


Figure 1. A sample map showing relative sizes and population densities of rural and urban villages in Cagayan de Oro City, Philippines.
Figure 2. Sample data layers in a GIS
Figure 3. Components of a GIS

Figure 4. General steps in starting a village GIS.
Figure 5. Location of Barangay Esperanza (9.9742 degrees north latitude, 125.2711 degrees east longitude) as seen from Google Earth.

Figure 6. Geographically-referenced house footprints as digitized in Google Earth (left side) and converted to GIS file using Quantum GIS software (right side).
Figure 7. A GIS Office as part of a typical village administrative hierarchy.

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Development Transformation Experienced by Marginalized Beneficiaries of a Government Sponsored Microfinance Program

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Abstract - A microfinance program involves livelihood access through borrowed capital to capacitate women in marginalized communities to improve their quality of life. The study elicited the perceptions of beneficiaries on the transformation in their lives as a result of their availment of microfinance program of the City Social Welfare and Development Office of Butuan City. The study utilized descriptive method adopting qualitative research technique by means of focused group discussion, personal interview and on-site observations. The study revealed that technology acquisition was the most appreciated area of development because it enabled them to start their projects efficiently and handle them effectively as compared to doing things by their common sense. They realized the need to pay their loan on time for use by others rather than delving on dole-
out-mentality. They understood that having money in the bank is a form of investment rather than hiding it in any part of their house with no future benefit. They learned how to absorb instruction, clarify matters and comply with the needed output. The study concludes that the beneficiaries affirmed the tangible benefits translated to development of their greater capacity to access capital, utilize the same productively and support their socio-economic needs.

INTRODUCTION

Microfinance has been the cornerstone strategy of most third world countries which people are mostly poor, about half of their population. However, local and international researches revealed that its economic gain did not significantly improve the lives of all beneficiaries for various reasons. Like in the Philippines, poverty incidence continue to rise. As a proof to it, CARAGA region where the study was conducted has a poverty incidence of as high as 39.6% in 2010.

It is in this context that the inner necessity to investigate the development transformation being experienced by the beneficiaries has cropped-up in order to help government find for any significance of microfinance program and use it as the reason for the continuance of the implementation. Basically, many people are already bias to government programs due to lack of knowledge and actual immersion in the countryside where the poor people are situated. Much have been heard about what the government has been doing but only very few dared to explore any outcome because of the tough job like being exposed to heat, rain, rugged terrains, risks of dog or snake bites.

Microfinance would still be the best strategy in reducing poverty problems in the country. What is just needed is to help government document its worth and for the field workers to be given due recognition for their painstaking effort towards the achievement of the goals of the program. It is a fact that there were deterrent factors in the implementation of the program like very minimal amount of financing with short-term repayment period which deprived the beneficiaries to roll the earnings and capital and sometimes inavailability of funds for immediate re-availment to sustain business needs.
FRAMEWORK

Development transformation (DT) has been added to the USAID Program/Project Management Training (PPMT) Indefinite Quantity Contract (IQC) held in International Resources Group (IRG). DT provides training, management and advisory services to USAID for the design, development and subsequent delivery of a series of courses that encompasses strategic planning, program/project management, monitoring and evaluation and the tools associated with using this knowledge. DT’s focus included training related to stabilization and interagency cooperation (Westphal, 2008).

Transformation is a qualitative change and change involves a process. This is being supported by the concept of Kurt Lewin, a social psychologist in his three-stage planned change model which explained how to initiate, manage, and stabilize change; and the stages are unfreezing, changing, and refreezing (cited by Kreitner and Kinicki, 2007). Lewin stated that change process involves learning something new, as well as discontinuing current attitudes, behaviors, or practices. Considering Lewin’s and Westphal’s perspective, this framework was considered in the pursuit of this study, “that development transformation of microfinance beneficiaries is a function of wholehearted joint efforts of the beneficiaries themselves and the implementors in processing the inputs to produce an outcome” which is simply expressed as the input-process-outcome model of development transformation. This model was also conceptualized by DR Fuqua and DJ Kurpius (1993) and DA Nadler and ML Tushman (1989) and adapted by Kreitner and Kinicki (2007). Their model considered inputs, strategic plans, target elements of change, and outputs as components of the system which were designed for organizational change process. Inputs were represented by mission, vision, internal strengths and weaknesses, external opportunities and threats; strategic plans were represented by strategies and goals; target elements of change were represented by organizational arrangements, people, methods, and social factors; and outputs by organizational, department/group, and individual level results.

Considering the perspective as development transformation in the lives of the people, particularly the microfinance beneficiaries, input is viewed as the seminar/trainings given by the implementor to the beneficiaries; process is how the beneficiaries and implementors work together to achieve transformation; and outcome is what happened after the introduction of
the inputs and application of the different processes. There were two sets of processes observed. The first set involved the cognitive, affective, and active aspects of learning which were carried out by the beneficiaries. The cognitive aspect was manifested by knowing and understanding; affective by valuing, and active by acting on what has been taught by the implementors. Meanwhile, the second set involved management and support carried out by the microfinance program implementor. Management was manifested by monitoring and supervision while support is represented by feedback giving. The outcome was based on on-site observations and expressions of transformation like realization, adoption, awakening and ensuing languages.

Hatum (2006) cited that the roots of Argentina’s success do not date back the 1990’s but long before, in their thinking ahead about ways of improving technology, scale and cost-effective measures – a trio of decisions that would prove to be right combination for survival and success.

On the other hand, Lidgerwood (1998) stated that the sounding principles of the microfinance movement is a belief in the inherent nobility of humankind – of the integrity innate capacities and commitment of the resource-poor to work hard, take responsibility for their own lives, and repay credit. From those principles and from other essential spiritual values like trust and self-reliance, the methodologies of successful microfinance programs have emerged (cited by Sharma, 2004). A number of private, public and non-governmental institutions have been claiming their contribution in the field of microfinance by showing their high repayment rate (Journal of Nepales Business Studies).

In many cases, small grants, infrastructure improvements, employment and training programs, and other non-financial services may be more appropriate tools for poverty alleviation. Wherever possible, such non-financial services should be coupled with building savings (Asian Development Bank, 1998). Depending on their circumstances, poor people need not only credit, but also savings, cash transfers, and insurance (ADB, 1997).

In order to develop favorable environment for microfinance environment, create suitable financial base and give proper attention for institution development (Thapa, 2001). Microfinance institutions need to adopt strategic approaches in order to address these management challenges as supportive policy with one door controlling and monitoring mechanism, effort to linkage formal and informal financial sectors involved in micro-financing program and flexibility in financial management regulation. Additionally, financial
institutions themselves need to develop business planning practice and efficient management of human resources within the institution (Sharma, 2004).

**OBJECTIVES OF THE STUDY**

The study aimed to 1) identify development transformation in the lives of the beneficiaries of a government-sponsored microfinance program; 2) understand how the transformation took place; and 3) know the outcome of the transformation.

**MATERIALS AND METHODS**

The study utilized the descriptive research design with qualitative techniques such as triangulation and comparison. The data were gathered through focused group discussions, personal interviews, and on-site observations. Analysis and interpretation of the data were done adopting the input-process-outcome approach.

**RESULTS AND DISCUSSION**

There were four variables considered in studying the development transformation: 1) technology acquisition; 2) loan payment; 3) saving in the bank; and 4) document literacy.

Technology acquisition. Figure 1 shows how technology was being appreciated, adopted and imbibed in the hearts of the beneficiaries. Before microfinance program was introduced, the farmers perform farm activities using the old way of doing it based on their common sense like preparing the land with the use of pick muttock and/or carabao if it is in the uplands while only carabao if it is in the lowlands with water. Likewise, when the farmers plant rice, they just put the seedling in any direction with the thought that it can thrive and still bear fruit as long as there is water and fertilizer. With the new inputs in the form of seminars and trainings on Project Development, Business Operation and Management, and Simple Bookkeeping, the farmers learned and understood the importance of the new technology. As part of the inputting stage, the farmers were made to observe other farmers using the tractor to see the difference in terms of time, effort and quality of land preparation. Seeing the big difference, the farmers tend to value the
knowledge learned and acted on it in the next farming activity. After doing the hands-on, they realized that the new way of doing farm activity enabled them to start their projects efficiently and handle them effectively because they were able to finish the activity on time with less effort but more time to prepare for the next phase of the production cycle.

Figure 1. Development Transformation for Technology Acquisition

**Technology Acquisition.** Although farmers were already given seminars on technological changes in farming by the Department of Agriculture and even the National Irrigation Administration, yet, they persisted on their old way of doing things because of some reasons like they do not have money to pay for the rental of farm implements, their farm areas are just little, and they have many members in the family who can constitute their farm labor. However, when microfinance was implemented to help alleviate the poverty of the country in which the farmers are among the poor sectors, interested farmers were made to attend three months preparation period which included varied seminars and trainings. Few of the seminars given were Project Development and Management, Business Operation and Management, and Simple Bookkeeping. After the inputting, the farmers were made to do the hands-on and exposed to the field for observation on the actual performance by other people. The processes of knowing, understanding, valuing and acting took
place on the part of the beneficiaries and monitoring, evaluating and feedback giving on the part of the implementer also took place. Beneficiary-farmers were awakened that adopting modern technology can save their resources like money, time and effort. They were able to start their projects efficiently and handle them effectively which resulted to improved production due to proper land preparation and timely execution of the subsequent phases of production. The old way of doing farm activities like using pick mattock and carabao in cultivating the land was changed to using tractor on rental basis; and planting at any direction was changed to using a furrower or field liner.

**Payment of Loan.** Basically, community folks believed that government assisted projects need not be paid because government has the obligation to put-up projects for the welfare of its people and it is also the way to return to the people part of their paid taxes. This dole-out mentality has been the deterrent factor in the implementation of previous government programs like “Masaganang Maisan”, “Biyayang Dagat”, “Kilusang Kabuhayan at Kaunlaran”, and other livelihood programs. Because of this mentality, most of the beneficiaries did not pay back the government which resulted to the discontinuance of the program due to mounting of collectibles and the funding agency suffered from very low repayment rate and field officers
lacked the motivation to sustain the monitoring of the projects because they were also affected in their performance rating. Orientation seminar on Psycho-social Requirements and Program Sustainability were inputted to the beneficiaries to correct the dole-out-mentality. As the processes of knowing, understanding, and valuing continued to work in the minds of the beneficiaries, they realized the need to pay their loan on time for their re-availment or use by other new beneficiaries. They also realized that government has very limited resources and is suffering from debt burden and budget deficit. As a result, they started to pay their loan on time to the designated bank or direct to the collecting agency whichever is nearer in proximity.

**Saving in the Bank.** Before, it was the practice of most people in the countryside to save their money in the piggy bank and hide it inside the padlocked cabinets or wrap the money with handkerchief and hide it under the bed or inside the pillow case. Such practices resulted to losses due to stealing of the money by other family members or other unscrupulous people who had the knowledge about the savings which resulted to interpersonal conflicts due to unfounded suspicion. As part of the savings mobilization program of
the microfinance implementer, seminars on Savings as a Form of Investment, Theft and Robbery, and “AkyatBahay” Gang Modus Operandi were given to the beneficiaries as input for the planned change from piggy bank and the like to saving in the bank. While the processes of knowing, understanding, and valuing were taking place in the minds of the beneficiaries, they were convinced that indeed putting up of their hard earned money in the bank will provide them additional income, full security against losses and allow them to maintain harmony among family members. As a result, beneficiaries started to inquire about the requirements in depositing their money in the nearby bank or other financial institutions. Some of them had really started savings in their chosen depository bank either via passbook or ATM card.

Document Literacy. One of the pressing problems in the implementation of any program is the ability of the beneficiaries to submit required documents on time. However, during the past years, the beneficiaries lacked this ability, instead, they relied upon the help of other people outside of their grouping which was in turn annoying on the part of the person concerned because his/her personal chores were deferred and no monetary incentive was given as an exchange of the effort and time extended for the group.
Looking at this deficiency, the microfinance implementer provided seminars and trainings on Leading, Communicating, Feedback System, and Business Letter Writing. While the processes of knowing, understanding, and valuing were internalized, the beneficiaries gradually felt the stimulation within themselves to work on their own the documentary requirements. They tried to visit internet café where they can encode their documents considering that this kind of establishment is mushrooming in the countryside. With the constant practice, they developed the confidence and felt already empowered. They learned how to clarify information and tried to submit requirements on time.

CONCLUSION

The beneficiaries affirmed the tangible benefits as 1) imbibing the technological know-how for efficient and effective business management; 2) getting rid of dole-out-mentality and ensuing loan payment; 3) putting money in the bank for future benefits; and 4) confidence in doing paper works which translated to their greater capacity to access capital, utilize the same productively and support their socio-economic needs.
RECOMMENDATION

Based on the findings and conclusions, the following recommendations are offered for consideration:

1. That microfinance program implementer of the government shall submit proposal to the Department of Social Welfare and Development Office regarding the conduct of a related study in sample municipalities of the country to document other transformational experiences of the beneficiaries for streamlining of budget for seminars and trainings necessary for their capability building aside from increased economic gains.

2. That the Secretary of the Department of Social Welfare and Development Office shall give plaques of appreciation to field workers for recognition of their untiring effort in carrying out the implementation of the microfinance program components.

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Abstract - Plagiarism in research undermines credibility of journal publications. Plagiarism detection addresses this problem. The study validated the efficacy of the plagiarism detector software for quality assurance of a journal publication. Using descriptive method, the study examined 66 plagiarism detector reports and compared the extent of originality and plagiarism of the research article before and after adoption of the plagiarism detector accumulator technology. Results reveal that the journal had a high level of originality (91.31%) and low level of plagiarism (8.34%). Only 23.72 percent of the 550 detected cases were validated as true plagiarism, giving the software an efficacy rate of 24 percent. The sources of plagiarism included the web links, wikipedia, news, social networking sites, and blogs, among others. The use of these sources indicated the citation of grey literature and non-authoritative sources. Failure to properly document sources was the main cause
of plagiarism. The software, however, cannot penetrate the secured databases of subscription journals—thus; plagiarism from these sources evades detection. Plagiarism detection software is effective in intercepting plagiarized sources which elude the scrutiny of the editorial board prior to final publication. The editorial board’s strong quality assurance mechanism and the intervention scheme reduced the incidents of plagiarism in 2009.

**Keywords** - plagiarism, plagiarism detection software, journal publication, originality

**INTRODUCTION**

The credibility of a research article hinges primarily on the integrity of the journal publication. Some journals are perceived as high end because they are the most cited in the field while some journals have limited readership. A journal’s integrity is almost synonymous to originality and newness of findings as contribution to the fund of research literature.

The case in point involves an Asean University Journal Publication. With the implementation of quality assurance, the rejection rate of the peer-reviewed articles was high at 70 percent. From 12 journals in circulation, only 1 was left standing to survive the quality assurance requirements. With the application of higher quality assurance inspired by the Commission on Higher Education Memo Order No. 9 Series of 2009, the journal publication of this Asean University passed the Commission on Higher Education Accreditation Service evaluation for Category B, making it the first journal of a private university in Mindanao to pass the accreditation. The quality assurance included the use of licensed plagiarism detection software, academic readability software and formula checker. The originality standard was set at 80 percent or higher. Articles that did not pass the plagiarism test were not earmarked for peer review. The plagiarism tests point out that there is indeed a problem of originality. The purpose of the plagiarism detector is to insure originality of research and to prevent the occurrence of plagiarism before and after an article is published in the research journal.

The importance of addressing the problem of plagiarism in research was explored in some studies. Some teachers claimed that they do not need
technology to spot plagiarism since it can be detected using clues (Eastment 2005). Lancaster and Culvin (2007) reported that students want to get academic credit with minimal effort and expenditure through plagiarism. Chao, Wilhelm and Neurether (2009) reported that lack of knowledge in proper documentation and paraphrasing is a primary reason why some students plagiarize.

In the graduate level research, McCullough (2005) discovered that 27.14% of the theses searched had materials plagiarized or had potential occurrences of plagiarism. The study showed that the Google search engine is a useful tool to detect potential occurrences of plagiarism. Price and Price (2005) expressed that plagiarism is a serious problem in research today since it undermines the efforts of researchers to present original material.

**FRAMEWORK**

Plagiarism is a serious issue in research journal publications for it can undermine the character, integrity, and credibility of the publication. Plagiarism happens when researchers use another researcher’s ideas or expressions without acknowledging the source, giving the impression that something written or thought was original when it was actually borrowed from someone else. This takes the form of failure to give appropriate acknowledgement when using another’s words, paraphrasing another’s argument, and presenting another’s line of thinking (Gibaldi, 1998). In the case of research journals, subscribers who pay for every copy through online modality or direct purchase are shortchanged when they discover that the articles published are plagiarized. A journal with plagiarized articles allows for the transfer of the virus of dishonesty from the plagiarism source to the new study being written.

The Association for Computing Machinery further defines plagiarism as the verbatim copying, near-verbatim copying, or purposely paraphrasing portions of another author’s paper (Boisvert and Irvin, 2006). Thomas (2008) declares that plagiarism is a pervasive form of academic dishonesty in university setting since it distorts learning and assessment; determining and detecting it are crucial to maintaining academic integrity.

Martin (1994) reports six forms of plagiarism: (1) word-for-word plagiarism, which is direct copying of phrases in passages from a published
text without quotation or acknowledgement; (2) paraphrasing plagiarism, which is about words or syntax being changed or rewritten but the source text can still be recognized; (3) plagiarism of secondary sources in which original sources are referenced or quoted, but obtained from a secondary source text without looking up the original; (4) plagiarism of the form of a source in which the structure of an argument in a source is copied, verbatim, or rewritten; (5) plagiarism of ideas, which is the reuse of an original thought from a source text without dependence on the words or from the source; and, (6) plagiarism of authorship, which is the putting of one’s own name to someone else’s work.

According to Noynaert (2008), there are three automated methods to detect plagiarism in research: (1) quiz method advocated by Glatt Plagiarism Screening System, which removes words from a manuscript and asks the researcher to replace the missing words; (2) writing style methods that look into inconsistencies in authorship and is useful when the original document is not available; and, (3) comparison with original sources advocated by CopyCatch Gold, which compares the researcher’s works against a collection of work assembled by the professor or agency. The third compares sources available over the Internet. However, its limitation is that documents present in Proquest and the web are beyond the reach of plagiarism detection.

Plagiarism detection softwares are designed to compare a specimen with a large database on any of the following techniques: (1) string method technique that detects certain words, phrases or sentences as similar to some studies archived in the database of the plagiarism detector manufacturer; (2) finger printing by searching only for key elements; and, (3) Running Karp-Robin Matching and Greedy String Tiling (RKR-GST) to detect the longest possible string common to both documents (Noynaert 2008).

In the types of algorithm for plagiarism detection, corpus-based programs match the submitted manuscript with items in the database, but do not distinguish between matches that are properly cited and those that are not, so a high index of plagiarism does not necessarily mean that plagiarism has occurred.

False positive plagiarism occurs when the material is found to be plagiarized when, in reality, it is not while false negative plagiarism happens when the material is found to be original by the detector but, in reality, it is copied (CAN exus 2007). This happens when the plagiarized source is not present in the electronic database. To address this issue, Day and Horgan
(2005) suggested a watermark-based plagiarism detection protocol to rid educational institutions of a regime of electronic slavery. A technical review for plagiarism detection software by Bull et al. (2008) discovered software limitations and ethical and legal issues; hence, they provided a list of recommendations for further study.

**OBJECTIVES OF THE STUDY**

The study had the following objectives: (1) to determine the extent of originality of and plagiarism in the specimen articles; (2) to validate the software-generated suspected plagiarism results for authenticity; and, (3) to compare the extent of originality and plagiarism before and after adopting an anti-plagiarism technology.

**MATERIALS AND METHODS**

The study involved a descriptive design adopting documentary analysis of 66 plagiarism detection reports to elicit information on the extent of plagiarism and the typology of occurrences.

The study utilized specimen articles in the four volumes of the specimen ResearchJournal. The distribution of specimen articles is as follows:

<table>
<thead>
<tr>
<th>Vol. 5 No. 1 Dec.2007</th>
<th>14</th>
<th>18</th>
<th>12</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vol. 5 No.2 Dec. 2008</td>
<td>16</td>
<td>20</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Vol. 6 No. 1 Dec.2009</td>
<td>18</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Vol. 6 No. 2 Dec.2010</td>
<td>19</td>
<td>26</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>82</strong></td>
<td><strong>40</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

The study examined the plagiarism detection reports produced by the licensed software. The typologies of errors were noted. Four volumes of the
journal contained 66 articles by 82 authors. Of the 66 articles, 40 (61%) were submitted by the researchers of the base institution of the journal, while 26 (39%) were contributed by other researchers in the Philippines and abroad.

The frequency, percentage, mean, standard deviation, t-test for independent samples, and ANOVA One way Classification were utilized.

The Plagiarism Detector Accumulator software with License No. 944146510808541 was purchased from SkyLine, Inc. It won 8th place in the International Plagiarism Detection Competition 2010 (CLEF 2010), Pasadura, Italy, and was featured in Conference 2010, New Castle UponTyre, UK, as an innovative material (www.plagiarism-detector.com).

The published manuscripts in the journal’s four issues (2007, 2008, 2009, and 2010) were tested for originality, plagiarism and referencing. The reports generated from the software were analyzed for content. The report presented data in pie chart indicating proportion of originality, plagiarism and referencing. The whole article was presented with colored portions: green (originality), red (plagiarism), and blue (referenced), linked (yellow). An auto analysis was presented at the end, indicating the magnitude of plagiarism in the article.

The reports were studied with concentration on the red sections of the report in relation to the proportion of plagiarism. Plagiarism was indicated by red in two types- those with sources that were indicated by the red arrow and those without sources that were merely highlighted in red but did not reveal the source of plagiarism.

All highlighted sentences and fragments were counted and those with red arrows that, when clicked, revealed the source of plagiarism were separated. The sources were listed and counted to establish the pattern of plagiarism. The percentage of plagiarized source with arrows was obtained to determine the efficacy rate of the software. This validation process determined the true plagiarism sources. The others in red highlights without red arrows were analyzed as suspected plagiarism, indicating that there were similarities in writing but the software failed to give the exact source.

Data in the auto analysis report were tallied to determine the magnitude of plagiarism. The originality and plagiarism mean percentages were tested statistically to determine any significant difference in the extent of originality and plagiarism between the 2007 – 2008 journal issues (without plagiarism detection software) and the 2009-2010 journal issues (with plagiarism detection software).
The limitation of the software is that it cannot generate reports on specific type of plagiarism committed and that its robotic crawlers cannot penetrate the secured databases of high end companies like Thomson and Reuters, Scopus and Proquest, among others. Therefore, if researchers plagiarized sources from several databases, false positive plagiarism will occur.

**RESULTS AND DISCUSSION**

Table 2. Mean percentage of originality and plagiarism of published research articles (2007-2010)

<table>
<thead>
<tr>
<th>Copyright Year</th>
<th>N</th>
<th>Originality</th>
<th></th>
<th>Plagiarism</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Standard Deviation</td>
<td>Mean</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>2007</td>
<td>14</td>
<td>93.01</td>
<td>11.03</td>
<td>7.02</td>
<td>11.04</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>85.83</td>
<td>14.28</td>
<td>14.08</td>
<td>14.23</td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>92.69</td>
<td>8.12</td>
<td>6.23</td>
<td>6.25</td>
</tr>
<tr>
<td>2010</td>
<td>19</td>
<td>93.71</td>
<td>5.91</td>
<td>6.05</td>
<td>5.72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66</td>
<td><strong>91.31</strong></td>
<td><strong>9.84</strong></td>
<td><strong>8.34</strong></td>
<td><strong>9.31</strong></td>
</tr>
</tbody>
</table>

Table 2. reveals that the published research articles (2007-2010 issues) had a mean percentage of 91.31 for originality and 8.34 for plagiarism. That is, the level of originality was very high while that of plagiarism was very low. Both originality and plagiarism had similar spread of scores. The low percentage rate of plagiarism is attributed to the stringent quality assurance adopted by the Editorial Board. The sharp decrease in plagiarism from 14.08% in 2008 to just 6.23% in 2009 and 6.05% in 2010 was a result of the intervention measures in place. Upon submission of the manuscript, the Editorial Office checked the articles for appropriacy of the documentation of sources and let the writers make the necessary corrections. The research director explained to the writers the results of plagiarism detection tests to facilitate the correction process. Since more than half of the writers came from the journal’s base institution, the office of the Research and Publication directly facilitated the revision of the articles.
Table 3. Distribution of suspected and validated plagiarism

<table>
<thead>
<tr>
<th>Copyright Year</th>
<th>Suspected Plagiarism</th>
<th>Validated Plagiarism</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>2007</td>
<td>96</td>
<td>83</td>
<td>20</td>
</tr>
<tr>
<td>2008</td>
<td>158</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>2009</td>
<td>152</td>
<td>87</td>
<td>22</td>
</tr>
<tr>
<td>2010</td>
<td>144</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>550</td>
<td>76.28</td>
<td>171</td>
</tr>
</tbody>
</table>

As revealed in table 3, there were 721 detected cases of plagiarism in the 66 specimen articles in the journal’s four issues. Majority (76.28%) of the detected cases were merely suspected plagiarism with no identified sources. This type of plagiarism happens when the sentence structure is detected as similar to the structure of other articles found in the web, but the plagiarism detector software cannot access specific sources. Hence, the term is “suspected plagiarism”. This type of plagiarism is shown through a red highlight over a specific phrase, sentence or paragraph.

When a red arrow appears in a red highlighted portion of the text, the specific source of the non-cited material appears – such is validated plagiarism. Close to one-fourth (23.72%) of the suspected plagiarized sources were validated plagiarism. Thus, only one out of the four suspected plagiarized sources was clearly a case of plagiarism, thereby giving the plagiarism detector software an efficacy rate of 23.72 percent in detecting genuine plagiarism.

Table 4. Test of difference in the extent of originality and plagiarism of research articles before and after application of plagiarism detection software

<table>
<thead>
<tr>
<th>Originality</th>
<th>Time Period</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>T-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism</td>
<td>2007-2008</td>
<td>89.20</td>
<td>13.20</td>
<td>- 1.52</td>
<td>0.137</td>
</tr>
<tr>
<td></td>
<td>2009-2010</td>
<td>93.23</td>
<td>6.96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From 2007 to 2008, the mechanism for quality assurance of the journal publication was a critical function of the editorial board members who used their expertise in research to safeguard originality by editing the text, matching the international citations with the literature cited list, and to screen the text of grey sources from non-authoritative sources. No plagiarism detector software was used until 2008. Trends show that there was indeed a slight increase in originality from 89.20 to 93.23. Conversely, there was a decrease in plagiarism from 10.80 in the 2007-2008 samples to 6.14 in the 2009-2010 samples. However, such differences were not statistically significant. The finding suggests that the editorial board was able to keep cases of plagiarism at low level in four years.

The cases of suspected and validated plagiarism were quite similar. The obtained t-values are consistently lower than the p-values.

Table 5  Results of one way ANOVA on the differences of validated plagiarism sources 2007-2010

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>3</td>
<td>89.93</td>
<td>29.98</td>
<td>3.07</td>
<td>0.034</td>
</tr>
<tr>
<td>Error</td>
<td>62</td>
<td>606.03</td>
<td>9.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>695.95</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Copyright Year</th>
<th>N</th>
<th>Mean</th>
<th>St Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>14</td>
<td>1.429</td>
<td>1.342</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>3.813</td>
<td>3.868</td>
</tr>
<tr>
<td>2009</td>
<td>17</td>
<td>1.294</td>
<td>1.213</td>
</tr>
<tr>
<td>2010</td>
<td>19</td>
<td>3.579</td>
<td>4.312</td>
</tr>
</tbody>
</table>

Pooled St Dev = 3.126
The test reveals a significant difference in the validated plagiarism cases from 2007 to 2010. The years 2007 and 2009 registered lower means while 2008 and 2010 registered higher means. The differences could be attributed to the different pools of writers for each issue of the journal. The writers had varied expertise and differed in their awareness of plagiarism detection. The findings support the contention that lack of knowledge in proper documentation and paraphrasing results in plagiarism (C. Chao, Wilhelm and Neureuther, 2009). Most of the validated plagiarism cases were word-for-word (Martin 1994) as shown in the close match of the compared specimens.

Table 6. Distribution of auto-analysis of plagiarized reports

<table>
<thead>
<tr>
<th>Auto Analysis</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>The text under analysis is absolutely original.</td>
<td>10</td>
<td>5.20</td>
</tr>
<tr>
<td>A very small part of the document is plagiarized.</td>
<td>18</td>
<td>9.18</td>
</tr>
<tr>
<td>One-half of the documents are plagiarized.</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>A tiny part of the document lacks references.</td>
<td>39</td>
<td>19.90</td>
</tr>
<tr>
<td>The text does not contain any references.</td>
<td>57</td>
<td>29.08</td>
</tr>
<tr>
<td>The textual material has no linked fragments</td>
<td>65</td>
<td>33.16</td>
</tr>
<tr>
<td>Less than one-half of the documents lacks explicit reference or is plagiarized.</td>
<td>1</td>
<td>.05</td>
</tr>
<tr>
<td>Only a tiny part of the material is referenced.</td>
<td>5</td>
<td>2.55</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>196</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The 66 auto-analysis reports were analyzed to get a general picture of originality and plagiarism. There is evidence that plagiarism was minimal (9.18%) and some even had absolute originality (5.20%). The manuscripts were clean, 33.16 percent having no linked fragments. Few (19.90%) had tiny parts of the document lacking references caused by forgetting to attribute a source to short phrases distinctly similar to those in the electronic database. Moreover, close to one-third (29.08%) did not have any references since some writers had very few sources used. Considering modal responses, reference-related concerns accounted for more than half of the issues.

Table 7. Sources of plagiarism in research journals

<table>
<thead>
<tr>
<th>Type of Source</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritative</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Non-authoritative</td>
<td>37</td>
<td>70</td>
<td>32</td>
<td>44</td>
<td>183</td>
<td>91</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>74</strong></td>
<td><strong>37</strong></td>
<td><strong>49</strong></td>
<td><strong>201</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Most of the sources of plagiarism in the specimen research journals were non-authoritative (91%), indicating propensity of the researchers to access open and grey sources. These sources included Wikipedia, blogs, free term paper, free essay, free library, news, answers.yahoo.com, links, facebook, multiply.com, among others. The findings suggest a lack of scientific attitude of researchers towards accessing authoritative sources. Such attitude could be attributed to limited access of sources or lack of knowledge and skills to access online data. When a researcher types in a search term or variable name in yahoo or google, an abundant list of sources appears, mostly unverified or grey information. The key is to access scientific information from research databases such as Google Scholar, Scopus, Proquest, Wilsonweb, Thomson and Reuters, Philippine Electronic Journals, Philippine Journals Online, Directory of Open Access Journals, among others. Only few (9%) authoritative sources are plagiarized. These sources include electronic research journals, online libraries, research organizations, university research centers, among others.

CONCLUSIONS

The following are the conclusions of the study.

1. Despite rigid quality assurance of the specimen research journal, there are still cases of plagiarism; though at a very low rate; 24 percent of these are validated to be genuine plagiarism.

2. The software for plagiarism detection is able to detect largely non-authoritative sources of plagiarism since it cannot reach the data bases of authoritative sources.

3. The results of plagiarism detection tests need to be validated by the editorial board to crosscheck the authenticity of plagiarism cases. In this case, the majority of the detected plagiarism cases are still to be affirmed.

4. The adoption of plagiarism detection software reduced the mean percentage of plagiarism to 55 percent - a great complement to the editorial board’s vigilance.
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Pursuant to the international character of this publication, the journal is indexed by the following agencies: (1) Public Knowledge Project, a consortium of Simon Fraser University Library, the School of Education of Stanford University, and the British Columbia University, Canada; (2) E - International Scientific Research Journal Consortium; (3) Journal Seek - Genamics,
Female Criminals of Pakistan: Personal and Socio-demographic Profiles

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Abstract - Pakistan is the male-dominated society. In such a scenario of ‘subjugation’, we find females involved in crimes. This exploratory study was conducted in Women’s prisons of Sindh province of Pakistan. It was a ‘census’ population of 100 respondents. Findings showed inmates were involved in six types of crimes i.e. Drug Trafficking (26), Murder of Husband (25), Kidnapping (23), Murder (18), Robbery/Theft (5), Child Trafficking (2) and Extra-marital relationships (1). Marxist-Feminist criminologists mention poverty and patriarchal society as etiology of the causation of female crime; findings support this theory. Out of 100 respondents, 72 were illiterates; 76 belonged to very poor and poor families. Husbands of only 17 inmates had jobs, 5 were old/ill/begging, 11 were doing nothing/gambling, while remaining 57 were farmers/laborers. Only 5 inmates were treated normally while husbands of 36 inmates had bad and violent behavior. Husbands of 42 inmates were 10-20 years older than them. Thirty out of 100 women inmates had male co-accused; almost half of them were male family members.
INTRODUCTION

Pakistan and its Prison systems

In 1947 British India was partitioned along religious lines to create two independent nations: India and Pakistan. Pakistan has four provinces: Punjab, Sindh, Baluchistan and Pakhtunkhuwa. Pakistan occupies a strategic crossroads in South Asia, bordering Afghanistan, and Iran to west, China to north and India to east. Modern Pakistan has a population of approximately 180 million of which over 95% are Muslims (John Esposito, 1986). Pakistan has 82 prisons. There are 22 prisons in Sindh province, out which 4 are the women prisons at Karachi, Hyderabad, Larkana and Sukkur districts.

Status of Women in Pakistan

Pakistani society is characterized by considerable economic disparities between different sections of the society, as well as divisions of caste, tribe, clan and class. It is dominated by a feudal and tribal value system, with strong patriarchal trends. All these factors have affected the status and rights of women at every level and in all sectors, and have negatively impacted their real participation in the process of decision-making (www.capwip.org/readingroom/pakistan).

A 1985 report by the Pakistan Commission on the Status of Women, whose findings were suppressed by General Zia’s administration, concluded that ‘...women in Pakistan are treated as possessions rather than self-reliant, self-regulating humans. They are bought, sold, beaten, mutilated and even killed with impunity and social approval...the average rural woman of Pakistan is born in near slavery, leads a life of drudgery and dies invariably in oblivion.’ (Status of Women, 1986).

Women Prisoners in Pakistan

A 1980 study of criminal justice in Pakistan documented only some 70 female convicts in the entire country (Ch. Auolakh, 1986). By 1987, the number had increased to 125 female convicts in the province of Punjab alone (Asma Jahangir 1990), and an estimated 91 in the province of Sindh (Sabiha Sumar 1988). According to some of the police records for 1983, in all provinces of Pakistan, a minimum of 1,682 women faced trial for offences solely under the Hudood Ordinances. That number increased to 1,843 in 1984 and continued to rise in subsequent years. Sociologists Khawar Mumtaz and
Farida Shaheed estimated that there were a total of 4,500 women prisoners in the entire country (Khawar Mumtaz, 1989).

Eighty percent of all the female prisoners in Pakistan were illiterate and nearly 90% lived on a monthly family income of less than US$40. The vast majority were poor and illiterate. A 1987 study in women prison Multan, Punjab province concluded that majority was from rural areas, 69% lacked any formal education, 26% could only read Quran, and only a small proportion had some formal education. Seventy one percent (71%) of female prisoners came from Pakistan’s lowest income bracket (Lubna Shah, 1987).

According to a survey conducted in 1988, over 90% of the 90 women prisoners interviewed in two prisons of Punjab province were unaware of the law under which they had been imprisoned. Over 60% had received no legal assistance whatsoever (Asma Jahangir, 1990). The study also found that women were most frequently detained for spousal murder or offences under the *Hudood Ordinances*. Other offences included theft, alcohol abuse, and possession of drugs or illegal arms. In late 1991, of over 30 convicted women prisoners in Multan prison, half were convicted for murder and sentenced to death. Nine of them had been charged with killing their husbands (Human Rights Watch, 1992). The population of Women Prisoners, as of January 2010, is shown below in Table 1.4

Table 1.4 Women prisoners in Sindh Province (As on January 2010)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Prison</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Women’s Prison Karachi</td>
<td>93</td>
</tr>
<tr>
<td>2</td>
<td>Women’s Prison Hyderabad</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Women’s Prison Larkana</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>Women’s Ward at Central Prison Sukkur for Men</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
</tr>
</tbody>
</table>

**Gender and Crime: Key concepts**

**Gender**

Gender refers to those behaviors which define individuals as male or female in particular social and cultural contexts (John Scott, 2009). It refers to the differences between men and women’s roles and responsibilities.
that are socially constructed, changeable over time, and that have wide variations within and among cultures (The Southeast Asian Consortium on Gender, Sexuality and Health, 2007). *Gender* refers to ‘differences in the way that men and women in a particular society are expected to feel, think, and behave’ (James Fulcher, 2007).

Feminist sociologists, focus on gender / sexual divisions and the inequalities in access to power and resources which underpin them. Gender, therefore, is seen as social inequality which can be explained in terms of capitalism and/or patriarchy. Patriarchy, interacting with capitalism, gave advantage to men and disadvantaged women.

**Patriarchy**

Patriarchy is a social system of gender relations in which there is gender inequality (John Scott, 2009). Patriarchy exists in interconnection with other systems of social relations, such as capitalism and systems of ethnic relations. These interactions change the nature of gender relations within the system of patriarchy (John Scott, 2009).

**Poverty**

Poverty can be defined in a range of different ways: as lack of resources (income) available to purchase necessities or to achieve an acceptable standard of living; through actual levels of expenditure; as deprivation indicated by the lack of essentials; as a lack of the capability to achieve a particular standard of living, whether or not that standard of living is achieved; or as an inability to participate in the activities of everyday life (John Scott, 2009).

**Classes, Capitalism and State**

The claim of Karl Marx and Fredrick Engels that ‘The history of all hitherto existing society is the history of class struggles’ provides the basic starting point for class analysis. Marx’s view was that the basic classes in a society were defined by the possession or non-possession of the means of production. Class relations, therefore, are the relations of property and employment (John Scott, 2009). The term capitalism denotes an economic system in which goods are produced for profit and sold in a free market (Steve Bruce and Steven Yearley, 2006).
Capitalism is a system of economy, and form of society, characterized by generalized commodity production, in which all economic relations are monetised, and the boundary of the economic itself expands to include all aspects of life (John Scott, 2009). To Marx state was an instrument of the ruling class: ‘the executive of the modern state is but a committee for managing the affairs of the whole bourgeoisie’ \textit{(Communist Manifesto, 1848)}.

\textbf{Feminism}

A diverse set of feminist social theories are united by a common commitment to the aims of the women’s movement and liberation from male dominated social structures and practices. Current strands of feminist social theory have their roots in second-wave feminism of the 1960s and 1970s. Pioneering work by Kate Millett, Betty Friedan and Shulamith Firestone was taken up in liberal and radical versions of feminism and also in the form of socialist or Marxist feminism.

These theorists explored the ways in which women were subordinated by male power-through structures of patriarchy-in such areas as reproductive technology, socialization, family relations, domestic violence, employment practices, and cultural representations. Established social theory was criticized for its ‘malestream’ characteristics (John Scott, 2009).

\textbf{Crime}

Crime is that ‘form of deviance that involves and infarction of the criminal law’ (James Fulcher, 2007). Hence although many criminologists regard crime as one among several forms of deviance, but there are conflicting theories about its etiology. Some consider crime a type of anomic behavior; others characterize it as a more conscious response to social conditions, to stress, and to the breakdown in law enforcement or social order.

\textbf{Murder}

Murder is the unlawful and malicious or premeditated killing of one human being by another. By legal definition, a murder is a \textit{homicide} (the killing of one human being by another) that is committed intentionally, or with malice aforethought. All legal codes classify it as a crime; where the element of intent exists (http://www.answers.com/topic/murder).
Kidnapping

Crime of seizing, confining, abducting, or carrying away a person by force or fraud, often to subject him or her to involuntary servitude, in an attempt to demand a ransom, or in furtherance of another crime (http://www.answers.com/topic/kidnapping-legal-term). Kidnapping, in law, is the taking away of a person by force, threat, or deceit, with intent to cause him to be detained against his will.

Drug Trafficking

Drug trafficking, the selling and/or delivering of drugs is a crucial part of drug trade. “It encompasses the cultivation, manufacture, and distribution of illegal drugs” (http://ucl.broward.edu/pathfinders/Drug-Trafficking). Individuals, especially from those ‘vulnerable’ populations, such as women or adolescents are often solicited to transport illegal drugs. Regarding the individuals soliciting the drugs, they are hidden in baggage or personal belongings, hidden in a person, or swallowed or stuffed into body cavities (Ellen Louise & Eva Vale, 2004).

Pre/Extra Marital Sex

Although the legal definition of “adultery” differs in nearly every legal system, the common theme is sexual relations outside of marriage, in one form or another. Under Muslim law, adultery is sexual intercourse by a married person (whether man or woman) with someone to whom they are not married. Adultery is a violation of the marital contract and one of the major sins. Qur’an verse prohibiting adultery says:

“Do not go near to adultery. Surely it is a shameful deed and evil, opening roads (to other evils)” (Quran 17:32).

Prisons

Prison is the generic term for all institutions and many devices that hold captives. Historically, the words correctional facility, and penitentiary have been /are used for prison; as the words inmate and resident are used for the prisoner(Norval Morris & David J. Rothman, 1998). Incarceration in a prison eventually became the normal method of punishment for almost all offences, and the prison a characteristic organization of modern society (James Fulcher & John Scott, 2007).
Pakistan Penal Code and Pakistan Prison Rules

Pakistan Penal Code or PPC is the basis of all legislations in Pakistan. It was instituted in 1860 by the British colonial government. The Penal Code has been amended several times since the independence of Pakistan. Known as the Pakistan Prison Rules, the manual grew out of the federal government’s Jail Reforms Conference of 1972. In many respects the Rules reflect the colonial-era. In 1997, the Pakistan Law Commission-a statutory body chaired by the Chief Justice of Pakistan issued a report on jail reform and proposals to amend both the Rules and existing legislation. The commission’s recommendations, however, have gone largely unimplemented.

Hudood Laws

The Hudood Ordinance was a law in Pakistan that was enacted in 1979 as part of the then military ruler General Zia-ul-Haq’s Islamization process, and replaced/revised in 2006 by the Bill. The Hudood Law was ostensibly intended to implement Islamic Shari’a law. The Hudood Ordinances account for much of the increase in the women’s prison population since the early 1980s (Lippman, McConville, and Yerushalmi 1988).

Gender and Crime: Theories of Crime

Classical Theory

Its origin was around 1764. Its founders were Cesare Beccaria and Jeremy Bentham. Core ideas according to this theory are that people choose to commit crime after weighing the benefits and costs of their actions. Crime can be deterred by certain, sever, and swift punishment. Few of its modern outgrowths are Rational Choice Theory, General Deterrence (Larry L. Siegel, 2007).

Positivist Theory

Its origin was about 1810. Franz Joseph Gall, J.K. Lavater, Cesare Lombroso, and Enrico Ferri, were few of its proponents. This theory postulated that some people have biological and mental traits that make them crime prone. These traits are inherited and are present at birth. Mental and physical degeneracies are the cause of the crime. Few of its modern outgrowths are Biosocial and Psychological Theory, Evolutionary Theory and Arousal Theory (Larry J. Siegel, 2010).
**Conflict / Marxist theory**

Its origin was about 1848 and Karl Marx, Willem Bonger, Ralf Dahrendorf and George Vold were among the proponents of this theory. According to this theory, crime is a function of class struggle. The capitalist system’s emphasis on competition and wealth produces an economic and social environment in which crime is inevitable. Few of its modern outgrowths are Conflict Theory, Radical Feminist Theory, Left Realism, Power-Control Theory (Larry J. Siegel, 2010).

Income inequality is one of the main sources of social conflict that wracks contemporary society and is a breeding ground for crime. Conflicts promote crime by creating a social atmosphere in which the law is a mechanism for controlling dissatisfied, have-not members of society while the wealthy maintain their power (Larry J. Siegel, 2010-p-246).

Marx wrote: “There must be something rotten in the very core of a social system which increases in wealth without diminishing its misery and increase in crime even more rapidly than in numbers” (Karl Marx, 1859). Friedrich Engels in his *The Condition of the Working Class in England in 1844*, and elsewhere portrayed crime as a function of social demoralization, where workers, demoralized by the capitalist society, are caught up in a process that leads to crime and violence. According to him, workers are social outcasts, ignored by the structure of the capitalist society and treated as brutes (cited in Lynch, 1994).

**Feminist Theory**

“One is not born a woman, but becomes one”, the often quoted words of Simone de Beauvoir in her book *The Second Sex (1949)*, gave her recognition as a well-know feminist. Rebecca West in 1913 had remarked sardonically, “I myself have never been able to find what feminism is; I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat or prostitute.” (Rebecca West).

Feminists view gender inequality as stemming from the unequal power of men and women in a capitalist society. Under this system, women are considered a commodity worth possessing, like land or money (Herman Schwendinger and Julia Schwendinger, 1983).

Male dominance is one of the earliest known and most widely spread forms of inequality in human history (Stephanie Coontz, 1986). Women everywhere lost out with the polarization of society into classes and the rise
of the state. There was shift in their status, described by Frederick Engels as ‘the world historic defeat of the female sex’. The change was rooted in the new relations that grew up between people with the production of a surplus (Chris Harman, 2008).

The origin of gender differences can be traced to the development of the private property and male domination of the laws of inheritance, which led to male control over property and power (Daly and Chesney-Land, 1988). A patriarchal system developed in which man’s work was valued and women’s work was devalued and derisively called as ‘domestic work’ as capitalism prevailed (Janet Saltzman Chafetz, 1997). Patriarchy, or male supremacy, has been and continues to be supported by capitalists. This system sustains female oppression at home and in the workplace (Janet Saltzman Chafetz, 1997).

In *Capitalism, Patriarchy, and Crime*, James Messerschmidt reasons that capitalist society is marked by both patriarchy and class conflict. Capitalists control the labor of workers, and men control women, both economically and biologically (James Messerschmidt, 1986). Men need to defend themselves at all costs from being contaminated with femininity (Angela P. Harris, 2000).

Critical feminists also focus on the social forces that shape women’s lives and experiences to explain female criminality (Suzie and Nancy, 1990). They attempt to show how the sexual victimization of girls is a function of male socialization because so many young males learn to be aggressive and to exploit women (Walter DeKeserdy and Martin Schwartz, 1993). Critical Feminist theorists emphasize that exploitation triggers the onset of female delinquent and deviant behavior. Their attempts at survival are labeled as deviant or delinquent behavior (Drew and Susan, 1990). When the exploited girl finds herself in the arms of the justice system her problems may just be beginning. They are considered as threat to acceptable images of femininity; their behavior is considered even more unusual and dangerous than male delinquency (Kejrsri and Nina, 2006).

**Sociological Theory**

This had its origin in 1897 and the founders were Emile Durkheim, Robert Ezra Park, Clifford Shaw and others. This theory states that a person’s place in the social structure determines his or her behavior. Disorganized urban areas are the breeding ground of crime. A lack of legitimate opportunities produces criminal subcultures. Few of its modern outgrowths are Strain
Theory, Cultural Deviance Theory, Social Learning Theory, Labeling (Larry J. Siegel, 2010).

Multifactor Theory
This theory originated about 1930 and the founders were Sheldon and Eleanor Glueck. The theory sees crime as a function of environmental, socialization, physical and psychological factors. Each makes an independent contribution to shaping and directing behavior patterns. Deficits in these areas of human development increase the risk of crime. People at risk for crime can resist anti-social behaviors if these traits and conditions can be strengthened. The modern outgrowths of theory are Life Course Theory, and Latent Trait Theory.

MATERIALS AND METHODS
This study is an exploratory study regarding the aspects of and factors for female crime in Sindh, Pakistan. The study was conducted in the Women’s Prisons of Sindh province of Pakistan with ‘census’ population with the objective of exploring dimensions of crime: personal, socio-economic and demographic details of women prisoners.

Inclusion Criterion
1. All the eligible and willing inmates of the prison present in the premises, irrespective of their age, nature of crime, and status (under trial or convicted).

Exclusion Criterion
1. All those prisoners not present in the premises at the time and date of data collection, due to any reason.

Data collection
Data collection tools comprised of a semi structured questionnaire which was field tested. Data was collected through year 2010. Female enumerators were recruited to collect data.

Data Analysis
Data was coded and entered in the computer and analyzed on the SPSS
software to draw the results for simple frequencies and cross tab. Being ‘census’ population, no detailed statistical test was performed.

**Ethical Considerations**

- The questionnaire was field tested and necessary amendments were made.
- Informed consent was obtained from participants after explaining them the nature and purpose of study.
- Female enumerators were hired and trained for the data collection.
- Coding the identity of respondents was ensured at every step for confidentiality.

**RESULTS**

Table 1 compares details of crimes registered and status of respondents in different prisons.

<table>
<thead>
<tr>
<th></th>
<th>Karachi</th>
<th>Hyderabad</th>
<th>Larkana</th>
<th>Sukkur</th>
<th>Total</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Trafficking</td>
<td>Under trial</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Murder</td>
<td>Under trial</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Murder of Husband</td>
<td>Under trial</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Kidnapping</td>
<td>Under trial</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Robbery/Theft</td>
<td>Under trial</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Child Trafficking</td>
<td>Under trial</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Extra-marital relationship</td>
<td>Under trial</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>Under trial</td>
<td>36</td>
<td>21</td>
<td>9</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>11</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Grand Total</td>
<td>47</td>
<td>31</td>
<td>11</td>
<td>11</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The findings showed that 75% of the prison inmates were under trial. The data shows six types of crimes i.e. Drug Trafficking, Murder, Kidnapping, Robbery/Theft, Child Trafficking and Extra-marital relationships. Highest number of women being involved in drug trafficking supported the evidence
that women were used as safe carrier for the drugs. The four crimes i.e. drug trafficking, murder, murder of husband and kidnapping cumulatively account for 92% of female prisoners.

Table 2 Details about Crime, Prisoner’s Status, Education and Co-accused

<table>
<thead>
<tr>
<th>Crime Registered</th>
<th>Prisoner’s Status</th>
<th>Education</th>
<th>Co-accused</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under trial/</td>
<td>Literate/</td>
<td>Yes/No</td>
</tr>
<tr>
<td></td>
<td>Convicted</td>
<td>Illiterate</td>
<td></td>
</tr>
<tr>
<td>Drug Trafficking</td>
<td>16/10</td>
<td>7/11</td>
<td>7/19</td>
</tr>
<tr>
<td>Murder</td>
<td>23/5</td>
<td>8/10</td>
<td>6/12</td>
</tr>
<tr>
<td>Murder of Husband</td>
<td>20/5</td>
<td>3/22</td>
<td>6/19</td>
</tr>
<tr>
<td>Kidnapping</td>
<td>19/4</td>
<td>6/17</td>
<td>10/13</td>
</tr>
<tr>
<td>Robbery/Theft</td>
<td>5/0</td>
<td>4/1</td>
<td>1/4</td>
</tr>
<tr>
<td>Child Trafficking</td>
<td>2/0</td>
<td>0/2</td>
<td>0/2</td>
</tr>
<tr>
<td>Extra-marital</td>
<td>0/1</td>
<td>0/1</td>
<td>0/1</td>
</tr>
<tr>
<td>relationships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75/25</strong></td>
<td><strong>28/72</strong></td>
<td><strong>30/70</strong></td>
</tr>
</tbody>
</table>

Table 2 shows that 25 of the inmates (1/4) were convicted whereas 75 (3/4) were still under trial. It was also found that 30 inmates had co-accused with them. Regarding the marital status, 77 were married and the rest (23) comprised of all categories of being unmarried, divorced and widow, as shown in following Table 3.

Table 3 Crime and Marital Status

<table>
<thead>
<tr>
<th>Crime registered</th>
<th>Marital Status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unmarried</td>
<td>Married</td>
</tr>
<tr>
<td>Drug Trafficking</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Murder</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Murder of Husband</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Kidnapping</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Robbery/Theft</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Child Trafficking</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Extra-marital</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>77</strong></td>
</tr>
</tbody>
</table>
The Table 3 above shows that the women of all marital status categories were involved in crime. Out of 13 divorced and widows, 10 (77%) were involved in three crimes i.e. drug trafficking, robbery/theft and child trafficking; 5 out of 10 unmarried were involved in drug trafficking.

Findings also showed that 72 inmates were illiterate and only 28 were literate (N=100). Out of 28 literate, 17 (61%) had achieved up to primary and secondary level education only: 15 of them were involved in household work and 2 of them worked as maids. The 11 inmates who achieved college and university level were involved in teaching and worked with private agencies for a low salary with salary bracket of RM 50 to RM 250 per month. Details are shown in Table 4.

Table 4 Crime and Occupation of Respondents

<table>
<thead>
<tr>
<th>Crime registered</th>
<th>Occupation of Respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Farming / Domestic work</td>
<td>Maid</td>
</tr>
<tr>
<td>Drug Trafficking</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Murder</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Murder of Husband</td>
<td>24</td>
<td>0</td>
</tr>
<tr>
<td>Kidnapping</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Robbery/Theft</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Child Trafficking</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Extra-marital relationships</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>6</td>
</tr>
</tbody>
</table>

From Table 4 it is evident that an overwhelming majority (82) of inmates were involved in farming/domestic work which does not generate income for them. By ‘farming’ it is meant routine work in agricultural fields which a rural woman has to do. By ‘domestic work’ is meant the routine household work of cleaning, cooking and looking after livestock. Six inmates were working as maids and these are very low paid jobs.
The findings show that fathers of 83 respondents were farmers/laborers (39), doing nothing (10) or dead (34). Only fathers of 17 inmates had either a petty public job or a small business/private job. When we look at the figures for the occupation of husbands, the scenario is not much different (see Table 5).

Table 5 Crime and Occupation of Husbands of Respondents

<table>
<thead>
<tr>
<th>Crime registered</th>
<th>Occupation of Husband</th>
<th>Farmer/ Laborer</th>
<th>Do nothing/ gambling</th>
<th>Begging / ill / old</th>
<th>Petty public job</th>
<th>Private work</th>
<th>Doctor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Trafficking</td>
<td></td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Murder</td>
<td></td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Murder of Husband</td>
<td></td>
<td>17</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Kidnapping</td>
<td></td>
<td>11</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Robbery/Theft</td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Child Trafficking</td>
<td></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Extra-marital relationship</td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>57</strong></td>
<td><strong>11</strong></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
<td><strong>11</strong></td>
<td><strong>2</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

Husbands of 73 inmates were farmers/laborers (57), doing nothing/gambling (11) and begging/ill/old (5). Husbands of 15 inmates were having a petty public job or a private business. Husbands of only 2 respondents who were involved in kidnapping were doctors.

The urban rural divide of the respondents showed that 40% belonged to rural areas and 60% belonged to urban areas. It may be kept in mind that those from urban areas were actually from the slums (KatchiAbadis) of the city and living in worst of the conditions. Findings show that inmates who are illiterate, poor, and belonged to lower socio-economic class had arranged marriages where the women were not asked their consent for marriage. Out of 90 married inmates 63.3% had arranged marriages, 18.9% had marriages of exchange, 15.6% had love marriages, and 2.2% fall in other category where the bride is purchased in lieu of hard cash. All the 2 ‘cash marriages’ and out of 17 inmates having ‘exchange’ marriages, 15 were Sindhi who belonged to
the rural areas where patriarchal society more prevalent. The figures show that 76 out of 90 married women (84.4%) do domestic work/farming, 5 were working as maids and only 9 (10%) were working women employed in public and private sectors. As mentioned earlier the occupation of the husbands as 81.1% were farmers/laborers, doing nothing/gambling and begging/ill/old. Thus the result is: poverty married to poverty begets poverty.

Educational achievement did not necessarily give women self-determination in choosing their life partner, as 16 out of 22 married literate were married off by the choice of their family. Although the legal age of marriage is 18 years for males and 16 years for females, 90% of them were 20 years or below when they were married. Regarding difference in the ages of the couples, only 6 of them were of the same age as their husbands, whereas husbands of 42 inmates were 10 years or older than them. In some cases age gap between the couples was 15 years ((12 inmates) or even 20 years (5 inmates).

Husbands of 75 inmates had one wife while 15 had two wives. The significant aspect here is that men married women much younger than themselves whether it was a monogamous or polygamous marriage. For 34 monogamy marriages, inmates were 10-20 younger than their husbands. In 15 cases of polygamy marriages, husbands of 8 inmates were 10-20 years older.

Only 5 inmates out of 90 (5.5%) mentioned ‘normal’ behavior by husbands. Women inmates who experienced ‘bad’ and ‘violent’ behavior from their husbands were 36 (40%) in number. Forty nine of the inmates described the behavior by their husbands in the category of ‘depends’ by which they meant that sometimes their husbands behaved normally and at other times they were aggressive. Only 11 inmates received ‘normal’ behavior from other family members. Half of the inmates (51) were neglected and 38 received aloof behavior by family members (others than husband). Only 6 out of 40 (15%) from rural and 5 out of 60 (8.3%) inmates from urban areas had received normal behavior by family members. So the ultimate sufferer is the women whether by husband or other family members in a patriarchal society. It is across the board irrespective of the class, rural/urban setting or educational level.

Out of the 100 respondents, 46 inmates had nuclear family and 54 had joint family system. These 46 inmates from nuclear family had up to 9 dependent members in family. Fifty out of 54 inmates having joint family had
dependents up to 11. In response to the question how the women inmates assessed the economic status of their family, 32 of them described it as very poor, 44 as poor, 22 as middle, and only 2 as rich. The husbands of these two ‘rich’ inmates were doctors. If we put together very poor and poor, the figure swells up to 76.

Replying to the question whether any other family member is or had ever been arrested for any crime, 24 women inmates said ‘yes’. They were arrested on criminal charges of kidnapping, murder, drug trafficking, theft/robbery, and ‘honor killing’. Exploring the relationship of that arrested family member, it came out that 16 were husbands, 2 were father and son, while 6 were other family members.

DISCUSSION

Evidence for Marxist Feminist Theory of Crime

This theory views gender inequality as stemming from unequal power of men and women in a capitalist society, which leads to the exploitation of women. Under this system, women are considered a commodity worth possessing, like land or money (Herman Schwendinger 1983). Findings in this study support this theory.

A. CLASS-BASED SOCIETY

Poverty

- 82 women prisoners were involved in unpaid farming/domestic work; 6 inmates worked as maid with monthly salary range of RM 50-RM70; 12 inmates had jobs with monthly salary of RM 250-RM300.
- fathers of 39 women prisoners were farmers, 10 doing nothing, 34 dead, only 18 had job/small business with monthly income around RM 500
- husbands of 57 women prisoners were farmers/labors, 11 doing nothing / gambling, 5 begging /ill/old, 16 having job/small business with monthly income around RM 500; only 2 were doctors
- 76 inmates belonged to very poor / poor families (living on RM 6 - 9/day); 22 belonged to middle class (living on RM 15-25/day); only 2 belonged to
rich family

Education & Employment

- 72 were illiterates; 28 literate
- Out of 28 literate, 15 were housewives and 2 worked as maids.
- The remaining 11 inmates with college and university education were teacher or worked with private company for a monthly salary between RM 100-RM 300

B. PATRIARCHY

Arranged marriages

- Out of 90, 57(63.3%) had arranged marriages i.e. marriages without consent
- Out of 90, 17 were given in exchange i.e. bartered like commodities without consent
- 2 were sold on cash

Age at marriage

- 81 out of 90 married women were 20 years and below when given in marriage

Number of marriages and age difference

- 75 inmates had monogamy marriage, while 15 had polygamy marriages
- Out of 75 monogamy marriages, 40 inmates had their husbands 10-20 years older
- Out of 15 polygamy marriages, 10 inmates had their husbands 10-20 years older

Behavior of husbands

- Out of 90 married women prisoners, only 5 mentioned ‘normal’ behavior by husband
• 36 suffered ‘bad/ violent’ behavior by husbands
• 49 described it as ‘depends’, explaining it as ‘sometimes good, sometimes bad’

**Male co-accused**

• 30 of 100 inmates had co-accused arrested in the same case
• 22 out of these 30 co-accused were family members and males

**CONCLUSION**

The critical Marxist Feminist criminologists mention poverty and patriarchy as the causation of female crime. In this study majority of inmates were from rural areas, illiterate, not having independent income source and are not in ‘decision-making’ positions. Thus poverty, patriarchy and class based society created women criminals - ‘Wretched of the Earth’ (to quote Frantz Fanon, 1961) - poor, illiterate, lured, hired and stage-managed by males.

This study has made its original contribution to the understanding of female criminality in a society where, otherwise subjugated women, who are suffering from gender bias right from their birth to death, turn to or are shoved to commit a crime.

**Limitations of the study**

The limitations of this study are as follows:
1. The respondents were small in numbers (N=100). But at the time of data collection these were the all occupants of prisons. Refusals were only 7. Foreigner prisoners were not part of the study.
2. Some hurdles were encountered while conducting the sessions with women prisoners as jail staff were keen to be present during the session lest the inmates may not ‘tell the whole truth and nothing but the truth’ to the researcher.
3. The study could not access the police records and other collateral evidences to explore why and how the crime was actually ‘carried out’, as the researcher had time and financial restraints.

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Identifying the correlation between the gender and knowledge of the South African consumer in the selection of grocery products

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Abstract - The knowledge that consumers have of products and services as well as other factors serves as an indicator as to which product or store to “pick”. The products and store location add to the ease with which consumers are able to cherry pick. This article has its focal point the South African customer and the motives for cherry picking and to establish if there is a relationship between price knowledge, consumer knowledge and gender. To some extent it was expected that females would be more knowledgeable about prices of grocery products and this was indeed the case. These same consumers are also well informed about promotions on grocery products. The
conducted research concludes that gender has an influence on the knowledge that the South African consumers have on product prices, the types of stores and product assortment. The results also shows that the South African consumers is able to confidently cherry pick over more than one day due to their increased knowledge of prices offered on different products at different stores. This wider level of knowledge results in them being able to participate in cherry picking more readily than a consumer who has more limited price knowledge. The research findings also clearly indicate that there is a significant relationship between price knowledge, consumer knowledge and gender.

**Keywords** - Customer behaviour, product knowledge, loyalty, cherry picking, product price knowledge; and gender

**INTRODUCTION**

Cherry picking has long been an important behaviour of consumers and marketers have recently started to focus more on this behaviour of customers. The fact that consumers are today more informed of industries prices, range of products on offer and store location add to the ease with which consumers are able to cherry pick. Consumers are today more informed of discounted prices on products as well as the product assortment of a particular store, through marketing and promotions. When referring to price knowledge this implies that the consumer has the ability to keep prices in mind. The prices of products, especially during recessionary periods such as 2008 to 2010 play a significant role in consumer decision-making that is which products to buy - they influence what, when, where and how many consumers buy. It has become increasingly important that retailers incorporate strategies that target and meet the needs of this type of consumer, as it will ensure that market share be maintained, and even survival.

The study aims to explain the effect of a consumers’ knowledge, with specific reference to product price knowledge, has on a consumers’ propensity to cherry pick. It also aims to establish whether there is a relationship between price knowledge, consumer knowledge and gender.
Cherry picking can be described as taking the best and leaving the rest according to Fox and Hoch (2003:1). Cherry picking is used to portray both buyer and seller. Various sellers can be viewed as those who are selective about which consumer profile they choose to target, whereas consumers are selective about which products or services they purchase. This article will focus on the consumers and their motive for cherry picking. Consumers who are branded as cherry pickers are price sensitive shoppers who tend to delay purchases or move from one shop to another looking for a better deal with regards to price, product variety and assortment. Levy and Weitz (2004) define cherry picking as consumers who visit a store and only buy merchandise sold at big discounts. Other factors that influence a consumer to cherry pick are store location, and store preference and consumer expertise/knowledge. Over the years a number of studies have been conducted on cherry picking and price knowledge in the USA and Europe but very limited research has been conducted on these two constructs in a South African or even African context. This study therefore attempts to investigate if the studies conducted on cherry picking and price knowledge hold true for consumers in South Africa.

**FRAMEWORK**

In order to better understand cherry picking from a price point of view, price knowledge of consumer decision-making will be discussed in the next section as the main construct under investigation in this study.

**The price knowledge and gender relationship**

Commodity prices in the market play a relevant role in consumer decision-making, as they influence what, when, where and how many consumers buy and therefore studying consumers’ price awareness is highly relevant. Price awareness or price knowledge means the ability of buyers to keep prices in mind (Aalto-Setala & Raijas. 2003:181). Majority of past studies on pricing have pointed out that consumers have very limited knowledge of prices. Price knowledge has therefore become the subject of increasing research interest. The consumers’ price knowledge effect on consumers’ selection of grocery items can be influenced by numerous factors, which may be related to the characteristic of the consumer or the product category (Estelami. 2008:254-256). The demographic background (for example; age, gender and
income) of a consumer may affect their interest in products as well as their expertise as to their prices. It has been researched that females, who account for the larger percentage of purchases of jewellery products, would be more knowledgeable about prices in this category than males (Simmons market Research Bureau. 2009). This study will investigate if this statement holds true for grocery items purchased. Estelami (2008:256) researched the influence of demographics on price knowledge in a grocery shopping industry; this study will route from this research but will aim, once again, to do so in a South African context, therefore the following hypothesis was set.

**H₁:** There is a correlation between price knowledge and gender

Venhuele and Dreze (2006:78) found that there are different levels of price knowledge that a consumer can be found in. In the first level, there is no price knowledge, the second level reflects recognition of large price differences but this is still not perfect. The third level represents a consumers’ ability to recall a price within a 5% difference from the actual price set. The last level represents a consumer ability to accurately recognise the actual price of a product; this level is representative of the highest and rarest form of price recall. Venhuele and Dreze (2006:80) also deduced that cherry picking has no impact on price knowledge, due to their increased task complexity from the average shopper.

**Cherry picking across time and price knowledge**

There are many definitions and descriptions of cherry pickers that have been compiled by various researchers (Fox & Hoch, 2008, Gauri, Sudhira & Talukdar, 2005, Levy & Weitz, 2009), but to give a summary of these descriptions, cherry pickers are purchasers who examine the different proposals of several retailers and pick out the best over one or more days. They are characterised as price sensitive and well informed customers, as they construct pre-determined shopping trips from promotions and sales advertisements previously viewed so that the best deals are utilised.

The American Marketing Association (2009) defines cherry picking as a buyer selection of only a few items from one’s line and others from another line, failing to purchase a complete line or classification of merchandise from one source. Due to the shopping style of these customers, many affected
retailers question their brand and store loyalty. Gauri, Sudhir & Talukbar (2005:1), argue against this the loyalty aspect of this definition as they found that cherry pickers can indeed be store loyal as they delay their shopping trip over time and in order to get a better price deal at the same store.

Secondary research done by the American Marketing Association (2009) shows that cherry pickers either keep a different reference price for each store they pick from or create an average reference price from several different sources. This may also leads to the lack of price knowledge. We will investigate if this statement holds true for the South African industry, therefore the following hypothesis was set:

\[ H_2: \text{There is a significant relationship between cherry picking across time and price knowledge} \]

Although it is important that consumers are informed of the different prices offered at various places, it will benefit them even more if they have a general understanding of the retail industry as a whole.

Finding from the research conducted by Fox and Hoch (2003) indicate this market segment is sizable, heterogeneous, and potentially attractive for retailers, contrary to the myth that they are a retailers’ nemesis. The composition of the main decision-makers in a household their different characteristics could determine cherry picking to a greater or lesser extent. See table 1 below for a better description.

<table>
<thead>
<tr>
<th>TYPE OF HOUSEHOLD</th>
<th>PROBABILITY FOR CHERRY PICKING TO OCCUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larger households</td>
<td>More likely to cherry pick</td>
</tr>
<tr>
<td>Household with senior citizens</td>
<td>More likely to cherry pick</td>
</tr>
<tr>
<td>Household with homeownership</td>
<td>More likely to cherry pick</td>
</tr>
<tr>
<td>Wealthy household</td>
<td>Less likely to cherry pick</td>
</tr>
<tr>
<td>Household with a working adult female</td>
<td>Less likely to cherry pick</td>
</tr>
</tbody>
</table>

From the deductions made above in table 1, one can conclude that cherry picking has a great influence on the retail industry from an economic point of view, and therefore is a cause of concern for the affected retailers of today. A consumers understanding and intellect of the retail industry has a big influence on their propensity to cherry pick. Consumer knowledge will therefore be discussed as the next important construct put under investigation this study.

**Consumer knowledge and gender**

Consumer knowledge or expertise is generally defined as a consumers’ confidence or experience in shopping. Knowledgeable consumers are those who are well informed or “clued up” on the prices of products, the types of stores as well as product assortment. These consumers generally feel comfortable in sharing this knowledge with others as they see themselves as a good source of reference. Consumers inform themselves by searching for information on promotional material and constantly updating themselves on the latest product on the market or price specials at certain stores. If a consumer is enlightened through various media channels and word of mouth, they begin to store this information in their memory and begin to feel confident in their knowledge and therefore if information is asked of them, they share it with the thought of being a good source of information.

H$_3$: There is a significant relationship between consumer knowledge and gender

**OBJECTIVES OF THE STUDY**

The main objective of this study was to investigate the effect price knowledge and gender has on a consumers’ propensity to cherry pick. To achieve these objectives of the study the following hypotheses were set:

H$_1$: There is a correlation between price knowledge and gender
H$_2$: There is a significant relationship between cherry picking across time and price knowledge
H$_3$: There is a significant relationship between consumer knowledge and gender
MATERIALS AND METHODS

**Sampling**

Grocery shoppers were the targeted population of this study. We targeted our sample through the use of mall intercept and interviewer-administered personal interviews at a variety of shopping malls. The sampling frame was obtained from different shopping malls found in South Africa, based on convenience. Shopping malls found in areas representing the different LSM groups were targeted, thus affording us a closely representative sample of the population.

A realised sample size of 176 was obtained from a target sample size of 250 with 100% of the questionnaires being usable. This could be attributed to the use of personal interviews as a data collection method. The data collection method will now be discussed in more detail.

**Data collection**

A pilot study was conducted to on the questionnaire through 10 quasi interviews. Respondents were selected based on convenience and only “main family grocery shopper” was allowed to participate.

Data collection took place over a span of three days through the use of personal interviews at ten different shopping malls within the Pretoria (Tshwane) region. Well trained interviewees were used to conduct the research, thus decreasing the chance of error and bias. According to Tustin et al (2005:155) personal interviews are regarded as one of the most viable options to use in testing variables like cherry picking and consumer knowledge. Three different times slots in the day where used (morning, afternoon and early evening) where upon research was conducted, thus allowing the researches to capture a wider spread of respondents.

**Measures**

This study’s main constructs of price knowledge, cherry picking and consumer knowledge was measured through the use of Likert-type scales as opposed to the demographic variables (income, age, and gender) whose questions delivered only nominal data. The basic scale design therefore consisted of a Likert-type scale with five scale points (with labels ranging from strongly agree to strongly disagree and not well informed to very well informed). This scale was found to be highly reliable with a Cronbach’s Alpha...
of above 0.7. No items on any of these scales were reverse scored. The results of the study are shown below.

RESULTS AND DISCUSSIONS

The study shows that the majority of respondents who participated in this study were female (67%) with an average age of between 24 and 28 years (30%). A relatively diverse spread of language across respondents was obtained with most respondent’s preferred language being Afrikaans (50%), with English (37%) and North Sotho (13%). The race of the respondents was an important variable in indicating what effect price knowledge and gender has on a consumers’ propensity to cherry pick.

The response with regards to the race of the respondents, that more respondents from the white (52%) and African (45%) races completed the questionnaires, compared to a measly 2% coloured and 1% Indian. The outcome of this statistic can possibly be explained due to the selection of shopping centres during data collection were found be in predominately white and African areas.

The majority of the respondents who completed the questionnaires where females, showing a strong 67% compared to the 34% of male respondents. This can also be explained due to the time periods in which data collection took place. The bulk of the data collection took place in the morning, early afternoon and late afternoon, therefore majority of the respondents were housewives and senior citizens with a smaller percentage of the working population.

The hypotheses set for this study are stated in the next section from which the above was tested and analysed. In this study the researchers want not only describe the sample data such as means, standard deviation and proportions but they whish to make inferences about the population based on what was observed in the sample. Inferential statistics allow researchers to make inferences concerning the true differences in the population (Tustin et. al., 2009).

The price knowledge and gender relationship

The gender of consumers may have an effect in their interest in products as well as their expertise as to their prices. It has been researched that
females, who account for the larger percentage of purchases of jewellery products, would be more knowledgeable about prices in this category than males (Simmons market Research Bureau. 2004). This study would like to investigate if this statement holds true for grocery items purchased. To achieve the objectives of the study, the main aim of this article was to determine price knowledge and gender relationship of consumers when they do grocery shopping. Therefore the following hypotheses were formulated:

\[ H_0: \text{There is no correlation between price knowledge and gender} \]

\[ H_{a1}: \text{There is a correlation between price knowledge and gender} \]

In analysing \( H_{a1} \), we conducted a Pearson Correlation test between the variables; gender and how consumers informed are with regards to the prices of different products. From the results it shows that there is a significant relationship between the two as the p-value is 0.037 for both at a 0.05 significant level. When conducting the z-test, \( H_{01} \) was rejected therefore accepting \( H_{a1} \). Therefore, by accepting \( H_{a1} \), one may conclude that there is a significant correlation price knowledge and gender. The table below portrays the results of a cross tabulation between the two constructs tested in this hypothesis.

**Table 2: Cross-tabulation of price knowledge and gender**

<table>
<thead>
<tr>
<th>How informed are female and male respondents with regard to prices of products?</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not very well informed</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>16%</td>
<td>17%</td>
</tr>
<tr>
<td>Very well informed</td>
<td>24%</td>
<td>53%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2 shows that 53 percent of the female respondents are of the opinion that they are well informed about prices of grocery products compared to 24 percent of the male respondents. Table 2 also shows that 60 percent of the male respondents amid that they are not very well informed.
compared to only 30 percent of the female respondents. The study shows that females are more knowledgeable about prices of grocery products.

**Cherry picking across time and price knowledge**

The research aims to establish whether cherry pickers keep a different reference price for each store or create an average reference price from several different sources in South Africa and therefore the following hypothesis was set:

\[ H_0^2: \text{There is no significant relationship between cherry picking across time and price knowledge} \]

\[ H_{a_2}: \text{There is a significant relationship between cherry picking across time and price knowledge} \]

The variables where correlated through the use of the Pearson Correlation test. The results show that there is a significant relationship between these variables with the p-value of 0.046 on a 0.05 significant level, thus the null hypothesis is rejected as 0.046 is smaller than the p-value. Therefore there is a significant relationship between cherry picking across time and price knowledge.

From the results found above it can be concluded that South African consumers are able to confidently cherry pick over more than one day due to their increased knowledge of prices offered on different products at different stores. If consumers have a broader knowledge of prices they are able to participate in the act of cherry picking easier than a consumer who has selected knowledge thereof.

**Consumer knowledge and gender**

Knowledgeable consumers are those who are well informed on the prices of products, the types of stores as well as product assortment. The respondents were asked whether they know a lot about product prices, the types of stores as well as product assortment.

Female respondents are more knowledgeable about product prices, types of stores and product assortment. From the female respondents 65% indicated that the well informed, compared to 35% of males respondents. The research also aimed to establish whether gender has an influence on the knowledge that the South African consumers have on the prices of products,
the types of stores and product assortment and therefore the following hypotheses were set:

H0₃: There is no significant relationship between consumer knowledge and gender

Ha₃: There is a significant relationship between consumer knowledge and gender

The variables were correlated through the use of the Pearson Correlation test. The results show that there is a significant relationship between these variables with the p-value of 0.045 on a 0.05 significant level, thus the null hypothesis is rejected as 0.045 is smaller than the p-value.

From the results found above it can be concluded that gender has an influence on the knowledge that the South African consumers have on product prices, the types of stores and product assortment.

Knowledge regarding cherry picking behaviour will enable retailers to get a higher wallet share from even its price sensitive shoppers, while at the same time charging higher prices for its price insensitive customers. The retailers must be aware of the fact that much of the savings on cherry picking trips is due to the purchase of more promotional items, where savings is subsidised by manufacturer discounting. Thus, the burden of cherry picking is borne by both retailer and manufacturer.

Retailers must also make an effort to embrace this segment as it accounts for such a large percentage of the population. Cherry pickers build price competitions between retailers’, therefore they should strive to have the most attractive offers and weekly advertisements, in order to draw the cherry pickers in and obtaining a greater turnover.

CONCLUSIONS

The study aims to explain the effect of a consumers’ knowledge, with specific reference to product price knowledge, has on a consumers’ propensity to cherry pick. It also aims to establish whether there is a relationship between price knowledge, consumer knowledge and gender.

The study shows that females are more knowledgeable about prices of grocery products. Female cherry picking consumers are also well informed
about prices of grocery products. The conducted research concludes that gender has an influence on the knowledge that the South African consumers have on product prices, the types of stores and product assortment.

The results shows that the South African consumers are able to confidently cherry pick over more than one day due to their increased knowledge of prices offered on different products at different stores. Broader knowledge of prices enables them to participate in the act of cherry picking easier than a consumer who has only selected price knowledge.

In conclusion the research findings indicate that there is a significant relationship between price knowledge, consumer knowledge and gender.

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Information System Development of Competence-Based Appraisal in Higher Education Institution

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Abstract - The performance appraisal system is considered an important factor for managing human resources in higher education institutions (HEIs). More importantly, when Information System (IS) is utilized for assisting such efforts, it inevitably makes the HEIs more efficient and competitive. This research attempts to integrate performance appraisal using competence-based appraisal (CBA). From this system, the HEIs are supposed to able to manage all activities related to their human resources and carriers. The methodology implemented in this research is by making the software of CBA model (the concept) and then the try out was done to find out both
the weaknesses and strengths of the software, and finally the improvement was conducted as well. In addition, the evaluation of these software covers the aspects of validity and reliability testing so that the software are really proved to be completely applicable. The results provide the HEIs with information about both the weaknesses and strengths and therefore the system was made perfect based on such findings. It can be concluded that using CBA in HEIs, all the activities related to human recourses in HEIs can be rated. Thus, this CBA system enables the HEIs to do their human resources appraisal more accurately.

**Keywords** - CBA, software, performance appraisal system (PAS)

**INTRODUCTION**

The realization of good governance and management system of Higher Education Institutions (HEIs) is considered an important pillar in all HEIs’ long term strategy. For that reason, all HEIs in Indonesia are expected to adopt such good governance and management system their educational process management, including the human resources management (HRM). For example, performance appraisal system (PAS) is also an important part in the HRM so that it requires that all HEIs able to evaluate their staff’s performance, provide coaching, and develop their carriers. From this, the all these activities can be done accurately for increasing HEIs’ competitiveness.

It is argued that a good PAS is capable of developing the competencies and the corporate culture so that these allow the HEIS to attain their competitive advantage (Anderson, 2002). Considering the external challenges, in a particular regulation of the Republic of Indonesia Law Number 14 (UU no 14) of 2005 on Teachers and Lecturers and Accreditation Standards Institution and Study Program, the traditional PAS should be abandoned and replaced with a system of competency-based PAS.

The competency-based PAS can be recommended for the basis of merit rating. It can facilitate the HEIs to make policies related to payroll, implementation of reward-punishment system, career development, and HR development. A good governance and management system have a strategic
role in enhancing the HEIs to increase productivity and HR performance, as stipulated in the Law on Teachers and Lecturers as well as long-term strategic plan of HEIs. It is stated that the competency development of lecturers and supporting staff is very important for increasing the quality of graduates, productivity, and HEIs’ performance. Eventually, all these will create the competitiveness of the nation.

More importantly, competency-based PAS is directed to merit rating implementation and ensuring the objectivity, fairness, and clarity for the lecturers and supporting staff and HEI management. From the aspect of HRM, the existence of competency-based PAS is absolutely necessary. There are several important considerations both from the aspects of external and internal interests of HEIs as summarized in the following:

1. External Considerations
   Adjustments to the regulations

   The Law No. 14 Year 2005 on Teachers and Lecturers begins regulating the competence of lecturers and other regulations related to accreditation standards both international, national accreditation. It demands that HEIs should direct the management of its human resources to comply with the stipulated regulations and standards.

2. Competition

   The intensity of competition among HEIs requires skill, knowledge, and positive working attitude of their people for being more productive and performing their jobs in accordance with the demands of stakeholders. For that reason, the performance assessment should consider the competence and productivity in accordance with their jobs. Therefore, competency-based PAS can serve as a foundation that will direct the staff into better working behavior.

3. The Global Competitiveness

   Global era has heightened degree of competition, and influenced the HEIs management system. It is advisable for any university to have global competitiveness and performance so that they can be recognized both nationally and internationally. This effort requires a higher level of competency
for HEIs’ human resources that should keep abreast of international standards, not just at the national level. In doing so, competency-based PAS can be designed in accordance with the desired competitiveness by the HEIs through the establishment of core competency, managerial competency and technical competency, adjusted to the competitiveness.

4. Internal Considerations

A good HRM apparently plays an important role in realizing the whole performance of HEI. The lecturers and other supporting staff eventually increase their productivity when the working behavior is directed to the culture of high productivity. Productive lecturers in teaching, research, and community services are also determined much by the competency and the working habit in implementing the three dedication activities (termed as *tri dharma*). Similarly, employees’ productivity is influenced by intrinsic and extrinsic motivation through HRM system that is adopted by the HEIs.

**FRAMEWORK**

The information technology (IT) has penetrated our everyday lives so that it has been prevailing during the past decades. There is no time for any organization, regardless of their characteristics, whether they are manufacturing or services, living without IT that have been proved to be necessary and versatile. For both efficiency and effectiveness, IT appears versatile in terms of its implementation for making the organization more competitive.

The performance impacts of IT investments in organizations have received considerable attention in recent years. In this research, the researchers attempt to investigate the factors used as indicators for performance appraisal (PA). This PA is finally implemented with the assistance of Information System (IS) designed as based on competencies that have been formulated in the previous research (the previous stage of this IS design). From this IS design, the study is supposed to produce the system which is applicable for measuring the HEI’s staff’s performance. This is the so called competence-based appraisal (CBA) with the help of IS design by the researchers. In order that such design can be suited to the HEIs’ performance, all indicators reflecting the HEIs’ performance should be revealed. The effort of finding
such important factors should be undertaken so that the IS design can be really applicable and efficient, as well as objective. Therefore, understanding HEIs and their factors is the first stage to be done before IS design is done.

Higher-order organizational learning occurs when a company adopts new principles, assumptions, and paradigms, which often turn into competitive advantage. Systems development and implementation offer an opportunity for higher-order organizational learning that is rarely exploited. Advanced information systems, in particular expert systems (ES) and executive information systems (EIS) provide ample opportunities for higher-order organizational learning if the development process is structured in certain ways. This work includes an analysis of three organizations in terms of project outcomes, organizational learning outcomes, and organizational performance. On the basis of these assessments, five critical success factors are identified that may contribute to organizational learning during advanced system development. The relationships between these factors and organizational outcomes are summarized in a preliminary model that can form the basis for future research. The work closes with some recommendations for ways information systems managers can encourage higher-order organizational learning during advanced system development.

**Database Design and Application Development**

The existence of the database is an important part of the development of information systems. Interactions that occur in the development of information systems between databases and applications (Mannino, 2007) can be described as follows:
Figure 1. Data base design and application development

Thus, there are three types of record-based models which are commonly used in the database. This need to be considered in building information systems (Bambang, 2004), namely: the relational model, network model, and hierarchical model. So far, the relational data model is the most dominant approach. The main thing is to pull from the relational database model and therefore it builds a mathematical structure that is simple and very natural. In the relational model, all data are structured in a logical relation between the tables, where each relation has the attributes.

1. Previous Research

The previous research on competency-based performance appraisal (PA) has been carried out by TatikSuryani (2004), on the work of editorship in a newspaper company in Surabaya. The PAS is based on technical and managerial competencies required for all jobs in the editorship such as editors, journalists, and reporters. It attempts to produce an objective system for PA for objectively assessing the competencies of employees in a particular period. The monthly incentives are made much more fair and objective. The elements assessed include such as managerial competence and technical competence. Managerial competency covers planning, organizing, implementation, and supervision while technical competence the ability to write, cooperation, ability to create features, and productivity.

Other research has been done is the development of competency-based PAS at the School of Economics Perbanas Surabaya (Lutfi, et al, 2007). It covers all the structural and functional positions (educators). Special for this research by Lutfi, it shows that the competency factor is considered important in competence-based PAS. It entails e.g., core competencies which cover managerial competence and technical competence. In general, the performance achievement can be seen from the gap between the required level more than the individual level (individual performance). In this case, achievements can be started from the lowest to the highest e.g., the marginal contributor (up to 60%), contributor (> 60% to 90%), performers (> 90% - 100%), high performers (> 100% - 150%), and superior performers (> 150%).

2. PAS and the Procedure

PAS adopted is a competency-based PAS and equipped with individual performance targets (IPT), especially for structural officials. Evaluation
method used is top-down, the assessment made by the officers or supervisors who directly assess or evaluate their subordinates. Top-down assessment is conducted at the level of positions ranging from the executives. For example, the engineering employee performance assessments is conducted by (a) supervising (direct observation), (b) looking at the periodic reports or the existing personal data, (c) exploring information from the subordinates’ fellows (if any), or cross-section supervision from the supervisors who have worked together with the employees related to any related jobs, (d) filling in the form of corrective action records & events in every 3 months, which summarizes the events during the current month. In this form, an official assessor records employee working behavior both the positive or negative sides related to the competencies required in the work activities, (e) considering individual performance targets which has been agreed by both the employees and their supervisors, and so on. Another result provides a basic reference for further research such as by including other types of HEIs: universities, institutes, and colleges. When this is done, the results are obviously very inspirable for HEIs to adopt the competence-based PAS.

3. Elements of Competency in HEIs
   According to the Law on Teachers and Lecturers (UU RI no. 14, 2005: Paragraphs 3-7), competency is a set of knowledge, skills, and behaviors that must be owned by teachers or lecturers in accordance with the type, level, and format of working units’ assignment. In addition, competencies include 1) pedagogical competence is the ability to manage learning, 2) the competency of personality, the ability of a solid personality, noble, wise, and dignified and to be the model for students, 3) social competence, the ability to communicate and interact effectively and efficiently with students, fellow teachers (lecturers), parents/guardians of students and surrounding communities, and the last is 4) professional competence, the ability of mastering the subject matter is broadly and profoundly (State Act no. 14 / 2005: 44).

4. PAS Development of CBA model
   According to Achmad (2006: 112) stages of developing the competency model starts with: 1) determine the criteria for achievement of individual and work unit, 2) identify individuals and work units who perform satisfactorily, according to the standard or less satisfactory; 3) interviews with selected incumbents in the sample; 4) observe the incumbent at his
job everyday, 5) develop a model of transient and comparable with other data that exist; 6) conduct focus group discussions involving a wider sample; 7) analyze the results of focus group discussions and sharpen the model, and 8) validate the competency model; 9) finalizing the competency model. According to Ainsworth (2002:7), employee performance management can be done in several stages as shown in Figure 2.1, starting from the process of performance planning, conducting performance appraisals, and corrective action and adaptive to each other through feedback discussions.

5. Competency Standards

Competency standards are formulas on the behavior of minimum performance that must be achieved in one particular type of competence, which includes (a) what is expected to be done by employees at a certain position (b) how far the expected performance can be achieved by someone, (c) how to measure that an employee has achieved such performance. Standard of competence in the required level (Lutfi et al, 2007) is a measure of the minimum level of competency which must be achieved by individuals on these competencies. Accordingly, the individual level is the achievement of individual competence. Positive gap can occur if an individual level is higher than the required level, while the gap is said to be negative if the individual level is lower than the required level. The performance information on this gap will be very useful for staff development planning process.

OBJECTIVES OF THE STUDY

This research attempts to design a PAS for encouraging the development of HR competencies. The specific objective is to produce a system for PA procedures using IS design suited to all indicators as discovered in the first stage-research findings. The second objective is that to see the applicability of PAS with CBA with the help of IS design. Therefore, the model of such IS design for PAS with CBA can be displayed to show its versatile implementation for HEIs performance appraisal.

MATERIALS AND METHODS

This research is development research on information of performance appraisal system (PAS) which is based on competencies, the so called
competency-based appraisal (CBA). This is actually conducted in four phases as the following: (1) the phase of job analysis and making dictionary of competency; (2) the phase of system analysis; (3) the phase of model design; and the last phase is information system development.

1. Job Analysis and Dictionary of Competency

In this phase, the analysis is conducted as the following. The researchers conducted job analysis in three HEIs. In this phase, the researchers attempted to identify all job description and the requirements for such jobs as the key to HEIs’ operation. The results cover job description, job specification, and the procedures of job analysis that can be used for analyzing job analysis implementation.

Composing dictionary of competency with the steps as follows:

a. Defining each competency.
   1) Core competency consisting five aspects such as integrity, customer satisfaction orientation, professional attitude, sustainable learning, adaptation and capacity to change.
   2) Managerial competency covering nine aspects such as planning, personal influence, problem solving, conflict resolution, job optimization and subordinate development, visionary leadership, and networking and job relationship.
   3) Technical competency depending on each job, this includes three competencies such as computer operation, English, and campus activity involvement.

b. Defining the level of capability of each competency. Each competency is described in some levels of proficiencies. These levels are used to measure the gap of the competencies between the needed competencies and the present competencies of each job.

c. System arrangement and administration procedures of performance appraisal. In this phase, the purpose is to arrange the appraisal forms, forms distribution, appraisal period, rater-ratee determination, results, processing data and appraisal. Follow up, and mapping.
2. System Analysis
In this analysis, the process is divided into four parts as the following:

- **Input**
  - Direct supervisor
  - Others related supervisors

- **Process**
  - Reviewer
  - Leaders

- **Output**
  - Report to individual
  - Report to all staff

- **Outcome**
  - **Individuals:**
    1. Reward
    2. Punishment
  - **Leaders:**
    1. Policy
    2. Decision
3. Information System Development

Information system is developed using software of database application, Visual FoxPro (Wahana, 2007). The stages are as the following:

a. Arranging the process chart and general outline of information system. This stage is intended to find the general process chart to ease the system and database integration.

b. Making the database, table, and relationships among the tables. At this stage, a database is made for saving the data and integrating all tables in master transaction tables.

c. Making the model for input, process, and output. At this stage, a model is arranged for data input forms, data processing, and final calculation of the results, as well as the layout of all reports.

d. Making information system application that is the application development stage based on the analysis of system, model, and process chart as previously made.

e. Implementing the result of the system development. At this stage, the software is implemented for evaluation and improvement of the weaknesses so that the reliability and validity of the software system are attained.

f. Documenting information system that has been developed in which there are two kinds of documentation: (1) operational manual book and (2) documentation of system development in the form of tables,
RESULTS AND DISCUSSION

General Outline of the Application System

The general outline of the system application can be seen in Figure 4.1

![Figure 4.1 General Outline of Application System](image)

Database and Relationship of Tables

The interrelatedness of the tables in the database can be done based on the fields with their similarities from each table. The form of interrelatedness
of the tables is shown in Figure 4.2

Figure 4.2 Interrelatedness of all Tables

Names of tables needed for saving the data are as follows:

1. Table MPRSH, for company master data.
2. Table MUSER, for users’ data in which the users who are allowed to operate the information system application.
3. Table MPEGW, for the staff’s master data.
4. Table MDEPT, for department or work unit master data.
5. Table MJABT, for job master data
6. Table MPRED, for PA results of predicate master data.
7. Table TPEG, for the data of the staff being evaluated and the reviewers.
8. Table TKOMP, for data of competencies’ names.
9. Table TMIRE, for data of level minimum requirement
10. Table TPRED, data of minimum score of every predicate.
11. Table MPER, for appraisal period master data.
12. Table FNIL, for PA score data.
4.3 Model of Input, Process, Output, and Outcome

The forms of filling up model for input, calculation process, output, and outcome are described as follows:

1. Model of Input

<table>
<thead>
<tr>
<th>Structural Position (heads and sections above)</th>
<th>Nonstructural positions (Operation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Core competency of 5 aspects evaluated</td>
<td>1. Core competency of 5 aspects evaluated</td>
</tr>
<tr>
<td>2. Managerial competencies of 9 aspects evaluated</td>
<td>2. Technical competencies of 3 aspects evaluated</td>
</tr>
<tr>
<td>3. Technical competencies of 3 aspects evaluated</td>
<td></td>
</tr>
</tbody>
</table>

2. Model of Process

Determining the categories based on the process determination as follows:

a. Counting the gap analysis of every rater with appraisal composition:
   - 60% when direct supervisor
   - 40% when other than direct supervisor

b. Calculating the value of each competency based on the following.

<table>
<thead>
<tr>
<th>Structural Position</th>
<th>Nonstructural position</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% core competency</td>
<td>60% core competency</td>
</tr>
<tr>
<td>30% managerial competency</td>
<td>40% technical competency</td>
</tr>
<tr>
<td>30% technical competency</td>
<td></td>
</tr>
</tbody>
</table>

c. Calculating the value of final score by combining every competency.
3. Model of Output

   Output resulted from information system in two categories:

<table>
<thead>
<tr>
<th>Individual Report</th>
<th>All staff Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Inputs and notes from appraiser/reviewers</td>
<td>2. Report on Gap Analysis</td>
</tr>
<tr>
<td></td>
<td>4. Recommendation</td>
</tr>
<tr>
<td></td>
<td>5. Statistics</td>
</tr>
</tbody>
</table>

4. Model of Outcome

   The outcome resulted in reward / punishment and policy from leaders:

<table>
<thead>
<tr>
<th>category</th>
<th>Reward / Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior Performance</td>
<td>1. Bonus 100% salary and 100% allowance (when structural</td>
</tr>
<tr>
<td></td>
<td>position)</td>
</tr>
<tr>
<td></td>
<td>2. Promotion based on the regulation</td>
</tr>
<tr>
<td>High Performance</td>
<td>1. Bonus 50% salary and 50% allowance (when structural</td>
</tr>
<tr>
<td></td>
<td>position)</td>
</tr>
<tr>
<td></td>
<td>2. Promotion based on the regulation</td>
</tr>
<tr>
<td>Performance</td>
<td>Promotion based on the regulation</td>
</tr>
<tr>
<td>Contributor</td>
<td>1. Guidance and development</td>
</tr>
<tr>
<td></td>
<td>2. Delay for promotion</td>
</tr>
<tr>
<td></td>
<td>3. When twice being contributors, sanction will be given</td>
</tr>
<tr>
<td></td>
<td>e.g., demotion</td>
</tr>
</tbody>
</table>
1. Guidance and development
2. Delay for promotion one year
3. Demotion

Information System Development of Competence-Based Appraisal in Higher Education Institution
4.5 Process Chart

HUMAN RESOURCE DEPT

- STAFF DATA
- POSITION DATA
- PERIOD DATA
- COMPETENCY DATA
- PREDICATE CATEGORY DATA
- APPRAISAL MATRIX
- MINIMUM REQUIREMENT

APPRAISER STAFF

- APPRAISER STAFF
- DATA APPRAISED
- POSITION CATEGORY ACHIEVEMENT
- PA APPRAISAL
- DETERMINING INDIVIDUAL COMPETENCY

STAFF APPRAISED

- PA SCORING
- GAP
- PREDICATE ACHIEVEMENT
- GAP ANALYSIS
- PA
CONCLUSION

The conclusion from this study can be described as follows.

It is of high demand for HEIs to integrate the HEIs’ staff competencies with IS based PAS of CBA because this system enables them to evaluate their staff more efficiently and accurately. With the help of IS, any policy made by HEIs leaders for their staff’s development and careers can be done more objectively so that the results are deemed to be fair for all concerned. In order that the IS design for the PAS with CBA can be adopted by all HEIs, the IS of PAS with CBA should be initiated by exploring the competencies that are actually evaluated. Such competencies are derived from the research as described in the following: (1) Core competencies consist of integrity, customer orientation, achievement orientation, initiative, cooperation, empathy and adaptation to changes is an aspect which was considered in the PAS of CBA; (2) Managerial competence which consists of work planning, problem solving, influencing others, empowerment of employees, supervision and control, an aspect which was considered in the PAS of CBA; and (3) Operations technical competence which consists of the use of information technology, English language mastery and proficiency in the field of duty is an aspect which was considered in the PAS of CBA All these should be revealed before the IS of the Pas is designed.

It can be asserted that the PAS with CBA and supported by Information System (IS) can make the HEIs easily evaluate their staff’s performance so that the results can be used for making decision, and finally can make them more competitive compared with those without such system.

Suggestion

First of all, it is advisable that HEIs implement PAS of CBA model in accordance with the corporate culture that exists in each college, so that it can eliminate the resistance and make the HEIs sustainable. PA is the process that is sometimes vulnerable to subjectivity or bias. This PAS with CBA should be supported by IS and all competencies are adapted to such system. Secondly, other researchers need to consider other kinds of competencies that might not be covered in this system.

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Abstract - In managing the new age, talent management serves as the bloodline of organizations to cope with the labor market and to compete globally. This study threshed out the lived experiences of respondents (n=4) who are Corporate Executive Officers (CEO) in multinational organizations within the Gulf Cooperation Council. Part of the selection criteria, all respondents are locals and within the age of 45 and above. The researchers employed the descriptive approach with case study as the method via in-depth personal interview. It was found out that many challenging workforce issues within GCC confront the organizations today including: low levels of employee engagement, self-organizing scheme, high turnover rates, managing diversity, succession planning programs, and leadership investment. To be competitive, specific interventions were also shared by the respondents.
In a nutshell, we are all in the talent age as we find ourselves within the boundaries of the new millennium. Due to diversity of workforce especially in the GCC areas, the challenge for the current organizations is to utilize the talent of individuals and eventually grow by implementing programs for competitive advantage. Strategy is moreover a fundamental element of success.

Employee retention is an inherent problem in the Gulf countries because of the high number of expatriate workers. Employers will have a difficult balancing act between encouraging the right expatriates to stay and developing sufficient local talent.

In this study, the researchers used the Nationalization to refer to the efforts to ensure Nationals are employed in roles that are worthwhile to themselves, their employers and their country. Various country specific programmes of ‘Emiratisation’ for United Arab Emirates, ‘Saudisation’ for Saudi Arabia, ‘Omanisation’ for Oman, ‘Kuwaitisation’ for Kuwait, ‘Bahrainisation’ for Bahrain, and ‘Qatarisation’ for Qatar comprise the Gulf Cooperation Council (GCC) ‘Nationalisation’ but their meaning can sometimes be seen as limited to the quota system imposed by the various governments. Unfortunately, nationalisation is also used elsewhere to describe the process of taking a private sector company into the public sector - as in ‘nationalising the banks’.

Talent management is a complex collection of connected human resource processes that delivers a simple fundamental benefit for any organization. Teams with the best people perform at a higher level. Talent management is the strategy. Analyst research has proven that organizations using talent management strategies and solutions exhibit higher performance than their direct competitors and the market in general. From Fortune 100 global enterprise recruiting and performance management to small and medium business eRecruiting, leading companies invest in talent management to select the best person for each job because they know success is powered by the total talent quality of their workforce. With this view, talent management may be defined as the implementation of integrated strategies or systems.
designed to improve processes for recruiting, developing and retaining people with the required skills and aptitude to meet current and future organizational needs. Talent management is often defined as performance management, incentive compensation, or talent acquisition. Talent management is also often confused with leadership development. Although leadership development is a crucial function of your organization, focusing on it exclusively is a legacy of the last century. Our modern service and knowledge economies in the talent age require a broad and holistic view. A high performance business depends on a wide range of talent (Taleo 2011).

It has been propounded that talent management as a strategic management issue is a relatively a new concept to those management practitioners. It is like an abstract concept that requires more explanation, some definition and high order thinking. According to Davis et. al (2007), talent management is the recruitment, development and retention of individuals who consistently deliver superior performance.

The study focused on the workforce issues confronted by CEOs of selected multinational organizations in GCC areas, particularly in United Arab Emirates, Oman, Saudi Arabia, and Qatar. Also, the researchers aimed at ascertaining the interventions or strategies for competitive advantage based on their lived experiences. With the limited studies and literature on talent management being a new concept, the researchers found it relevant to pursue the baseline information for further empirical studies.

FRAMEWORK

Organizations have made huge expenditures in developing talent management strategy processes to attract and retain key employees who hold the silver bullet to organization success. However, in reality there has been a significant disconnect between the investment in talent management processes and the reality of the success of “talented” individuals in organizations. The developed world is facing significant issues around demographic change, the retirement of the baby boomer generation, and the lack of new graduates in science and engineering (Berger and Berger 2008). Furthermore, the authors of such script emphasized that it is hard to overrate the importance of attracting talent into an organization. Changing demographic issues, particularly around the retirement of key management and the falling numbers of younger people seeking degrees in high demand
areas, have led 42 percent of organizations in the United States to believe that the aging workforce issue is significant to their future success. They highlight in particular the departure of senior management and the technical and talented individuals, and the issues of transferring their knowledge and skills through the organization.

With four generations in today’s workplace, most companies are struggling to create an employee experience that appeals to individuals with diverse needs, preferences and assumptions. Erickson (2008) pointed that today’s top talent management challenges lie on 1) attracting and retaining enough employees at all levels to meet the needs of organic and inorganic growth, 2) creating a value proposition that appeals to multiple generations, 3) developing a robust leadership pipeline, 4) Rounding out the capabilities of hires who lack the breadth of necessary for global leadership, 5) transferring key knowledge and relationships, 6) stemming the exodus of Gen X’ers from corporate life, 7) redesigning talent management practices to attract and retain Gen Y’s, 8) creating a workplace that is open to Boomers in their “second careers”, 9) overcoming a “norm” of short tenure and frequent movement, and 10) enlisting executives who don’t appreciate the challenge.

The researchers subscribe to the assumptions the author posted above as the challenge of enlisting the support of all executives for the transition from a talent culture that has traditionally operated with a “buy” strategy to one that places more emphasis on “build” is widely shared.

On the other hand, Taleo (2010) specified the challenging workforce issues that confront organizations, including: heightened competition for skilled workers, impending retirement of the baby boomers, low levels of employee engagement, acknowledgement of the high cost of turnover, arduous demands of managing global workforces, importance of succession planning; and off-shoring and outsourcing trends.

**Baseline Studies: A peep through talent management**

The results of the bayt.com ‘Career Reinvention and the MENA Workplace’ poll showed that Middle East professionals would not switch to their dream career mostly because of financial considerations (23.9%) while 16.8% blamed this inertia on their risk-averse personality or their fear of the unknown; 16.2% believed that today’s market companies would simply not take the risk of hiring them; 14.5% said it was due to a lack of
training or education opportunities required to effect this change; 9.9% said the lack of access to jobs in the desired new career was the main problem; and 9.4% stated that the move wasn’t likely to happen because of their lack of knowledge about job opportunities in the new career. Furthermore, 3.1% of the poll participants felt a shift in their career path is unlikely to happen because of culture and social prestige considerations and 6.2% said no change was necessary as they love their current jobs (Baugh 2005).

In such study posted above, when asked what new industry they would choose if a career switch was possible, 21.5% of participants said Oil & Gas; 16.5% said Telecom/IT; 14.6% chose tourism and hospitality; 9.9% said financial services; 8.2% chose management consulting; 7% voted for advertising and marketing; 6.6% said FMCG; 3.7% stated healthcare, while 1.2% chose publishing. However, 7% said they would not care to join any of the above stated industries and 3.7% said they were unsure as to what their new industry would be. Respondents were also asked what they feel most passionate about in their career. Some 21.4% expressed that they are most passionate about their current job and another 21.4% said it was their current industry. Few15.6% felt that their existing team and environment was an intrinsic factor; 8.3% said their current company was what motivated them to stay on; and, 5.1% indicated they didn’t want to leave because they appreciated working for their current manager. Nonetheless, a staggering 28.1% voted for none of the above elements. When asked what they are most dissatisfied about in their career, 20.5% indicated their current job; 20.1% indicated their current company, and 15.7% indicated their current manager while 9% indicated the industry itself was the main issue. Only 11.3% believed that their current team and environment were not working out for them and the rest (23.3%) said none of the above bothered them.

Currently, all of Standard Chartered Bank’s 11 branches in the UAE are managed by UAE Nationals and more than 42% of its 2400 employees in the UAE are Emiratis. Hassan Jarrar, Head of Wholesale Banking, Standard Chartered UAE, launched the programme at a ceremony attended by 150 of the Bank’s staff including Senior Management.

Mellahi (2003) explored in his study and explained the programme and the Standard Chartered Bank’s Emiratisation strategy. Accordingly, in the field of Emiratisation, Standard Chartered is the leading international bank operating in the UAE. In line with this, the National Development Programme aims to provide structured and focused development and career plans for
UAE Nationals with a view to ensuring personal and professional progress and increase the Bank’s UAE National retention.

As a form of talent management, the 12-month development programme is customized and structured based on the individual areas of focus of each candidate. It begins with an assessment of each UAE National, to understand the areas of focus to develop relevant skills. The programme provides a holistic approach towards learning and includes class room training, on the job training and job rotations. In addition, each candidate will be assigned a mentor who will provide ongoing advice and support to ensure his/her success in achieving the desired outcomes of the development plan and help monitor progress against it.

For companies to build a sustainable future, there has to be significant changes in the way in which talented individuals are attracted, retained, and rewarded. The “prevailing wisdom” in managing talented individuals has extensively focused on developing strategies in career management, building a compelling future, and linking development and job opportunities for individuals. This perception of what attracts and retains the cohort has been the case for many years. However, with the generational changes in the workforce, new research challenges that reviews the success of talent management strategies, particularly when linked to reward.

The CIPD (Chartered Institute of Personnel and Development) UK, in August 2007, has developed a definition stating: Talent consists of those individuals who can make a difference to organization performance either thorough their immediate contribution or in the longer term, by demonstrating the highest levels of potential. By using the above as our working definition of talent, we can consider how to build a strategic pay and reward framework around these key individuals, rather than the tactical knee-jerk relation which often characterizes organizations’ response to rewarding talent. It is clear that those individuals who make a difference to the organization “right here, right now” may need to be treated differently in pay terms than those who have the potential in the future to effect change. Hay, in their report “Talent Management – what the best organizations actually do”, make the point that “divergent notions of what talent management looks like across the organization” are a barrier for effective talent management. For pay and reward strategies to work there has to be clarity about the strategic requirements of the organization, and how this links to individual people who can deliver what (Berger and Berger, 2008).
In another study of Berger and Berger (2008), they also cited that across the UK and Europe some of the issues in talent management emerged several years ago. Early retirement ages, favorable pension conditions, and discrimination by employers in employing men and women over the age of 50 led to a decline in the net retirement age. The consequence of this, not unforeseen, was fewer individuals at a senior level and possessing senior technical and specialist skills. As a result, the focus on talent management has shifted in several ways. The stereotypical talented individual, a white male, has now been replaced by a broader approach. It has become clear that the effect of wider acceptance of different working practices such as flex time, immigration, embracing diversity, and tackling age discrimination are approaches that have been successful in widening the talent pool. The United States faces significant issues between the years 2008 and 2015 and beyond as the baby boomer generation reaches the historic retirement age. Many of these aging workers are in senior management positions and there are insufficient employees with the developed competencies to succeed them. Simply put, many indicators of talent management have been noted but not fully concretized. Having seen these, the researchers were prompted to magnify the specific intervention or strategies experienced by the respondents being the CEOs of their organizations.

**OBJECTIVE**

The study determined the lived experiences of the corporate executive affairs in managing talent for competitive advantage.

**MATERIALS AND METHODS**

The study used the descriptive design employing qualitative techniques. The respondents (n=4) who are CEOs in multinational organizations within the GCC countries such as United Arab Emirates, Oman, Saudi Arabia, and Qatar were considered in this study. Selection criteria were drawn as all respondents were nationals of GCC and within the age of 45 and above. The researchers employed the descriptive approach, particularly case study as the specific method via in-depth personal interview. A semi-structured interview was also given to the respondents prior to the interview. Content analysis was used in the study to filter main ideas in line with the lengthy statements provided by the respondents.
RESULTS AND DISCUSSION

The researchers have answered two major research inquiries as discussed below.

*Common issues and concerns in talent management.* As to the common issues confronted by the respondents in their more than 20 years of managing their organizations, table 1 depicts two common major difficulties that are being addressed by their organizations in GCC.

Table 1. Summary of issues confronted by the respondents

<table>
<thead>
<tr>
<th>Major Classification of Issues</th>
<th>Specific issues/concerns</th>
</tr>
</thead>
</table>
| Group/Organizational          | ▪ High turnover rates  
                               | ▪ Managing diversity  
                               | ▪ Succession planning  
                               | ▪ Leadership Investment |
| Individual                    | ▪ Low levels of engagement  
                               | ▪ Self-organizing scheme |

Table 1 presents the result of content analysis drawn from series of in-depth interviews from the respondents. As can be gleaned from the table, in the group/organizational level, the following are the highest concerns of these CEOs in GCC: high turnover rates, managing diversity, succession planning, and leadership investment.

It can be observed that most of the GCC countries outsource manpower from different countries in Asia and in other western countries. Turnover rate is still high, according to the respondents because of the climate, management support/culture. Also, knowing that the GCC countries are populated with more than a hundred of different nationalities, managing diversity (especially on issues of discrimination) ranked second in the concern. Also, according to the respondents, succession planning is a career planning method that has to be in operationally in place so that the organization will retain its manpower. As the last in the rank, leadership investment focuses not only on budget allocation and its constraints but also the on-boarding and transition support. In this regard, the management can analyze task-based
competencies that can create success in leadership positions. These results have a resemblance with that of Taleo (2010) which identifies that succession planning and turnover rate are but some of the major issues an organization typically experiences when managing their talent.

In terms of individual level, two dominant issues surfaced: low levels of engagement and self-organizing scheme. According to the respondents, they have encountered a lot of individuals who have low levels of engagement (or cooperation) and this is the reason why organizationally, they force individuals to resign while self-organizing scheme is somewhat connected with low levels of engagement in a way that individuals lack the capacity to participate in career planning as they themselves do not set career goals to effectuate in the process.

Outside the individual and group/organizational levels, the researchers also synthesized that there was a perceived mismatch between some (Western) organizational models of work and the underlying culture of Gulf Arab Nationals. As such culture wise, it will not fit to them as it is not customized based on the corporate culture of the nationals.

For the GCC nationals to be acquainted and prepare themselves for the future job, the government is obliging the educational institutions to teach not just theory based by learning by doing. The respondents found it irrelevant to the job that the graduates will be doing particularly the theories that have been thought in the classroom are at far from the practice and real – life situation.

**Interventions as strategies in line with the common issues and concerns in talent management.** The content analysis of the interviews conducted point to resemblances of organizational strategies manifested in table 2 as shared by the respondents in their organizations in GCC.

<table>
<thead>
<tr>
<th>Specific issues/concerns</th>
<th>Interventions/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group/Organizational</strong></td>
<td></td>
</tr>
<tr>
<td>High turnover rates</td>
<td>Retention Strategy</td>
</tr>
<tr>
<td>Managing diversity</td>
<td>Managing diversity programs</td>
</tr>
<tr>
<td>Succession planning</td>
<td>Succession planning refinement</td>
</tr>
<tr>
<td>Leadership Investment</td>
<td>Financial appropriation/competence inventory</td>
</tr>
<tr>
<td><strong>Individual</strong></td>
<td></td>
</tr>
<tr>
<td>Low levels of engagement</td>
<td>Individualized coaching</td>
</tr>
<tr>
<td>Self-organizing scheme</td>
<td>Values enhancement programs</td>
</tr>
</tbody>
</table>
Table 2 showcases the interventions that the CEOs implement to combat the issues and concerns they are experiencing.

In the group/organization concerns, the following are being considered as organizational interventions by the respondents: retention strategy, managing diversity programs, succession planning refinement, and financial appropriation/competence inventory.

The retention strategy has been introduced in their respective organizations solely because the turnover rate is considerably high. This makes sense as the organizations in GCC as experienced by the respondents need to retain individuals who are already trained. On the other hand, according to one of the CEOs interviewed, “Managing diversity programs have been introduced to meet the challenging issues of discrimination.”

On the issue of succession planning, since most of the organizations have started to provide policies and programs, career development can be best understood of the succession plans will be re-evaluated and polished. In terms of leadership investment, results indicate that an inventory system has to be done to determine leadership competencies; hence, requires some budget appropriation.

In the individual level, individualized coaching has to be provided for those individuals who lack engagement and cooperation while values enhancement programs, respondents have shared, need to be implemented due to self-organizing issues.

These organizational interventions support Butterfield (2008) when she identified that talent management is to identify investments, and to design development required to fully deliver on its role in total quality management. Also, the ability of the organization’s decentralized leadership to implement local or unit-based actions required to close identified talent gaps are important. Organizations need to assume that one initiative will be to retain high performers in strategic and core roles.

CONCLUSION

The interviewed CEO’s have a specific policy or plan for nationalization as necessitated by the government’s programs, particularly in larger organizations. These includes recruiting locals against a target, recruiting locals into specific targeted roles with associated development paths, recruiting locals with a view to developing into management roles, recruiting
locals and developing into international roles, policy of recruiting locals first, other Arab Nationals second and other expatriates working closely with external agencies, such as Educational institutions, to develop a pipeline of suitable candidate.

The GCC government takes a leading role by developing their GCC National job-seekers and wider society for a future generation of world-class GCC National leaders and skilled employees, who make a demonstrable contribution to the bottom line. The issues and concerns noted in the study also paved the way for the CEOs to customize their strategies to eventually resolve issues and concerns.

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Mapping of Elementary Educational Infrastructure in India: A State and District Level Analysis

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Abstract - Education plays an important role in a country’s development process. Indian education system comprises the elementary, secondary and tertiary levels. Over two decades India registered a significant growth in the educational infrastructure at tertiary level of education but elementary and secondary levels of education are struggling with low accessibility of infrastructure and resources. This is affecting the quality of education particularly at elementary level of education which is responsible for growth in secondary and tertiary education. The assessment of infrastructure across the country is very difficult due to regional inequalities and economic diversities. This paper is an attempt to map accessibility of infrastructure at elementary level of education at district and state level in India. For mapping and analysis, advance computation techniques like GIS and contour mapping techniques are used. A novel technique and algorithm was developed to represent the data in various formats in the qualitative way; to the knowledge of the authors this
novel representation of data is hitherto unreported in the open literature. Analysis confirms that there are regional inequalities in the accessibility of required infrastructure and in some states the situation is pathetic despite various government initiatives.

**Keywords** - Elementary education, GIS, Mapping, Contours

**INTRODUCTION**

In the past two decades India achieved sustained high growth and has made progress on all fronts despite a population of over 1 billion. India is in now the midst of a historic transformation. It has emerged as a global power and a leading player in information technology, telecoms and business outsourcing and development of educational infrastructure, with the world’s fourth largest economy in purchasing power parity terms. However, India registered a rapid growth over the last two decades but over 300 million people living below the poverty line and wide regional disparities. This reflects the gloomy side of Indian economy which retards inclusive growth and infrastructure. Although, resources generated from recent growth are being invested into a set of very ambitious programs to deliver services to the poor. These programs -- to provide elementary education, basic health care, health insurance, rural roads and rural connectivity, and other services -- aim at realizing the fundamental rights of the people. To achieve the set programs India needs to expand educational infrastructure particularly at the level of elementary education as about 35 per cent of the population falls under the age of 15 years.

To accommodate the potential students, elementary education infrastructure in India is very poor and the condition is much worse in rural schools. Most of the schools have shortage of basic infrastructure such as lack of blackboards, drinking water, separate toilets for girls, shortage of classrooms, boundary walls/fencing to be addressed. According to Planning Commission about 50 per cent (of schools) do not have a boundary walls and separate toilets for girls, 60 per cent do not have electricity and 88 per cent do not have a computer. Shortage of teachers was also serious issue as a number of teaching posts are vacant. Hence, India’s elementary education
system faces numerous challenges. To achieve the universal elementary education government is making a lot of efforts that requires huge resources and to increase spending on education to 6 per cent of GDP, but actual spending was around 4 per cent for the last few years.

India has made a phenomenal growth in the education system at elementary level in spite of paucity of resources. The elementary education is very critical as enrolment at elementary level lays down the foundation and feeds for secondary and higher education. Enrolment at elementary level of education has increased considerable but infrastructure is not increased at the pace of enrolment and regional disparities are observed in the expansion of infrastructure. Therefore, there is a need to map the existing gap in infrastructure development and policy issues to cope with the emerging issues of educational development.

**OBJECTIVES OF THE STUDY**

After nineties secondary and higher education is undergoing structural changes due to the process of globalisation. The post nineties period witnessed a considerable increase in the infrastructure at tertiary level. So, to fulfil the need of higher education 100% enrolment at elementary education is desirable. This resulted growth response to the demand generated by the expansion of elementary education. But there has not been any fundamental change in the structure and organisation of elementary education system which lags in the quality also. In India nearly 90 per cent of schools at elementary level are run by government, most of them are situated in rural areas and lack the average criteria for quality education. The low learning achievement problem in India is mostly due to poor infrastructure such as shelter-less school building, insufficient building, high pupil-teacher ratio, traditional methods of teaching and high absentee rate. This required a comprehensive mapping of the existing infrastructure to analysis the gap in different states. Therefore, the objective is to provide a broad mapping of the existing infrastructure across the country.

**MATERIALS AND METHODS**

Infrastructure in elementary school comprises several components such as school boundary wall, availability of drinking water, blackboard and
students-teacher ratio etc. There are around 1.2 million elementary schools (MHRD, http://education.nic.in/stats/statpub.asp), and to map the entire school system is not a simple task. So, for mapping and analyse the required attributes, Aser 2005 School level data was used. The used data was based on random sample survey conducted by Assessment Survey Education Research (ASER)\(^1\) which comprises 9500, with an approximate of 20 schools per district were covered, across India. All rural districts were be surveyed. The collected data was divided into different attributes containing information about schools of each district. The purpose of the survey was to get reliable estimates of available infrastructure in schools at the district level i. e. books, library, water and toilet facility, mid-day meal, etc. The sample size was determined at a precision of 5% and confidence of 95% level. For mapping and analysis the required attributes Geographical and Information System (GIS) and contour mapping techniques were used. Data was analysed using advance computational techniques. The methodology adopted for mapping geographical co-ordinates and location is as follows:

(i) **Mapping of GIS Data**

A Geographical Information System (GIS) captures, stores, analyzes, manages, and presents data that are linked to location that integrates statistical analysis and database technology. The GIS system are used in Remote Sensing, land surveying, natural resource management, geography, navigation and describes any information system that integrates stores, edits, analyzes, shares, and displays geographic information\(^2\). The GIS data for India’s border boundary was obtained from SAS repository, in the format of geographical co-ordinates (Longitude and latitude) of all the Indian state boundaries, available at National Institute of Science Technology and Development Studies (NISTADS), New Delhi. The co-ordinates were extended in the Cartesian coordinate systems that provide the mechanism for describing the geographic location and shape of features using x- and y-values. Locations of geographic objects were defined relative to the origin as (0,0), using the notation \((x, y)\), where \(x\) refers to the distance along the horizontal axis and \(y\) refers to the distance along the vertical axis Figure-1a and b illustrate the notation \((4,3)\) records a point that is four units over in \(x\) and three units up in \(y\) from the origin\(^3,4\).
All the district level data in geographical co-ordinate system was acquired from Mapmyindia website. A total number of 1371 districts were covered. The district data was positioned on the boundary data as shown in Figure-2.

(ii) **Contour Mapping**

As discussed in the sample size estimation a total number of 9500 schools with an approximate of 20 schools per district were covered. Since the data set is very large it may represent a lot of congestion (Figure 1c). Therefore, for simplification data on all the schools was averaged in one district to represent the district value of that region. The parameter was mapped against each district and the longitude/latitude co-ordinates were fetched from the district data file for corresponding mapping. The contour mapping was done using the Surfer® contour mapping software as per the following procedure:

1. Indicators of various school infrastructures like, library facility,
students’ attendance, teachers attendance etc was estimated in percentage from the sample data synchronized with the district data. The data sheet contained three variables i.e. the longitude, latitude and the value of parameter in percent.

2. Surfer grid file was converted using the longitude and latitude as x and y data and school indicator as the contour data.

Analytical results

The contours were plotted for the various parameters viz. attendance of students, attendance of teachers and headmasters, library facilities in the schools, boundary wall (present or not present), usable rooms, toilet facility, clean water availability and mid-day meal facility as the percentage. The presence of students/teachers/headmasters, ratio of attendance versus total strength was computed in percentage for the average taken from class I to VIII (elementary level).

Attendance of students

Figure 2a, presents the data on attendance of students in schools as percentage of the total enrolment from class 1 to 8. The colour coding is given on the map, referencing that code the status of the attendance in the schools at the particular location was realized. The blue colour represents the percentage strength of attendance. The density of colour signifies high attendance ratio to poor attendance i.e. from 95% to 25 %. The similar results were presented for Sarva Shiksha Abhiyan programme, a government of India flagship scheme, meant for education to all children upto the age of 14 years (Figure-2b) and the results are comparable with the earlier study. The average attendance rate of the students in the present study shows 71.44% students attend the schools at elementary level while the earlier study indicates that overall average attendance rate of students was 68.5% and 75.7% at primary and upper primary levels respectively.

It can be observed that most of north-east and north central India has the problem of attendance of the students at the elementary level. On the other hand the map also indicates that the districts in the south and north-west have very good attendance of students.
**Attendance of teachers**

Figure 2c, represents the attendance of teachers in schools at district level in India. The analysis indicates that North-East and North and Central India have attendance of teachers below 30%. The analysis provide reasonable estimates and comparable with past studies (Figure-2d; Eswaran, S and Singh, A., 2008, reference 7). The analysis describes that the attendance of teachers was about 81.0% attendance of teachers in the schools. However, reference 6 shows that teachers’ presence was very good in most of the schools having attendance of teachers about 60.0%. The present computation illustrates 74% attendance of the teachers in overall elementary level. One of the reasons could be for this lower attendance that elementary teachers have several administrative assignments which are time bound. These assignments are a part of various government policies and the participation of teachers is very high. Further, the study the teachers’ participation in in-service training programmes and their engagement in non-professional work contribute significantly to their absence in school6,7.

![Figure-2: Presence of students and teachers in percentage and the data validation with reference 6.](image-url)
Library facilities and mid-day meal availability

Figures-3a & 3b, illustrate the accessibility of libraries and availability of mid-day meal in elementary schools.

Library is a vital component of any education level as they serve as knowledge source for the students. It was observed that facility of libraries in elementary schools in India is not good across the India. In some states like Jammu & Kashmir, north-east, West Bengal, Orissa, Bihar, Jharkhand, and Maharashtra the access of library facilities are very poor. The similar pattern was found in the context of mid-day meal. Mid-day meal is a scheme which provides meal to all the students attending the class upto the age of fourteen years in all elementary schools in India. The scheme was launched to promote SSA scheme which has provision free and compulsory elementary education to all the children. In the case of availability of mid-day meal and facility of library, the survey was conducted in the form of yes or no. Therefore, integer 1 was assumed for available and 0 for not available. The average computation was carried out for all the classes and the districts. The district level value was then used for computation of contour maps.

Rooms and boundary walls

Availability of usable rooms and boundary wall are also other very significant issues for cater education. The problem of schools building and boundary wall is not so good in several elementary schools in India. The issue of boundary wall is very severe that most of the schools do not have boundary walls. The Figure-3c, high lights that only some western part and some southern part of Indian schools have boundary walls while rest of schools do not have boundary. Further, a majority of school do not even have proper schools building particularly in rural areas. The analysis indicates that only 30% of the schools have schools building (Figure-3d).
Figure-3  Mapping of school infrastructure at district level
Availability of drinking water and toilets

In the case of both availability of drinking water and toilets, the status is more or less similar to that of school boundary walls and building. Figure-3e & 3f, shows that only 30% schools have the facility of drinking water while over 70% schools do not have the facilities of toilets. Analysis signifies that only some part of western and southern part of India have the facility of toilets in elementary schools. Similarly, some part of north east states has the facility of toiletry.

DISCUSSION

India has a large population in the age group of 6-14 years which constitutes about 60 million. To accommodate this cohort population in schools is a challenging job for India due to lack of infrastructure. The lack of infrastructure suggests that either government didn’t put enough money in infrastructure or the money put was not utilized properly. Further, to assure education to all children up to the age of 14 years Indian parliament passed a bill “Right to Education”, which itself had repercussion of massive education infrastructure development. Government of India launched a flagship scheme Sarva Shksha Abhyan particularly meant for increase infrastructure up to elementary education. The results in this paper shows lack of infrastructure at elementary level of education and the condition is more shocking in rural areas however enrolment is increased and dropout is declined. Infrastructure element such as availability of toilets, electricity, book bank, and computers is very feeble. There are no black boards and drinking water in some schools. It is evident from a study conducted under Sarva Shksha Abhyan for the attendance of students and teachers for various states of India has shown that student’s attendance rate for overall India was 68.5% and 68.5% for primary and upper primary levels respectively. In case of teachers attendance the attendance rate was 81.7 and 80.5 for both levels respectively. The present study also provides the similar results; where teacher’s presence is consistently better than the students’ attendance. The report also elaborates the reason for the children’s and teachers’ as the lack of adequate facilities, shortage of teachers and requirement of children for their parents for the household chores. There is a general observation in the Figure 3 that the infrastructure facilities at the schools in most of India are
inadequate to an extent. On one hand there are facilities like mid-day meal scheme which are implemented at a national level and the data also shows positive implementation. On the other hand the very basic infrastructure for example like the “boundary wall” is not there in most of schools (partially in west and mostly in east of India).

The biggest reason for poor infrastructure could be low investment in elementary education which is about 50 per cent of the total expenditure on education. This percentage needs to increase substantially as enrolment is increasing after elementary education has become a fundamental right. So, for improving access and quality in elementary education increase in funding is required. State governments must increase investment in elementary education in addition the central scheme such as Sarva Shksha Abhyan. It also imperative because the thrust on elementary education over the last two decades and the growing aspirations of poor communities resulting increase in the enrolment at elementary level of education. However, the poor quality of the schools and their basic physical infrastructure often lead to children dropping out of the school system without learning. An emphasis on food, livelihood and health guarantees is therefore simultaneously required to level out the initial disadvantages of the poor in the educational sphere stemming from malnourishment, poverty, and health-related debility.

The results which are visual depiction of the sample data using high end IT solution, like GIS mapping and advanced algorithm are in general agreement with the other studies conducted by various agencies. The present paper will help policy makers to rethink how the Indian school infrastructure could be redeveloped using these techniques.

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Moral Change in a Global Village: Islamic Perspective

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Abstract - The attacks and criticism against ethics is a common part of philosophy. In modern age, due to scientific revolution and its great achievement and development, some scholars argue against any ethical system based on religion. But in the present century, the attacks against ethical role of religion take a different shape. Present century is distinguished from other centuries by its Information-Technology character. It is easy to see with wonder how Information-Technology has reduced the world to a global village through internet and satellite. The question is whether in such a world –global village–moral values are workable and possible? Educational and moral values, in general, aim at producing desired changes in the new generation. This goal was always fulfilled through building limited condition and making barriers. Today, it is impossible to keep new generations away from other cultures due to Information-Technology. It means in global village, making barriers do not work, and in such a world how one can fulfill moral values? The aim of this paper is to
discuss the role of moral values in global village by giving a spiritual notion of humanity. I attempt to the possibility of ethical role of religion in contemporary globe by discussing Islamic ethical principles.

**Keywords** - education, religion, global village, value

**INTRODUCTION**

Standing on the doorstep of the twenty first century one sees with wonder how InfoTech has reduced the world to a global village through internet, E-mail and so on. Telephones equipped with automatic translation from Indian to English and vice versa created an entirely different situation. It is an undeniable fact that science made for human life new frontiers through its tremendous success and the feature of life for mankind became totally different from previous centuries. Discussion over religion and science includes many related topics and it has been originated since scientific revolution in the 17 century. Since scientific revolution, some thinkers have argued against the role of religion in human life and attempted to base human life on sole scientific laws and empirical experience. The movement against the value and significance of religions in the life of mankind was developed and it was in the 19 century as an agenda for some philosophers and scientists. But with the dawn of the 20th century and new scientific discoveries, the movement declined and the battle between religion and science got different directions due to problems faced the movement (Goldman 1999,p.221 ). In the contemporary century, the feature of quarrels between science and religion changed into a different shape. The controversy over religion and science is confined and our question is: What is the ethical and educational impact of science on religion? As a matter of fact, all religions in general and theistic religion, in particular, play a role and share directly in the process of education and moral value. People are taught and recommended to live and act according to moral value. As cited in the beginning of this paper, the main mission of divine prophet according to his speech is to enhance and evolve human moral values:

قال رسول الله (ص): إنمابعثتليمك كرمك بالأخلاق.

In the Quran we can easily see how the main purpose of divine
messenger is connected to ethical aspect of human life. For instance Quran says:

هو الذينبعثتملائيمهم مبتدئو عليهم ابهيهم وهم يعلمون الكتاب والحكم وانهم منقبل للغيضة العلمين (ال集ه/2)

In the above cited verses Quran articulates that the main mission for divine messengers comes in two terms: knowledge and ethics. Therefore, the significance of ethical aspect of human life is doubtless either in the verses of Quran or in the speech of the prophet. In this paper, I do not deal with the topic of science and religion discussion, rather I deal with new environment and condition created by Info Tech in connection to education and moral values. Despite all incredible scientific success, is ethical role of religion possible in new world name as global village? (Swammi, 1999, p.2). In this paper, a positive answer is defended. It is worthy to note that my discussion and argument against impossibility of ethical role of religion in global village is based on and limited to Islamic perspective although the writer thinks that the very basic nature of religions are the same.

Understanding the question

We people live in a new society and environment created by scientific discoveries and Info Tech, due to which we can name our world as global village. In global village, the access of knowledge about other cultures, religions and people is painless and uncomplicated through satellite-mail and so on. In such a situation and environment one, due to initial diversity and inconsistency, may ask whether the educational and moral values have intrinsic value and are objective. (Tallaferro, p.193). The basic feature of global village is the omission of natural boundaries set forth in a geographical map. The cultural borderlines lose their significance and natural borders work off to divide people in global village since there is no real line naturally between mankind. Traditionally, educators attempted to achieve the educational goal and moral values by keeping away from any situation inconsistent with moral values. The ethical role of religion comes in terms of safeguarding and forbidding (Bagary, P.59) but due to borderless world, these terms do not work and religious educators face the problem of the possibility of ethical role for religion. So far, a clear understanding of the question is at hand to deal with and it can be articulated as follows: since the main mission of
Prophet Mohammad comes in term of moral values and our universe in this current situation is as global village and borderless globe, still moral values are applicable to human life?

The Impossibility of Ethical Role

The argument against the impossibility of ethical role of religion emphasizes on the fact that education as a process toward desired changes is based on such terms as protection, forbidding, safeguarding, and keeping away and so on. Since in global village, man is living in a borderless society, it is impossible to talk of such terms. In such a case, it is difficult or impossible to hold ethical role for religion in global village. It seems, according to this view, the initial inconsistency of religious education and global village is indispensable. The argument suffers from the wrong conception of education and human nature. The possibility of ethical role of religion and its share in education depend on the notion of education and human nature. If man is considered as a physical machine, subject to desired changes through the process of education and moral system then the global village could be considered a danger to it. The mechanical notion regarding human nature gives us a reason to think and hold the impossibility of any role for religious moral system in global village. According to the mechanical notion of education and human nature man is reckoned as a physical object and machine working in determined conditions and environment. Reflecting on the nature of man and education in this way, one evidently could observe the inconsistency of global village and religion on the matter of moral values and education. For, it is impossible to create applicable boundaries among people of different cultures on one hand, and the success in education and achieving ethical goal is, according to traditional moral system, depended on such terms as protection and forbidding on the other.

In the next section, I will argue that religions play role on the significant matter such as education and moral values in global village on the bases of non-mechanical notion of man.

The possibility of Ethical Role

In the previous section I put forward the argument defending impossibility of ethical role of religion in global village and I have shown the
argument is based on the wrong notion of human nature. In this section the view of impossibility of ethical role in global village is ruled out and I rebut it on the base’s of non-mechanical view of human nature. The global village, as I see it, is a threat for religious moral system only on the base of mechanical notion of man, but if we reflect on the nature of man as a spiritual and non-mechanical animal, the result would be different and global village is not a threat for religious moral system. In non-mechanical process and entities, the basic role in producing desired changes is not put on the side of material elements and moral aim is not fulfilled via physical balance in relation to the material parts and component. If so, then the moral values are not unachievable and unattainable in global borderless village.

The Nature of Man: Islamic perspective

So far, two opposite arguments regarding the possibility of ethical role of religion in borderless global village have been demonstrated on the tow different notions of human nature. Close contemplation on Islamic source demonstrates that non mechanical notion of man is confirmed. Quranic verses regarding the creation of mankind obviously states and admits that human life and his creation is not confined to bodily creation.

...وبعد خلق الإنسان من طين #مجلس_إلهام_الإنسان_ال本当に #مسؤوـ _نفسـ _هـ _روه _...*(سجدة/7-8)*

In the above mentioned verse, the Quran evidently announces that the creation of mankind is not limited to his body and the non-physical nature of mankind is emphasized. In other verses, Quran reveals regarding the nature and creation of human being that after creating the body of mankind, the other part of his existence was initiated:

ثمَّ خَلَقَنَا هُمَا خَلْقًا أُخْرِجُوا كَالْهَيَابِ كَالْهَ سَنَالَخَلْقُينَ*(مؤمنون/14)*

Therefore, man in Islamic perspective is not regarded and is not featured as an object including material parts whose desired moral changes is fulfilled through proper relation of his parts rather the moral desired changes happened inward and it is basically the character of human spirit. Religiously a man who is subject to moral values and the principles of education is not one who bears some kind of bodily changes rather the real changes are expected
to take place in human soul and heart. Any bodily changes without happening in the soul and heart, according to Islamic teaching are not recognized as desired moral change. Linguistic consideration could help us here. Arabic word of Al –Aqlaqh is translation of moral, meaning the stability, immutable of any character in the soul.(mesbah,1376,p.9).So ,on the basis of the very basic nature, and definition of ethics(Al-Aqlaqh),any attempts to attain moral values in mechanical process is neither encouraged nor admitted.

According to Mottahari, one of well-known Iranian contemporary intellectuals, a great mistake happened in the Islamic world is referred to as misconception of Quranic significant notions. It is expected to produce positive desired changes via these notions in Muslim individuals and society, but due to misconception, Muslim individuals and society fail to gain and arrive at desired aims. To give an example, the religious term Zohd meaning detesting, mundane life always was subject to misconception, and through mechanical interpretation, Muslim society lacks desired environment and fails to achieve the goals. Mechanical perspective, regarding Zohd gives the permission to recognize those who call themselves as Zahed by secluding and separating from others. The influence and effect of this sort of perspective is evident: social aspect of human life is injured but non mechanical interpretation of Zohd does not lead to the injurious and dangerous result for social dimension of human life. (Mottahari, 1370,).

Another fact in Islamic moral system which admits and makes ethical role of religion possible in borderless global village can be traced in the notion of “will” and intent. According to Islamic teaching, educational goals and moral values are not fulfilled only in particular physical relations. Admitting that it might be as a part of moral desired changes but the basic and central attention is paid to the will and intent of doers. The target of moral changes is directed to inside and heart of doers and moral behaviors and moral person are recognized on the base of their will and intent. The prophet recommends in this matter that the ethical value of behaviors is based on will and intent.(Nahjolfasahe,p.522).On the basis of such a perspective, one might be regarded as moral person due to his /her internal condition without displaying physical act. Imam Ali, returning from the war-Jihad, told one of his supporters while wishing that his brother would take parts the war-jihad:- “any person share us if their will and intent is with us”. Another Quranic evidence to support non mechanical notion of moral virtue can be
found through considering Zekr-remembering God. According to Muslim moral instructors, divine reciting and remembering –Zekr–is considered as the ultimate worship and virtue. (Naragi, 1371, p. 684). The value and significance of prayer- Sala – is based on the fact that in prayer, one is remembering God and its very nature consists of contemplation on God. Anyway, in what term Zekr- remembering God –is interpreted? As a matter of fact, a close contemplation on Islamic texts reveals that it is not a mechanical process rather than a non-mechanical one. The person who exercises Zekr is not reciting a few words on his/her tongue. Of course, the real divine Zekr is the act and beauty of heart. This act and beauty of heart is possible in any situations and environments, and due to its non-mechanical nature, global borderless village along with its plural diverse cultures do not need to be necessarily considered as a threat for religious moral system. On the base of this perspective, Zekr or other moral values are not fulfilled only through protecting people from wrong environment. Satellites, E-mail, internet and so on in global village are not considered or creating an indispensable obstacle to religious moral system.

Rationality and Value in Islamic perspective

The value of rationality in Quranic teachings reveals that there is no inconsistency between religious education and Info Tech in global village. The power of info tech by dismantling the natural and cultural boundaries and approaching whatever is in distance necessitate the role of rationality and signify its worth. The nature of rationality requires free mind and the disposition of facing different cultures. Therefore, if religious moral system does not hold a significant role for rationality to play, then the demise and impossibility of religious moral and education in global village is evident. But in other case, if Quranic teachings deserve the significance of rationality, then the info tech does not count as a danger to moral values since the very nature of rationality requires to face other cultures. To be clear, rationality here means thinking power of man a notion goes back to Aristotle. Rationality as thinking power requires information without which we have in fact a factory with no row material. Such a factory could not have any serious productions and results. (Motaharri, 1367-trans-p.45). The role and significance of rationality in Islamic teachings is clear and indisputable. Divine Quran promises rewards to those believers who at first has the power of listening to other people and cultures then they obey the best of them:
It is evident that the power of listening and following the best requires using the thinking power in order to be able to recognize the best options. So Quran encourages the use of thinking power and blames those who avoid using it.

On the base of such perspective, given in Islamic teachings, dismantling the natural boundaries due to info Tech in global village is not a danger and obstacle for religious moral system. Islamic teachings aim at higher level target since it pays attention to the rationality as a basic character of desired changes in the process of education.

The role of Separation in Religious Moral System

In previous section, it was shown that Islamic teachings reveal non mechanical notion of ethical changes and due to such a perspective, global village is not considered a danger for religious moral system. But here, it is worth to note that devaluation of mechanical relation in religious moral system does not require absolute demolition of physical seclusion and separation. In particular cases and for some individuals, physical isolation and temporal separation might be required and recommended. The essence of changes takes place in religious moral system is non-mechanical change but it is not to say that temporal mechanical seclusion lacks entirely its merit. Of course moral desired and stable changes are not mechanical.

CONCLUSION

Education in terms of making and producing desired changes is given by world religions and in global village some argue against this target and held the impossibility view of ethical role for religion. Here was argued that the argument was based on the wrong conception of human nature. Given Islamic perspective, I contended for the possibility of ethical role of religion and the conclusion is that global village is not a danger for it.
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Reflections of Two Distinct Principals: Preliminary Perspectives on How the Principal Preparation Programme Contributed to their Self-Efficacy Development

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Abstract - Effective principal preparation is a strategic necessity to face the forthcoming “tsunami” of challenges associated with the leadership position in the 21st century. This recognition of the need for specific preparation for aspiring school leaders has been slower to emerge worldwide and in many developing countries such as Malaysia, preparatory training is still not a prerequisite requirement for appointment as a principal. This paper reports on the preliminary findings on the principal preparation program in Malaysia and the effectiveness of the program elements in contributing to the self-efficacy development of the aspiring principals. The qualitative study captured the “live experiences” of two distinct principals and presents their perspectives on how specific elements within their principal preparation program catered to their self-efficacy development. Reflections of the principals led to the conclusion that, although the principal preparation program was viewed as effective in imparting knowledge and skills needed for principal leadership but it could still
improve on inducing purposeful elements or experiences to enhance the sources of efficacy beliefs which are vital for self-efficacy development.

**Keywords** - Self-efficacy, Principal Preparation Program, Aspiring Principals, Sources of Efficacy Beliefs, Self-Efficacy Development.

**INTRODUCTION**

There is generally a common agreement among the researchers that the demands associated with the 21st century leadership, need school leaders with extraordinary competencies and capacities (Hoy & Miskel, 2001; Fullan, 1991). This is followed by the recognition of a need to redesign new ways to train and prepare tomorrow’s school leaders to face the changing environment (Bottoms & O’Neill, 2001; Grogan & Andrews, 2002; Daresh, 2004; Fry, Bottoms & O’Neill, 2005; Yukl, 2006;). The principal preparation programmes certainly have a tremendous role in this endeavor. However, researches are still relatively few on how the principal preparation programmes can be developed and built in a new perspective that prepare these kinds of educational leaders (Grogan & Andrews, 2002). In this respect, the Social Cognitive theory (Bandura, 1986) asserts that along with knowledge and skills, self-efficacy is an essential element in contributing to a leader’s success. Literature reviews provide concrete evidences on the significant impact of self-efficacy beliefs on leadership on the whole (McCormick, 2001; Paglis & Green, 2002) and on principal leadership in particular (Hartnett, 1995; Dimmock & Hattie, 1996; Tschannen-Moran & Gareis, 2004). This paper investigates the impact of the principal preparation programme in Malaysia on the self-efficacy development of the aspiring principals.

The findings reported in this paper provide an insight into what are the sources of self-efficacy beliefs that are evident in the principal preparation program and how they influenced the self-efficacy beliefs of the aspiring principals.
The development of principal preparation programmes has become an international phenomenon in recent years. Many developed countries require a participation in a preparatory training course or an extensive development programme usually concluding with a certificate or a license. Countries such as United Kingdom, United States, Singapore, France, England and even Scotland, Estonia, Slovenia and Malta have introduced leadership preparation programmes and require aspirants to acquire the mandatory or compulsory national qualifications for school headship (Brundrett, Slavikova, Karabec, Murden, Dering & Nicolaïdo, 2006; Brundrett and Crawford, 2008; Bush, 2008; Huber & Hiltmann, 2010). It was found by Bush & Jackson (2002) that there are considerable similarities in the content of the educational leadership programmes in different countries. They advocated that there exists an ‘international curriculum’ in these programmes as there were similarities in the main components of the curriculum which are leadership, teaching as well as learning and management. Therefore, it can be concluded that there is an understanding at the international perspective of the critical curriculum of knowledge and skills that must be transferred to aspiring principals and they should be prepared in the critical areas of leadership as identified by Bush & Jackson (2002). It is interesting to note that these main component that was identified by Bush and Jackson (2002) as ‘international curriculum’ is also evident in the syllabus of the principal preparatory training in Malaysia; The National Professional Qualification for Headship (NPQH). This shows that the NPQH training components in Malaysia are in line with the international curriculum relevant for aspiring principal preparation programme.

The need for systematic and effective preparation for headship in Malaysia was realized with the introduction of the ‘National Qualification for Headship’ (NPQH) principal preparation programme. Currently, it is known as the National Professional Qualification for Educational Leaders (NPQEL). The NPQH framework in Malaysia is based on the United Kingdom NPQH training framework (Lodge, 1998). The National Professional Qualification for Headship (NPQH) is the recognition of the Malaysian Government that professional development for school leaders needs to be planned consistently and coherently to develop aspiring principals to take up the challenging and significant role of headship. It is a one – year programme underpinned by the
Malaysian National Standard for Headship (Ministry of Education, 2006) for the preparation of school leaders. It was introduced in 1999 by the Malaysian Ministry of Education and to date is conducted by the National Educational Management and Leadership Institution; IAB (Institut Aminuddin Baki).

The first part of the training involves a 6 months of fulltime course which covers six main areas of study into educational management and leadership. The second part of the programme is the Attachment or internship phase for another 6 months in the participants’ respective schools. The Diploma in School Management and Leadership is awarded at the completion of the NPQH programme (Institut Aminuddin Baki, 2004). It was envisaged that in the years to come, the NPQH would be a necessary criterion for selection and appointment of new school heads. Even though the enrolment for NPQH programme, continues to this day, however, it is still not a mandatory requirement for the selection of new school heads in Malaysia.

Generally, from the limited number of studies done locally on the NPQH programme there exist positive reactions by the participants about the programme effectiveness. Basically, all the studies, had found the training to be satisfactory, however assert that there is vast room for improvement in all areas of the training to further enhance the programme effectiveness (Aziz, 2003; Educational Planning & Research Development, 2006; Rusinah Joned & Lee Leh Hong, 2006; Gurcharan Singh, 2009; Kamaruzaman Moidunny, Norasmah Othman & Siti Rahayah Ariffin, 2009).

This preliminary study hopes to add knowledge about this training and contribute to the limited literature on this subject in the Malaysian contexts. It attempts to provide insights on the elements that are perceived to contribute to the development of self-efficacy beliefs of the aspiring principal in the NPQH training and to prepare them for the demands of their leadership position. Therefore, the following discussion on self-efficacy and leadership will provide a background for understanding the significance of self-efficacy in leadership training.

Self-efficacy and Leadership

Self-efficacy is “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391; Bandura, 1997, p.3;). However, according to Bandura (1989), self-efficacy must be defined within the frames
of the behaviours that are being studied, in order to be useful to researchers. Therefore, a principal’s sense of efficacy is defined as the principal’s belief of his or her capabilities to set a course of action to produce the desired impact in the school he or she leads (Bandura, 1997).

Several researches have shown that there is a positive relationship between self-efficacy beliefs and individual, group as well as organizational outcomes (Stajkovic & Luthans, 1998; Jin Nam Choi, Richard & Amiram, 2003). Significance of self-efficacy to leadership and its effects on important organizational outcomes are also well established (Dimmock & Hattie, 1996; Gist and Mitchell, 1992; Bandura, 1997; McCormick, 2001). Research by Wood and Bandura (1989), Gist and Mitchell (1992) and Tschannen-Moran and Gareis (2004) showed that self-efficacy beliefs have significant and decisive impact on goal setting by individuals.

Paglis and Green (2002) further emphasized that in addition to direction setting, leadership self-efficacy is also related in gaining followers’ commitment and in managing obstacles to change. These self-efficacy beliefs affect the development and skillful implementation of functional leadership strategies (McCormick, 2001). This is consistent with Tschannen and Gareis’ (2004) findings that principals with strong self-efficacy beliefs were able to persist in pursuing their goals and adapts strategies to meet contextual conditions. On the other hand, principals with low self-efficacy beliefs were not able to control the environment and to modify strategies. Dimmock and Hattie (1996) also found that the ability to accommodate and cope with change was also significantly related to principals’ self-efficacy beliefs.

Hence, based on Bandura’s (1986) theory, the dramatic changes that are taking place globally and in the educational environment would certainly have a high degree of affect on the principals’ self-efficacy to perform their task effectively. A highly efficacious principal will be able to persist in the face of challenges. On the contrary, a low efficacious principal will not prevail. Thus, it can be concluded that the principals’ success of implementing the knowledge and skills learnt in their training lies on the self-efficacy beliefs that the principals’ possess in them.

Consequently, it is extremely important to provide the principals with training to increase their self-efficacy to enable successful execution of the knowledge and skills learnt in the training while coping with vast change and uncertainties. Tschannen-Moran and Gareis (2004) further affirms that knowledge about the contributing factors to principals’ self-
efficacy belief can support the improvement and development of principal preparation programme. This certainly warrants for further investigation into the contributing factors of principals' self-efficacy beliefs. According to Bandura (1989, 1997), the development of efficacy beliefs are influenced by the sources of efficacy beliefs namely; a) Mastery experiences b) Vicarious experience, c) Social persuasion and d) Physiological arousal.

Today, self-efficacy theories are widely applied in many fields including the educational settings. Nevertheless, literature of its application in the education field is somewhat is limited, especially on principal’s sense of efficacy belief but intriguing results obtained had created enthusiasm (Tschannenn-Moran & Gareis, 2004) to study this construct in this area of expertise. This research is also a result of such enthusiasm.

OBJECTIVES

The purpose of the study is to explore the effectiveness of the NPQH training programme in Malaysia and determining the programme elements that most influenced in how the self-efficacy beliefs of the aspiring principal were changed or developed. Specifically, it aims to explore how specific elements within the NPQH preparation programme contributed to the development of the aspiring principals’ self-efficacy beliefs.

MATERIALS AND METHODS

The findings reported in this paper are the qualitative part of the mixed methodology design of the study. This study employed the case study research design with two distinct secondary school principals as samples from the State of Johor in Malaysia. The samples were selected through purposeful sampling based on their unique and diverse backgrounds. The qualitative methodology was adopted as this method will allow a detailed description and a deeper understanding of the phenomena under examination (Fraenkel & Wallen, 1990, Denzin, & Lincoln, 2005). In addition, Patton advocates the importance to adopt qualitative inquiry is to capture the meaning of the programme experience to participants, “in their own words, through interviews, and in their day-to-day programme settings, through observation” (p. 273).
“The Self – Efficacy Interview Protocol” which consisted of 10 interview questions was utilized for this reason. The interview protocol enquired the principals on how specific elements of their preparation programmes influenced the development of their self efficacy through mastery experience, vicarious experiences, social persuasion and arousal states. “The Self – Efficacy Interview Protocol” was adapted from Versland (2009) and was back translated into the target language; the Malay Language which is the National Language of Malaysia. Further confirmation on the validation and reliability of the instrument was made by pilot testing it to these two secondary school principals. Prior to the interview, both the principals were contacted via phone to get their appointment. During the first appointment, the researcher explained the intent of the study and got the consent from them for an interview session. During this time, the translated version of ‘The Self-Efficacy Interview Protocol’ was given to the principals to allow them some time to reflect on the questions. It was found that both the principals did not quite comprehend the term ‘self-efficacy’. The researcher then handed a prepared definition of the term self-efficacy in English and in the Malay language and explained the term briefly. The content validity for the interview protocol for the qualitative section of the study was checked by relating the interview questions them. Their feedback, ideas and suggestions was also sought on the questions so that improvement on the interview protocol can be done prior to the actual study.

The interview was later carried out on the second appointment in the principals’ respective schools. This is done in line with Foster’s (2004) suggestion that to “enhance contextual richness and minimize fragmentation” (p.230), all participants should be interviewed in their naturalistic environment or settings. All interviews were tape recorded and transcribed by the researcher. Field notes were also taken during the interview to record other information. This was later triangulated to produced more in-depth data (Fraenkel & Wallen, 1990). The emergent themes based on the reflection of the two distinct principals on their experiences of their principal preparation programme were then analyzed and interpretations made. All ethical considerations were followed as to protect the rights of the respondents in the study.
Characteristics of the Study Respondents

The respondents in this study are two principals from the secondary schools in Malaysia. Both these principals were participants of the NPQH principal preparation programme. However, they are very distinct in background and experiences. ‘Principal A’ had the experience of being a principal prior to attending the NPQH training. His was a unique case as he was appointed under unforeseen circumstances as a principal, just after several months of his first posting in the East Malaysia. He held the principalship for one and a half years in East Malaysia. The shortage of qualified personnel in the East Malaysia to take over the position could have accounted for this situation. However, upon returning to West Malaysia, he was not appointed as a principal. On the contrary, he held all the middle managers positions (Afternoon Supervisor, Senior Assistant of Student Affairs, Senior Assistant of Curriculum) in several schools for many years before holding the principalship position again. It was only after about 20 years later that he attended the NPQH training.

Generally in Malaysia, the appointment of headship is not done by recruiting and selecting a fresh candidate for the post, except in rare cases. The selection to a certain extent can either be through ‘time – based’ promotion or based on the expertise of a teacher in his or her field of teaching. The Headship appointment in Malaysia is based on the Civil Servants Legislation which states that those government officers will only be promoted according to their seniority in the post taken into account (Cabinet Committee Report, 1979). Beginning from January 2007, the Education Ministry had made some revision to the appointment of headship whereby those interested in the post can apply and shortlisted candidates will be called for an interview. However, to date, the career path to principalship in Malaysia is through several administrative positions or posts such as The Head of Subject Panel, The Head of the Department, Senior Assistant of Co--curriculum, Senior Assistant of Students’ Affairs and Afternoon Session Supervisor still prevails (Sazali, 2006). This explains the situation of ‘Principal A’ as to why he had to become a middle manager upon returning to West Malaysia.

The second principal, ‘Principal B’ on the hand, was one of the young participants among the senior middle managers and principals who attended the training. Principal ‘B’ was a Senior Assistant when he attended the NPQH training. He had no principalship experience as of Principal ‘A.’ However, it
should be noted that Principal ‘B’ also held several administrative positions prior to becoming a principal. These two principals participated in the NPQH principal preparation training and it is obvious from their background experiences that both these principals would have had varying degrees of self-efficacy beliefs prior to attending the NPQH training. The discussion below presents the reflections of these two principals regarding their principal preparation programme (NPQH) and their perspectives on how specific elements within their principal preparation programme catered to their self-efficacy development.

RESULTS

The analyses of the data collected from the principals’ interviews are done according to the main ideas of the interview protocol. The discussion on the findings will be done in subsections with the emergent themes presented with relevant quotes from the responses received from the interviews.

Initial Self-belief about principalship.

Two emerging themes were found from the responses of both the principals to this interview question. The emergent themes were experience, encouragement and selection procedure. It was found that, even though Principal ‘A’ had prior experience being a principal and also as middle manager but he expressed an average self-belief in his ability to become a principal at the onset of the training. This was accounted to the knowledge and skills that he acquired which were more from a ‘trial and error method’. Therefore there were vast areas of doubts that needed to be cleared. Principal ‘A’ admitted that his experience did help in building his self-belief only to a certain extent but according to him, the input received on educational management and leadership from the NPQH training was very relieving in the sense that it made clear all grey areas.

Principal ‘B’, on the other hand, although was young and had less middle management experiences compared to Principal ‘A’, expressed a high self-belief in his ability prior to attending the training. He accounted his high self-belief to the encouragement that he received from his former principal, peers and also to his experiences of holding various middle manager positions. The strong encouragement received from his former principal was seen a real boost to his self-belief in his capability. He mentioned,
“.... my former principal gave me an overview of the training, positive encouragement, coaching, support and exposure that I needed to participate in the training. She believed that I had the capability. I too had a strong self-belief that I have the ability since I managed to get through the stringent selection procedure to the training.”

Both principals however, agreed that their self-beliefs were enhanced or further developed during the training as the inputs given on all aspect of school leadership gave a sense of authority in the area.

**Instructional Practices**

The responses of the principals for the kinds of instructional practices that impacted their self-efficacy, pointed to four emergent themes; namely group work, field work, discussion, presentation and hands-on activities. Principal ‘A’ related that the instructional practices adopted in the training were mainly group work and discussion and were not only limited to theory-based lectures. The training required the participants to discuss, express their views and opinions while creating lots of opportunities to display leadership qualities. Principal ‘A’ stated that group discussion provided an avenue for sharing and at the same time taught how to become democratic leaders as it related that the ideas and opinions of others need to be taken into account during decision-making. Principal ‘B’ expressed that other than group work, discussion and presentation, assignment which required participants to gain first-hand experience from field work was also encouraged. In addition, Principal ‘B’ also related that the ICT component in the training had great impact particularly on him, due to its hands-on application and its innovative applicability in schools. These instructional practices were agreed by both principals to have enhanced their self-efficacy beliefs in school leadership.

**Coursework**

One specific theme that emerged from the interview responses was coursework involving field work. Specifically, field work in the aspects of school management and leadership. Principal ‘B’ related;

“......assignments that required trainees to do field or practical work provided a lot of experiences. For example, in understanding financial management, trainees had to go to schools to gather information and discussion with the respective principals provided valuable knowledge”
The information was later presented in their respective groups during the training. According to Principal ‘B’, as groups consisted of participants from various backgrounds and experiences from all states in Malaysia, thus their approaches to problems and solutions were also diverse. This provided a vast room for learning from authentic experiences of others. Both principals also agreed that they gained tremendous knowledge and experiences from the six months internship in schools. The course works during their internship which required them to complete three portfolios; personal and projects, provided a platform for them to apply the theoretical input learnt. This inevitably enhanced their self-efficacy beliefs in their capacity to meet the challenges of school leadership.

**Peer Influence and Personal Interaction**

One emergent theme for the kinds of personal interactions during the training is diverse participants’ background and experiences. Both principals agreed that the diversity in the participants in terms of age, race, gender, background and experience brought about various personalities in their personal interaction. Principal ‘B’ for example expressed;

“...... yes, there were a lot of inputs from interacting with the peers as there were at least participants from three diverse categories that are; principals, officers from The Ministry of Education and the Education Departments as well as middle managers in schools.”

These personal interaction regardless whether it was purposeful instruction or not, created great impact on the principals personalities as the sharing session (formal and informal) offered vast opportunities to understand and learn about people, as well as relationship. The one year duration of the course further strengthened the personal interactions. The diverse experiences of the participants who showed glimpses of theory and reality had positive impacts on both Principal ‘A’ and principal ‘B’s self-efficacy. Even though challenges and problems faced, were related by the peers during these interactions but both Principal ‘A’ and ‘B’ reported that their self-beliefs were not affected by them. Principal ‘A’ asserted that he just ‘observed’ and ‘absorbed’ these challenges related by his peers as he himself had experiences undergoing such challenges during his principalship for almost 2 years. Principal ‘B’, being young reported that he viewed these challenges as ‘part and parcel’ of principal leadership and thus took them as lessons to be learnt.
Most influential ‘role model’

One particular emergent theme that seems to jump out of the data for this interview question was credibility of the teaching staff/faculty. Both principals related that the credibility of the lecturers/facilitators was an importance element in influencing their self-efficacy. Both principals supported that the teaching staffs had very good personal relationships with the trainees and adhered to the principles of adult learning theory. They were encouraging and supportive. However, it was disappointing that many of them did not have prior experiences of being a principal. Principal ‘A’ for example said;

“........ many were ex-teachers and middle managers who did not reach the level of the principal position. As they lacked the experience of being a principal, their teaching and discussion are mainly theory driven and not supported with evidences of live experiences. There was something missing.”

The credibility of the teaching staff was an important factor in developing the self-efficacy of the trainees. Since teaching staff lacked credibility, their impact on the trainees were not great. For example, Principal ‘A’ was not able to recall the name of any particular teaching staff and this shows that the degree of influence of these teaching staff on him was only moderate.

Principal ‘B’ also shared the same concern as Principal ‘A’. He further explained that the teaching staff without principal experiences functioned more like a ‘moderator’ and depended on experiences related by participants for discussion. He added that the lecturers with principalship experience were able to impart vast knowledge with concrete experiences of approaches to leadership. These lecturers made a marked difference. However, Principal ‘B’ recalled that the time when he attended the training, there were a few lecturers who had prior principal experience whom he viewed as his ‘role model’. Principal ‘B’ was also able to name a few prominent ‘role models’ who had great influence in enhancing his self-efficacy in leadership. He further explained that,

“......their combination of input, style of delivery and experiences made their lectures very interesting whereby they were able to mirror the reality of school leadership effectively.”

These findings showed that the credibility of the teaching staff is vital to ensure the development of the self-efficacy beliefs of these principals.
Experiences to Replicate

The responses for the kinds of experiences or interactions in the NPQH training that they would like to replicate pointed to only one emergent theme; benchmarking. Both principals unanimously agreed that benchmarking provided avenue to learn from the successes of other principals. It increased their self-beliefs that they too can carry out similar activities or projects in their respective schools. Principal ‘B’, expressed his preference on an ‘extended benchmarking’ such as internship with benchmarking in overseas would be more effective. This, according to him would provide even greater exposures and opportunities to learn from various successful school leaderships from other countries.

Elements of Stress

Distance and being away from the family were two emergent themes that both the principals found to be the stressful experience during the training. The distance of the training centre and their homes which was about five to six hours journey posed stress as they had to return home every week to be with their families. Inflexibility of some lecture hours especially on Friday afternoon caused some stress as they had to reschedule their trips home for weekend. Responsibility and dealing with problems associated with family from a far was also reported to be stressful. On the other hand, both principals agreed that coursework did not cause much stress as they were mainly done as group work and lecturers were accommodating. Other minor stress was also reported to bring positive effect such as, stress to complete an assignment

Unplanned Experiences

Both principals were not able to provide concrete unplanned experiences that contributed to their self-efficacy. However, internship and travel were the two emergent themes mentioned again for unplanned experiences that they found to contribute to their self-efficacy development. Principal ‘A’ related that there were many unplanned experiences during internship that gave a lot experiences in an informal manner. For example,

“I did my internship in a new school. Hence, I learnt how to manage and lead a new school.”
Principal ‘B’ in addition, mentioned that the travelling to and fro the training centre and home every week also required a strong and determined heart as well as energy to withstand the rigor of the training amidst all other unplanned experiences that is associated with it.

**Future development**

Selection to the training and credibility of the teaching staff were two emergent themes on how the principal preparation programme can do better to positively affect aspiring principals. Principal ‘A’ suggested that the selection criteria be revised to include senior principals who are waiting for time- based promotion to be considered for the training. He further asserted that it is high time for the training to be made a prerequisite requirement for the appointment of school principal. In his words,

‘... it is high time it is made mandatory. ...... there is weakness in the selection criteria. Those in-lines for principalship should be given priority. ......Those still young after completing the training, will have to wait too long to hold the position. Then there is the question of transfer of knowledge.”

Principal ‘B’ further added that the credibility of the principals be taken into consideration. As mentioned earlier, it would be better to recruit those with principalship experiences in schools. He related;

“......on option is to bring in excellent principals as ‘guest speakers’ to fill in some slots in the training. Now - is not a time for theory. We can get that from books, internet etc., we need authentic experiences that cannot be bought”

On the whole, the findings showed that although both principals had different backgrounds and varying degrees of self-efficacy beliefs prior to attending the NPQH training, they agreed that the NPQH training was able to develop their self- efficacy beliefs. They also agree that the NPQH training is an effective principal preparation training which should be continued with some revision.

**DISCUSSION**

The findings revealed some of the emerging themes from the preliminary interviews. As presented earlier, the initial analysis revealed themes such as experience, fieldwork, hand- on activities, internship, credibility and distance in the early stage of data analysis. All data were then re-analyzed...
and re-categorized in terms of new set of common themes according to Bandura’s sources of efficacy beliefs namely; mastery experience, vicarious experiences, social persuasion and psychological arousal. This was done to meet the aim of the study which is to explore how specific elements within the NPQH preparation programme contributed to the development of their self-efficacy beliefs. Therefore, this discussion will focus on how the main emergent themes identified from the principals reflections, earlier in the study (specific elements in the NPQH training programme) contributed to the principals’ self-efficacy beliefs in relation to Bandura’s (1989, 1997) four sources on efficacy beliefs.

This study found the initial emergent themes identified such as fieldwork, hands-on activities, benchmarking and internship can be categorized into a new common emergent theme that is; authentic experiences mastered in the training. These authentic experiences are associated with Bandura’s sources of efficacy beliefs which are mastery experience. These are experiences that are gained when success is achieved. The perception that a performance has been successful raises efficacy beliefs and helps in the development of a strong sense of self-efficacy. On the other hand, failure lowers efficacy beliefs and contributes to the belief that future performances will also be low (Bandura, 1993).

Responses from both principals revealed that successful experiences that they gained from instructional practices especially working with principals in particular schools during fieldwork helped to develop their self-efficacy. In addition, experiences which assisted in successful problem solving and provided various strategies to overcome challenges while working in group with peers of diverse backgrounds strengthened mastery experiences. These group activities was also able to build successful relationship and displayed that consensus is important in decision-making. Experiences gained during discussion and sharing of views created lots of opportunities to display their leadership qualities. In addition, their internship during the training provided an avenue for the theoretical application to reality. These activities provided authentic experiences about the reality of school leadership. This inevitably enhanced their self-efficacy beliefs in their capacity to meet the challenges that awaited them. The analyses showed that both principals placed utmost importance to learning through authentic experiences or in Bandura’s term, mastery experience. The study found mastery experience contributed the most to the development of their self-efficacy beliefs in leadership. This
evidence supports Bandura’s (1993) propositions that mastery experience is the most effective and influential source in efficacy development.

The second initial emergent theme identified from the interviews pointed to the personal interaction among peers and credibility of the teaching staffs. The emergent new theme revolved around **learning experiences by observing others**. These are learning experiences from personal interactions with participants of diverse backgrounds and experiences, which regardless of purposeful instruction or not, created great direct impact on these principals’ experiences. These interactions offered vast opportunities to understand and learn about people, as well as to build relationship. Negative experiences related during these interactions were observed and absorbed as lessons that need to be learnt. These **learning experiences by observing others** can be associated with Bandura’s (1989, 1997) second source of efficacy beliefs which is **vicarious experiences**. According to Bandura (1997), a vicarious learner bases the success and failure of the social model as a benchmark of his or her own competence. Vicarious experiences of both principals were developed when they used observation as a source to develop a concept of themselves (Bandura, 1997). Modeling peers’ successes that they can closely relate to enhances their self-efficacy beliefs and failure decreases it (Bandura 1997). This study found that personal interaction with peers enhanced both the principals’ vicarious experiences. In addition, benchmarking in schools provided Great Avenue to learn from the successes of other principals. This strengthened their vicarious experiences which developed self-efficacy beliefs to carry out similar leadership strategies in their respective schools to gain successes. This supports Kelloway and Barling (2000) findings that mastery experience and modeling to be effective in the training of transformational leaders.

However, it was a setback that there were not much vicarious experiences from the teaching staff that brought positive effect on both principals’. This was due to the fact that most of the lecturers were not able to provide vicarious experiences due to their lack of credibility as many did not have prior principal experiences. Therefore, the principals did not have many lecturers whom they can closely relate to as their ‘social models’ to learn from. This lack of credibility was viewed as a vital ‘missing element’ in enhancing vicarious experiences to develop self-efficacy beliefs. These findings reflect Bandura’s idea that the more closely the individual identifies with the social model and the actions observed, the stronger will be the
impact on the efficacy beliefs (Bandura, 1997).

The third emergent new theme is *endurance and determination* which is closely related to the initial emergent theme of stress elements (course works, travelling and dealing family matters from a far) identified in the training. Bandura (1997) termed it as *physiological arousal* which refers to the actual physical reaction an individual, would have to an event or action. This study found that the training was not too rigorous, therefore the physiological arousal were perceived and interpreted by the two principals as energizers, rather than hindrances. Both principals endured the stresses and faced the challenges in a constructive way due to their determination. Therefore, this study supports Bandura’s claim that a moderate levels of stress is beneficial as it heighten attentiveness and assist in application of skills (1997, p.108). However, the researcher found that the degree of these physiological arousal could further be heighten in the training as the analysis of response from both the principals showed that this source of efficacy belief needed to be emphasized through more rigor in the training.

Another interesting finding from the analysis was that Bandura’s (1989, 1997) fourth source of efficacy belief which is *social persuasion* was not explicitly evident in the study. Social persuasion or verbal persuasion refers to the feedbacks from others (Bandura, 1986). Positive feedback and genuine verbal persuasion are likely to raise one’s self-efficacy to mobilize greater effort to succeed. Negative feedback and not genuine verbal persuasion lowers’ one’s self-efficacy beliefs to preserve in difficult times (Bandura, 1986). The data in this study did not provide any concrete emergent themes on this source of efficacy belief during the training. However, there were some traces of evidences of the presence of social persuasion prior to the training. The verbal encouragements and support gained prior to attending the training which uplifted the initial self-belief about principalship was identified by one of the principals. This supported (Winter, Rinehart and Munoz’s 2000) study which found that the strongest predictor for aspiring principals to apply for the principal position is their self-perceptions of their ability to do the job well.

The study also supports that social persuasion is an important source of self-efficacy as it has the power to boost self-efficacy enough to allow an individual to embark in a new task, to apply new methods or to strive to find success in their actions (Bandura, 1986). However, this source did not emerge as a strong theme. The explanation for this situation could be as advocated
by Bandura (1986) that, the effectiveness of the persuasion depends on the credibility, trustworthiness, and expertise of the person who provides this persuasion. This reason has solid evidences as credibility of the teaching staffs was highlighted as a concern in the training as most did not have prior experience of being a principal. This could have accounted for the efficacy source of social persuasion not having much impact on these two principals during the training.

Therefore, **authentic experiences mastered in the training, learning experiences by observing others, and endurance and determination** are specific elements of efficacy beliefs in the NPQH training which can be associated with Bandura’s (1989, 1997) sources of efficacy beliefs. The overall analysis of the study showed that **mastery experiences** was found to be the most influential source of efficacy belief in the NPQH training. **Vicarious experience** was the second source of efficacy influence which was gained more through peer interaction than from the teaching staff. **Physiological arousal** was identified as the third source of efficacy belief as it was perceived and interpreted as energizers, although its intensity in the training could be heightened. Finally, the fourth source of efficacy belief which is **social persuasion** was not very evident in this study.

Hence, findings based on the reflections of the principals suggests that the combination of these sources provided support that self-efficacy beliefs were developed in the NPQH training. However, the NPQH training could still improve on inducing purposeful elements or experiences to enhance the sources of efficacy beliefs which are vital for self-efficacy development. As recommended by Gist and Mitchell (1992), training programme structures should include the four sources self- efficacy beliefs to enhance aspiring principals’ efficacy perceptions which will enhance their capabilities. This study has also provided data that have supported many views expressed in literature review in overseas (Dimmock & Hattie, 1996; Hartnett, 1995; Tschannen-Moran & Gareis, 2004) and the previous studies done locally (Aziz, 2003; EPRD, 2006; Gurcharan Singh, 2009; Kamaruzaman Moidunary, Norasmah Othman & Siti Rahayah Ariffin, 2009; Rusinah Joned & Lee Leh Hong, 2006 ), in Malaysia on the NPQH training. The study’s implication adheres to Tschannen-Moran and Gareis (2004) suggestion that knowledge about the contributing factors to principals’ self- efficacy belief can support the improvement and development of principal preparation programme.
CONCLUSIONS

The study explored how specific elements within the NPQH preparation program as reflected by two distinct principals contributed to the development of their self-efficacy beliefs. It found three specific elements in the training that are; authentic experiences mastered in the training, learning experiences by observing others as well as endurance and determination contributed to their self-efficacy development. These three elements are closely associated to Bandura’s sources of efficacy beliefs which are mastery experience, vicarious experience and psychological arousal. These preliminary findings contribute to the identification and analysis of the elements that should emphasized in the NPQH training to develop the self-efficacy beliefs of the aspiring principals. The self-efficacy development in these principals can bring marked differences in the principals’ sense of efficacy beliefs which will subsequently influence leadership behaviour and performances of these aspiring principals in schools.

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Teacher’s Efficacy as Predictor of Self- Efficacy Among Students In Pakistan

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Abstract - The study examined the role of teachers’ self-efficacy as a predictor of general perceived self-efficacy among students. For this purpose, a sample of 300 teachers and 300 students was selected from different educational institutions of Pakistan. Teachers were categorized into two groups; experienced and inexperienced. To achieve the objectives of the study two instruments i.e.; Teachers’ self-efficacy Scale and General Self-efficacy Scale (GSES) were used. In addition short demographic sheets for the teachers and students were used indicating teachers’ institutional affiliation and experience, and students’ educational institutes, ages and gender. Part I of the study dealt with determining the psychometric properties of the scales and the pilot study and Part II consisted of the main study. Statistical analyses of the main study revealed a significant positive correlation between teachers’ self-efficacy and general self-efficacy among students. Experienced teachers
showed more teachers’ self-efficacy as compared to inexperienced teachers. Overall mean scores of female students were comparatively higher on General self-efficacy scale as compared to the male students. Students belonging to the late adolescence showed more self-efficacy as compared to the students categorized as early adolescence group. Simple linear regression analyses suggested that teacher self-efficacy contribute positively to self-efficacy among students.

**Keywords** - Teachers’ self-efficacy, General perceived self-efficacy

**INTRODUCTION**

Social cognitive theory provides the theoretical foundation for teachers’ self-efficacy and general perceived self-efficacy. Self-efficacy has been defined as “beliefs in one’s capability to organize and execute the courses of action required to manage prospective situations” (Bandura, 1997, p. 2). Schwarzer (1993) defined it as ‘people’s optimistic belief in their ability to cope with a variety of stressful or challenging situations’. Teachers’ efficacy refers to “teachers’ beliefs in their abilities to affect student performance” (Dellinger et al., 2008, p. 753). According to Friedman and Kass (2002), teacher efficacy refers to the perception of a teacher regarding his or her ability to perform professional tasks, regulate processes involved in teaching students, and fulfill organizational tasks (p.684). Tschannen-Moran and Woolfolk Hoy (2001) defined teachers’ self-efficacy as ‘a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated’ (p. 783). Hence teachers’ self-efficacy is an important variable in educational research.

Teachers’ sense of efficacy has generally been associated with positive behavior of teachers and their interactions with students (Hall et al., 1992). Bandura (1986, 1997) postulated four sources of efficacy: mastery experiences, vicarious experiences, social persuasion, and physiological or emotional arousal. Tschannen-Moran et al. (1998) used these sources of information in their theoretical model of teachers’ self-efficacy. These
researchers have concluded that teachers’ self-efficacy beliefs are related to efforts that teachers invest in teaching, goals set by them, and their perseverance in the face of setbacks. However, mastery experiences are considered to be most influencing on efficacy as they provide direct feedback concerning capabilities. Bandura (1997) also posited mastery experiences as the most potent sources of efficacy. Mulholland and Wallace (2001) after an extensive research found that mastery experiences and verbal persuasion were primary sources for cultivating teachers’ self-efficacy. In this context, previous experience with the instructional activity in the early years of teaching helped teachers experience mastery. However, Cantrell, Young and Moore (2003), and Plourde (2002) found very little correlation between experience and teaching efficacy. On the contrary, Woolfolk Hoy and Burke-Spero (2005) found that efficacy decreased during the first year of teaching but increased with due course of time.

According to Pintrich and Schunk (1995), self-efficacy beliefs have received increasing attention in educational research. Teachers’ self-efficacy refers to different job skills within the teaching profession. These job skills as Schwarzer, Schmitz and Daytner (1999) identified were job accomplishments, skill development on the job, and social interaction with students, parents, and colleagues, and coping with job stress. These major skills are important for successful teaching. It has been found that a self-efficacious teacher exhibits greater levels of enthusiasm, is more open to ideas, is willing to try different ways in order to meet the needs of the students and is devoted to teaching. Self-efficacious teachers work with students who make their efforts in achieving educational goals (Coladarchi, 1992; Tschannen-Moran, Woolfolk Hoy, 2001). However, Webb and Ashton (1987) found a number of factors that impede in the cultivation of a self-efficacy among teachers. Those factors included excessive role demands, lack of recognition, low morale, inadequate emoluments, and low status. Moreover, professional isolation, and uncertainty also tended to weaken teachers’ self-efficacy. Self-efficacy is important for a healthy and comfortable life. Life-stresses can be at times intolerable, but those with high self-efficacy seem to be more able to live a healthy and productive life. According to Schieman and Campbell (2001), efficacious people exhibit perseverance in the face of challenges as they believe that they can change situations and behaviors to produce more positive outcomes.
Development of self-efficacy is an ongoing and dynamic process and the role of teachers in facilitating self-efficacy development in children and adolescents cannot be undermined as students spend a large proportion of their time with their teachers. Research provides evidence regarding the influence of teachers on adolescents’ academic achievement and emotional adjustment. It was found that students who viewed their teachers as supportive valued their academic work, had high levels of self-efficacy (Roeser, Eccles & Sameroe 2000). However there is mixed evidence in the literature regarding gender differences in self-efficacy development among adolescents. Some studies suggest that girls have higher self efficacy than boys before the transition to middle school (Anderman & Midgley, 1997), while other studies find no such difference (Roeser, Eccles, & Sameroff, 2000). Likewise, it is not clear how self-efficacy beliefs change over time.

In order to make our youth learn more effectively and to be more productive self-efficacy beliefs need to be explored in a broader perspective. Better learning and work environments can be designed by understanding the role of teachers in educational settings that provide necessary support for students. It will enable people to develop high levels of self-efficacy that will materialize into increased productivity in their environments.

**OBJECTIVES OF THE STUDY**

The study was designed to achieve the following objectives: to determine the teachers’ self-efficacy and general self-efficacy; to find out the relationship between teachers’ self-efficacy and general self-efficacy among students; to find out the impacts of experience on the self-efficacy of teachers.

To compare the levels of gender based self-efficacy of teachers; to compare the self-efficacy of students at early adolescence and later stage of adolescence.

**MATERIALS AND METHODS**

The descriptive research was used involving a sample of 300 teachers (experienced n = 200 and novice n = 100) and 300 students (male n = 150 and female n = 150) taken from different educational institutions of Rawalpindi and Islamabad (Pakistan). Stratified sampling technique was chosen for selecting the sample. Experienced teachers had professional experience.
of teaching at least for a period of 15 years and novice teachers are having an experience of teaching for at least five years. The students’ ages were grouped into two categories; students belonging to early adolescence (13-14 years) and students belonging to late adolescence (18 to 19 years).

**Instruments**

The following scales were used for the study: Teachers’ self-efficacy Scale (Schwarzer, Schmitz & Daytner, 1999); General Self-efficacy Scale (Ralf Schwarzer & Matthias Jerusalem, 2000); A demographic sheet for teachers (It required information regarding teachers’ institutional affiliation and experience); and, a demographic sheet for students (It required information regarding students’ educational institution, age and gender).

Table 1: *Alpha reliability coefficients of the teachers’ self-efficacy scale and general self-efficacy scale (N=300)*

<table>
<thead>
<tr>
<th>Scales</th>
<th>No. of Items</th>
<th>Alpha Reliability Coefficients</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ self-efficacy Scale</td>
<td>10</td>
<td>.53</td>
<td>Moderate</td>
</tr>
<tr>
<td>General Self-efficacy Scale</td>
<td>10</td>
<td>.74</td>
<td>High</td>
</tr>
</tbody>
</table>

**Teacher self-efficacy Scale (Schwarzer, Schmitz & Daytner, 1999)**

Teacher efficacy Scale was employed for the current study. It is a parsimonious self-administered scale consisting of 10 items. It is designed for the general adult population (including adolescents). The scale was developed by Ralf Schwarzer, Gerdamarie S. Schmitz and Gary T. Daytner in 1999. All the items of the scale were constructed by following Bandura’s Social-cognitive theory (Bandura, 1997). It was basically developed to assess teachers’ self-efficacy. Four areas were identified to assess teachers’ self-efficacy. Those were: (a) job accomplishment, (b) skill development on the job, (c) social interaction with students, parents, and colleagues, and (d) coping with job stress. These areas appear to be of great importance for successful teaching. The administration of the scale requires approximately 4 minutes. Responses are made on a 4 point scale (1= not at all true; 2 = hardly true; 3 = moderately true; 4 = very true).
true; 4 = exactly true). Summing up the responses of all 10 items yield a composite score with a range from 10-40. Alpha reliability coefficients for the Teacher Self-efficacy Scale were satisfactory, ranging from .76 to .82.

**General Self-efficacy Scale (Schwarzer & Jerusalem, 2000)**

General Self-efficacy Scale was also used for the current study. It is a self-administered scale and it consists of 10 items. It is designed for the adult population (including adolescents). It was basically developed to assess a general self-efficacy. The purpose was to predict coping with daily hassles as well as adaptation after experiencing stressful life events. The administration time for the scale is 4 minutes. Responses are made on a 4 point scale (1= not at all true; 2 = hardly true; 3 = moderately true; 4 = exactly true). After summing up the responses of 10 items we get a composite score that ranges from 10-40. Alpha reliability coefficients for the General Self-efficacy Scale were satisfactory, ranging from .75 to .90.

**Procedure**

After determining the sample and instruments for the current study a pilot study was conducted. The data collected for the pilot study provided a sound understanding of the variables and showed the direction of the study. However for the main study the sample size was increased. The technique chosen for selecting the sample was stratified. The purpose of the study as well as the testing procedure was conveyed to the subjects. The subjects were ensured about the confidentiality and security of data. Hence the data was collected for the main study. The demographic variables were the teachers’ institutional affiliation and experience and students’ educational institutions, ages and gender. The research goals were accomplished by measuring and analyzing self-efficacy among teachers and students.

**Data Analysis Procedures**

In this study, analyses were performed using the SPSS Version 13.0. Quantitative research methods were used to analyze the collected data. Descriptive analysis, Independent sample T-Test, Pearson Product Correlation and, Linear Regression Analysis has been applied for data analyses.
Table 1 indicates the Alpha reliability coefficients of Teachers’ self-efficacy Scale and General Self-efficacy Scale. The Alpha reliability coefficient of Teachers’ self-efficacy Scale and General Self-efficacy Scale is .53 and .74 respectively which is quite satisfactory.

RESULTS

Table 2: Mean scores and SD of teachers and students on teacher s’ self-efficacy scale and general self-efficacy scale (N=300)

<table>
<thead>
<tr>
<th>Scales</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher s’ self-efficacy Scale</td>
<td>34.5</td>
<td>2.50</td>
</tr>
<tr>
<td>General Self-efficacy Scale</td>
<td>34.8</td>
<td>2.85</td>
</tr>
</tbody>
</table>

Table 2 indicates the mean scores and standard deviation of teachers on Teacher s’ self-efficacy Scale which are $M = 34.5$ and $SD = 2.50$; and the mean scores and standard deviation of students on General Self-efficacy Scale which are $M = 34.8$ and $SD = 2.85$.

Table 3: Correlation between Teacher s’ self-efficacy Scale and General Self-efficacy Scale (N=300)

<table>
<thead>
<tr>
<th>Scales</th>
<th>No of items</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher s’ self-efficacy Scale</td>
<td>10</td>
<td>.78**</td>
</tr>
<tr>
<td>General Self-efficacy Scale</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**p < 0.01

The above table shows positive and significant correlation between Teacher s’ self-efficacy Scale and General Self-efficacy Scale.
Table 4: Simple Linear Regression Analyses of teacher s’ self-efficacy on self-efficacy among students (N=300)

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>SE B</th>
<th>β</th>
<th>t</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>4.067</td>
<td>1.422</td>
<td>2.861</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Teacher s’ self-efficacy</td>
<td>.891</td>
<td>.041</td>
<td>.783</td>
<td>21.729</td>
<td></td>
</tr>
</tbody>
</table>

$R^2 = .613$. Adjusted $R^2 = .612$. ***$p < .0001$.

Table 4 shows the proportion of variance explained by teacher s’ self-efficacy on self-efficacy among students. Results revealed that teacher s’ self-efficacy significantly predicts self-efficacy among students. It accounted for 61% variance in self-efficacy among students.

Table 5: Mean scores, SD, t and p values of the teachers’ scores on teacher s’ self-efficacy scale according to experience.

<table>
<thead>
<tr>
<th>Scales</th>
<th>Experienced teachers (n= 200)</th>
<th>Inexperienced teachers (n = 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Teacher s’ self-efficacy Scale</td>
<td>34.60</td>
<td>2.512</td>
</tr>
</tbody>
</table>

$df = 2$

The above table shows that the mean scores of experienced teachers are slightly higher as compared to inexperienced teachers on Teacher s’ self-efficacy Scale.
Table 6: Mean scores, SD, t and p values of the students’ scores (male, \(n = 150\) and female, \(n = 150\)) on General Self-efficacy Scale according to gender differences.

<table>
<thead>
<tr>
<th>Scales</th>
<th>Male ((n = 150))</th>
<th>Female ((n = 150))</th>
<th>(t)</th>
<th>(p)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(M)</td>
<td>(SD)</td>
<td>(M)</td>
<td>(SD)</td>
</tr>
<tr>
<td>General Self-efficacy</td>
<td>34.60</td>
<td>2.93</td>
<td>35.15</td>
<td>2.74</td>
</tr>
</tbody>
</table>

\(df = 2\)

The above table shows that the mean scores of female students are slightly higher as compared to male students on General Self-efficacy Scale.

Table 7: Mean scores and standard deviation showing differences with respect to age groups on General Self Efficacy Scale \((N = 300)\)

<table>
<thead>
<tr>
<th>Scales</th>
<th>13 &amp; 14 Years Early adolescents ((n = 151))</th>
<th>18 &amp; 19 Years Late adolescents ((n = 149))</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(M)</td>
<td>(SD)</td>
</tr>
<tr>
<td>General Self-efficacy</td>
<td>34.85</td>
<td>2.88</td>
</tr>
</tbody>
</table>

\(df = 2\)

Table 7 shows comparatively high mean scores of late adolescents as compared to early adolescents on General Self-efficacy Scale.

**DISCUSSION**

Teacher self-efficacy is a potential concern in educational settings. The study revealed that teacher-efficacy strongly influences and contributes to the development and enhancement of self-efficacy among students. Hence
teachers’ sense of self-efficacy is reflected in the students who demonstrate greater effort and efficacy. Previous research has concluded that teachers with low levels of efficacy often devote little effort in lesson planning that challenge students, show little perseverance with students having difficulty and display little variety in their teaching, whereas teachers with high levels of efficacy develop challenging lessons, show perseverance with students who show effort and teach in a manner that enhance students’ understanding (Deemer, 2004, p. 74). Huang, Liu, and Shiomi, (2007, p. 707) concluded that teachers’ efficacy beliefs influence students’ attitudes and achievement as well as affect teachers’ teaching behaviors.

Findings of the current study support earlier researches. Coladarci (1992) found a positive correlation between teachers’ efficacy and their commitment to teaching. Review of 88 Teacher efficacy studies by Ross (1998) suggested that self-efficacious teachers are more likely to learn and use numerous techniques for teaching, use strategies to enhance students’ autonomy and diminish student control. They assist low-achieving students, develop students’ self-perceptions of their academic skills, set attainable goals for them, and show perseverance in dealing with the students. The current study was designed to understand teachers’ and students’ efficacy as these processes play a vital role in classroom behavior and students’ outcomes. In order to study the relationship of teachers’ self-efficacy and general self-efficacy among students, scores on both the scales were correlated. The analyses showed a positive and significant correlation between teachers’ self-efficacy and general self-efficacy among students.

The findings of the study demonstrated that teachers’ self-efficacy is a determining factor in developing self-efficacy among students. Simple linear regression analyses revealed that teachers’ self-efficacy contribute positively to self-efficacy among students. Adolescence, which is a period of transition between childhoods to adulthood, involves developmental changes. These developmental changes are different with respect to gender. The study investigated the role of self-efficacy among male and female students. To examine gender differences, independent t-test was conducted. Female students reported higher levels of self-efficacy than their male counterparts. Previous research has found that girls demonstrated greater self-efficacy than boys for self-regulation in elementary and middle school (Pajares & Valiante, 2001). However in developing self-efficacy culture plays a significant role. A major task of adolescents is preparation for adulthood.
Indeed, culture hinges on how effective this preparation is (Larson, Wilson, Brown, Furstenberg & Verma, 2002). High scores of female student in the current study are indicating that trends are changing and due importance is given to males as well as females in the process of socialization. Self-efficacy as a variable in this context needs to be explored extensively as differences may exist in the socialization of male and female adolescents in different cultures. Some researches indicate that self-efficacy increases from early to late adolescence (Berry & West, 1993; Hoeltje, Subrick, Silburn & Garton, 1996; Zimmerman & Martinez-Pons, 1990). The current study support previous researches in which self-efficacy has been found to be higher in late adolescence as compared to early adolescence. However more researches are needed to explore the developmental trajectory of self-efficacy beliefs, as well as the ways in which adolescents may differ in their development of self-efficacy.

**CONCLUSIONS**

Teachers’ self-efficacy and general self-efficacy among students are interrelated and teachers’ self-efficacy plays an important role in developing self-efficacy among students. Overall female students are more self-efficacious than male students. Self-efficacy increases with due course of time as the current study demonstrates that more experienced teachers are more self-efficacious as compared to novice teachers. Late adolescents have high self-efficacy as compared to early adolescents. The present research provides a better understanding of the variables and adds to the earlier work indicating the role of teachers in educational settings.

**LIMITATIONS AND SUGGESTIONS**

This current study has contributed data on teachers’ self-efficacy and general self-efficacy among students; however there are certain limitations that must be considered. Keeping in view the limitations following suggestions are made; a nation-wide sample from educational institutions in Pakistan should be taken in further studies so that the findings may be generalized to a larger population; the current study relied on self-reported data for both predictor and criterion variables. Other measures are recommended for future studies such as observations of classroom behaviors and in-depth
interviews. Hence qualitative studies can be designed in order to address these issues; and more demographic variables can be inducted in the research study to have a better understanding of these variables.

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INTERNET SOURCE

http://userpage.fu-berlin.de/~health/selfscal.htm
The Connection between Moral Commitments and Psychological Health

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Date Submitted: May 7, 2011
Final Revision Accepted: May 20, 2011

Abstract - The significant role of moral values and moral commitments in human life is neglected neither by philosophers nor by psychologists. One of considerable points regarding the role and function of moral value concerns psychological function and achievement. This paper deals with the psychological role and function fulfilled by moral commitment. According to religious teachings psychological aspect of human life has connection with moral commitment. The writer attempts to explain how moral values and commitment could be related to psychological health. The discussion is confined to general understanding of moral values in all world religions but mostly the references are limited to Islamic teachings.

Keywords - moral, value, function, psychology
INTRODUCTION

There is no doubt that many things are required for human life and the lack of which produce disorder and malfunction in man’s behavioral. Human needs in general could be categorized into two sorts: first, the bodily needs and requirements which directly have bearing on the body of man and the second one the mental requirements and needs which directly affect the soul and the non-bodily which is behavioral. This categorization presupposes, in some extent, a particular kind of ideology regarding the creation and nature of man. Psychological disorder and unwanted conditions are recognized as a kind of sickness to be cured both in the traditional history of human culture and most considerably since modern era for modern scholars. Wars, fights and such events are not the only problems that man could face. The events such as the feeling of despair, loneliness, depression and so on are currently the most affecting disease and considerable problem for contemporary man. Man by nature dislikes the feeling of despair, loneliness and from the beginning he seeks for psychological peace and hope for his life without which man does not consider his life useful and pleasant. The aim in this paper is to deal with ethical values and how its commitment by man as act-doer could lead to psychological coherency and well-order. The writers attempt to display that man’s life requirement is not confined to biological needs and elements. Explanation is given how moral values are regarded as particular sort of requirement in human life and how its failure disturb seriously man’s life turn it in dissatisfied form. Moral values are given status parallel to other requirements such as bodily needs in human life, so enough attention has to be paid to the weight of man’s commitment regarding moral values. Islamic references and emphasis is displayed concerning psychological function of moral commitment.

Psychological disorder

Mental disorder has a long history in human life. A number of mental disorders, such as melancholy, hysteria and phobia, were described long ago in Ancient Greece and Rome while others such as schizophrenia may not have been recognized (Evans, 2003, p. 107). Hippocrates considered the idea that mental illness may be related to biology (Stong 2005, p.5). Psychiatric theories and treatments for mental illness developed in Islamic medicine in
the Middle East, notably from the 8th century at the Baghdad Hospital under the physician Rhazes. Medieval Europe had focused on demonic possession as the explanation of aberrant behavior (Kroll, 1984, p.507). Paracelsus used the word lunatic to describe behavior thought to be caused by the lunar effect (Delgado, 2000, p.33).

What exactly is a psychological disorder? How is a psychological disorder diagnosed? A psychological disorder, also known as a mental disorder, is a pattern of behavioral or psychological symptoms that impact multiple life areas and/or create distress for the person experiencing these symptoms. In other word, Mental disorder or mental illness are terms used to refer a psychological or physiological pattern that occurs in an individual and is usually associated with distress or disability that is not expected as part of normal development or culture.

Meanwhile mental health (Kaplan, 1980, p.3339) can be defined as a state of emotional wellbeing in which a person is able to function comfortable within his society and in which his personal achievements and characteristics are satisfactory to him. Emotional disorders are defined as disturbance of behavior and affect which results in disturbance of a person's function in society. During the last few decades it is becoming more and clearer that biological, social and psychological factors influence the human behavior and that the health disturbing factors operate within the individual, within the group and within the social system in which he functions. In certain forms of emotional disorders we see predominant biological factors and in others psychosocial factors.

Abnormality is difficult to define and it varies from particular perspective to another one and from culture to culture. While psychological disorders, in general, are characterized by some form of abnormality Psychologists have several standard approaches to defining abnormality for diagnostic purposes. One is the statistical approach, which evaluates behavior by determining how closely it conforms to or deviates from that of the majority of people. Behavior may also be evaluated by whether it conforms to social rules and cultural norms, an approach that avoids condemning nonconformists as abnormal for behavior that, while unusual, may not violate social standards and may even be valued in their culture. Yet another way to ascertain the normality of behavior is to what extent it interferes with the conduct of everyday life. In some situations, psychologists may also evaluate normality solely on the basis of whether or not a person is made unhappy or uncomfortable by his
It is worthy to note that relatively recent research has revealed that psychological disorders are far more prevalent than previously believed. According to the National Institute of Mental Health (NIMH), approximately 26 percent of American adults over the age of 18 suffer from some type of diagnosable mental disorder in a given year (Kessler, 1994, p.8).

Psychological Disorder and Moral Commitment

Morality is viewed in Islamic perspective as a significant component for the meaning of human life. A man’s life without morality could not be seen as human normal life. In other word a life without values such as mutual respect and what is taught in moral makes human life worthless life. Even the divine prophet, Mohammad (pbuh) said: “my main mission is to evolve the moral values”. Given this sort of ranking to the moral values in human life, the place of ethical values and moral commitment would be evident in therapeutic practice. It means that the search for the cause and sources of sickness is not limited to biological failure. Ethical disorder and the lack of moral commitment are considered as the cause and source of some sort of disorder in human life.

God says about Quran: It (Quran) is a guide and a healing to those who believe” (S.41: V. 44). Religion plays a significant role in satisfying our physical as well as spiritual needs. Islam teaches us a code of behavior and gives us a meaning for our existence. When morality and moral commitment decline in a particular society, the emergence of psychological disorders is expected. When families are falling apart, divorce rate is increasing sharply, and substance abuse and excessive sexual indulgence are common in adolescents and young adults, the emergence of despair and hopelessness is evident. These factors lead to conflicts, resentment, and loss of self-respect, loneliness, depression, anxiety and a host of psychological symptoms. Despite progress in the behavioral sciences, there remains the question of whether current technique of treatment and prevention of emotional disturbances are effective in making a significant impact on psychiatric problems. According to the world religions such as Islamic teachings, the commitment of moral values makes and keeps human life safe. When man conform his conducts to moral values and ethical codes the sources of despair and depression in

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1 The official standard for the classification of psychological disorders is the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders, whose most recent edition is also referred to as DSM-IV.
life become less and psychological disorder decline. Thus Islamic principles including moral values and its commitments which are based on Quran and Hadith are the best form of prevention and treatment of emotional disturbances and psychological disorder. Muslims physicians and mental health professionals should incorporate the Islamic values and ethics in techniques of psychotherapy. God says about Quran IT (QURAN) IS A GUIDE AND A HEALING TO THOSE WHO BELIEVE (S.41: v. 44). God says in Quran about psychological and social diseases and cures in several verses.

There are many psychiatrists and psychotherapists discourage the use of any religious concept in treatment of emotionally disordered. Of course, Freudian theories have a great deal of influence on western thinking. Freud’s focus on sex as the driving force of human behavior and repression of sexual desires as a cause of neurosis, made a considerable impact on medical and social scientists. Individuals are encouraged to express freely aggressive and sexual desires, which further contribute in changing the sexual attitudes and lack of inhibition in the society at large. Freud and his followers have tried to explain religion as the universal obsessional neurosis” (Freud, 1949). It is prejudiced, irrational statement and many psychoanalysts contradict Freud’s statement. Erich Fromm defines religion as: A system of thought and actions by a group which gives the individual a frame of orientation and an object of devotion”(Fromme,1950). Arieti elaborates further the role of religion in human life (Arieti , 1967). He states that religion gives people faith for survival of man and to achieve human ideals. Religion becomes an incentive to greatness of spirit. It offers new insight which opens up new dimensions of understanding and feeling. Higgins further supporting the importance of religion states that modern psychiatry has not yet significantly tapped the fund of information about the human condition ranging from the inspirational writing about the aims of living to highly systematized doctrine about organization of behavior (Higgins,1974).

Islam pays a significant attention in satisfying our physical needs and spiritual needs as well. Islam teaches us, a code of behavior, and conservation of social values and gives us a meaning for our existence. It helps in toleration and developing adaptive capacities for stressful events of life. It gives us a sense of self-respect and teaches us about the virtues of family life and a cohesive society with a sense of brotherhood. Muslim psychiatrists and psychotherapists should incorporate the Islamic values, ethics and code of behavior in techniques of psychotherapy.
Family is an important socio-cultural institution which makes a considerable impact on personality development and a potential factor in emotional disorders.

Concluding Remarks

Islamic teachings display distinctive feature concerning morality and point out that morality is a very significant component of the meaning of life and the main mission of divine prophets. Meanwhile the involvement of moral values is connected to man’s psychological health. The more one commit to moral values and follow ethical orders in practice, more one achieve health and balance in his psychological life.

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2. Type the entire manuscript double-spaced on a short white bond paper (8.5x11in) on one side only with 2.5 cm margins all around using a Times New Roman font size of 12 References, Acknowledgments, Table Titles, and Figure Legends should be typed double-spaced or numbered consecutively on all pages including title page, figures, and tables.
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4. Spell out acronyms or unfamiliar abbreviations when these are mentioned for the first time in the text.
5. Write the scientific names of species completely with author(s) when it is first mentioned in the text and without author in succeeding references. Scientific names should be written in italics or bold face.
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11. To promote anonymous review, authors should not identify themselves directly or indirectly in their papers or in experimental test instruments included in the submission. Single authors should not use the editorial “we”.

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Percentage and Decimal Fractions: In nontechnical copy, use the word percent in the text.

Hyphens: Use a hyphen to join unit modifiers or to clarify usage. For example: a cross-sectional-equation; re-form. See Webster’s for correct usage.

Keywords: The abstract must be followed by at least five keywords to assist in indexing the paper and identifying qualified reviewers.

Data Availability: A line immediately following the Keyword identifiers should indicate whether the data are available.

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An abstract of about 200 words should be presented on a separate page immediately preceding the text. The Abstract should concisely inform the reader of the manuscript’s topic, its methods, and its findings. Keywords and the Data Availability statements should follow the Abstract. The text of the paper should start with a section labeled “Introduction,” which provides more details about the paper’s purpose, motivation, methodology, and findings. Both the Abstract and the Introduction should be
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