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# TEACHERS' SOCIAL CAPITAL: DIFFERENTIATIONS AND OUTCOMES

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**ABSTRACT**

The characteristics of social relations and social networks among teachers are a source of important predictive information pertaining to trust and cooperation among each other as well as confidence in institutional bodies and education in general. Social capital is all of different entities with common characteristics of actual or potential resources associated with the ownership of a social network of mutual acquaintance and recognition. The aim of this study is to present Primary education teachers' viewpoints of their social capital. The sample consisted of four one hundred Primary education teachers. The questionnaire includes questions regarding teachers' social capital dimensions and questions related to teachers' social capital off the school context, such as interpersonal relations. The results of this quantitative study have shown that Primary education teachers' social capital is related to their attitude towards social cohesion within the educational context, social support and the experienced feeling of "belonging".

**Keywords**: Social capital, teachers, primary school, Greece

## INTRODUCTION

Prior to the '80s, scientific works on social capital were limited. However, over the past decades this term has been incorporated in multiple ways in various scientific and research fields and its relation to health, education, environment and economy has been thoroughly studied and showcased (Han et al., 2020. Tsounis, & Sarafis, 2016; Wu, 2021). The important role of social capital and social networks in the school environment has been underlined by many researches (Huang, 2009. Lindfors et al., 2018. Plagens, 2011. Tolentino, & Arcinas, 2018). These factors are conducive to social cohesion and confidence among teachers, as prerequisites for cooperation and relations of mutual reciprocal assistance among individuals and groups who share common objectives (Greenhow, & Burton, 2011. Johnson et al., 2015). The more teachers talk about labor issues with other members of the teaching personnel, the stronger their trust to their colleagues is. The models of social interaction in terms of relationships among the school teaching personnel can either reinforce or disempower social cohesion and teachers' trust to their colleagues and the school community as well as their learning and level of knowledge and, eventually, their students' performance (Goddard, 2003; Moolenaar et al. 2009).

## THEORETICAL FRAMEWORK

Bourdieu (1986; 2001) separates social capital from the economic, cultural and symbolic capitals and he defines it as "the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition – or in other words, to membership in a group – which provides each of its members with the backing of the collectivity-owned capital, a 'credential' which entitles them to credit, in the various senses of the word" (Bourdieu, 1986, p. 248). According to Coleman (1990, p. 302) "social capital is defined by its function; it is not a unified entity, but rather a variety of different entities with common characteristics: all of them consist of some aspects of social structure and enable some actions of individuals within the structure". Putnam (1993, p. 167) defines social capital as "features of social organization, such as trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions". The range of social capital that one can take advantage of is related to the range of social networks that can potentially be exploited in an effective way, as well as the range of social resources available to individuals on the social network (Little, 2010; Lin, 2008). There is a correlation between social capital and other forms of capital (economic, cultural or symbolic), which are linked to people's social networks and provide material or symbolic benefits. (Bourdieu, 2001). The social context (of family or community), on which social capital is based, enables its occurrence with features such as trust, reliability, normative regulations, the manner in which the context functions (close or open social structure) (Coleman, 1988; Lin, 2001). Social capital produces expressive and instrumental civic actions (Son, & Lin, 2008). Therefore, the more the social capital is used, the greater number of positive outcomes is brought about (Coleman, 1988). The relation between social capital and health, or education, politics, environment and economy has been thoroughly studied over the past years (Sarracino, & Minucka, 2016; Tsounis, & Sarafis, 2016). From a sociological point of view, the dimensions of social capital are a competitive advantage for individual and collective action, but it can not become the rule (Khan, & Khan, 2021).

Although a group characterized from heightened trust may manage more than one corresponding group lacking this characteristic. A decreased social capital negatively affects both social and political engagement and commitment of persons, their participation in the civil society or various social and political organizations (National Statistics, 2001; Putnam, 2000). A high social capital positively affects the pursuit and provision of support to reinforce and promote emotional resilience as well as the management of contemporary social issues through social participation and commitment (Doll et al., 2009). Social capital, as civil society's raw material, is renewed through everyday face-to-face human interaction in various social networks based on the principles of confidence, mutuality and rules of actions, thus, achieving mutual benefit (Bullen, & Onyx, 1998). Most studies and researches that measure social capital focus on its positive features and the ways of its reinforcement through various aspects of its function towards the advancement of the individual and society (Granovetter, 1973; Grenfell, 2009; Inkpen, & Tsang, 2005; Plagens, 2011; Warner, 1999). Over the past years, there has been obvious interest in social capital (in social, political and economic sciences) (Koniordos, 2006; Swan, 2003; Trigilia, 2001). Moreover, non-recognition of its negative features and their subsequent impact on the community (social exclusion, reproduction of inequalities, etc.) has been criticized (Kritsotakis et al., 2009; Loizos, 2002; Mitchell, & LaGory, 2002; Portes, 1998; Portes, & Sensenbrenner, 1993. Sotiropoulos, 2006).

As regards teachers, social capital and social networks play a crucial role in information dissemination and accessibility to educational resources and support (Demir, 2021; Penuel et al., 2009; Smylie, 1989) and they are related to a broader sense of teacher effectiveness and commitment (de Jong et al., 2016), student higher performance (Pil, & Leana, 2009), the development of better teaching practices (Modipane, & Themane, 2014) and educational changes (Uekawa et al., 2006) as well as emotional health and social cohesion (Dadvar et al., 2019). Teachers' social capital is affected by the school climate developed in schools and by school principals' arrangements (Penuel et al., 2009).

The aim of this study is to show Primary education teachers' viewpoints of their social capital.

## METHODS

### 1.1 Sample

The research sample consisted of 400 Primary education teachers (134 men and 266 women). As regards their age span, it should be noted that 78 of the participants were below 30 years old, 108 of them were between 30 and 40 years old, 150 of them were between 41 and 50 years old and 64 of them were over 51 years old. In the preliminary stage, the selection of schools, in relation to the sample of teachers, was based on the following criteria: type of schools (grade), organization of school and geographical location. In the secondary stage, random sampling was applied among the selected schools. The research was conducted throughout the academic year 2016-2017.

### 1.2 Research tool

International literature highlights a series of research tools and approaches to measure social capital as well as various qualitative and quantitative methods on an individual and collective level depending on the research purpose. However, the ambiguity and multitude of definitions do not contribute effectively to the formation of research variables. In this respect, a questionnaire was constructed to serve the purpose of this study and it was based on social capital theory and Bullen and Onyx's approach (2005). Bullen and Onyx's approach (Social Capital Questionnaire) focuses on eight dimensions of social capital: 1. Participation in local community, 2. Proactivity in a social context, 3. Feelings of trust and safety, 4. Neighborhood Connections, 5. Family and Friends Connections, 6. Tolerance of Diversity, 7. Value of life, 8. Work Connections (Bullen, & Onyx, 2005). Taking into consideration the above, eight questions were constructed to serve the exploration of teachers' social capital dimensions within the school context after their integration into it with focus on their participation, friendship and professional networks, initiative-taking and trust as well as tolerance of diversity. Twelve more questions were added to it in order to explore individual issues related to teachers' social capital off the school context, such as free time and interpersonal relations.

To ensure the validity of the particular research tool, that is the required degree to which teachers' social capital is explored within the school context, an a priori attempt was made to construct it in such a way so that it meets the terms of "representative content" validity. "Representative content" validity was based on the researchers' thorough study, as stated above, of the corresponding theory and on equivalent measure scales of social capital. Furthermore, the questionnaire was evaluated prior to its application by ten social scientists. They evaluated the questions in terms of content relativity to social capital based on the five-point scale (1=not relative and 5=absolute relative). The analysis of the evaluation results (mean score of questions = 4,8) of these scientists indicated the validity and adequacy of the content of the questionnaire ("presumption of validity"). Moreover, the coefficient of split-half reliability for the questionnaire was found 0,82 and the coefficient of reliability for internal consistency was found 0,84.

It should be noted that this research was piloted using a sample of 30 public school teachers across Greece. Upon processing of protocols, the degree of discretion was found and some questions were modified, as they were difficult to understand. Additionally, the content of some questions was enriched, when necessary.

## FINDINGS

To better compare teachers' social capital and form certain profiles, the answers were grouped on the basis of the eight basic questions of social capital within the school context. The analysis of "clusters" helped form two groups. The observation of clusters centers that derived from the analysis of "clusters" indicated that both "clusters" shared the following characteristics (Table 1): the first "cluster" (Group 1) was characterized by a high social capital (HSC), as they reported in a satisfactory or very satisfactory degree that teachers, after their recruitment, became more social, made new friends, and developed better understanding of the social context. Furthermore, they developed their critical thinking, actively participated in social and volunteer organizations, had a high sense of belonging and trust and were more tolerant of diversity. On the contrary, the second "cluster" (Group 2) was characterized by a lower social capital (LSC), as they reported in a low degree that teachers, after their recruitment, became more social, made new friends, and developed better understanding of the social context. Moreover, they reported that they developed their critical thinking, actively participated in social and volunteer organizations, had a high sense of belonging and trust and were more tolerant of diversity. The first group included 238 teachers and the second one 146.

**Table 1**. Clusters centers

| Questions | Clusters | |
|---|---|---|
| | Group 1* | Group 2 |
| After my recruitment I became more social or | 3,46 | 1,97 |
| I made new friends | 4,11 | 2,84 |
| After my recruitment I understood better the social and political context | 3,78 | 2,15 |
| After my recruitment I developed critical thinking and my views on certain issues changed | 3,93 | 2,25 |
| After my recruitment I actively participated in organizations, associations and volunteering | 3,31 | 1,58 |
| After my recruitment I became more tolerant and showed more respect to tolerance | 4,09 | 2,55 |
| After my recruitment I developed the feeling of belonging to a group | 4,04 | 2,51 |
| Some days I do not know whom to trust | 1,61 | 3,22 |

*1=Very little …….. 5=Very much, *Group 1: 238 teachers, Group 2: 146 teachers*

The difference in teachers' social capital determines the support they potentially seek from other members of the school community or their relatives.

Thus, based on the results of Table 2 it is obvious that: a) all teachers consider their colleagues as the basic resource of support, b) the syndicalist unions are the least reliable when it comes to tensions and difficulties within the school context, c) teachers with HSC use more the internal resources of support of the school community compared to the teachers with LSC, d) to manage any difficulties, teachers primarily address their closer resources and then the more "remote" institutional resources, e) individuals with HSC seek their colleagues' support to a larger degree compared to their counterparts with LSC, f) the individuals with LSC consider their colleagues as the main resources of support, followed by their relatives and non-school friends, g) non-school friends are considered an important source of help for all teachers.

**Table 2**. Communication in case of difficulty in the school context

| Resource of support | N/% | LSC | HSC |
|---|---|---|---|
| With their colleagues | N | 148 | 76 |
| | % in the group | 63,8% | 52,1% |
| The syndicalist union | N | 40 | 18 |
| | % in the group | 17,2% | 12,3% |
| My non-school friends | N | 84 | 58 |
| | % in the group | 36,2% | 39,7% |
| My friends in school | N | 96 | 54 |
| | % in the group | 41,4% | 37,0% |
| My relatives | N | 52 | 44 |
| | % in the group | 22,4% | 30,1% |
| With the Principal | N | 52 | 22 |
| | % in the group | 22,4% | 15,1% |
| With the school counsellor | N | 60 | 26 |
| | % in the group | 25,9% | 17,8% |

The difference of mean scores of the two separate groups (HSC – LSC) in terms of exploration of the feeling of social cohesion indicated a statistically significant difference [$t_{380}$ =-4,483, p=0.00, MeanHSC=3,93 SDHSC=1,04, MeanLSC=3,46 SDLSC = 0,95]. Teachers with HSC believe more, with statistically significant difference, that social cohesion among their school teachers is very powerful compared to their counterparts with LSC who hold an average view about this.

As regards the effects of their professional integration, teachers with HSC believe that there is increase in: a) their social interaction, b) the feeling of trust and "belonging", c) the sense of their personal identity and d) their thorough studying of cognitive subjects. The above views are also supported by teachers with LSC, but in a lower degree. What is more, issues of interpersonal relations and science are considered to be of the most important consequences by both groups of social capital. Based on the degree of significance, the above two factors are followed by the factors of participation in social issues and the sense of personal identity. Increased confidence in people is not underscored by either group in relation to the other consequences.

**Table 3**. Consequences of professional integration

| Effects of their professional integration | N/% | HSC | LSC |
|---|---|---|---|
| More interpersonal relations | N | 194 | 88 |
| | % in the group | 82,2% | 61,1% |
| More participation in social issues | N | 136 | 68 |
| | % in the group | 57,6% | 47,2% |
| Decrease of isolation | N | 70 | 40 |
| | % in the group | 29,7% | 27,8% |
| Increase of trust to people | N | 68 | 24 |
| | % in the group | 28,8% | 16,7% |
| Stronger sense of identity and "belonging" | N | 112 | 40 |
| | % in the group | 47,5% | 27,8% |
| Stronger sense of personal identity | N | 98 | 46 |
| | % in the group | 41,5% | 31,9% |
| More interest in science-related cognitive issues | N | 166 | 96 |
| | % in the group | 70,3% | 66,7% |

## DISCUSSION – CONCLUSIONS

Research in social capital has increased over the past years and it is expected to become even more interesting under the conditions of "imposed" confinement and human social distancing throughout the outbreak of the pandemic. This is so, because social capital is a key factor for the development of social web, social cohesion and trust as well as the achievement of positive results in education (Algan et al., 2013; Forsyth, & Adams, 2004; Fukuyama, 1995; 2001; Kawachi et al. 1997). The aim of this research was to explore teachers' social capital within the school environment and delve into understanding its relation with social cohesion variables (social networks and trust).

This research indicated that teachers with HSC, after their recruitment, are characterized by a high degree of sociability and active participation in various social organizations and by a high degree of social relations through their participation in networks of friends. At the same time, they understand better their social context and develop a high sense of belonging to it as well as trust and tolerance of diversity. All the above underscore the significance of teachers' smooth professional integration with positive effects in terms of their social interaction, the development of trust and their devotion to issues of knowledge. After all, both teacher groups provide strong evidence that their professionalization has been conducive not only to developing interpersonal relations and more active participation and involvement in social issues, but also to their in-depth engagement with science, yet in a different degree. International researches evidence that the high social capital is positively correlated with the development of teaching practices, development of cooperation and their students' participation in social practices, supporting the view that forward-thinking education promotes social capital (Algan et al., 2013). According to Fukuyama (1995), common rules or values are shared through social capital since they are generated by real social relations and put forward social cooperation and the notion of culture.

This research showed that there is correlation between teachers' social capital with social cohesion, as a school characteristic, and the development of trust among the members of the community. Indeed, the high degree of social capital seems to contribute positively to the discussion and pursuit of support by the members of the school community when it comes to school-related issues or problems. The higher the teachers' social capital is, the more they address their colleagues to seek help when faced with school problems. As a result, they address remote institutional resources to a smaller degree, a fact which underlines their high sense of social cohesion.

Researches which explore teachers' professional relations, as the outcome of social relations developed within the workplace, have indicated the key role of social capital in terms of trust among teachers in individual relations. The higher the social capital is, the easier it is for teachers to develop social relations in their workplace and build more trust to the other members of the school community. Social interactions provide the school community with the opportunity to build teachers' trust among each other (Moolenaar et al., 2009). Researches have shown that social and friendship networks developed among teachers positively contribute to the dissemination of educational reforms and innovations as well as to generation of new knowledge and educational practices (Moolenaar et al. 2009; Daly, & Finnigan, 2010; Cole, & Weinbaum, 2007; Coburn, & Russell, 2008; Moolenaar et al., 2011. Tschannen-Moran, & Hoy, 1998). Social interactions have positive effects on important aspects of social life, as stated by Bourdieu (1986), because the individual's expanded association with people of different specialties and interests interacts with their cultural capital and multiplies the opportunities to access knowledge. These results provide valuable information to those responsible for formulating educational policy, regarding the need to strengthen the social capital of teachers and to monitor the social networks that are developed in the school context.

To conclude, the features of social relations and social networks developed among teachers provide important predictive information about trust among each other, their cooperation (fundamentally important to the school community), trust to institutional bodies and, generally, to education. Studying the factors that define teachers' social capital in direct pertinence with developing and maintaining the social web of the school community can provide useful information about teacher development and the teaching practice which eventually contribute to teacher and student learning. Teachers' social capital is a very important determinant of successful education policies. Therefore, it is important for this study to observe the social composition of teacher groups within the school environment and by applying extensive educational researches to analyze social networks to reinforce teachers' social capital.

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# NATURE OR NURTURE? A CRITICAL ANALYSIS OF GENDER DIFFERENCES IN SECOND AND FOREIGN LANGUAGE LEARNING

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**Abstract**

One of the most well-known "gendered" aspects of second and foreign language acquisition is probably that language is a "female subject", which implies females tend to perform better than males in language learning. While research on gender in second and foreign language learning is wide-ranging, the findings of previous studies have been inconclusive and inconsistent. It is generally observed that the effects of gender are not always apparent, but always present. As the gender/sex variable does not often exert influence in isolation, this paper aims to analyze how gender has been explored in the literature in relation to other individual and group differences and how they interact to shape the process of second and foreign language acquisition.

**Keywords:** foreign language; gender; individual and group difference; language acquisition; second language

## 1. Introduction

In recent decades, gender issues have gained greater attention in L2 studies. It is generally believed that gender affects L2 acquisition. As gender does not often exert influence in isolation, this paper discusses how gender has been explored in the literature in relation to other individual and group differences (IGDs) and how they interact to shape L2 learning. It will start broadly by investigating the effects of gender before more deeply exploring the theoretical and empirical literature that looks at gender in relation to various IGDs, including motivation, willingness to communicate, learning strategies and styles, culture and experience, and anxiety.

## 2. Effects of gender on L2 learning

Gender has been considered a variable of IGDs on L2 receptive and productive skills. In terms of language learning "ability," Hirst (1982) stated that there may be sex differences in linguistics ability and functional brain lateralization. Hirst suggested a difference in terms of biology made to a difference in language ability between the two sexes. However, several researchers (e.g., Ekstrand, 1980) looked at a larger range of studies and found that the findings were basically inconclusive and inconsistent. In most of the cases, the differences found in the literature could be explained by other factors such as experience, culture, and language contexts. There is little research showing that boys and girls are born with different language learning abilities (Briggs, 2020).

One common "gendered" aspect of L2 learning is probably that girls tend to perform better than boys in some contexts (Boyle, 1987; Burstall, 1875). Ellis (1994) suggested that women tend to be more open to new linguistic forms in L2. Moreover, girls outperformed boys in GCSE modern foreign language (MFL) examinations in the UK in 2000 at an average of 15.6% (Nuffield, 2000). Surprisingly, boys outperformed girls in MFL at A-Level in the UK (Arnot et al., 1996). Nevertheless, examination results should be treated with caution, and the validity of such results needs to be questioned.

Gender issues seem to be invisible in some accounts and are sometimes neglected in widely cited literature in contrast with other IGDs such as learning styles and motivation (Sunderland, 2000). Among the limited studies looking specifically at the subskills of language competence, the results were inconclusive. Scarcella and Zimmerman (1998) found that men performed significantly better in word recognition, whereas Nyikos (1990) suggested females did better in vocabulary memorization. In terms of listening, mixed results were reported. Markham (1988) and Boyle (1987) showed that males did better, while Feyten (1991) and Bacon (1992) showed no difference in authentic listening tasks, although there were some differences in strategy use. Similarly, inconsistent findings were found in gender differences in speaking. While some researchers (e.g., Guildford, 1967) suggested a female superiority in verbal ability, Buffery and Gray (1972) reported that West African males had superior verbal abilities, and Ogbay (1999) found that girls were more reluctant to speaking in the Eritrean classroom context. In terms of writing, no difference was found in accuracy and readability of written production (Morris, 1998).

While some studies investigating the effects of gender individually, Ehrlich (1997) emphasized that SLA studies on gender should not remove from their particular cultural, situational, and social contexts. The following section discusses how gender interacts with other IGDs and the impact upon L2 learning.

## 3. How gender interacts with other IGDs to shape L2 acquisition

### 3.1 Motivation

Some studies that look at gender go with motivation. While no statistically significant gender differences were reported by Ludwig (1983) and Francis (2000), Muchnick and Wolfe (1992) showed that gender was moderately correlated with attitude and motivation of American learners of Spanish in which females had more positive learning attitudes and were more motivated to interact with Spanish speakers. Similar findings were reported by Batters (1986) and Powell and Batters (1985) in that girls were more motivated to communicate with people from target language countries and had higher self-image as FL learners. Some FL studies (e.g., Dornyei & Clement, 2001; Firdani et al., 2019; Jones & Jones, 2001; Williams et al., 2002) also revealed that female learners had greater motivation and more favorable attitudes. Focusing on classroom discourse, Chavez (2000) revealed that female learners were more likely to please the teachers with accuracy of contributions and were more self-conscious when using German.

Moreover, as stated by Rose (2020), not only are languages often gendered, but attitudes to different individual languages vary. For instance, French is often seen as a marked language signaling ostentation (Dewaele, 2005) or effeminacy in the UK, particularly by boys (Kissau, 2006; Kissau & Wierzalis, 2008). Focusing on the instrumental and integrative types of motivation, Bacon and Finnemann (1992) showed that females had higher instrumental motivation (e.g., getting a high-paying job). Wikeley and Stables (1999) also reported that "usefulness" was more highly valued by secondary school girls than boys. Similar findings were found in Koul et al.'s (2009) research, which suggested that women were significantly academically and instrumentally motivated and less socio-cultural than men toward EFL learning. Koul et al. (2009) explained the high instrumental orientation of female college students by the gender role socialization theory. Teaching is perceived as a more suitable profession for females in Thai society, so it can be interpreted as a reflection of socially determined values. However, it is worth noting that the distinction between instrumental and integrative motivation in these prior studies seemed to be ambiguous.

### 3.2 Willingness to communicate

Willingness to communicate impacts classroom interaction such as teacher talk and peer talk (Chan, 2013, 2020). Prior research has generally showed that gender seems to be a more crucial factor in student talk than in teacher talk (Sunderland, 2000). In terms of teacher talk, most studies have reported that the teachers talked much more than students, and female and male teachers tended to treat both sexes in the same way (Yepez, 1994). Sunderland (1996) examined gendered discourse in FL classrooms and reported that there was little or no evidence of differential teacher treatment on most measures of interaction. Good et al. (1973) found that gender differences in interaction patterns were mainly due to the students' behavior but not the teachers' intentions. For example, it was observed that boys were misbehaving more than girls. However, if the cases of behaviour management were taken out from the data, there was no significant difference in the way the teachers interacted with the girls and boys. Although giving males more attention is unintentional, teachers should be aware of the tendency for females to receive less attention, which may deprive their learning opportunities.

L2 research on student-to-teacher talk has largely shown boys talking more than girls. Batters (1986) found that girls produced fewer academic solicits. Similarly, Alcon (1994) revealed that male Spanish EFL secondary students used significantly more solicits than girls. This evidence was supported by Losey (1995) who found Mexican American men talked much more than women. Baxter (1988) suggested that boys' talk might develop their confidence but disruptively influence their academic success. This might explain why some findings showed that males were more confident (Bacon, 1992) but underperformed (Boyle, 1987) in comparison to females in L2 learning.

Concerning pair and group-work, Kasanga (1996) showed that male university EFL students were more articulate in their performance than females. Homles (1994) also reported that men were more likely to challenge and show disagreement during interaction. Similarly, Gass and Varonis (1986) found that

Japanese EFL males tended to dominate in oral talks. In contrast, other studies (e.g., Pica et al., 1992; Provo, 1991) revealed no significant gender differences in peer-interaction. However, Boersma et al. (1981) suggested that there might be different patterns of student talk at different stages of L2 learning. For instance, girls might initiate more interactions at the tertiary level. Chavez (2000) found that female learners formed stronger cooperative rapport with teachers and male students. They enjoyed interaction with the teachers more than their male counterparts. In fact, the pre-assumption of "more is better" needed to be further examined with what is actually accomplished in interaction.

### 3.3 Learning strategies and styles

In terms of learning strategies and styles, a few gendered tendencies have been generally found alongside the similarities, particularly frequencies of use between females and males (Lee, 2007; Nyikos, 1990; Tran; 1988; Young & Oxford, 1997). As mentioned above, boys tended to dominate the classroom interaction, and thus, girls used more compensatory communication strategies such as approaching teachers individually after class (Sunderland, 2000). Some researchers (e.g., Oxford, 1994) also suggested that girls who perform better in FL might be related to their specific learning styles such as "global," "field dependent," and reflective strategies. Sunderland (1995) stated that girls perform better on essays, requiring constant application; boys do better on multiple-choice questions, requiring occasional bouts of hard work. Although it is unclear how these styles are socially or culturally constructed, different testing formats might explain the aforementioned performances in GCSE and A-level between males and females in the UK.

Oxford and Nyiko (1989) investigated variables affecting choice of learning strategies adopted by 1,200 FL university students in the USA. The majority were English L1 speakers studying total of five languages. Strategies Inventory of Language Learning (SILL), which contains 121 self-reported items with a 5-point frequency response scale, was adopted. The results of factor-analysis revealed five factors. It was found that females reported more frequent use strategies of "formal rule-related," "general study," and "conversation input elicitation" than males, whereas males reported no more frequent use than females in any strategies. The researchers explained that the differences could be accounted for unequal division of labour and power in American society. More specifically, men influenced the public sphere, which was assertive and direct, while women were in the private sphere, which was nurturing and indirect. However, the findings should be treated with caution. First, the factor analysis did not indicate the commonalities between the items of each factor. For instance, there may be an overlap between "resource, independent strategies" and "formal rule-rated strategies." It is unclear how each factor differentiates with others. Moreover, "general study strategies" and "formal rule-rated strategies" may involve more effort than cognition. For example, studying in a quiet environment is more related to doing things rather than thinking the language itself. Concerning the gender differences, it is unclear why men used strategies less frequently (i.e., Did men use fewer strategies? Or did females tend to report strategy use more comprehensively than men?). The researchers did not report how the strategies were related to the public or private spheres. Furthermore, the self-report instruments are often criticized for respondents' truthfulness, and the issue of division of labour might be different nowadays.

Bacon (1992) examined the relationship between gender, comprehension, processing strategies, and cognitive as well as affective response in FL listening by administering two listening texts to 50 English speakers learning Spanish. The findings indicated that women used more metacognitive strategies, while men were more confident and used fewer strategies. Bacon concluded that despite differences in strategy use, there was no significant difference in the level of comprehension between men and women. However, the explanations were not clearly illustrated such as the inter-relationship between strategy behavior and confidence. Like Oxford and Nykio's (1989) study, the self-report behavior issue (whether men tended to report their confidence, whereas women were more likely to report strategy use) cannot be neglected.

Goh and Foong (1997) examined language learning strategies used by 175 Chinese ESL students. Adopting Oxford's (1990) SILL questionnaire, six categories, namely memory, cognitive, compensation, metacognitive, affective, and social, were found. Supporting previous research (e.g., Green & Oxford, 1995; Oxford, 1993), their results revealed that females used compensation (e.g., using gestures) and affective strategies (e.g., anxiety management) significantly more often than males. However, the reasons for the gender differences were not explained in the study. It is believed that "face-saving" is prominent in Chinese culture (Chan, 2018), particularly for men. Males generally have higher self-esteem and are more reluctant to show their weaknesses, and so the affective and compensation strategies might be less frequently reported by themselves.

### 3.4 Culture and experience

Some studies look at gender differences in culture and study abroad (SA) experience. Brecht et al. (1995), for example, conducted a longitudinal and mixed-method study to examine FL gain during SA in Russia. Findings of multiple regression found that gender was a strong predictor of oral gains. Male SA learners tended to attain advanced spoken proficiency in comparison to females. The researchers hypothesized it was due to culture (i.e., role of women in Russia affected the type and amount of interaction and negatively influenced extent of oral gains). Polyani (1995) analyzed Brecht et al.'s (1995) samples and found that while men were encouraged to interact, women's participation provoked negative reactions (e.g., sexual harassment). Similar findings were found in Isabelli-Garcia (2006) who reported that female American SA students in Argentina experienced catcalling or objectification.

van der Silk et al. (2015) investigated gender differences in the acquisition of Dutch among immigrants from 88 countries with 49 L1s. Controlling various variables (e.g., age of arrival, educational level), the findings of cross-classified multi-level regression showed that women significantly and substantively outperformed men on L2 Dutch writing and speaking, but there was no gender gap for listening and reading. The authors opposed the human capital framework and suggested the differences were nature-based due to genetic difference between males and females. However, it is hard to say the results are conclusive because they did not control everything that could possibly be controlled in the research.

### 3.5 Anxiety

Some studies (e.g., Pappamihiel, 2002; Williams, 1996) indicated that males were less likely to admit foreign language anxiety (FLA) than females. Conversely, Chavez (2000) showed that male students learning German reported higher levels of FL anxiety. Males felt uncomfortable in potential competitive and hierarchical settings and preferred interaction with female classmates over that with male peers. Koul et al. (2009) examined Thai college students' (N = *1387*) motivational goals and FLA. They found that the motivation goals were associated with self-perceived EFL anxiety. Specifically, females had higher instrumental goals that were associated with the higher levels of anxiety, whereas men had higher cultural goals were associated with the lower anxiety levels. Although role socialization theory and self-esteem theory were used to explain the findings, the relationship between goal orientations and anxiety were not explicitly asked in the self-report survey.

## 4. Conclusion

In sum, gender may interact with other IGDs and shape the process of L2 acquisition. It seems that the overall quality of most studies is generally not very good (Briggs, 2020). The gender/sex variable is often not the primary research objective. The aforementioned studies have revealed inconclusive and inconsistent findings. At the same time, more evidence shows females appear to be doing better at L2 acquisition in some contexts but not in some SA contexts. Some theorical and empirical research suggests that the environment impact may be more significant than the biological factor, which means nurture may be more important than nature. Females appear to be more motivated and use more strategies. However, there is no concrete answer for the reasons. More research is needed to examine how gender interacts with other IGDs in L2 learning using a variety of measurement in different contexts (e.g., developing and non-western countries) where relevant issues are under-researched.

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# INFLUENCE OF EMOTIONAL INTELLIGENCE AND CLASSROOM CLIMATE

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## ABSTRACT

At present, we live in a fast-paced world, there is more communication thanks to technology, but emotional intelligence towards other human beings could be damaging, in addition, in the professional teaching practice it cannot be forgotten that students are the pillar of each institution, not only learn theories and practices but also behaviors and values, this is where the intention of this article lies, through the literary search of the subject to have a broad vision of emotional intelligence and climate in the classroom; After reading it, it can be said that to the extent that the teacher analyzes, understands and puts into practice Emotional Intelligence in the classroom, students could present better academic performance and professional performance once they graduate. To be a teacher is to be an example, all this from the review of authors such as Mayer and Salovey (1997), Fernandez Berrocal (2010) and Aranda (2010).

**Keywords:** Emotional intelligence, classroom climate, teachers, college, emotions.

## Introduction

Mayer and Salovey (1990) defined the concept of "emotional intelligence" for the first time, although later in 1997 they reformulated their original idea, giving more importance to cognitive components and the ability to reflect on emotions.

From the EI-ability model (Mayer and Salovey, 1997) a hierarchical structure of cognitive capacities is proposed for the adaptive management of emotions, that is, an EI is: perceive, facilitate, understand and manage or regulate emotions

For Rodriguez Vitae (s.f.) The learning climate is interaction, communication between those who are within the teaching and learning process, this must occur between the teacher and the students and viceversa, as well as -. Within this climate, harmony, trust, security, and respect must prevail, so that students can freely express themselves, make known any concerns or doubts in favor of obtaining true learning.

School climate refers to the qualities of the school environment that are experienced by teachers, administrators, students, and other members of the school community.1 It is the impressions of these individuals as they experience school policies, practices, and procedures. (The Aspen Institute, 2021)

The positive emotions of teachers can improve their well-being, as well as the adjustment of their students (Birch & Ladd, 1996) and the increase of these positive emotions can facilitate the creation of a classroom climate that favors learning (Sutton & Whealey, 2003). Likewise, the generation of positive emotions improves the well-being and happiness of the students (Seligman, 2005).

In this way, that teachers learn to maintain positive emotional states and reduce the impact of negative ones can be reflected in greater teacher well-being and better adjustment of their students (Fernández - Berrocal & Ruiz - Aranda, 2008).

Previously, research by Fernández-Berrocal (2010) focused on analyzing the relationship between emotional intelligence and the teacher's personal adjustment, indicate that the teacher's emotional intelligence predicts the level of burnout they suffer (Brackett, Palomera & Mojsa, in press ;Extremera, Fernández - Berrocal and Durán, 2003).

After reading and analyzing the subject in question, a gap that was found is trying to delve into the conflicts that can arise in the classroom due to the fact of presenting negative coping and generating a hostile climate in the classroom at the university level, since, after all the review in studies, only one was found that will take into account the conflict as a problem due to the lack of socio-emotional competencies.

The problem studied refers that a school with a good school climate is a professional organization where there is collaboration between directors and teachers, in which families and students participate, and in which respectful treatment among children and appreciation for others is promoted. (LLECE, 2012).

As a justification, in schools it is no longer enough to achieve a good performance of the students, the success of the teaching staff is also linked to developing people integrated into society, with social and emotional tools that allow them to face the challenges of daily life ( Fernández – Berrocal & Ruiz – Aranda, 2008a)

According to Cabello & Fernández-Berrocal (2010) It implies that teachers develop a greater capacity to identify, understand, regulate and think with emotions intelligently, they will have more resources to get emotionally more prepared students and to better cope with stressful events that arise often in the educational context.

It is intended to inquire about the level of relationship that is established between the teacher's Emotional Intelligence and the emotional classroom climate, which is usually a reflection of the teacher's abilities through the existing literature. Educational transformation is a necessity in order to make changes in an education system to improve the quality and competitiveness of education at the international level. This is because education is one of the most important activities of any country. In ensuring the success of educational transformation, all important aspects of educational development planning should be looked at, especially in strengthening the physical, academic, and social aspects of a school. (Azlin Norhaini, Mohd Zabil & Hamid, 2021)

**TYPE OF STUDY**

According to López Fernández, et. to the. (2019) Theoretical methods such as logical historical and synthetic analytics were used, and from empyrean, to the analysis of documents, which allowed arriving at the proposed methodology. The fundamental results are associated with a sequential structure, of strict compliance to ensure that the instrument is validated and thus obtain results supported by science.

Due to its importance and complexity of application, instrument validation is considered a type of study within intervention studies, that is, at the same level as experimental, quasi-experimental, among others.

Analysis technique

Table 1.- Axes of conceptual cartography (Tobón, 2012a) Analysis axis Central question

- Notion What is the etymology of the concept of knowledge management, its historical development and the current definition?

The word 'intelligence' comes from the Latin intelligentia or intellēctus, which in turn comes from the verb intellegere - a compound term of inter ("between") and legere ("read, choose") - which means to understand or perceive.

Emotion (from Lat. Emoveo, emotum = moved, disturbed) is an involuntary impulse, originated in response to environmental stimuli, which induces feelings in humans and animals, and which triggers automatic reaction behaviors.

The word classroom comes from the Latin aula and this from the Greek αὐλή. In Roman times, it referred to fenced courtyards where ceremonies were held.

- Categorization To which major category (or class) does the concept of knowledge management belong?

Emotional Intelligence: Mayer & Salovey define emotional intelligence as "the ability to perceive, value and express emotions accurately; the ability to access and generate feelings that facilitate thinking; the ability to understand emotion and emotional awareness; and the ability to regulate emotions and promote emotional and intellectual growth "(Mayer & Salovey, 1997: 10).

- Differentiation From what other close concepts and that are in the same category does the concept of knowledge management differ?
- Socio-emotional skills

Table 1.- Axes of conceptual cartography (Tobón, 2012a). Continuation Analysis axis Central question

- Classification In which subclasses or types is the concept of knowledge management classified?
- Emotions
- Coping
- Linkage How is knowledge management linked to certain theories, social-cultural processes and epistemological references that are outside the category?
- Quality of education
- Educational reforms
- Methodology What are the minimum methodological elements involved in the knowledge management approach?
- 360 degree survey

- Likert scales
  (they are applied in the present study)
- Exemplification What could be a relevant and pertinent example of the application of the concept of knowledge management?

The teacher's Emotional Intelligence and the emotional climate, which is usually a reflection of the teacher's abilities. It is worth mentioning that a school with a good school climate is a professional organization where there is collaboration between directors and teachers, in which families and students participate, and in which respectful treatment among children and appreciation for others is promoted. (LLECE, 2012)

**SELECTION CRITERIA**

Articles were searched in the following databases: redalyc, scielo, EBSCO, google academics using words such as „intelligence", „emotional intelligence", „classroom climate", the information was also searched in blogs and web pages as psicoactiva.com.

| Author | Year of publication | Title | Type of article | Synthesis |
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| Elena Balongo González, Rosario Mérida Serrano | 2016 | The classroom climate in work projects. Create learning environments to include | Validation<br><br>Indexed | This paper presents the main results of the research carried out in a public school in a town in Córdoba (Spain). A methodology |

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| | | child diversity | | based on student research |
| F. Javier Murillo, Reyes Hernández-Castilla, Cynthia Martínez-Garrido | 2016 | What happens in classrooms where children do not learn? Qualitative study of ineffective classrooms in Latin America | Original<br><br>Indexed | The aim of this research 48st o understand what happens in these classrooms. For this, an in-depth study was carried out in which eight particularly ineffective classrooms were analyzed in as many Latin American countries (Colombia, Chile, Cuba, Ecuador, Spain, Panama, Peru and Venezuela). The results point to six major factors |

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| | | | | of classroom ineffectiveness: a) teaching strategies in the classroom; b) use of time; c) attention to diversity; d) evaluation strategies; e) classroom climate; and f) the classroom as a physical space and its resources. |
| Nancy Noemí Gutiérrez-Anguiano, Alicia Alelí Chaparro Caso López | 2019 | Evidence of reliability and validity of a scale for the self-evaluation of teaching practices in secondary school | Validation<br><br>Indexed | he objective of this study was to develop and validate a scale for the self-evaluation of teaching practices in secondary school, based on the indicators of |

the Danielson (2013) framework for teaching. The development of the instrument involved three stages: in the first, the instrument was designed; in the second, evidence of content validity was established; In the third stage, a pilot test was carried out with a sample of 203 secondary school teachers, in order to generate evidence of reliability and

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| | | | | validity related to the construct. |
| Maribel García Gracia, Alicia Razeto Pavez | 2019 | Why do young people miss school? An exploration of the school experience of absentee students in Catalonia | Original Indexed | The article explores the phenomenon of school absenteeism from a biographical perspective in a group of young people from secondary schools in Catalonia. From a qualitative methodological approach, the vision of young people about their school experience, the meaning they attribute to school and the reasons for |

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| | | | | their school absenteeism is analyzed. |
| Antonia Valdés, César Coll, Leili Falsafi | 2016 | Transformative experiences that give us identity as learners: the key learning experiences | Validation Indexed | The objective of this applied descriptive and correlational study was to determine the level of Burnout Syndrome existing in university teachers belonging to the faculty of education, of a private university in Bogotá, and the relationships between said level with variables of gender and seniority. work |

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| | | | | and with the coping strategies commonly used by them. |
| Martha Mora-Torres, Ana Lilia Laureano-Cruces, Perla Velasco-Santos | 2019 | Structure of emotions within a teaching-learning process | Validation Indexed | This work focuses on the design of an emotional assessment structure developed for an intelligent learning system. This structure will complete the information coming from the user; In this way, it is intended to enhance the effectiveness of the intervention of this intelligent |

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| | | | | learning system through the interface, represented by a pedagogical agent. The importance of emotions in the teaching-learning process is highlighted and a proposal is made that includes a design methodology. The above allows a representation of the emotional state of the user at a given moment. |
| Gökhan ORHAN, Prof. Dr. Ömer BEYHAN | 2020 | Teachers' Perceptions And Teaching | Validation Indexed | This study aims to investigate perceptions |

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| | | Experiences On Distance Education Through Synchronous Video Conferencin g During Covid-19 Pandemic | | and teaching experiences of the teachers on the distance education during the Covid- 19 pandemic. The case study design was applied in this study. This study was carried out with 15 teachers. The data was obtained through a semi-structured interview form. |
| Donald Tagino Hutagaol, Sismudjito, Hadriana Marhaeni Munthe, Rizabuana | 2020 | Character Building In Students' Deviant Behavior At Sma Negeri | Original Indexed | The objective of the research was to find out and to interpret the social |

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| Ismail, Henry Sitorus | 1 Kutalimbaru, Deli Serdang, Indonesia | construction of character building in families and schools of the students; The result of the research showed that the students who got problems were usually concerned with lack of character building from their families with various reasons, and one of them is lack of social interaction between the students and their families related to economic problems. |

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| Indah ayu Johanda Putri | 2020 | The Effect Of Work Experience And Characteristics Of Jobs On Employee Work Achievement In Shipping Company | Original Indexed | The commitment itself is shaped through individual characteristics and job characteristics. High commitment will improve employee work performance, thus individual characteristics and job characteristics should logically be related to work performance. |
| Maria CONSTANTINESCU, Georgeta CHIRLEȘAN, Cristina DUMITRU TĂBĂCARU | 2020 | School Climate And Behaviour Management In Romanian Schools | Validation Indexed | A healthy learning environment is most of the time positively correlated with |

a positive school climate. The present article is aiming to provide an overview on school wide discipline prevention in Romanian educational context and to identify existing practices to support and prevent school indiscipline in order to create a positive school environment which will facilitate learning

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| Barbosa Ramírez, L., Muñoz Ortega, P., Rueda Villamizar X. & Suárez Leiton, K. | 2009 | Burnout syndrome and coping strategies in university teachers. | Validation<br><br>Indexed | The objective of this applied descriptive and correlational study was to determine the level of Burnout Syndrome existing in university teachers belonging to the faculty of education, of a private university in Bogotá, and the relationships between said level with variables of gender and seniority. work and with the coping strategies |

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| | | | | commonly used by them. |
| Barraza Macías, A. & Gracia Álamos, A., | 2015 | Proactive coping strategies in the face of the stress generated by the educational reform. | Validation Indexed | Establish if there is a relationship between the level of stress generated by the educational reform in primary education teachers and the greater or lesser use of proactive coping strategies. |
| Cabello, R., Ruiz Aranda, & Fernández Berrocal P | 2010 | Intelligent emotional teachers. Zaragoza, Spain: Interuniversity Electronic Journal of Teacher Training. | Indexed | In this article we describe the importance of completing teacher training with the learning and development of social and emotional |

aspects. Thus, emotional intelligence (EI), understood as a complement to the cognitive development of teachers and students, enters the educational context. We review the ability model of Mayer & Salovey (1997), some of the socio-emotional improvement programs designed for teachers, and some activities for the development

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| | | | | of EI in teachers. |
| Gallardo Jaque, Alejandro | 2017 | The emotional competences in the curriculum of the Pedagogy careers of the University of Playa Ancha. | Systematyc review Indexed | The objective of this work is to elaborate, implement and evaluate a proposal for the incorporation of emotional competences in the curriculum of pedagogy careers at the University of Playa Ancha, with a mixed approach, based on four studies in three years of work. The design is quasi-experimental with pre-test / post-test measures and |

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| | | | | control group in a first study, evaluating the process of applying the program with the experimental groups. In addition to the initial and final evaluation, a process evaluation has been carried out in the experimental groups. |
| Grinnell, Richard M., Jr.; Yvonne A. Unrau; Margaret Williams | 2009 | Introduction to Social Work Research | Systematic review<br><br>Indexed | A comprehensive introduction to the most widely used approach to social work theory and practice. It offers a systematic |

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| | | | | overview of core theories and practice issues in challenging domination and oppression. |
| Hernández Reyes, C.L. & Flores Kastanis E. Noviembre, | 2011 | The role of emotional intelligence in the teaching process of assigning meanings to educational change. Presentation at: XI National Congress of Educational Research. | Systematic review<br>Indexed | This case study attempts to make a first exploration of the possible relationship between emotional intelligence (EI) and the meaning that teachers give to an experience of educational change |
| Ibarra Aguirre, E., Armenta Beltrany, | 2014 | Self-concept, coping | Original | The purpose of the study was |

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| M. & Jacobo García, H.M. | | strategies and professional teaching performance. | Indexed | to know some of the links between self-concept, coping strategies and the teaching performance of teachers who work in two adverse Mexican contexts with high, and at the same time, relative sociocultural closure. |
| Laboratorio Latinoaméricano de Evaluación de la Calidad de la Eucación (LLECE) | 2012 | Analysis of the school climate: Powerful factor that explains learning in Latin America and | Validation Indexed | This document carries out a more in-depth analysis of the different dimensions of the school climate in 3rd and 6th grade, |

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| | | the Caribbean ?. | | separately. To achieve this task, first the SERCE school climate index and the variables of the questionnaires that theoretically belonged to this construct were analyzed. |
| Pertegal-Felices, Mª L., Castejón-Costa, J. L. & Martínez Ruiz, Mª. A. | 2011 | Socioemotional Competencies in Teacher Professional Development | Validation Indexed | In this paper, a comparison of profiles of socio-emotional competences is carried out, through a multivariate analysis of variance, for which the opinion of a sample of 148 practicing |

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| | | | | teachers and the measurement of these competencies of 139 teaching students was available. The results indicated that there are differences in the profiles of both groups; this difference being significant for 11 of the 13 socio-emotional variables analyzed. |
| Pérez-González Juan Carlos& Pena Garrido Mario | 2011 | Building the science of emotional education. Parents and Teachers. | Original Indexed | In this article, the authors review the conconcept and justification of emotional |

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| | | | Indexed | education from a current scientific point of view, indicate the main initiatives of research-based emotional education strategies in Spain, and the ten international recommendations for the design, implementation and evaluation of emotional education programs at sea are presented. |
| Azlin Norhaini Mansor, Mohd Zabil Ikhsan | 2021 | The Effects of School | Indexed | A school climate is defined as a pattern of |

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| Mohamed Nasaruddin and Aida Hanim A. Hamid. | | Climate on Sixth Form Teachers' Self-Efficacy in Malaysia | shared perceptions of the characteristics and atmosphere, including its norms, values, and expectations of an organization with its members. In addition, a school climate is also defined as the quality and character of school life. |
| The Aspen Institute | 2021 | School Climate Literature Summary | Classroom observations can also be used to assess the extent to which teachers are using instructional |

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| Escalante Mateos Naira, Fernández-Zabala Arantza, Goñi Palacios Eider and Izar-de-la-Fuente Díaz-de-Cerio, Iker. | 2021 | School Climate and Perceived Academic Performance: Direct or Resilience-Mediated Relationship? | practices that foster positive social and emotional development, which is associated with classroom climate. Modern-day society is immersed in a process of constant transformation, with numerous social, cultural, economic, political and technological changes taking place in a short space of time. These changes and the needs derived from them constantly |

generate new
challenges and
oblige schools
to adopt a
dynamic of
ongoing
transformation
, assessment
and adaptation.

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**1. NOTION**

The term emotional intelligence appears in psychological literature in 1990, in a writing by American psychologists Peter Salovey and John Mayer. However, it was with the publication of Daniel Goleman's book Emotional Intelligence (1995) that the concept spread rapidly.

Mayer & Salovey define emotional intelligence as “the ability to accurately perceive, value and express emotions; the ability to access and generate feelings that facilitate thinking; the ability to understand emotion and emotional awareness; and the ability to regulate emotions and promote emotional and intellectual growth ”(Mayer & Salovey, 1997: 10).

In our schools it is no longer enough to achieve a good performance of the students, the success of the teaching staff is also linked to developing people integrated into society, with social and emotional tools that allow them to face the challenges of daily life (Fernández – Berrocal & Ruiz –Aranda, 2008). The learning climate is interaction, communication between those who are within the teaching - learning process, this must occur between the teacher and the students and viceversa, as well as the student - student.

## 2. CATEGORIZATION

According to the reading on the subject in question, it is categorized into:

Emotional intelligence:

Which according to Goleman (1995) defines emotional intelligence as: “the ability to recognize our own feelings and those of others, to motivate ourselves and to properly manage relationships.

Teaching Emotional Intelligence:

In our schools it is no longer enough to achieve a good performance of the students, the success of the teaching staff is also linked to developing people integrated into society, with social and emotional tools that allow them to face the challenges of daily life (Fernández – Berrocal & Ruiz –Aranda, 2008). It implies that teachers develop a greater capacity to identify, understand, regulate and think with emotions intelligently, they will have more resources to get students emotionally more prepared and to better cope with stressful events that frequently arise in the educational context.

The third and final category is Classroom Climate:

According to Repetto Talavera (nd), the climate in the classroom should prevail harmony, trust, security, respect, so that students can express themselves freely, make known any concerns or doubts in favor of obtaining true learning, also Within this space, the establishment of norms and rules that will help the proper development of the Teaching and Learning Process is considered.

## 3. CHARACTERIZATION

Characteristics of the emotionally intelligent teacher:

Socialization, with its emotional aspects, finds a very adequate space in the school environment, as Extremera and Fernández Berrocal (2004) point out, not only because the student remains in the classroom for a large part of their childhood and adolescence, periods in which especially emotional development occurs, but rather because of the number of problems that arise in the educational field (school failure, violence, difficulties in coexistence, etc.), thereby demonstrating once again that the needs raised in educational institutions go beyond promoting the cognitive development of students, aiming to ensure that their students achieve comprehensive training, as one more consequence of the current conception of the role of affectivity and emotions in education, which shows that the cognitive configures the affective and the affective conditions the cognitive (Hernández, 2002).

Characteristic principles of climate in the classroom:

For Rodríguez Vitae (s.f.)

Principle No. 1:

The class environment has to make it possible to get to know all the people in the group and to get closer to each other. Progressively it must make possible the construction of a cohesive human group with common objectives, goals and illusions.

Principle No. 2:

"The school environment has to facilitate everyone's contact with various materials and activities that allow covering a wide range of cognitive, affective and social learning"

Principle No. 3:

“The school environment has to be diverse, having to transcend the idea that all learning takes place within the four walls of the classroom. Different scenarios should be offered, -whether they are built or natural- depending on the tasks undertaken and the objectives pursued ".

Principle No. 4:

"The school environment has to offer different sub-scenarios in such a way that the people in the group can feel welcomed according to different moods, expectations and interests."

Principle No. 5:

"The environment must be actively built by all the members of the group it welcomes, reflecting their peculiarities, their own identity."

The learning environments will allow constant interactions between student-teacher, student-student, student-experts, guests / community members, student-tools, student-content, student-environment.

## 4. DIFFERENTIATION

Social competence: According to Caballo (1993), social competence (or social skills) implies the set of behaviors emitted by an individual in an interpersonal context that expresses the feelings, attitudes, desires, opinions or rights of that individual in an appropriate way. the situation, whether in the family, school, work, or other context, respecting those behaviors in others and that, generally, solves the immediate problems that may arise in the interaction, minimizing the probability of future problems appearing.

Emotional competence:

Thus, Gallardo Jaque (2017), mentions that the concept of emotional competence refers to the knowledge, capacities, abilities and attitudes that are considered necessary to understand, express and regulate emotional phenomena appropriately.

## 5. CLASSIFICATION:

Personal intelligence:

• Awareness in oneself: it is the ability to recognize and understand one's own strengths, weaknesses, moods, emotions and impulses, as well as the effect they have on others and on work.

• Self-regulation or self-control: it is the ability to control our own emotions and impulses to adapt them to a goal, to take responsibility for one's own actions, to think before acting and to avoid premature judgments.

• Self motivation: it is the ability to be in a state of continuous search and persistence in the achievement of objectives, facing problems and finding solutions.

Interpersonal intelligence:

• Empathy: it is the ability to understand the needs, feelings and problems of others, putting oneself in their place, and responding correctly to their emotional reactions.

• Social skills: it is the talent in managing relationships with others, in knowing how to persuade and influence others.

## 6. BONDING

In 20th century schools, teacher success has been essentially linked to the academic achievements of their students, that is, to school performance. However, the 21st century society has created new demands and challenges for both the School and the teachers who have deeply questioned the current educational principles and objectives.

It implies that teachers develop a greater capacity to identify, understand, regulate and think with emotions intelligently, they will have more resources to get students emotionally more prepared and to better cope with stressful events that frequently arise in the educational context. Our educational system is witnessing a very important process of transformation of the study plans and a modification of the schooling obligatorily oriented towards the integral development of the person centered on competences (LOE, 2006). Unesco, in its Delors report (1996), proposes different alternatives for 21st century education and emphasizes the role of emotions and the need to educate the emotional demands of the human being together with its cognitive dimension.

The challenge for society and the educational system lies in knowing how to extend this training to all teachers, so that it is not an anecdotal and punctual training in some very specific centers full of healthy romanticism and enthusiasm. A process of change that may seem utopian to some in these years of economic crisis, but that the course of time is turning into an urgent necessity and not a superfluous luxury. To resolve the contradictions and paradoxes of the 21st century society we need a healthy, competent and happy school, and this will be an impossible mission without emotionally intelligent teachers.

## 7. METHODOLOGY

It is intended to carry out a study of positivist paradigm, within the Technological University of Ciudad Juárez, according to Hernández Sampieri (2014, p. 4), "the quantitative approach uses the collection and analysis of data to refine the research questions or reveal new questions in the interpretation process ". The most representative authors of the chosen paradigm are Galileo, Newton, Comte, Mill, Durkheim and Popper, he has made it clear that the most usual methods are experimental, is positivist, formulates general laws, faithful to neutrality and works by means of statistics. (Bolívar, s.f.)

The methodological approach will be developed through the correlational method, which is used when the purpose is to know the relationship between two or more concepts, categories or variables in a particular context. Associates variables through a predictable pattern for a group of settlers; offer predictions, explain the relationship between variables and quantify these relationships of the variables (Hernández Sampieri, 2014), this method stands out for the present research since it is desired to study the emotional intelligence of the teacher, as well as the teacher-student relationship and how this affects the development of the learning climate.

## 8. EXEMPLIFICATION

Examples of the application of emotional intelligence and classroom climate in teaching practice are presented:

• Learning climate molded to the needs of the students.

• Teachers without features of burnout syndrome

• Practice workshops for the identification of teachers who wish to improve their emotional intelligence.

• Practice workshops for the identification of teachers who wish to improve the climate in the classroom.

• Better teacher evaluations.

• Increase in teacher-student, teacher-teacher, student-student motivation.

• Better academic performance in higher education.

## DISCUSSION

Given the importance of developing and improving the emotional intelligence of teachers, the following is considered relevant: some of the activities that can be effective emotional intelligence strategies such as the one described above are described and the relationship between these activities and the branches of the theoretical model of emotional intelligence on which is:

- Perception, evaluation and expression of emotions: the development of these skills is linked especially to the recognition of emotions in oneself and in others.

- Emotion as a facilitator of thought: through these skills, emotional events take part in our thinking, guiding the way we process thought.

information.

- Emotional knowledge: it is necessary to acquire a good emotional vocabulary with which to correctly express our states and thus facilitate communication and therefore social relationships.

- Regulation of emotions: the last activity that we propose refers to the most complex skill of the model, that is, the ability to manage our emotions in given situations, positive and negative, and use the information that emotions provide us based on of their usefulness without repressing or exaggerating the information they carry. All this coupled with the climate in the classroom, the research by Aranda, Cabello and Fernandez-Berrocal (2010) being the most significant.

**Conclusions**

Being a teacher, like being a person, has become a more difficult task in the 21st century than each of us could have imagined when we began to train as teachers. In this article, the personal and social relevance of completing teacher training with the development of their emotional and social capacities has been highlighted. To do this, in the first place, these skills have been framed and organized from the Emotional Intelligence model of Mayer & Salovey (1997).

The challenge for our society and our educational system lies in knowing how to extend this training to all teachers, so that it is not an anecdotal and punctual training in some very specific centers full of healthy romanticism and enthusiasm. A process of change that may seem utopian to some in these years of economic crisis, but that the course of time is

becoming an imperative need and not a superfluous luxury. To resolve the contradictions and paradoxes of the 21st century society we need a healthy, competent and happy school, and this will be an impossible mission without emotionally intelligent teachers.

For this reason, it is suggested to carry out more research on emotional intelligence and the climate in the classroom in order to fill the research gaps, this could increase the literature on the subject in higher education.

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# DISSONANCE IN EMPLOYABILITY SOCIAL SKILLS OF SOCIAL STUDIES UNDERGRADUATES AND THE WORLD OF WORK IN NIGERIA

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**Abstract**

The study investigated the level of employability social skills of undergraduates in Nigeria using Social Studies undergraduates in the Delta State University, Abraka as a case study. Qualitative research design with simple random sampling technique was employed for the study. The population of the study comprised of the two hundred and thirty-two (232) undergraduate Social Studies students of 200 to 400 levels, from which a sample size of fifty (50) students was drawn. Unstructured questions and in depth interview was the methods of data collection, while the researcher was the instrument for data collection; data collection and analysis were done concurrently. Findings of the study revealed that Social Studies undergraduates of Delta State University have a good level of few social employability social skills such as communication skills and empathy skills. However, the findings also showed that participants do not possess critical employability social skills such as interpersonal, problem solving, conflict resolution and creative survival skills which are needed to survive in a working environment. The findings in this study also have implications for all undergraduates of other disciplines in Nigerian universities. The study therefore recommended that school curriculum at the university level should be developed to imbibe social skills into undergraduates to make them employable, for them to be able to develop a career for themselves.

**Keywords:** Dissonance; Undergraduates; Social Skills; Employability; Social Studies

**Introduction**

The significance of gainful employment for the individual and the society can never be overemphasized, therefore the rising rate of unemployment in Nigeria and around the world poses a serious challenge for present day youths. Unemployment has become a national emergency and a socio-political problem in Nigeria. According to the Nigeria's National Bureau of statistics, the unemployment rate in the first half of 2020 stood at 27.1 percent (Trading Economics 2021). The unemployment rate is on a geometric progression because as young Nigerians transit through various levels and forms of education into the world of work, they are increasingly faced with the hurdles of becoming gainfully employed and developing their career life after school. Experience has shown that a huge number of undergraduates in Nigeria lack pre-requisite social skills needed to explore issues, opportunities and people. Ejoh (2020) revealed that the rise in unemployment rate in Nigeria is worsened by lack of appropriate skills. Similarly, the International Labour Organization (ILO) (2017) asserted that high level of education with no corresponding skills is the leading cause of unemployment among youths.

Yigit (2008) affirmed that many individuals do not possess suitable social skills that are vital to interaction and relationship among individuals. Insufficient Social Skills can lead to negative results such as aggression, misunderstanding, rancour, bad blood and unemployment. The high level of unemployment and underemployment is a pointer to the low level of skills possessed by young individuals to become employable upon graduation (Okoye & Edokpolor, 2021). To surmount this precarious situation, there is a need to strengthen the link between these skills and the workplace to support the development of employability skills among undergraduates. From personal observation many of the young graduates from Nigerian higher institutions of learning are deficient in social skills, they may have cognitive knowledge but lack the skills of acting out this knowledge, because the school, home and the society are not providing the needed practical experience. For instance, many parents' shutdown their wards when trying to express their views, while decisions are forced on them without giving the young people explanations as to why those decisions were taken. Lecturers are equally bossy; they oppress, abuse student's rights and even disrespect their students who dare not challenge them. So how do we now expect this same set of young people with an oppressive, battered, abusive and shutdown childhood experience to display social skills and etiquettes of emotional capacity, politeness, cooperation and honesty?

Subsequently, it is a glaring fact that there is crisis in global learning and our young people are not being prepared well enough for the labour market and work place of the 21st century (Education for All (EFA) (2012). This global crisis in learning has affected how undergraduates acquire social skills which are essential for survival in the work place. Kwok (2003) affirmed that there is an urgent need for higher institutions to continuously update the social skills of students, as a result of the rapid changes in the economy and the labour market. Abelha et tal (2020) also substantiated the necessity of developing employability and competence skills of undergraduates. The study highlighted the role of higher institutions of learning in promoting these skills and recommended that higher educational institutions should show serious concerns about upgrading the level of employability social skills of their graduating students. Due to this gap in social skills, there exist the need to ascertain the level of employability social skills possessed by undergraduates in Nigeria in order to assist them in the generation and sustainability of employment.

**Problem Statement**

The high global rates of unemployment have escalated and exposed the vulnerability of youths to job crisis, unemployment, inequalities in the labour market, poor transition from school to work and high insulation from the labour market (Cavero & Ruiz, 2016). We are in a difficult period in the global labour market and graduates of Social Studies are not exempted. They need social skills to stand above their peers in the world of work, but unfortunately these skills, majority of undergraduates do not possess. Although Social Studies is supposed to help prepare its undergraduates with social skills, Social Studies undergraduates come out of tertiary educational institutions without imbibing these skills. This has created relationship problems and employability status, thereby making it difficult for companies and businesses most especially those of the private sectors to employ and keep them. Furthermore, it has resulted in a huge number of Social Studies graduates and graduates from other disciplines becoming unemployable in a modern world that is continually expanding in social interactions and building relationships across the globe. In addition, Gresham, Cook, Crew and Kern (2004) reported that measuring the extent of social skills acquired by people through learning have recorded little or no studies and literature; in Nigeria, such studies are non-existent. Therefore, the study investigated the extent of employability social skills possessed by Social Studies undergraduates of Delta State University, Abraka.

**Literature Review**

**Social Skills**

Norozy and Beheshtifar (2013) portrayed social skills as the ability to interact effectively with others, social skills express those attitudes, behaviours considered as norms, accepted and expected in a civilized setting. Cubukcu (2018) pointed out that social skills are those invisible skills needed by people to become successful in their chosen careers and businesses, these skills are important in career success because they are needed to get along with other people. Chubukcu identified examples of social skills which can make people employable to include skills of empathy, listening, staying positive, cooperation skills and more. Social Skills are indeed crucial during the hiring process as it shows the capacity of the applicant in achieving business targets through good relationship with other people. It will also demonstrate how fit and effective the applicant will be able to display company culture and quality. Examples of social skills are interpersonal and effective communication skills, problem solving skills, conflict resolution, empathy, listening, cooperation and survival skills. Others are relationship management, respect /curtsey and understanding skills.

Gokmen and Omer (2017) pointed out that social interactions are vital to the working life of a person. Possessing good social skills will contribute to quality lifestyles of individuals and society, by making it possible for them to express themselves and understand each other thereby making them employable. Furthermore, as university graduates leave their families and immediate environments to new places in the course of their lives, social skills are significantly required to change their behaviour, perception and thinking. In as much as they will meet new people, social skills will help them to cope and survive. Therefore, equipping undergraduates with social skills through educational pedagogy will assist them in forming new alliances, building and sustaining successful careers as well as maintaining good professional relationships. Thus social skills are critical and profitable to people's careers by widening their network of interactions and relationships, thereby creating new ideas and better opportunities.

**Social Studies and Social Skills**

Social Studies as a course of study is committed to the analysis of human associations and interactions among individuals who live within societies (Obro, 2021). Social Studies involves studying human beings in various ways through understanding how they relate with their environments to how the society as a whole function. Social Studies is an indispensable aspect of modern day education and it is connected to all aspects of life. Jekayinfa (2017) described Social Studies as an intellectual field of enterprise that studies humans in their social groups and called Social Studies "science of society". This science can give a deeper analysis of what is responsible for societal problems and events to social skills, behaviour and competences that are needed by undergraduates in today's modern world of work.

Social Studies also help to shape lives, impact society and explore how individuals behave, think or feel in different circumstances (Muritala, Isiaka & Yusuf, 2019), social studies is concern with human behaviour in its social and cultural form, they are concern with social connections of learning and the importance of social order to societies. Hence Social Studies is equal to the task of delivering plausible employability social skills to young people. Gokmen and Omer (2017) identified four categories of Social Skills that can be adopted from Social Studies, they include; survival skills, problem solving skills, peace skills of conflict resolution and interpersonal/communication skills.

Accordingly, equipping Social Studies undergraduates with employability social skills is of utmost necessity for their personal and career development, because it will build their attitude towards forming better alliances and relationships that can bring about a more meaningful, successful and a fulfilled life (Institute of Education Sciences (IES) 2013). These trainings can be done in groups using classroom/lecture room environments with well-planned Social Studies curriculum. Each course in a semester or session will be the focus of learning a new social skill, strategies such as role playing, lecture guided instructions, skills modelling and others can be adopted. Practical trainings can also allow for proper communication and cooperation skills among course mates.

**Interpersonal/Communication Skills**

Indeed, Career Guide (2019) described interpersonal skills as skills which are utilized in communicating with people in the school, work organization or any social structure. They also referred to interpersonal skills as soft skills which can be in the form of verbal or non-verbal expression. Similarly, Canover (2015) put that interpersonal skills are essential in the work place and described the process of using them as socialization. Good interpersonal skills enable people to work with all kinds of humans and professionals such as colleagues, clients, friends, customers and managers. Doyle (2020) submitted that interpersonal and communication skills are top criteria that are used to evaluate prospective employees. Finally, interpersonal skills involve the ability to collaborate and work with others successfully, they include skills of empathy, skills of sharing ideas and the ability to start and sustain relationships.

**Problem Solving Skills**

Companies and organizations are constantly faced with problems and issues that need solving hence the chances of an individual with problem solving skills will be high at securing employment. Similarly, problem solving skills are needed by people to take responsibilities, decisions and the skills to discover original, rare and creative solutions to problems. Kapur (2020) succinctly discussed the essentiality of problem solving skills in providing solutions to personal and professional problems. Problem solving skills are viewed as very significant to increasing the accomplishment of tasks and the realization of company goals. Indeed Career Guide (2020) gave examples of key elements of problem solving skills to include skills of analysis, creativity, decision making, research and dependability. The ability of any employee to resolve problems, meet challenges and identify practical solutions are all an expression of problem solving skills therefore undergraduates should be encouraged to build their capacity of becoming good problem solvers (Moursund,2007).

**Conflict Resolution Skills**

Conflict in any organization is normal and can also be a healthy development for future relationships and growth. According to Corner Canyon Counselling (n.d) conflict resolution skills are important in managing stress, emotions and behaviour. These are skills to remain calm when angry or feel hurt, respect differences, disappointments and resentments. Skills for handling and resolving conflicts. Conflict resolution skills is the ability to resolve differences, skills to say "I am sorry", persuasive skills and approaches in resolving conflict. Oachesu (2016) said that since conflicts are inevitable in any organization irrespective of the type whether public or private, conflict resolution skills have become a necessary criterion to be considered at the point of hiring. Chika et tal (2020) opined that conflict management skills strengthen healthy competition, bridges gap in communication and promotes team participation. The paper recommended that work organizations should train their employees to acquire conflict resolution skills, by implication, these skills should be looked for in prospective job seekers in any organization.

**Survival Skills**

The skill of survival means the ability to obey laid down rules and directions whether they are convenient or not, listening skills and skills of making informed decisions during critical situations. Talent Culture (2014) outlined the survival skills needed to be employable as feeling fit in an organization, ability to keep your boss off your back, strategic thinking and ability to take risks. Lownsbrough, Gillian & Gallingson (2004) submit that survival skills are more important than knowledge when it comes to getting and keeping a job. Mertes

(2021) saw survival skills as the survival of the fittest skills, while Wagner (2014) noted that agility, adaptability and entrepreneurship are integral attributes of survival skills. The individual with survival skills is an individual who is curious, imaginative and look beyond his/her degree.

**Research Procedure**

The study employed qualitative research to investigate the level of employability social skills of the participants, qualitative research method was chosen because it gives deep meaning to peoples world of living and experiences. Simple random sampling was used to select a sample of fifty (50) students as participants' for the study, twenty-five (25) males and twenty-five (25) female students to give a balance of sex, while the researcher was the instrument of data collection. The permission of the departmental board of studies and that of the respondents were sought before the study was carried out. All participants voluntarily took part in the study and had the right to withdraw, the participants are in 200 to 400 level of their study and are between 18-24 years old. Methods of data collection were unstructured questions and in-depth interview. In order to be able to ascertain the level of social skills possessed by participants, the researcher personally assembled the fifty respondents together in a lecture hall. She educated them on the nature of the research and the need for honest and truthful responses during the interview as their responses will be treated as anonymous for the objective of the study to be achieved. Afterwards, they were all given their schedule for the study. The study took two weeks to be completed 5 students were interviewed daily with the exception of Saturdays and Sundays. Each interview lasted for 30 minutes, during the interview responses were taken down in the form of field notes and analysed thereafter. The researcher also made use of observation to observe the attitude and words of participants without their knowledge. Wait time was also given to the participants to think before responding to questions, in some cases questions need to be rephrased and probing questions were also used. Written materials were also given to participants at some point to ascertain their problem solving skills. After each interview the researcher will summarize the information for each participant thereby making the process of data collection and analysis concurrent.

**Results and Findings**

Participants feedback through interviews gave answers to the research questions put forward for this study. Though a well-designed unstructured questions and in depth interview, the employability social skills of participants were determined

**Research questions** 1: Interpersonal and Communication Skills.

The interview started with the question, do you normally start a deep conversation with someone you had met for the first time? Twenty-one of them answered in the negative, in fact, nineteen claim to be weary of people they meet for the first time. When Participants were asked if they had collaborated with others by partnering in a team to achieve a goal? Field notes showed that each interviewee/participants tend to pause before answering this question. I think is because of how the question was put forward, therefore the researcher always allow for some wait time to enable participants think. At other times, the question was rephrased or participants were asked to give background information on any group or team work they have been involved in and how they performed, this question seem to delve into their experiences of cooperating with others.

During the interviews, respondent 26 reported, “I always had embarrassing situations with the people I have worked with before in group projects, I felt odd among them”. Partnering in a team seems to be a problem for almost 30 of participants, as they hardly get along in a group. However, the researcher noted that participants’ communication skills was high as their speech was effortlessly clear and very audible. Their sense of empathy was equally above average but more than 50% of participants lack good cooperative, understanding and relationship skills. Few of the Students don't socialize on social media with their colleagues, this isn't good because being able to socialize with their course mates will build their interpersonal skills. Participant 32 dwelled on this aspect by saying: "yes, social media is good in building interpersonal relationships, it helps in knowing people and chatting with them give you an idea of meeting and relating with them appropriately". Every participant asked about using social networking think is a good thing in building social skills.

**Research questions** 2: Problem Solving Skills

After completing the fifty interviews, it was observed that almost all of participants reported poor problem solving skills because their ability to work on written materials given to them, display professional skills of finding solutions to problems was below average. Also skills of critical and deductive reasoning were fragmented, besides they could not approximate the merits and demerits of a potential action. Simple questions posed to them on how to solve certain problems were poorly attempted, only three participants could specifically indicate solutions to the questions asked to test the problem solving skills of the participants and these skills was discovered to have been developed while in secondary school.

**Research questions**3: what is the level of conflict resolution skills of Social Studies undergraduates of Delta State University?

After analyzing field notes, the researcher discovered that only fourteen out of fifty participants can understand conflicting materials and information without meeting someone. Less than twenty-five of participants are not confident nor have self-control over conflict situation when they occur. Similarly, the understanding of group behavior seems to be scanty, understanding group behavior is paramount to preventing and resolving conflicts. Thirteen participants accepted that they could or have resolved conflict in their class before because of their exposure to how conflicts are normally resolved in their families. Participant 6 said, "I cannot manage stress, emotions or my behavior when am upset". Many participants cannot handle disappointments nor resentments and these normally make them prone to conflict situations with other people and very few can be said to have conflict management skills.

During the interview of participant 44 reflected on his past school experience and opened up on how prone he was to anger and violence and how he was finding it difficult having cordial relationships with other students. He reported his frequent row with fellow students, friends and how it is affecting his academics, because he lacked the skills to manage his emotions, keep things straight and resolve conflicts when they occur. This young man admitted he was not sure, if he could work with a private firm because he may not last long in the organization due to his poor conflict management skills. Undergraduates students' need to possess the skills and behaviors necessary to understand and resolve conflicts as conflicts are inevitable in any working environment.

**Research questions**4: what is the level of survival skills of Social Studies undergraduates of Delta State University?

Only twelve of the fifty participants seems ready to be able to carry out difficult and challenging tasks, participant 16 said, "I hate stressful situations and I easily crumble under duress". Many participants seem to shy away from problematic issues that they can't survive. Participant 6 reflected on different experiences she had with teacher's project work she couldn't do, had to abandon them and lost the marks obtainable for those project because she could not put up with the stress. Participant 45 said "I remember one instance when I had to use Wikipedia to copy and paste a whole assignment from the website because I saw the task to be difficult and couldn't survive the course without doing so to pass the course. Participants 4 and 21 gave account of how they could not do student's research on various topics because they lack resilient and surviving skills. Organization skills, strategic thinking and ability to take risks which are examples of survival skills recorded low effects by participants. Participants' responses to unstructured questions showed that the majority of them lack agility and adaptability skills which are core elements of survival skills. Students reported that not having survival skills were detrimental to their academic achievements most times, and often experienced within a semester or sometimes and entire session. By implication when these students graduate, their none possession of these skills will affect their chances of getting a job.

**Discussion of Findings**

The study presented the results from unstructured interviews of 50 students studying social studies in the Delta State University, Abraka Nigeria. Findings was presented in four parts, which correspond with the research questions for the study, it was observed that more than half of the participants have good empathy skills and can communicate well. Similarly, the findings showed that their skill of understanding group behaviour is high. These findings are in disagreement with Yigit, (2008) and EFA, (2012) who posited that many young individuals do not possess suitable social skills and that the crisis in global learning is responsible for the lack of social skills expressed by the youths. However, it is worthy to note that this disagreement only affects two of the skills that were studied.

In contrast, findings on other skills uncovered the fact that Social Studies undergraduates do not possess appreciable levels of inter-personal, problem solving, conflict resolution and survival skills. Other skills that they have low level of, are co-operational, deductive and critical thinking skills. These include their inability to identify a bad situation or ability to judge whether a situation can eventually go wrong. These findings are in conformity with Okoye & Edokpolor (2021), Yigit (2008), Kwok (2003), Cavero & Ruiz, (2016) and Goken & Omer, (2017). These studies exposed the vulnerability of youths to job crisis and unemployment due to their non-possession of the requisite social skills needed to access gainful employment.

Thirdly, findings revealed that there was no significant levels of conflict resolution and survival skills among participants. Thus the study concluded by aligning with Obro (2021), Jekanyifa, (2017), Nisbelt, (2019) and Ejoh (2020) who maintained that the social studies is good in nurturing social skills because it helps to instil social behaviour and skills. Finally, participants stressed the need to provide them with good employability social skills through educational pedagogy. Hence this study recommended the following.

1. That the use of Social Studies through educational pedagogy is crucial in equipping undergraduates with social skills in order to harmonize the dissonance in social skills and the world of work.

2. Emphasis should be placed on acquisition of social skills such as interpersonal, problem solving, co-operational, conflict resolution skills and others during the educational training of undergraduates in Nigeria.

**3.** Social Studies lecturers should take the inculcation of social skills through Social Studies seriously for better employment opportunities.

**4.**

**IMPLICATIONS**

The findings in this research has implications for not only the participants in this study but for other groups in the society such as lecturers, curriculum designers, undergraduates in other disciplines and parents. The findings also have practical implications for social skills development by enumerating the employability social skills that can be developed in Nigerian Universities. The study will also make contributions to extant literature by connecting employability social skills development to social studies undergraduates in Nigeria. The findings of the study have provided the need for employability social skills to be developed in Nigeria.

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# MAIN FACTORS AFFECTING CLASS MANAGEMENT ABILITY IN ISLAMIC PRIMARY SCHOOL

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**Abstract**

Teachers who work in the world of education, especially in the classroom, need good skills in managing the class so that the class becomes conducive to enabling students to learn well. Teachers who have expertise in classroom management need an appropriate educational background and instructor experience. This study was conducted to analyze the relationship between teacher education background and teaching experience with classroom management skills. This research belongs to the type of quantitative research which consists of two independent variables, namely teacher education background (X1) and teaching experience (X2), and dependent variable, namely classroom management (Y). This research is a population research conducted in all Islamic primary school in East Pekalongan sub-district. In analyzing the data researchers used simple and multiple linear regression analysis techniques with the help of SPSS (Statistical Product and Service Solution) as a statistical tool. The results showed that the educational background of teachers affected the ability of teachers in class management at Islamic primary school East Pekalongan with a t count of 2,942 and a significance value of $0.004 \leq 0.05$, and a coefficient of determination of

0.109. Teaching experience has an effect on the ability of class management at ISLAMIC PRIMARY SCHOOL East Pekalongan with a t count of 5.088 and a significance value of 0.000 ≤ 0.05, and a coefficient of determination of 0.267. Teachers' educational background and teaching experience together have an effect on the ability of class management at Islamic primary school East Pekalongan with an F count of 17.559 and a significance value of 0.000 ≤ 0.05, and a coefficient of determination of 0.334.

**Keywords:** Teacher education, teaching experience, classroom management.

## 1. Introduction

The teacher is the component that most influences the creation of quality educational processes and outcomes (Zabolotniaia et al., 2020). In other words, improving the quality of education must start with the teacher and end with the teacher as well. Teachers as educators who deal directly with students are required to have expertise in the academic field or have a special educational background in certain branches of knowledge (Zuhaeriah et al., 2020). The breadth and depth of the teacher's knowledge and teaching experience is also one of the determinants of student learning outcomes. In the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers Article 8 states that "a professional teacher is a teacher who has four competencies (abilities), namely pedagogical, personal, social, and professional competencies". Another thing that needs to be put forward in relation to professionalism, namely that there is no single teaching method that can be used in every teaching situation, therefore classroom management skills are needed for teachers. Therefore, in learning every teacher is also required to always learn in order to be able to improve the quality of learning (Pham et al., 2019).

Relevant academic backgrounds provide knowledge and skills for each teaching material and use various learning methods in the learning process, providing many alternatives for teachers to take initiative and be creative to achieve learning output according to the indicators already in the syllabus and lesson plans (Mallidou et al., 2018). Fulfillment of academic qualification standards regulated in Regulation of the Minister of National Education (PERMENDIKNAS) number 16 of 2007 article 1 paragraph (1) states "every teacher is required to meet the academic qualification standards and teacher competencies that apply nationally", these rules must be implemented and fulfilled by all teachers at all levels of education including teachers. Islamic primary school. Islamic primary school teachers must have a minimum academic qualification of Diploma 4 (D4) or undergraduate (S1) in the field of Islamic primary school education obtained from an accredited study program (Junusi et al., 2019).

Islamic primary school teachers are different from middle or secondary school teachers. Elementary school teachers with a classroom teacher system are required to be more capable of managing the class, as well as being able to master 5 main subjects including Indonesian, Mathematics, Science, Social Sciences, PPKn. Madrasah Ibtidaiyah (Islamic primary school) is the most basic level of formal education in Indonesia (Adinugraha & Muhtarom, 2021), equivalent to elementary school, the Madrasah Ibtidaiyah curriculum is the same as the primary school curriculum (Suraya et al., 2020), it's just that in the Islamic primary school there is a larger portion of Islamic religious education. In addition to teaching subjects such as elementary school, there are also additional religious lessons such as: Alquran, Hadith, Aqidah Akhlaq, Fiqh, Islamic Cultural History, and Arabic (Sholehuddin et al., 2021; Adinugraha, Ema Hidayanti, Agus Riyadi, 2018).

Becoming a good classroom teacher is a task that can be carried out effectively and efficiently by someone who is prepared to master the ability to manage the class through special education or training, so that the utilization of classroom teachers must meet the requirements and qualifications or competencies according to the type and level of the school where they work

(Festo, 2021). Therefore, classroom teachers need appropriate qualifications who already have an in-depth knowledge of primary school education and Madrasah Ibtidaiyah (McDermid, 2020). However, the facts found in the field are that there are still many Islamic primary schools that do not have an Islamic primary school background.

Another thing that also determines the ability of teachers to manage the class is their teaching experience (Kurniawan et al., 2020). The teaching experience of teachers is one of the factors in supporting the implementation of teaching and learning activities. Teaching experience is an important concern in determining the success of learning. The teaching tenure of the teacher is expected to have a lot of teaching experience. The teaching experience of teachers is one of the factors in supporting the implementation of teaching and learning activities. The working period of teaching experience is counted since the person concerned is a teacher, both as a civil servant and a non-civil servant. For Non-Government Employees teachers, there must be physical evidence that they teach at the school. In pursuing their field of work, the teacher's experience always increases. As the working period increases, it is hoped that the teacher will have more experience (Hidayati et al., 2020). So that the ability of the teacher in managing the class will also be better because the level of difficulty that the teacher finds in learning is getting less and less in certain aspects along with the increasing experience as a teacher.

Teachers who have adequate teaching experience will positively determine the success of the learning process, on the other hand, teachers who have inadequate teaching experience will hinder the learning process (Ak & Gökdaş, 2021). Teachers who are rich in teaching experience should be more responsive in dealing with problems related to the teaching and learning process, because the experience they have can be used as a reference while carrying out their duties as a teacher (Berger et al., 2018). These experiences are closely related to increasing work professionalism, in this study what is meant by the professionalism of a teacher in managing the classroom (Fernández-Berrocal et al., 2017). Teachers who have served in the world of education for a long time must be better at managing the classroom than teachers who have served for several years, but in fact there are classroom teachers who have long teaching periods but are less able to condition the classroom environment (Copriady et al., 2018).

East Pekalongan District has 8 Madrasah Ibtidaiyah. Of all the teachers of the Islamic primary school class in East Pekalongan, there are still some class teachers who are not in accordance with their educational background, namely non-Islamic primary school, there are even classroom teachers with non-educational educational backgrounds. Class teachers who are not in accordance with the educational background will reduce their level of ability in class management. Madrasah Ibtidaiyah in East Pekalongan currently implements the 2013 (thematic) curriculum which has been on average since 2017. Based on an interview the researcher conducted with Mr. Abdul Ghofur as head of the Islamic primary school NU Baros East Pekalongan, he appreciates the new curriculum changes. From the Ministry of Education and Culture (Kemendikbud) because every reform that is implemented is of course aimed at making it better and in its implementation there must be several obstacles because each policy will have its advantages and disadvantages. Thematic learning is an integrated learning strategy that uses themes to link several subjects to one another so that they can provide meaningful experiences to students. Thematic learning places more emphasis on active student involvement.

East Pekalongan is a sub-district that will be examined by researchers regarding the ability of classroom management by classroom teachers in thematic learning which is influenced by the educational background and teaching experience of the teacher (Berbegal-Mirabent et al., 2018). Being a teacher who has good class management skills is not easy, and there are still teachers who complain about creating a conducive classroom situation. The cause of classroom conditions is difficult to be conditioned due to the absence of students' readiness to accept lessons, teachers lack readiness in teaching, and chaos often occurs in class (Koyama & Niwase, 2019).

As for the obstacles faced when managing the class, namely when students without fear of leaving and entering the classroom at will and the commotion in class which causes the material to be conveyed less well. While the problems that occur in managing the class, namely the teacher's assignments, which include a lot of academic assignments and supporting tasks, various things can happen at the same time in class while some work must be done at almost the same time, the teaching process in class can be said to be sufficient (Kellen & Antonenko, 2018). Fast, unpredictable classroom climate, historical conditions in the previous class affecting at the next level (List et al., 2019).

Given the problems in class management that occur, a teacher must be able to overcome and be able to control the classroom conditions to return to its original condition, therefore teachers who have good classroom management skills are needed (El-Kassem, 2019). Based on temporary observations obtained by researchers that in the Islamic primary school in East Pekalongan there are classroom teachers with different academic backgrounds and varied teaching experiences, the researchers suspect that this affects the ability of class teachers to manage the class. Therefore, researchers will conduct research on the effect of teacher educational background and teaching experience on classroom management ability in Islamic primary school of East Pekalongan.

The research objective was to determine the effect of the classroom teacher's educational background and classroom teaching experience on the ability of class management in the Islamic Primary School of East Pekalongan. As well as to determine the effect of the educational background of teachers and teaching experience together on the ability of class management in the Islamic Primary School of East Pekalongan.

## 2. Methods

Research uses a type of quantitative research that focuses on correlation research, aiming to find out whether there is a relationship. Data collection techniques are observation, questionnaires, and documentation. In this study, there are two independent variables, namely X1 (Teacher Educational Background) and X2 (Teaching Experience), and 1 dependent variable, namely Y (Classroom Management).

## 3. Educational Background of Islamic Primary School Teachers

From the results of the questionnaire on the educational background of teachers, it is known that the highest score is 4, obtained by 29 respondents. While the lowest score was 2, obtained by 7 respondents. Then to determine the distribution of scores in the intervals, you must first determine the number of interval classes. In determining the interval class, there must be at least two interval classes and a maximum of one-third of the scores in the range. The number of interval classes in this study were grouped into 3 interval classes with very high, high, moderate, low, and very low categories.

The average value of the questionnaire results for the educational background of the teacher (X1) was 3.30 and was in the interval 2.7 - 3.3. So it can be seen that the educational background of the teacher is in the sufficient category. In the Islamic Primary School of East Pekalongan, there are various educational backgrounds of classroom teachers. From the results of the research that has been carried out, there are 29 class teachers with an educational background of S1 Madrasah Ibtidaiyah or Elementary School Teacher Education, 37 class teachers with a non-education background of Madrasah Ibtidaiyah or Elementary School Teacher Education, and class teachers with an S1 background. Non-education totaling 7. The total of all teachers is 73.

## 4. Teaching Experience of Islamic Primary School Teachers

From the results of the teaching experience questionnaire, it is known that the highest score is 10 obtained by respondents number 8, 19, 37, 50, and 57.While the lowest score is 2 obtained by respondents number 39, 40, 41, 47, 48, 52, 63, 66 , 69, and 70. Then to determine the distribution of scores in the intervals, one must first determine the number of interval classes. In determining the interval class, there must be at least two interval classes and a maximum of one-third of the total scores in the range.118 The number of interval classes in variable X2 is grouped into 3 interval classes with high, moderate, and low categories. The average value of the results of teaching experience (X2) is 5.60 and is in the interval from 4.6 to 7.1. So it can be seen that the teaching experience is in the sufficient category.

Class teachers at the Islamic Primary School of East Pekalongan have varied teaching experiences. There are teachers who have taught for a long time, up to 20 years and there are also teachers who teach in a matter of months. Teaching experience is related to the tenure of the teacher as well as the training that the teacher has attended. Every teacher has different teaching experiences because each teacher also has different teaching periods

From the results of the research that has been carried out, 17 class teachers with teaching experience> 21 years, 10 class teachers with 16-20 years of teaching experience, class teachers with 11-15 years of teaching experience live 15, classroom teachers with 6 teaching experience - 10 years totaling 11 and class teachers with teaching experience <1 - 5 years totaling 20.

**5. Class Management of Islamic Primary School Teachers**

Y variable data obtained through a questionnaire, namely class management. Based on the results of data processing, it can be seen that in the classroom management instrument that was tested using a used questionnaire of 30 items, there were 25 valid item numbers and 5 invalid item numbers.

From the results of the class management questionnaire, it is known that the highest score was 139 obtained by respondent number 37. Meanwhile, the lowest score was 96 obtained by respondent number 16. Then to determine the distribution of scores in intervals, first must determine the number of interval classes. In determining the interval class, there must be at least two interval classes and a maximum of one-third of the scores in the range. The number of interval classes in variable Y is grouped into 5 interval classes with very high, high, moderate, low, and very low categories.

Thus, the average value of the class management questionnaire (Y) is 121.89 and is in the interval 114 - 122. So it can be seen that class management is included in the sufficient category.

## 6. Results and Discussion

*Simple Linear Regression of Educational Background on Classroom Management Ability*

To determine the effect of teacher education background on classroom management abilities, it was analyzed using simple linear regression (X1) to Y. The output results of simple linear regression are as follows:

Table 1. Simple Linear Regression Model Teacher Education Background on Classroom Management

| **Model Summary**[b] | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | **.330**[a] | **.109** | .096 | **9.462** |

The table above shows the magnitude of the relationship between the teacher education background variable (X1) and the classroom management ability variable (Y). Based on the information from the table, it is known that the R value is 0.330> 0.5, which means that the educational background of the teacher has a relationship.

The value of determination (R square) was 0.109. This shows that the magnitude of the influence of teacher education background on kela management is 10.9% and the remaining 89.1% is influenced by other variables.

Table 2. Anova of Teacher Education Background on Classroom Management

| ANOVA[a] | | | | | |
|---|---|---|---|---|---|
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| Regression | 775.214 | 1 | 775.214 | 8.658 | **.004[b]** |
| Residual | 6357.115 | 71 | 89.537 | | |
| Total | 7132.329 | 72 | | | |

a. Dependent Variable: Classroom Management

b. Predictors: (Constant), Teacher Education Background

Furthermore, to test the regression model, it can be done by looking at the calculated F value and the significance value in the table above. Based on the information from the table, it can be seen that the F count obtained is 8,658> 2.74 (F table can be seen in the attachment), and the significance value is 0.004 <0.05. The conclusion that can be drawn is that Ho is rejected, which means that the educational background of the teacher has a significant effect on the ability of classroom management.

Table 3. Teacher Education Background Coefficient on Classroom Management

| Coefficients[a] | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 92.135 | 5.870 | | 15.697 | .000 |
| Background Teacher Education | 5.138 | 1.746 | .330 | 2.942 | .004 |

a. Dependent Variable: Classroom Management

In the table above, namely Coefficients, shows the regression equation to estimate the class management ability (Y) which is influenced by the educational background of the teacher (X1). From the output, the Y coefficient value is 92,135 and the X1 coefficient is 5,138. So the regression equation is Y = α + βX

Y = 92,135 + 5,138 X

The explanation of the regression equation above is that without a teacher educational background, the class management ability is 92,135, while every time there is an increase in the educational background of the teacher, the class management ability will increase by 5,138. The regression equation is used as a basis for estimating the ability of classroom management which is influenced by the educational background of teachers.

*Simple Linear Regression Teaching experience on Classroom Management Ability*

To determine the effect of teaching experience on classroom management abilities, it was analyzed using simple linear regression (X2 against Y). Simple linear regression is used to see a one-way relationship with a more specific variable, where the X2 variable (teaching experience) functions as the independent variable that affects it, and the Y variable (class management ability) is the dependent variable that is affected. The results of the simple linear regression output are as follows:

Table 4. Teaching Experience and Classroom Management Experience Regression Model

| **Model Summary[b]** | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .517[a] | .267 | .257 | 8.580 |

a. Predictors: (Constant), Teaching Experience

b. Dependent Variable: Classroom Management

The table above shows the magnitude of the relationship between the teaching experience variable (X2) and the classroom management ability variable (Y). Based on the information from the table, it is known that the R value is

0.517> 0.5, which means that the educational background of the teacher has a relationship. The value of determination (R square) is 0.267. This shows that the magnitude of the influence of teacher education background on classroom management is 26.7% and the remaining 73.3% is influenced by other variables.

Table 5. Anova of Teaching Experience on Classroom Management

| **ANOVA[a]** | | | | | |
|---|---|---|---|---|---|
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| Regression | 1905.533 | 1 | 1905.533 | 73.617 | .000[b] |
| Residual | 5226.796 | 71 | 37.185 | | |
| Total | 7132.329 | 72 | | | |
| a. Dependent Variable: Class management | | | | | |
| b. Predictors: (Constant), Teaching experience | | | | | |

Furthermore, to test the regression model, it can be done by looking at the calculated F value and the significance value in the table above. Based on the information from the table, it can be seen that the F count obtained is 73,617> 2.74 (F table can be seen in the attachment), and the significance value is 0.000 <0.05. The conclusion that can be drawn is that Ho is rejected, which means that teaching experience has a significant effect on classroom management skills.

Table 6. Teaching Experience Coefficient on Classroom Management

| **Coefficients[a]** | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 97.097 | 2.563 | | 37.880 | .000 |
| Teaching experience | 2.142 | .421 | .517 | 5.088 | .000 |
| a. Dependent Variable: Class management | | | | | |

In the table above, namely Coefficients, this shows the regression equation to estimate the class management ability (Y) which is affected by the teaching experience (X2). From the output results, the Y coefficient value is 97.097 and the X2 coefficient value is 2.142. So the regression equation is: $Y = \alpha + \beta X$

$Y = 97{,}097 + 2{,}142\ X$

The explanation of the regression equation above is that without teaching experience, the class management ability is 97,097, whereas every time there is an increase in teaching experience, the class management ability will increase by 2,142. The regression equation is used as a basis for estimating the ability of classroom management which is influenced by teaching experience (Oliver et al., 2011).

*Multiple Regression Results of Educational Background and Teaching Experience on the Ability of Teachers In Classroom Management*

To determine the educational background of teachers (X1) and teaching experience (X2) on the ability of teachers in classroom management (Y), were analyzed using multiple linear regression. Multiple linear regression is used to see the effect of more than one independent variable on a dependent variable. The results of the multiple linear regression output are as follows:

Table 7. Regression of Teacher Educational Background, Teaching Experience and Classroom Management

| **Model Summary[b]** | | | | |
|---|---|---|---|---|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .578[a] | .334 | .315 | 8.237 |
| a. Predictors:(Constant), Teaching experience, teacher education background | | | | |
| b. Dependent Variable: Class management | | | | |

In the table above, namely the summary model, it can be seen that R is multiple correlation, namely the correlation between two or more independent variables on the dependent variable. In multiple linear regression analysis, the number R shows the simultaneous correlation (together) between the teacher education background variable (X1) and teaching experience (X2) on the classroom management variable (Y). As for the direction and provisions of the correlation, that is, if the sign of correlation is (+) then the direction of the correlation is positive, conversely if the sign of correlation (-) then the direction of the correlation is negative. If the correlation value is ≥ 0.5, the correlation is strong. Conversely, if the correlation value is ≤ 0.5, the correlation is weak. From the output results, the R value is 0, 578 ≥ 0.5, so the correlation is strong and positive.

Meanwhile, R Square shows the coefficient of determination, which means the percentage of the effective contribution of teacher education background (X1) and teaching experience (X2) to classroom management skills (Y). The value of R Square was 0.334, meaning that simultaneously the percentage of the effective contribution of teacher education background and teaching experience to classroom management skills was 33.4%, while the remaining 66.6% was influenced by many other factors called "unexplained factors", outside the background behind teacher education and teaching experience on classroom management skills. Adjusted R Square, this is the adjusted R Square and is usually used when there are more than two independent variables. The standard error of the estimate is 8,237, this is a measure of prediction error. This means that the error in predicting the class management ability is 8,237.

Table 8. Anova Teacher Education Background, Teaching Experience of Classroom Management

| **ANOVA[a]** | | | | | |
|---|---|---|---|---|---|
| Model | Sum of Squares | df | Mean Square | F | Sig. |
| Regression | 2382.768 | 2 | 1191.384 | 17.559 | .000[b] |
| Residual | 4749.561 | 70 | 67.851 | | |
| Total | 7132.329 | 72 | | | |
| a.Dependent Variable: Class management | | | | | |

| b.Predictors: (Constant), Teaching experience, teacher education background |
|---|

In the table above, namely Anova, the ANOVA technique or analysis of variance is used to test the significance of whether X1 and X2 affect Y by using the F test and its significance value. Based on the table, it can be seen that F calculated is 17.557> 2.74 and the significance value is 0.000 <0.05, which means that Ho is rejected and Ha is accepted. So the conclusion is that the teacher's educational background and teaching experience together (simultaneously) have a significant effect on the ability of classroom management.

Table 9. Teacher Education Background Coefficients, Teaching Experience and Classroom Management

| **Coefficients[a]** | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | B | Std. Error | Beta | | |
| (Constant) | 84.517 | 5.344 | | 15.815 | .000 |
| Teacher education background | 4.073 | 1.536 | .261 | 2.652 | .010 |
| Teaching experience | 1.987 | .408 | .448 0 | 4.867 | .000 |
| a. Dependent Variable: Class management | | | | | |

In the table above, namely Coefficients, shows a multiple regression equation to estimate the class management ability (Y) which is influenced by the educational background of the teacher (X1) and teaching experience (X2). From the output results, the Y coefficient value is 84.517 while the X1 coefficient value is 4.073 and the X2 coefficient value is 1.987. So the regression equation is: $Y = \alpha + \beta 2\ X1 + \beta 2\ X2$

$Y = 84{,}517 + 4{,}073\ X1 + 1{,}987\ X2$

Based on the regression equation above, without a teacher educational background and teaching experience, the class management ability is 60,692, whereas every time there is an increase in the educational background of the teacher, the class management ability will increase by 4.073 and every time there is an increase in teaching experience, the class management ability will increase by 1.987. The multiple regression equation is used as the basis for estimating the ability of classroom management which is influenced by educational background and teaching experience.

Based on the hypothesis test above, it can be concluded that together the factors of teacher education background and teaching experience determine the ability of teachers in classroom management. Class management as referred to in this research is classroom management carried out by classroom teachers in thematic learning. The results of the data analysis show that the hypothesis is in accordance with that proposed in this study. The assumption that there is a significant effect of teacher education background and teaching experience on classroom management in the Islamic Primary School of East Pekalongan is proven. The higher the educational background of the teacher and the teaching experience of the parents, the higher the classroom management skills of the class teacher. Conversely, the lower the teacher's educational background and teaching experience, the lower the ability of classroom management (Chuang et al., 2020).

On the other hand, the teacher education background factor independently determines the ability of teachers in class management at the Islamic Primary School of East Pekalongan. The higher the educational background of the teacher, the higher the ability of classroom management (Shahzan et al., 2018). Likewise, on the other hand, the lower the educational background of the teacher, the lower the ability of class management to be. Even so, however, not all teachers with low educational backgrounds have low classroom management skills either. This is because there are still many other factors that influence the ability of class management outside the educational background of teachers.

*Research Description of Educational Background and Teaching Experience on the Ability of Teachers in Classroom Management*

Based on the results of the research data, the educational background of the class teachers in the Islamic primary school, East Pekalongan sub-district was in the sufficient category. In the linear regression analysis, the value of R square was obtained 0.109, which means that the contribution of the teacher's educational background to classroom management is 10.9%, while the remaining 89.1% is influenced by other variables. This shows that the educational background of teachers has a sufficiently positive contribution even though it is not dominant in class management.

Furthermore, the teaching experience of teachers in Madrasah Ibtidaiyah at East Pekalongan sub-district was also in the sufficient category. In linear regression analysis, the value of R square was obtained 0.267, meaning that the contribution of teaching experience to the ability of class management was 26.7%, while the remaining 73.3% was influenced by many other factors. This shows that the teaching experience of teachers has a positive contribution even though it is not dominant in class management.

Then based on the results of linear regression analysis, it provides information that the educational background variables and teaching experience variables together have an effect on classroom management (Iswan et al., 2020). This is evidenced by the calculated F value of the equation for 17.559 with a significance of 0.000 (0.000 <0.05). This is in accordance with the explanation that educational background and teaching experience are two aspects that affect the professionalism of a teacher in the field of education and teaching (Wahono & Chang, 2019). In this study, what is meant by professional teachers is the ability to manage the class.

Professional teachers will be able to manage the class well (Bakar, 2018). Because with good classroom management, a conducive learning situation will be created (Julia et al., 2020). If the educational qualifications are appropriate and have good teaching experience, then they will be able to manage the class well so that the learning process will be carried out as expected and the learning outcomes will be maximized (Setiawan & Sugiyanto, 2020).

Therefore, in order for a teacher to have high or good class management skills, the teacher must have sufficient or long teaching experience (Sewell, 2020). Because, it turns out that the educational background of teachers is only slightly able to influence the ability of teachers to manage the class (Torkar & Šorgo, 2020). However, this can be different if the research is carried out with different variables (To Khuyen et al., 2020). Because there are still many other factors outside the educational background of teachers and teaching experience that affect the ability of class management in the Islamic Primary School of East Pekalongan.

## 7. Conclusion

Based on the results of data analysis through proving the hypothesis of the problems raised regarding the effect of teacher education background and teaching experience on classroom management at Islamic Primary School Pekalongan, the following conclusions can be drawn: Teacher education background partially has a significant effect on teacher ability in management class at the Islamic primary school in East Pekalongan. This is indicated by the tcount value of 2.942 with a significance value of $0.004 \leq 0.05$, with a determination coefficient of 0.109, which means that 10.9% of teacher education background variables affect the ability of class management in the Islamic Primary School of East Pekalongan. While the rest is influenced by many other factors called unexplained factors outside the educational background of teachers on the ability of class management in the Islamic Primary School of East Pekalongan. The higher the educational background of the teacher, the higher the ability of classroom management. Teaching experience partially has a significant effect on the ability of class management in the Islamic Primary School of East Pekalongan. This is indicated by the t-count value of 5.088 with a significance value of $0.000 \leq 0.05$, with a determination coefficient of 0.267, which means that 26.7% of the teaching experience variable affects the ability of teachers in class management at the Islamic Primary School of East Pekalongan. While the rest is influenced by many other factors called unexplained factors outside teaching experience on classroom management abilities. The higher the teaching experience, the higher the classroom management ability. The teacher's educational background and teaching experience simultaneously have a significant effect on the ability of class management in the Islamic Primary School of East Pekalongan. This is indicated by the Fcount value of 17.559 with a significance value of $0.000 \leq 0.05$, with a determination coefficient of 0.334, which means that 33.4% of teacher education background variables and teaching experience affect the ability of class management in the Islamic Primary School of East Pekalongan. While the rest is influenced by many other factors called unexplained factors outside the teacher's educational background and teaching experience on the ability of class management in the Islamic Primary School of East Pekalongan. The higher the teacher's educational background and teaching experience, the higher the ability of classroom management.

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# PSYCHOLOGICAL CAPITAL COMPONENTS AND ASSOCIATION OF STUDENTS' ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

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**Abstract**

Academic achievement is the hub around which teaching and learning revolve and should be the target of every student enrolled on any academic programme. Without determination coupled with matched personal resources, students could feel encumbered and end up not achieving maximally in their studies as required. This study, therefore, examined psychological capital components and their association with students' academic achievement in Anambra State. Two research questions and one null hypothesis tested at 0.05 level of significance guided the study. The correlational research design was adopted for the study. The population of the study comprised 20,156 senior secondary class 2 (SS2) students from 261 public secondary schools in Anambra State. The sample of the study consisted of 1,008 SS 2 students, estimated at 5% of the total population drawn through a multi-stage sampling procedure. A set of instrumenttitled Psychological Capital Scale (PSC) adapted from the work of Luthans et al (2007) was used for the study in conjunction with students' mean achievement scores of 2019/2020 third term result. Reliability of PSC was determined using Cronbach Alpha method and an alpha coefficient of 0.73 was obtained. The data were analyzed using Correlation and Regression statistical analysis. The results indicated that there is a positive and significant relationship between psychological capital components and academic achievement of secondary school students in Anambra State. There is a joint contribution of psychological capital componentsto the academic achievement of secondary school students in Anambra State. Based on the findings of the study, it was recommended among others that teachers should devise various strategies for motivating students, discouraging all forms of unhealthy competitions in the classroom and also focus on building the students' strengths instead of focusing on and punishing their weaknesses; to foster a positive psychological state in them.

**Keywords**: Psychological Capital, Secondary School Students, Academic Achievement, Anambra State

**Introduction**

The evidence of proper teaching and adequate learning should manifest in students' academic achievement. Academic achievement is the hub around which teaching and learning revolve and should be the target of every student enrolled on any academic programme. Students' efforts and commitment towards their academic endeavours are rudiments of academic success. For students toachieve maximally, they need to cultivate the personal resources and attributes necessary for undertaking academic tasks and responsibilities. Without determination coupled with matched personal resources, students could feel encumbered and end up not achieving maximally in their studies as required. That is to say that, for students to be motivated to achieve maximally in academic activities, they must feel and believe that they have personal attributes and resources for taking up academic tasks. These personal attributes and resources are contextually referred to as psychological capital.

Psychological capital (PsyCap) could be defined as positive psychological resources of an individual (Rani & Chaturvedula, 2018). Itcan also be defined asone's resources and a person's positive view of his potential and ability to responsively manage and impact on his environment (Ahmed et al., 2017). PsyCap is concerned with the development of an individual's positive psychological state needed to dispose of one into action. It serves as a positive catalyst and an asset in an individual. PsyCapis a relatively new construct which drew much attention from scholars and researchers mostly in the organizational setting. Many studies such as Etodike et al. (2020) and Ikwuka et al. (2020) have demonstrated that students' cognitive task accomplishment could be stimulated; hence, psychological capital may be devised for this purpose also. For instance teachers' attitude was found to be powerful psychological capital motivating the use of ICT. PsyCap as used in this study is a multi-dimensional construct with four components. The components of PsyCap are primarily: self-efficacy, hope, resiliency and optimism. These components are the key factors needed to form a PsyCap structure in a student. Self-efficacy has been defined as the confidence in one's ability to carry out the necessary actions required to producethe desired result (Ezurike et al., 2019). Optimism implies making a constructiveascription about being able to succeed now and in the future (Anierobi&Unachukwu, 2020; Datu et al., 2018). Resilience results from one's ability to adapt and persevere to achieve desire result when confronted by challenging situations in any area of one's life (Unachukwu, et al., 2020). Hope is defined asbeing proactive about the future, formulate a plan for a set goal,devise strategies and work towards achieving the set goal (Grobler & Joubert, 2018).

Previous research which assessed PsyCap in high school students and undergraduates found direct associations with academic performance (Carmona-

Halty et al., 2018; Liao & Liu, 2016), intrinsic motivation (Jafri, 2017). PsyCap was also found to have associations with learning empowerment (You, 2016), study engagement (Ahmed et. al, 2017), academic adjustment and student well–being (Datu& Valdez, 2016).Many researchers have also linked components of PsyCap to the academic outcomes of students.

For instance, self-efficacy was pointed out as a factor that enables students to confront challenging tasks to acquire knowledge for success instead of perceiving the tasks as threats to shy away from (Ezurike et al., 2019). Students who are academically efficacious and resilient have a better perception of their studies and could express greater involvement with related activities (Ahmed et al., 2017). Similarly, Ogunmakinand Akomolafe (2013) aver that self-efficacy makes students diligent and persistent even when faced with challenging academic tasks and this promotes academicsuccess. This is to say that self-efficacy determines the extent to which one's opinionabout being in chargeof one's fate and thereby,makingdecisions on his way forward (Bandura, 1977). Little wonder, Oyuba et al., (2019) found a positive relationship between self-efficacy and academic performance of high school students in Kenya.Unachukwuet.al (2020), equally observed a significant influence of self-efficacy and resilience on academic achievement of students in Aguata LGA, Anambra State.

Optimism has been identified to be positively associated with academic performance (Anierobi&Unachukwu, 2020). Similarly, Jafri (2017) noted that optimistic individuals have a positive outlook, and expectations of positive outcome enhance their willingness to put more efforts into academic activities. This implies that optimistic students have positive expectations of their capability, efforts and success and these expectations should keep them engaged in academic activities. Thus, optimistic individuals having these self-beliefs will no doubt, expect to succeed when confronted with a challenge. Similarly, Ekeh and Oladayo (2015) posited that optimistic students have tendencies to surmountchallengesbecause to them, with persistencythrough motivation, they cansuccessfullytackledemanding academic circumstance. This persistence to overcome academic difficulties could keep students actively engaged in academic activities. Anierobi and Unachukwu (2020) in their study with undergraduate students found a moderate and positive relationship between academic optimism and academic engagement.

Hope has received growing attention given its linkages with positive outcomes in life domains, especially in education. Researchers have found that higher hope is associated with greater academic achievement (Seirup& Rose, 2011). Similarly, Gokben and Meneske (2015) construed that students' level of hope is effective in academic achievement. It was posited that a person with high hope develops the necessary willpower and be able to strategize towards achieving the goal (Snyder et al., 1991 in Jafri, 2017); and this can only be possible by getting students engaged in the in-class and out-of-class activities. Hope also influences the energy a person can spend on pursuing a goal, according to Cimen and Ozgan (2018), as those with high levels of hope can predict the obstacles in their way and produce alternate pathways to achieve their goals.

Resilience is viewed primarily as one's ability to recover from persuasive, challenging, unpredictable and dangerous activities as well as adjust to them. Resilience means not only pushing hard in challenging circumstances, but also in favourable situations, which can also present difficulties (Luthans&Youssef-Morgan, 2017).Gokben and Meneske (2015), opined that people who are resilient in their traits experience positive emotions even when they are in the middle of stressful events, which may illustrate their capacity to rebound successfully despite difficulties. In their study, Abolmaali and Mahmudi (2013) observed that academic resilience can significantly predict academic achievement of students. Similarly, Zuzill (2016) reported that resiliency has a statistically significant positive relationship with reading achievement but no relationship between resiliency and students' GPA. That is to say, that resiliency has both a direct and indirect impact on students' academic outcome.

**Framework**

This study was hinged on Self-Determination theory propounded by Deci and Ryan (1970). The theory suggested that man has three basic psychological requirements that are important for motivation: autonomy, relatedness and competence. They claim that the level of motivation in an individual is shaped by the degree to which he or she meets these basic needs. The theory maintained that out of fundamental interest and pleasure in the operation itself, when individuals are naturally inspired, they complete tasks. This indicates that the efforts of students to achieve the best may be borne out of self-determination emerging as an internal motivator from their optimistic psychological condition (self-efficacy, motivation, hope and resilience).Without any iota of doubt, stakeholders of education expect that every studentshouldachieve maximally in their academic life. However, there have been fluctuations in the academic achievement of secondary school students in Anambra State especially in external examinations (The Federal Republic of Nigeria, 2019) and psychological capital components have been underscored as necessary resources for positive academic outcomes. Consequently, there is a need to ascertain the relationship between psychological capital and the academic achievement of secondary school students in Anambra State. To give direction to this study, the following research question and hypothesis tested at 0.05 level of significance were postulated:

- What is the relationship between psychological capital components and academic achievement of secondary school students in Anambra State?

- What is the relative contribution of each of the psychological capital components (self-efficacy, optimism, hope, resilience) totheacademic achievement of secondary school students?
- There is no significant relationship between psychological capital components and academic achievement of secondary school students in Anambra State.

**Method**

This study employed a correlational research design. The population of the study comprised 20,156 senior secondary class 2 (SS2) students in 261 public secondary schools in Anambra State. The sample of the study consisted of 1,008SS 2 students, estimated at 5% of the total population drawn through a multi-stage sampling procedure. In the first stage, the schools were clustered according to the six education zones in the State. From each of the zone, one local government was picked at random. Thirdly, three co-educational schools were picked at random from each of the LGA making it a total of 18 co-educational schools. Finally, all the SS 2 students present at the moment of the study were used from each of the 3 schools.

Psychological Capital components were measured using an instrument titled Psychological Capital Questionnaire (PCQ) adapted from the work of Luthans, Avolio and Avey (2007) which was a 24-item questionnaire comprising four sub-scales (Self-efficacy, resilience, hope and optimism). It was structured on a six-point Likert scale. In adapting the instrument for the present study, four items considered not suitable for the population under study were not included in the final draft for use. Hence, there were 20 items in the PCQ. The items were restructured on a four-point scale response of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Items 1-5 in the present scale measure self-efficacy; items 6-10 measure optimism; items 11-15 measure hope and items 16-20 measure resilience. The minimum score for the scale is 20 while the maximum score is 80. Thus scores of 40 and above will be considered high PsyCap while scores below 40 will be considered low PsyCap.

Likewise, for academic self-efficacy, the minimum score is 5 while the maximum score is 20. A score of 10 and above will be considered high academic self-efficacy while a score below 10 will be considered low academic self-efficacy. For resilience, the minimum score is 5 while the maximum score is 20. A score of 10 and above will be considered high academic resilience while a score below 10 will be considered low academic resilience. For hope, the minimum score is 5 while the maximum score is 20. A score of 10 and above will be considered high academic hope while a score below 10 will be considered low academic hope. For optimism, the minimum score is 5 while the maximum score is 20. A score of 10 and above will be considered high academic optimism while a score below 10 will be considered low academic optimism. In scoring the instrument, items 4, 16 and 18 which were negatively worded were reversed.

An average score of each of the sampled students' 2019/2020 third term result was used in measuring their Academic Achievement.PSQwas validated by experts. To determine the reliability of the instrument, the Cronbach alpha reliabilitymethod was used and an alpha coefficient of 0.73was obtained.Data collected were analyzed using Pearson Product Moment Correlation and Coefficient of Determination for answering the research questions and regression statistical analysis for testing the hypotheses.The data were analyzed using Statistical Package for Social Science (SPSS) version 20.

**Results**

Table 1: Matrix of the Pearson Product Moment Correlation of Psychological Capital Components with Academic Achievement of secondary school students

| S/N | Variables | Mean | SD | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | Self-efficacy | 14.94 | 1.94 | 1 | | | | |
| 2 | Optimism | 15.62 | 1.89 | .276 | 1 | | | |
| 3 | Hope | 15.55 | 1.76 | .437 | .514 | 1 | | |
| 4 | Resilience | 16.12 | 1.88 | .255 | .291 | .437 | 1 | |
| 5 | Academic Achievement | 62.64 | 5.38 | .665 | .724 | .792 | .690 | 1 |

N = 1008

Answering research question one on what is the relationship between psychological capital components (self-efficacy, optimism, hope, resilience) and academic achievement of secondary school students, data in Table 1 reveal the association of psychological capital components with academic achievement of secondary school students in Anambra State. It reveals that psychological capital components have a positive relationship (self-efficacy: r = .665; optimism: r = .724; hope: r = .792; resilience: r = .690; N = 1008) with academic achievement of secondary school students in Anambra State.

Table 2: The relative contribution of psychological capital components (self-efficacy, optimism, hope, resilience) on Academic Achievement of secondary school students

| Variables | B | Std, Error | β | t | Sig. | P |
|---|---|---|---|---|---|---|
| Self-efficacy | 1.25 | .021 | .440 | 60.479 | .000 | <.05 |
| Optimism | 1.17 | .020 | .412 | 57.548 | .000 | <.05 |
| Hope | 1.09 | .020 | .397 | 56.078 | .000 | <.05 |
| Resilience | 0.50 | .022 | .167 | 23.054 | .000 | <.05 |

N = 1008

Answering research question two on what is the relative contribution of each of the psychological capital components (self-efficacy, optimism, hope, resilience) tothe academic achievement of secondary school students, data in Table 2 show that the contribution of each of the components of psychological capital to the prediction of academic achievement among secondary school students. It revealed that self-efficacy made the highest contribution to the prediction of academic achievement among secondary school students ($\beta$ = 0.440, t = 60.479, P<0.05) and followed by others in the following magnitude: Optimism ($\beta$ = 0.412, t = 57.548, P<0.05), Hope ($\beta$ = 0.397, t = 56.078, P<0.05) and finally, Resilience ($\beta$ = 0.167, t = 23.054, P<0.05).

Table 3: Multiple regression analysis showing the joint influence of psychological capital components (self-efficacy, optimism, hope, resilience) on Academic Achievement of secondary school students

| Source of Variation | Sum of Square | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Regression | 27639.281 | 4 | 6909.820 | 5478.472 | .000[c] |
| Residual | 1265.052 | 1003 | 1.261 | | |
| Total | 28904.332 | 1007 | | | |

Predictors: components of psychological capital (self-efficacy, optimism, hope, resilience)

Dependent Variable: Academic Achievement A.R = 0.978, $A.R^2$ = 0.956, $A.R^2$ (Adjusted) = 0.956, Standard Error of Estimate = 1.1231

Testing for the hypothesis which stated that there is no significant relationship between psychological capital components and academic achievement of secondary school students in Anambra State, data in Table 3reveal that the components of psychological capital (self-efficacy, optimism, hope, resilience) have a significant joint influence on the academic achievement of secondary school students (r = 0.978, P<.05). The combination of the components of psychological capital accounted for 95.6% of the total variance on academic achievement among secondary school students (Adjusted $R^2$ = 0.956). The analysis of variance of the multiple regression data yielded an F-ratio value which was found to be significant at 0.05 alpha level, $F = 5478.47$, $P<.05$. Thus, the null hypothesis which stated that psychological components (self-efficacy, optimism, hope, resilience) will not jointly predict academic achievement among secondary school students was not accepted. Therefore, it means that psychological capital components (self-efficacy, optimism, hope, resilience) jointly predicted academic achievement among secondary school students in Anambra State.

**Discussion of the Findings**

The finding of the study reveals that there is a positive relationship between each of the components of psychological capital and academic achievement among secondary school students.It also showed that the components of psychological capital jointly contributed to the academic achievement of secondary school students and in terms of the magnitude of their contributions, that self-efficacy made the highest contribution to the prediction of academic achievement among secondary school students and followed by others in the following magnitude: optimism, hope and finally, resilience Finally, when tested statistically, the result indicated that psychological components (self-efficacy, optimism, hope, resilience) significantly and jointly predict academic achievement among secondary school students. The reason for this could be attributed to the fact that students strive to build and conserve positive psychological state and resources which are critical to academic success.

This result is consistent with the existing literature. It agrees with Carmona-Halty et al (2018) and Datu (2016) who found a direct positive association of psychological capital with academic performance of students. It aligns with Jafri (2017) and Ahmed et al. (2017) who found a positive association of psychological capital with intrinsic motivation and study engagement respectively. When students are intrinsically motivated due to their positive psychological state, it will no doubt promote their study engagement which in turn will impact positively on their academic achievement. The findings of this study corroborate withUnachukwu et al. (2020) who found a significant influence of self-efficacy and resilience on academic achievement of students in Aguata LGA, Anambra State. It also aligns with Oyuba et al. (2019) who found a positive relationship between self-efficacy and academic performance of high school students in Kenya.

Furthermore, the finding of this study is consistent withAnierobi and Unachukwu (2020) who found a moderate and positive relationship between academic optimism and academic engagement in their study with undergraduate students. Similarly, the result aligns with Seirup& Rose (2011) that higher hope is associated with greater academic achievement and also with Gokben and Meneske (2015) who observed that students' level of hope is effective on academic achievement. The result of this study equally corroborates with Abolmaali and Mahmudi (2013) that academic resilience significantly predicts academic achievement of students. It finally agrees with Zuzill (2016) that resiliency has a statistically significant positive relationship with reading achievement.

## Conclusion

Based on the findings of this study, the researchers concluded that psychological capital components (self-efficacy, optimism, hope and resilience) have a joint and separate positive contributionto the academic achievement of secondary school students. It was also concluded that that the associations of psychological capital components (self-efficacy, optimism, hope and resilience) with academic achievement is statistically significant.

## Recommendations

Based on the findings of the study, the following recommendations were posited:

1. The government should provide platforms such as scholarships, excursions, and well equipped secondary schools to help ignite positive psychological state in students

2. School authorities should ensure that students are treated with dignity and all forms of threats to their person removed

3. Teachers should devise various strategies for motivating students as a way of inclusiveness which can foster a positive psychological state in them. Teachers should focus on building the students' strengths instead of focusing on and punishing their weaknesses.

4. Guidance Counsellors should be readily available to identify students needing psychological assistance to render counselling and professional help to them.

5. Parents should pay close attention to creating a warm environment in the home. They should show love and acceptance to their wards to help them experience good psychosocial development.

6. The classroom should be devoid of any form of unhealthy competition among the students. This will erase any form of rivalry or withdrawal by the seemingly academically weaker students.

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# THE USE OF VISUAL AIDS (PRINTED OR DIGITAL FORMAT) IN LANGUAGE TEACHING ACTIVITIES TO PRIMARY SCHOOL STUDENTS IN ROMANIA

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**Abstract**

As shifting to a digitalized learning environment is exponentially playing an important role in education nowadays, moreover after the pandemic crises. The present paper focuses on the impact of the use of (electronic) visual aids in language teaching-learning in primary school. A research methodology was derived to investigate the effect of some visual aids (flashcards, printed and on a digital format) used in language learning on development of communication skills. The article highlights some important related work on how the technical development is changing the learning format and content providing both positive consequences (easily accessible content, no physical barrier to access information, a voice for those who cannot produce speech). The paper analyzes the implications of the electronic visual aids as effective teaching-learning tools in language-oriented activities/lessons in primary school settings. The main research questions addressed in this paper are as follows: to what extend visual aids (printed and digital-format flashcards) facilitate concept comprehension and vocabulary memorization; what are the important instructional design principles in organizing language learning activities by integrating printed and digital-format flashcards to promote a better communication and what is students' most preferable type of visual aids: printed or digital-format flashcards. The target group was represented by 13 primary school teachers and their groups/classes of students (294 students). The results of the data analysis showed learners' positive attitudes toward learning activities that included flashcards (printed and digitals) (satisfaction or perceived usefulness), and it was also found some improvement in student outcomes on vocabulary building.

**Keywords:** visual aids, communication, teaching, language learning, pre-primary and primary school

**Introduction**

Technology-mediated learning is gaining lots of momentum (Curum & Khedo, 2021). The new learning paradigm promotes the creation of an authentic learning setting using different teaching/learning resources to stimulate, motivate as well as focus learners' attention. Learning is a complex process that is based on social exchanges between students and others (peers, parents, teachers, educators) (Vygotsky, 1962, 1978; Castro-Alonso et.al., 2021). In this paper, interactions through different media (e.g., smartphones, computers, and virtual reality) are examined and explore the exchange of information between learners and instructors. The omnipresent of online based learning cannot be ignored or avoid and provide learning the advantage to take place beyond traditional spaces, online and offline learning can happen anytime and anywhere (Curum & Khedo, 2021). Studies on impact of technology-mediated learning on communication and learning (Burgoon et al. 2000, Cheah et al., 2019; Syrjämäki et al. 2020) have shown a decrease in social interactions in a shared physical space which hinder the social information exchange (e.g., anthropomorphism, nonverbal communication, and voice) (Castro-Alonso et.al., 2021) and increase the feelings of isolation in online learning environments (Lee & Rha, 2009; Erichsen, & Bolliger, 2011; Van Wart et.al., 2020). Other studies indicated that the continuous consumption of information or improper design of multimedia contents cause unnecessary cognitive load (Efklides, 2008; Li et.al., 2019; Ashman et.al., 2020; Paas & van Merriënboer, 2020), cognitive load will hinder learning performance (Costley et.al., 2021). Studies (Curum & Khedo, 2021; Shadiev, 2015) pointed out the need to adaptation of the content using the learners' context information to ensure an effective learning experience and avoid cognitive orverload. This urges an analysis of the cognitive load on learners based on the amount of information flow they are presented with. It is important to study further development in terms of use of visual and electronic tools and instructional design (Park, 2014; Feldon et al. 2019). Visual aids (e.g., illustrations, wall charts, exemplified pictures, symbolic materials, two-dimensional items, maps) and any device which by sight and sound increase learning process are instructional aids used in the classroom to encourage teaching (Shabiralyani, et.al., 2015). Teachers use visual aids to facilitate concepts understanding, the multisensorial methods enhance our performance in comparison with unimodal stimulus presentation (Stein & Stanford, 2008; Pink, 2011; Maloy et.al., 2017; Jensen & Konradsen, 2017; Roy et.al., 2021).

**Theoretical background**

Teaching and learning has to adapt to the nowadays digital environment. The learning tools will adapt and evolve in accordance with the context where teaching and learning takes place and it is unavoidable to integrate audio-visual devices to teaching process. We have to be aware that learning happens in the most dynamic and constantly changing environment so far (Curum & Khedo, 2021). Meeting the objective of preparing better students for the 21st-century labor market, teachers started to incorporate in their teaching practice technological equipment, even though there is not a complete understanding of the effect of digital device use on curriculum, instruction, and learning (Garofalo & Farenga, 2021). The misapplication of technology is having an adverse effect on students' technological literacy (Avsec & Jamšek, 2018) and moreover on students' performance (Hawi & Samaha, 2016). The integration of online learning could be an alternative and convenient learning model to respond to some barriers (time, place, costs) (Hsu et.al, 2021) and the ensure learning and as well as in case of professional development online environment could increase the quality of their teaching (Christensen & Knezek 2017). Online learning, virtual space can contribute to a wider network for working and learning collaboratively for innovations in pedagogies and for professional development. The shift from face-to-face interaction to mediated communication changed as well the way instruction can be delivered (by using multimedia pedagogical agents) (Castro-Alonso et.al., 2021).

Audio-visuals are extensively used to sparkle student's attention and allow learners to additionally interact with learning contents in real time, although studies shows that those tools have to be used wisely and for short periods of time (Ozan & Ozarslan, 2016; Hughes et.al., 2019; Costley et.al., 2021) to avoid overload and be able to build up learning readiness and linear instrument for a deep learning. Modern audio-visual tools will include multimedia pedagogical tools that can range in simple static characters that provide information to complex and dynamic animated three-dimensional agents that narrate information while gesturing (Castro-Alonso et.al., 2021). The audio-visual aids developed mostly to ensure access to learning, to information for people with disabilities (Kulkarni, 2018). The technical development is changing the learning format and content providing both positive consequences (easily accessible content, no physical barrier to access information, a voice for those who cannot produce speech). Technology has created both opportunities and challenges for teachers and students (Xu, M. & Stefaniak, J., 2021). Visual aids or any item of illustration with learning content in the form of films, slides, modeling, poster, graphic organizers, are designed to supplement written or spoken information to make it more accessible for comprehension. They have a supportive role in highlighting relevant information and boost its retention. The use of objects, photographs, slides, graphs, bulletin board displays, vivid posters, drawings, videos make lectures or presentations more compelling to the brain and provides ways to grab attention (Jensen, 2008). Visual aids facilitate focuses attention on the content to be learned and it facilitate the memorization process for students to remember the concepts they've just learned, providing associative learning by linking the concept to the visual representation (Stancampiano, 2013), providing a way of accessing learning materials through a device irrespective of traditional learning settings (Curum & Khedo, 2021), to enhance scientific spatial understanding (Linn et.al., 2003). Similarly, a recent review also reported that computer simulations which can visualize invisible phenomena and provide opportunities of manipulating experimental variables have positive learning effects (Rutten et al., 2012). With capability of infusing digital information throughout the real world, technology could engage learners in an immersive context along with creating authentic experiences to make scientific investigations, collect data outside classroom (Dunleavy et al., 2009; Cheng, K., & Tsai, C., 2013).

Studies (D. R. Beukelman, 1991; L.Z. Burkhart, 1993; Bel, 2011) shows that it`s useful and advisable to integrate them into educational activities, lessons to create more inclusive learning environment. Interactive book reading is an active practice that aims to stimulate children’s language and literacy development (Barnes et.al., 2021). Some electronic devices facilitate access to educational resources and create spaces for exchange and collaboration (Chan et. al., 2015), studies warn on drawbacks of technology related distractions on homework effort and environment (Xu, 2015). Researches has to be done to investigate how technology can assists students’ learning to explore the impact of technology-aided learning on students’ performance, as clear empirical evidence on how these interact is still lacking (Avsec and Jamšek 2018). Studies (Linn et.al., 2003; Trust et.al., 2021) state that technology can adapt and customize learning environment by adding several functions to graphically organize learning content. Developmental studies state that visual language skills are formed before the verbal language, so children will start with reading images. The use of visuals helps the teacher clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enables him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid (Pateşan et.al., 2018). Visual aids are basically important tools when it comes to facilitating understanding/language and grammar comprehension.

## Research methodology

As shifting to a digitalized learning environment is exponentially playing an important role in education nowadays, moreover after the pandemic crises. The present paper focuses on the impact of the use of (electronic) visual aids in language teaching-learning in primary school. A research methodology was derived to investigate the effect of some visual aids (flashcards, printed and on a digital format) used in language learning on development of communication skills. From a practical perspective, this will help teachers to use appropriately the online tools available for learning content in accordance with the cognitive mechanism of primary school students and adjust the exposure to online learning and avoid cognitive load.

The *aim* of the paper was to investigate the implications of the electronic visual aids as effective teaching-learning tools in language-oriented activities/lessons in primary school settings. Moreover, it was explored the teacher perception on using both printed and online-format of flashcards during their language lessons. The following dimensions (i.e., learning concepts, technical features, learner characteristics, interaction experience, learning experience, learning process, and learning outcomes) of learning while using in classroom settings visual aids developed during *Flashmind* project.

*Research questions*

The main research questions addressed in this paper are as follows:

- RQ1 To what extend visual aids (printed and digital-format flashcards) facilitate concept comprehension and vocabulary memorization?
- RQ2 What are the important instructional design principles in organizing language learning activities by integrating printed and digital-format flashcards to promote a better communication?
- RQ3 What is students' most preferable type of visual aids: printed or digital-format flashcards?

The hypothesis to be confirmed in the end of the research is if visual aids could significantly show improvements in attracting students' attention, facilitation concept comprehension and vocabulary memorization, enhancement of teacher-students and student-student communication.

*Research design*

It was designed a questionnaire to collect qualitative and quantitative data about the way children in primary school and their teachers relate to the extended usage of these tools during their language learning activities. We collected data from an initial study in which 13 in-service teachers for primary school education to pilot flashcards created during the *Flashmind* project and to learn how to create flashcards in online format and integrate them into their classrooms. The overall goal of the project was to document the experiences of teachers and students as they implemented their flashcards: for teachers to offer support in teaching and content delivery. At the beginning of the project, the 15 teachers participated in a workshop where they (a) tried the already existing 25 sets of flashcards (250 flashcards) created for reading, and (b)started to practice flashcards creation for their future educational activities on development of language skills. The in-service participants' years of teaching experience ranged from 1 to 13 years, with an average of 7.5 years. All of the participants reported a willingness to try out the existing flashcards (online and printed) in a classroom setting. Three of the teachers reported that they had used flashcards in their classroom as a regular practice.

**Data Collection**

Multiple sets of data were collected throughout the research study. At the beginning of the first workshop, the participants filled out a survey about their choices when it comes to the incorporation of visual aids in their teaching practice. A questionnaire, the "Use of printed and digital flashcards in enhancing communication development and the use of new vocabulary" was developed in Romanian for this study. The questionnaire consisted of four factors: type of flashcards, activities when flashcards were used, teacher self-efficacy, communication, and interaction. A response rate of 94% were obtained. Partial least-squares regression was employed to analyze the sample data and test the statistical effects of the mediators. We collected observational data during the piloting the flashcards and encouraged participants to fill out surveys to explore how teachers perceived those visual aids and modeling into their lessons. Form the 15 participants of our study group, 7 participants implemented the digital flashcards in their classrooms and other 6 of the printed ones and then followed up with 30-minute focus-groups with the two groups of participants. During the interviews, participants were asked to describe, reflect upon, and evaluate their lessons, students' engagements and assess students' performance. Also, the researchers took field notes about children's learning and children's reflections., thy used multiple observations to identify children's behaviors while using flashcards. A post-test questionnaire was used to collect information concerning students' attitudes toward their learning environment and the time taken to complete a group problem-solving performance was recorded. They were asked to share what their feedback on what worked better, how long were students engaged in working with flashcards, what challenges they faced, and what advice they could give to increase their impact. We also organized short interviews with students to evaluate their attitudes towards learning wit flashcards and their engagement in the lesson. It was investigated children's learning experiences with their teacher using digital and printed flashcards. And teachers were observed as producers of knowledge to be shared with their students and content designers. One aspect that this study reflected in children's learning experiences is the mismatch between children's expectations and those of their teachers.

**Data Analysis**

Most of the respondents (40%) were between 40 and 49 years of age, whereas some (20%) were aged between 30 and 39 years. Most of the respondents (60%) also had university degrees, and 80% of the respondents had more than 15 years of experience working in primary school education. In addition, all of the teachers reported that they had been used printed flashcard to teach new vocabulary mostly in learning foreign languages to primary school students, but only 20 % of teachers used digital flashcards in their activities for about 1 to 2 years.

The survey instrument had 20 items to which the respondents expressed their feelings of agreement or disagreement according to a five-point Likert scale (1 = most strongly disagree to 5 = most strongly agree). The variables measured were: attitudes of teachers towards the use of flashcards, the access and engagement in flashcards objectives, content and design; attitudes toward the willingness and engagement of incorporating flashcards in their classrooms; their perceptions of the efficacity of flashcards on student's language acquisition; assessing the interaction and communication between teachers and students and peers-student's interaction. The results showed that some teachers are developing their own pedagogical instruments to adapt the content to children's needs and learning experiences and one way is by integrating flashcards in their teaching practice. It was identified several metacognitive strategies in the flashcard design of their technology-integrated practices, implement appropriate strategies to reach the students, and assure the alignment between technology-enhanced instructional practices and adaptations made for children. Teachers or researchers could map out the relationship between each component and the activity within their pedagogical reasoning/instructional design processes. This would help them to determine what connections exist between and within various components of the pedagogical reasoning and instructional design processes, from which they could identify whether and how much they embrace children's voice.

A total of 294 students, working alone or in groups, from the classes of 13 teachers involved in the project participated in the activities proposed, for 153 of students - language learning activities where build up by using digital flashcards and for 141 students with printed flashcards. For the beginning we realized a very short oral interview with randomly chosen 50 children aged 7 to 12 years old. The questions referred to their preferences when it comes to spending free time or to those activities which relax them at the highest degree. Summarizing the answers, we concluded that web browsing devices (desktop computers, mobile phones, tablets, smart TVs, game consoles, wristwatches, Ebook readers, digital cameras) and computer games overpass by far physical manipulation of the objects. In this context, the teacher`s task is to find a bridge to get to children interest and by catching his interest to reorient child attention and build up competences that will make him more able to learn and to develop those skills needed to engage in learning. Following the informative discussion with the pupils, together with 6 primary-school teachers (for digital format of flashcards) and 7 primary-school teachers (for printed format of flashcards) tested the program developed during *Flashmind* project. Around 294 students took part into the research and experienced a period of 12 weeks of visual enhances teaching practiced. Mainly visual aids were used to help associative learning to take place (image to a word, image to a type of emotion, image to previous life experiences, image to previous language contexts, new vocabulary memorization and retrieval).

**Findings and observations**

The findings are structured to present the general characteristics of flashcards creation and some didactic principals in integrating them into language learning activities. At the end of the study teachers traditionally showcased their understanding of the topic by creating a set of flashcards for topics related to curriculum for primary school education on reading. Students participating in the activities that included printed flashcards, which allowed a physical manipulation of those flashcards expressed more positive attitudes toward their learning environment than students participating in activities based on digital flashcards use. It is necessary for the introduction of visual aids, flashcards in digital format to provide guidelines to support teachers' abilities to leverage learner analyses to ensure all the necessary adaptations to increase learning effectiveness.

The qualitative analysis results in students' feedback and learning experiences that may inform future instructional designers of educational technology with ways to relate teachers/practitioners and children when creating advanced online digital learning materials and how to integrate them into the classroom practice so that they won't hinder physical participation and engagement in authentic social interaction. The main advantage reported by teachers and students as well as the independence in using flashcards in their out-of-class environment, and the opportunity to access and practice the new vocabulary even if the teacher or the adult is not present. Students reported positive attitudes towards combining learning task (memorizing a poem or a song) by adding flashcards of "new words" or "difficult concept" with flashcards. As well, students reported and teachers confirmed significant improvements in concept comprehension and more positive retrieval of new words in their peer communication while adding flashcards in their learning activities (others then only foreign language learning classes).

This research finding shows that students prefer using digital flashcards to printed one, that can be explained by the novelty element and a more enhanced ways of accessing information (the visual and visual-auditory element). Teachers increased their engagement in content creation while participating in the project, while piloting the existing series of flashcards, the reported more active engagement with the content to be taught by trying to find the best way (the best visual content delivery) to improve students' comprehension, retention and transfer to their experiences. According to the results, they have positive attitudes toward introduction of printed and digital flashcards during their language learning activities and the expand the use of flashcards to other school subjects. in mobile communities. During focus-groups teachers expressed more collaborative work and creating collaborative activities for sharing their pedagogical experiences in flashcards creation and exchange insights and build up a common library of flashcards. It was reported an increased in exchanged of collaborative practices that boost mutual professional development.

**Limitations of the Study**

More empirical studies are needed to examine how technology-enhanced teaching and learning materials support children's learning and teachers should incorporate digital tools to create and support meaningful learning processes, what are the needs of teachers with regard to professional development to acquire the know-how in designment of those materials and their incorporation in instructional practice. Additional research is needed to explore the extent in which online and digital teaching materials can be used in early childhood education and its impact on further student development.

## Conclusion

This study suggested that teachers need to analyze how learning materials should be designed and to extract the features of the learning elements contributing to improving student learning performances and outcomes. The results of the data analysis showed learners' positive attitudes toward learning activities that included flashcards (printed and digitals) (satisfaction or perceived usefulness), and it was also found some improvement in student outcomes on vocabulary building. Visual aids are important tools in teaching-learning process, and digital tools bring a link between visual and audial elements which with an appropriately chosen and designed approach can stimulate motivate and engage students in class instructional activities, thus enhancing learning. Integration of technology into classroom help the teachers explain concepts and ideas in a meaningful close-to-real-life way by providing a "hands-on" learning, with the limit to delay the digital tools in early education where physical reality manipulation should be priority, even though it might come with more effort, resources, work-load for teachers. The risk is that digital and virtual tools can easy the preparation and it might increase the dependence on them in teachers in detriment of physical experience learning experiences. Some advantages of digital learning models (omnipresence, access, independence) can be incorporated in the process of designing teaching and learning materials to enhance new vocabulary learning and comprehension. A „hybrid system" (Prilipsky & Zaeva, 2020) would provide learners and teachers with an access to a wide range of learning experiences.

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# THE INFLUENCE OF USING THE INTERNET FOR HEALTH-RELATED INFORMATION ON THE PHYSICIAN-PATIENT RELATIONSHIP AND COMMUNICATION: AN EXPLORATORY QUALITATIVE ANALYSIS ON GERMAN OLDER ADULTS OVER 65 YEARS

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**Abstract**

This paper presents an exploratory qualitative analysis on health-related internet use by older adults aged over 65 years, a case study consisting of ten in-depth interviews of seniors in Germany. The research focuses on the influence of using the internet for health-related information on the communication between seniors and doctors and on the physician-patient relationship. According to the findings of the research, while in the quantity of communication between older persons and the doctors no significant influence could be assessed, in the quality and the content of the face-to-face/ real communication some changes, as consequences of online informing, could be delimited. Mostly these changes are determined by the fact that seniors are pre-informed before medical visits and thus have additional topics to discuss with doctors. Moreover, the pattern of the physician-patient relationship is affected by the internet

consumption. In a medical system, as the German one is, in which the model of the relationship between doctors and patients is predominantly informative and deliberative, and not paternalistic, patients have now, additionally, with the development and use of the internet, the opportunity to search for information and opinions not only medical, scientific, but also about doctors and clinics, as well as the possibility to provide feedback and ratings. These facts place patients now in a position of power in relation to doctors, given that the online ratings, scores and reviews can influence the subsequent inflow of patients of a physician, medical office or clinic.

**Keywords**: health-related internet use, physician-patient relationship, medical communication, health-related information, older adults, seniors, Germany

**Introduction**

Among the sources used by people to inform themselves and make decisions about problems and issues related to their health, the internet occupies a central place. Given that seniors use media and technology differently from young people (Smith, 2014; Tian and Robinson, 2008) and respond differently to the internet use compared to younger adults (McMillan and Macias, 2008), designing policies and solutions based on Information and Communication Technology (ICT) is a major concern in the European Union (European Commission, 2015). These solutions address the dual challenge that older people face when it comes to the internet: On the one hand, using the internet itself can be a challenge for older persons, as it requires at least a minimal technological learning process for which some seniors are no longer willing (Marinescu and Rodat, 2018). On the other hand, specific search skills and a process of selecting information from a multitude of sources are needed, skills that some older people may not have, many of them with neither the knowledge nor the patience and flexibility of younger adults (Smith, 2014; Van Deursen and Helsper, 2015; Xie et al., 2014).

The present paper deals with the health-related internet use by seniors. The findings of an exploratory qualitative analysis involving a case study on seniors in Germany are presented. The main research question was to what extent the online communication and gaining information related to health from the internet influences the doctor-patient relationship and the real, face to face communication between the seniors and the physicians.

**Analytical and theoretical framework**

Today, people are more and more informed about health issues and are increasingly taking on a participatory role in healthcare. Both the active search for information, facilitated in particular by the internet, through which individuals try to support their decisions about their own health, and their involvement from a decision-making position in medical interaction, have become common practice.

In the field of healthcare, we have witnessed in recent years a mutation that involves moving away from the *paternalistic model*, in which the doctor decides and implements what he/she considers most appropriate for the patient, and the orienting towards other types of models in the physician-patient relationship, as for example the *informative model* (Emanuel and Emanuel, 1992: 2221), in which the doctor provides the patients with all relevant information, including risks, benefits and alternatives, and the latter select, knowingly, according to their own values, their own medical approach and interventions. Besides, an alternative model also used at present is the *interpretive model*, that requires the physician to find out what the patients' values and desires are, and to help them select the treatment or medical intervention that best corresponds to these values and desires (Patel and Aung, 2016). Therefore, this model involves the inclusion of human values in the medical interaction and in the decision-making process related to health. Finally, in a fourth model, namely the *deliberative model*, the purpose of the doctor-patient interaction is to help the patient to establish and make the best health decision that can be made in a clinical situation (Emanuel and Emanuel, 1992). Although the informative model provides patients with all the data necessary to make informed decisions, this model still lacks care, interest, and the human aspect of the relationship. Incorporating compassion into the physician-patient relationship by using the deliberative model can lead to a closer relationship between specialist and patient and better outcomes in terms of the latter's health (Patel and Aung, 2016: 52).

Following this evolution in the relationship between doctors and patients, it can be said that in the last time people have increasingly begun to adopt a participative role in healthcare, by actively seeking information and rationale for the decisions they make about their health. The internet can make it easier for patients to find medical information and to seek health-related advice (Smith, 2014). This pattern can contribute to patient empowerment and a greater involvement in decision-making processes (Kelly et al., 2013; Xie et al., 2014) and may result in positive effects on patient-doctor relationship. That can ultimately improve people's health (Andreassen et al., 2006; Iverson et al., 2008).

Moreover, other special opportunities enabled by the internet are the ability to ask private health-related questions, to obtain medical information that otherwise the individual would not have had access to, to search international expert advice, to research medical conditions, with the advantage that no appointment is required and even no exposure of one's identity (Anderson et al., 2003; Demiris et al., 2013).

Unlike younger adults, older adults tend however to remain more anchored in the paternalistic model, both in terms of information and health decisions. Thus, the older persons seek information and answers to their questions rather by using interpersonal sources, with physicians as the main source (Wicks, 2004), and are more willing than younger adults to let doctors make decisions about their medication or treatment (Breemhaar et al., 1990). Some of the older patients even assume that some aspects of their life (e.g., health) are controlled by powerful others (e.g., doctors) (Caress, 1997).

Thus, older adults have their own pace of adaptation to informative, interpretive and deliberative models, and therefore represent a specific population group in the practice and study of medical communication, in the context of current transformations (McMillan and Macias, 2008). Older people, who grew up in a culture where the doctor made all the critical decisions, now live in a "consumer-centred" world, where individuals are expected to be informed participants in their own healthcare.

The seniors use mainly the internet "to socialise", i.e., to "speak" with friends and family (e.g., by sending emails) (Ivan, 2017), and to read, as the internet is an invaluable resource which can replace the library (McMillan and Macias, 2008). Among the benefits of online activities for elderly people are: an increased level of life satisfaction, a better mental functioning, activities of daily living and lower levels of depression (McConatha et al., 2003), the experience of being part of the online world (Shapira et al., 2007), empowering feelings (McMellon and Schiffman, 2002), the development of a positive effect on self-esteem (Gatto and Tak, 2008), the possibility to increase the amount of contacts with others (Mellor et al., 2008), and the opportunity to support social networks (Karavidas et al., 2005).

However, there is a set of factors that influence the use of the internet by seniors, among them being the socio-economic status (the higher the socio-economic status of the elderly, the more likely they are to search for health-related information on the internet), income (causal relationship same as previously), the educational level (the same as previously), health literacy (the higher the health literacy of the elderly, the more likely they are to seek online information regarding health), as well as the actual age category ("young elderly", i.e., those between 65-70 years old are more likely to use the internet for medical information than “old elderly”, i.e., people over 85 years) (Campbell, 2009; Levy et al., 2015; Macias and McMillan, 2008).

Yet, the trend to be more involved in personal medical decision becomes more and more common also among the older persons (Lambert & Loiselle, 2007). Moreover, an increase in the internet use for communication between patients and providers could be recorded in the healthcare (Fiksdal et al., 2014), as well as a link between the frequency of visits to the family physician or general practitioner and the seniors’ higher rates of access to online health information (Choi, 2011). However, as Campbell and Nolfi (2005) pointed out, older adults may be willing to use the internet as a source for general health information, but when it comes to make decisions about their health care, many of them seem to adhere to a physician-centred model of care (see also Marinescu and Rodat, 2018).

**Research questions and method**

The main objective of the research presented in this article was to analyse the impact of the health-related internet use by older adults on the physician-patient relationship and on the face-to-face communication between the seniors and the doctors. The exploratory descriptive-analytical qualitative study discussed here was conducted in 2017 on ten German seniors aged between 65 and 83 years, who have been using the internet to search for health-related information.

Because the aim was to obtain detailed, in-depth information on the topic mentioned, I opted for the use of a qualitative method of analysis, namely the in-depth semi-structured interviews (Gunter, 2000; Moscovici and Buschini, 2003), which had the form of face-to-face interactions and were undertaken following a guide of interview that included thirty questions on the topics of health-related internet uses. However, the interviews had the form of free, open discussions, that is, depending on the course of conversation, further explanations and questions than those in the interview guide were possible (Moscovici and

Buschini, 2003). As this investigation was an "exploratory" one, my aim was to become familiar with the studied phenomenon and to gain new insights into it. In this way, the problem can be better clarified later on, and hypotheses can be developed for further researches.

Within the main research question referring to the potential influence of using the internet for health-related information on medical communication and on the physician-patient relationship, the subjacent research questions were:

RQ1: Are visits to doctors more or less frequent with the increase of online communication?

RQ2: To what extent there is a relationship between gaining online health-related information and the willingness to ask questions to the physicians and to discuss with them about information found on the internet? In this regard, there was verified the assumption of Frederikson and Bull (1995), according to which the more patients learn from the internet about their conditions or illnesses, the more likely they will ask questions derived from the internet consumption to their doctors.

RQ3: To what extent the older adults use the internet to communicate with the physicians?

RQ4: Are the seniors willing to provide online feedback regarding medical consultations and practitioners, and in general towards the health-care system?

The interviewees were selected to take part to the study by using "purposeful sampling" (Patton,1990), which emphasises sampling for information-rich cases. The snowball sample technique was used (Atkinson and Flint, 2001), the personal contacts being used as the basis of selection the respondents. The interviews took place between March-June 2017, and were made within the interviewees' households during face-to-face interactions with the author of the paper. In general, an interview lasted between forty-five minutes and an hour.

The ten subjects, six men and four women, were over 65 years old and have been using the internet not only to obtain daily information and to "socialise" with their friends and relatives, but also to search for health-related information. Because seeking online health-related information was the central aspect of the objectives of this research, using the internet for this purpose was a precondition to be selected as an interviewee in the study. The interviewed persons were German citizens, residents in German cities Bielefeld and Lingen.

The in-depth semi-structured interviews were recorded, then transcribed, and, for the purpose of the present paper, translated into English. The transcribed interviews were analysed using the qualitative content analysis (Graneheim and Lundman, 2004; Miles et al., 2014) along the themes operationalized in the form of questions in the interview guide. The qualitative content analysis implied operations of theoretical categorization and codification, contextualization, decodification of significance, conceptualization, discovery of regularities, explanations and causal connections, formulation and verification of the conclusions and preservation of theoretical coherence (Miles et al., 2014). For using the data gained in this research there was obtained the informed consent of each person interviewed. The study was not financed from external sources and was made on a voluntary basis by the author of this paper. The aim of the study was not to be representative or to extract generalizations about an entire population or a part of it, but to gain in-depth, detailed data on the topic addressed.

**Results of the study and discussion**

The major purpose of this exploratory study was to investigate to what extent the online communication and gaining information related to health from the internet influences the physician-patient relationship and communication.

Firstly, there was regarded the extent to which the informing on the internet and online communication influences the real, face to face communication between the seniors and the physicians. One of the aspects of interest analysed in this context was the extent to which gaining knowledge on the internet influences the frequency of actual visits to doctors. While some seniors said that online information did not influence in any way the frequency of doctor visits, others said that they feel some influence, that sometimes, due to fact that they are already informed, they no longer feel the need to go to the consultation.

*R3*[1]*: I do not see a connection between these two areas [informing on the internet and going to the doctor – a.n.*[2]*]. Reading from the internet is one thing, going to the doctor is another. Reading and informing online has the advantage that it is fast and easy, but in the past, I used to read too in magazines or books. Practically now it is the same, only much simpler and faster. But just as reading books did not influence my going to the doctor, likewise, reading on the internet does not.*

*R8: Usually I use the internet for information first, before I attend a doctor, since I know my reliable online resources and it is easier for me to first research the issue regarding health status, medical information and such before I take the hassle to fix an appointment with a doctor. I am not that type of person, who goes willingly to the doctor. By my family doctor even when one has an appointment, must wait sometimes even one hour in the waiting room... Therefore, if I can avoid visiting the doctor, I do it.*

Another issue investigated was the extent to which there is a relationship between gaining online health-related information and the willingness to ask questions to the physicians. The assumption of Frederikson and Bull (1995), according to which the more patients learn from the internet about their conditions or illnesses, the more likely they will ask questions derived from the internet consumption to their doctors, was considered.

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[1] During this paper, various quotes from the interviews will be given, written in *italics*. In order to keep the anonymity of the research subjects, they will be mentioned in the form R1 (for respondent 1), R2 (for respondent 2) ... R10 (for respondent 10).
[2] The abbreviation a.n. is for author's note/ explanation/ add-on.

Three of the research subjects declared that they never talk to the physicians about information or advice found on the internet. They consider that doctors know for themselves to appreciate certain symptoms, or what measures are better to be taken at a given time or for a specific situation, depending on the personal characteristics of each patient. According to them, the internet is full of general, mixed information, while the doctor appreciates and investigates each particular case. Moreover, these respondents consider that the internet and doctors are different, separate fields.

*R6: Sometimes the information on the internet is helpful, but I never discussed with a doctor about it. I think a doctor has enough on his mind without it. I believe that it is best to quietly judge the patient's symptoms and decide, based on his medical knowledge, which diagnosis to make, and what medication or treatment is most appropriate.*

*R2: No, I do not discuss with the doctors any information from the internet. [...] I totally separate these things, doctors are one thing, the internet is the other thing, separated.*

Seven of the ten interviewees proved however to be open to discuss with physicians about information found on the internet. They, as patients or simply people who go to a medical check, as well as the doctors themselves seem to not have a problem to mix these different fields in a discussion, namely the heterogeneous information on the internet and the professional expertise from the medical office or from the clinic. Some of the interviewed German seniors even printed information from the internet and took it to the doctor to show it and discuss about it. According to the data obtained from our respondents, most of the German doctors take the time to discuss such information and are willing to hear and consider opinions and information found by the patients on the internet.

*R5: Yes, I discuss sometimes. For example, some time ago I had for a while bellyache, and since all my analyses and the results of investigations were good (blood tests, endoscopy, colonoscopy and so on), I did not receive any diagnostic. Then I found on the internet some information about possible explanations for these pains, as they would be, for example, caused* *from a specific bacterium. I printed this information, and I took it with me to my family doctor. We discussed about it, and he agreed that this could be a cause – rarely, but still a cause. Thus, I made new investigations – as an aside, neither that bacterium was the cause, but after some weeks, the pains were by themselves gone, thank God.*

*R3: I cannot recall a specific issue now, but sometimes I discuss with them [the doctors – a.n.], for example if I read on the internet about new medical treatments, in this case I might ask: are they reasonable? [...] Until now, all the physicians were willing to discuss such information with me. For example, I had a meniscus issue, I found on the internet that such issues can be treated sometimes endoscopic, and other times a classical surgery must be undergone. I discussed this with my orthopaedist, and he has confirmed this information. However, he said that sometimes the information from the internet or magazines gives people hope, and this cannot be fulfilled later with all patients.*

A special case was that of one of the research subjects, who recounted a situation in which he wanted to discuss with a physician about an information found on the internet, but the physician rejected the discussion. Moreover, this respondent even declared that he trusts more the information he collects from the internet than the knowledge of some doctors.

*R9: Usually a doctor does not like this kind of things, but in my case, I think it was usually positive [the discussion with the doctors about the information found on the internet – a.n.]. Yet, I recall a situation, when my wife had a problem, and the doctor hesitated to diagnose it and to give her a treatment. I printed out some information from the internet (in English), gave it to the doctor, and said here you go, this I did. The doctor said, "this is not useful, I don't care", but in fact he had no knowledge of that. I even translated the information [from English to German – a.n.], printed it and took it to the doctor, but the doctor still did not want to know that and refused to listen. Apparently, he did not want to be taught. [So, in this case, when the doctor did not acknowledge your information obtained on the internet, did you still continue to research medical information on the internet? – question of the interviewer] Yes, of course, I have more trust in the internet than in the doctors.*

Finally, within the main research question regarding the potential influence of using the internet for health-related information on medical communication, another issue considered was the extent to which the seniors use the internet to communicate with the doctors (e.g., by email, skype, WhatsApp, messenger, other applications, some specialized online programs etc.). The findings of the study show that this type of communication is not very common for the elderly, on the one hand because they are not very familiar with all these possibilities, and on the other hand – and more importantly – because this practice is not (yet) usual in Germany. Some respondents said that even when the practice would be more common, they would still prefer to communicate face to face with the physician.

*R10: No, I do not have any knowledge about such online programs to communicate directly with your doctor. As for the smartphone applications, the communication types, I admit that I do not use them much, not even with family members or friends, because it is hard for me, due to arthritis. And I do not even know if there are doctors who agree to communicate like that with their patients. I did not hear. Sometimes I did communicate, indeed, by phone with the doctor, when he explained to me the results of some tests or the fact that I had to go to the medical office for a new consultation.*

*R1: Communicating online with a doctor is not really a practice in Germany until now and online services are rarely offered.*

*R7: I think that even if it could be communicated like this [through the internet – a.n.], I would prefer to go and communicate directly with the doctor, because one is when he tells you face to face, looking into your eyes, what it is about, and another to read like that, impersonal, some words. Especially since some diagnoses are tougher, and for them you also need the support of human closeness.*

Therefore, discussing on the telephone with a doctor is a more common practice for seniors in Germany as communicating with physicians via the internet, especially when it comes to results from some investigations. Some of the interviewees recounted though that they use the internet as communication medium with the doctors or the medical stuff, by filling online forms to order new prescriptions or to make appointments to specialists.

*R3: Yes, I use the internet to communicate with the doctor, sometimes for small things like ordering a new prescription from my family physician.*

*R8: If possible, I sometimes try to fix appointments online, but this does not always work (for example, our current family doctor does not have that service). But last year I needed an appointment to a cardiologist, I know a joint practice with good doctors, where I go for a long time when I need, so I accessed an online form on their website, and I completed to make an appointment. The next morning, a nurse called me, and we fixed the appointment. Other than that, communicating online with a doctor is not very common in Germany until now.*

Another usual practice of using the internet to communicate something is the online feedback towards the medical system. This form of online communication seems to be for seniors much more habitual than others. Seven respondents said that they sometimes rate the doctors, the dentists, the medical offices and clinics, as well as they consult the ratings and the online comments of other patients.

*R6: There is a common rating website for doctors, hospitals and medical services in Germany, jameda.de, which I sometimes use. I rated myself some physicians and medical offices, and before I go to a new doctor or clinic, I look what ratings he/it has and what are the other patients' experiences with them. Sometimes the comments are really useful.*

*R1: Until now, thank God, I did not have some serious medical problems, but if I would ever need a specialist, I most certainly would look up the online ratings. If I would need a complicated medical surgery for example, I would not just enter the hospital here locally, but I would most likely look for ratings of hospitals, if for example this specific heart surgery would be better in this or that clinic, where they do 20 of these surgeries every day, I would most certainly go there and not here where they do this maybe once a day, this I would look up on the internet.*

*R4: I myself rated only once a dentist because I had a very bad experience with him, and I wanted that others should know what to expect if they go to his office. But I am pretty* *interested on the ratings of doctors, I look for example on Jameda, but also, in the last time, on Google. They also have ratings and reviews.*

## Conclusions

As regards the influence of online communication and of gaining information related to health from the internet on the face to face communication, and on the relationship between the seniors and the physicians, the present qualitative study revealed, on the one hand, no significant changes in the quantity of communication, i.e., in the frequency of visiting the doctors and/or speaking with them or with the medical offices on the telephone, while, on the other hand, some changes could be ascertained as regards the quality and the content of the real communication as a consequence of online informing. Thus, as the interviews showed, many older people who search for information on the internet discuss with their doctors in face-to-face meetings as concerns aspects of the information they found online. More exactly, the prior knowledge gained from the internet is usually taken as a basis for asking questions when the seniors visit their physician. In this regard, one can speak about a relation between health-related online information and the degree of information requested from a physician. Therefore, at least in the case of the older research subjects of the present study, the assumption of Frederikson and Bull (1995) is confirmed, that is, the more patients learn from the internet about their conditions or illnesses, the more likely they will ask questions derived from the internet consumption to their doctors.

As for the models of physician-patient relationship discussed at the beginning of this paper, the statements of the interviewed German older adults show that their communication and relationship with doctors represent by now a combination of the informative and deliberative model. Moreover, the pattern of relationship doctor – senior patient as seen by the interviewees of this study is that the physicians have indeed the superior knowledge as medical experts, but as interlocutors they are seen as equal human beings, to whom one can address (even “profane”) questions and can speak about possibilities (of illnesses’ approaching, of treatments, etc.). Thus, when speaking about the doctors, family ones or specialists, the German older respondents assigned them an equal status as discussion partners.

This attitude, which denotes a viewpoint of an equal position between doctor and patient, could also be observed in the frequent use by the older adults of the possibility to review a doctor or a medical office, to give them scores and ratings, sometimes low, when they are dissatisfied, and to explain, through online comments and reviews, these ratings. Therefore, the internet gives people who have visited doctors and clinics a position of power, because, depending on how satisfied they were with the consultation, they can give ratings, some of them detailed according to a lot of criteria, and can write comments for other patients. In this way, they can influence the future number of patients of the respective doctor, medical office or clinic. The seniors interviewed proved to be active as concerns the online feedback regarding physicians and medical services, rating them themselves and being receptive to the ratings and online recounted experiences of others.

German health system consists of the world’s oldest national social health insurance scheme (Carrin and James, 2005), is very diversified (both public and private ownership, more levels of management etc.), and is, traditionally, one of the most restriction-free and consumer-oriented healthcare system in Europe (Health Consumer Powerhouse, 2016). The patients are allowed to seek almost any type of care they wish wherever and whenever they want it. The fact that the patients have the freedom to go anytime to any doctor, joint practice or clinic they choose, makes the providing online scores and reviews to be considerably important for the evaluation of a doctor, medical office or clinic, because their appreciation and prestige can be influenced as such, and the inflow of patients visiting them may depend further on it.

Therefore, the internet provides the opportunity, inclusive for older persons, to rate the doctors and clinics, to share their experiences with physicians and clinics, and to consult the experiences of others. German seniors prove to have a high desire to control their health care, a part of this attitude being the frequent use of online feedback of others, along with the active search by themselves for health-related information on the specialized websites on the internet.

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# THE CONCEPT OF *MAQĀṢĪD AL-SYARĪ'AH* AL-GHAZALI AS A HALAL INDUSTRY DEVELOPMENT PERSPECTIVE

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**Abstract**

This study aims to analyze the development of the halal industry based on *maqāsīd sharia*, especially according to al-Ghazali. This study is carried out within the framework of literature research (library research). Data is collected from various publications in the form of books, journal articles, research reports, websites, and other documents that support the study. The data obtained were analyzed using content analysis method. From the presentation of data and discussion, it can be concluded that the concept of *maqāṣīd al-syarī'ah* al-Ghazali is suitable as a basis or guideline for the development of the halal industry. Based on the *Maqāṣīd al-syarī'ah* al-Ghazali, the halal industry is developed to meet the needs of *dharuriyyah, hajiyyah, tahsiniyyah*, which make religion, soul, mind, descent and property as the goal of sharia. The al-Ghazali method has flexibility in *ijtihad*

in the halal industry which refers to aspects of production, distribution and consumption. Implementation in the halal industry is made more perfect by also applying the business ethics formulated by al-Ghazali. The implication is that the development of the halal industry which does not uphold the *maqāṣīd al-syarī'ah*, can be said to have ignored the teachings of Islamic law.

**Keywords:** *al-Ghazali; maqāṣīd al-syarī'ah; halal industry; halal products; halal services.*

## 1. Introduction

The development of human life is changing rapidly, so it is necessary to have the attitude of the jurists' (Islamic jurists) to carry out *ijtihad*, so that the need for legal certainty for Muslims is immediately answered. This is especially so in economic and business matters so that Muslims have safety and comfort as consumers (Adinugraha, Pekalongan, et al., 2020). There are many methods of *ijtihad* that can be used by jurists (*fuqaha'*) to deal with the developments of this era. In this modern era, *ijtihad* can be done in three ways, namely *ijtihad* intiqa'i or *ijtihad* tarjih, *ijtihad* insya'i or *ijtihad ittida'i*, and comparative *ijtihad* (Syibly & Mu'alim, 2012). According to Al-Amidi (1967) *ijtihad* means the maximum outpouring of all abilities to obtain a law of sharia which is amaliah through the use of a recognized source of sharia. Later, *maqāṣīd al-syarī'ah* became a popular method of *ijtihad* among scholars. Among the scholars who are considered as pioneers and developers of the concept of *maqāṣīd al-syarī'ah* are Al-Ghazali, Asy-Syatibi, Izuddin Abd Salam, and other figures (Yummi, 2016).

*Maqāṣīd al-syarī'ah* comes from two words, namely the words *maqāṣīd* and sharia. *Maqāṣīd* means the intention, the goal which is taken from the word *qasada*, then changes its form to maqsud with the plural *maqāṣīd*. While the word *syari'ah* means *al-thariq al-mustaqim* or the straight path that is traversed (Adinugraha et all., 2020). Then the jurisprudence experts associate it with sharia laws, so that they contain the meaning of the laws that Allah established for their servants. *Maqāṣīd al-syarī'ah* is one of methods used by contemporary scholars to carry out *ijtihad*. A method of finding laws that refer to human benefit. The main key of this method is to uphold *"maslahat"*, where the *maslahat* is intended to protect religion, soul, mind, descent and property (*al-kulliyah al-khamsah*).

For Muslims, consuming halal products / services is an obligation (Purwanto et al., 2020). On the other hand, the industry is growing so fast with a variety of outputs that are produced. The term halal has become a modern Muslim lifestyle or halal lifestyle (Adinugraha & Sartika, 2019). In the halal industry, all products and services must comply with Islamic law. In fact, to win the global halal industry, the halal status of products and services must be certified by an independent and accountable institution (Fadholi et al., 2020). In Malaysia the halal certificate is issued by the Malaysian Islamic Advancement Position (JAKIM) (Marzuki, 2012) and in Singapore by *Majlis Ugama Islam Singapore* (MUIS) (Wahab et al., 2016).

There are many studies on *maqāṣīd al-syarī'ah* which are associated with contemporary issues. Ridwan Jamal examines the relation of *maqāṣīd al-syarī'ah* with contemporary problems that are not found in the texts (Jamal, 2016). Lina Nur Anisa (2018) was of the view that *maqāṣīd* could be the basis for the development of Islamic law and the welfare of the state (Mulyana, 2017). *Maqāṣīd al-syarī'ah* can be an analysis knife for developing economic and business problems (Khodijah, 2014), *maqāṣīd al-syarī'ah* as the basis for the development of Islamic economics (Muzlifah, 2013; Adinugraha & Muhtarom, 2021). Technically, Zainil Ghulam studies sharia cooperatives that make *maqāṣīd al-syarī'ah* as an analytical tool (Ghulam, 2016). Efri Syamsul links *maqāṣīd al-syarī'ah* with entrepreneurship (Bahri et al., 2019), Strong Ismanto associates with sharia insurance (Ismanto, 2016), Dodi Yarli with sharia fintech (Yarli, 2018). Even the *maqāṣīd al-syarī'ah* can be a measuring instrument for the halal industry (Kurnia et al., 2017), and Islamic banks (Rusydiana & Al Parisi, 2016). *Maqāṣīd al-syarī'ah* is used as a perspective on the development of Islamic finance (Akram Laldin & Furqani, 2013). Ivan Rahmat Santoso specifically discussed the *maqāṣīd al-syarī'ah* al-Ghazali which is associated with the concept of marketing (Santoso, 2019), and Elvan Syaputra examined the consumption behavior of al-Ghazali's perspective (Syaputra, 2017).

This research examines the concept of *maqāṣīd al-syarī'ah* Al-Ghazali which begins with a biography, works, thoughts, and examples of its implementation. The concept of al-Ghazali was chosen as the theoretical basis because his thoughts were referred to by scholars who lived after him and were plenished in Islamic thought in various disciplines. In particular, al-Ghazali also had thoughts about economics (Ghazanfar & Islahi, 1997). Although *maqāṣīd al-syarī'ah* was conceptually mature in the Ash-Shatibi era, but Al-Ghazali also had a big role, in addition to other thinkers such as Imam Haramain. According to Syamsul Anwar, al-Ghazali's greatest contribution in the field of law is his concept of maqashid al-sharia, which was later developed more firmly by a Maliki school theorist, namely the imam al-Syatibi in the book *al-Muwafaqat fi Ushul al-Ahkam*. Syamsul Anwar emphasized that the maqashid sharia theory was an original invention of al-Ghazali (Syamsul Anwar, 2007). The halal industry is considered a very dynamic area and often the speed of practice exceeds the theory and even regulations that govern a region or country. As *Hujjatul Islam*, Al-Ghazali is known as a philosopher, jurist, *ushul fiqh*, and expert on Sufism, in some parts of his work he also touches on economic and business issues. A special book that discusses this is *al-halal wal haram fil Islam* (A. H. Al-Ghazali, 1987). Even so, this paper focuses on the implementation of the *maqāṣīd* concept of al-Ghazali's sharia perspective which is contained in the book al-mustasfa min ilmi ushul and in other works, as well as works that discuss the thoughts of Al-Ghazali (A. H. Al-Ghazali, 2002).

## 2. Al-Ghazali: Biography, Works, and Thoughts

Abu Hamid Muhammad Ibn Ahmad Al-Gazali Al-Thusi or often called Al-Ghazali, was born in 450 H / 1058 AD in Tabaran, an area in Thus Iran. Al-Ghazali died in his hometown on Monday 14 Jumadil Akhir 505H / 1111 AD and was buried in Zhahahir Tabiran, the capital of Thusi, Iran. Al-Ghazali has many works in various disciplines, such as jurisprudence, philosophy, Sufism, creed, and others. Among the works that are considered to be the seeds of Islamic *maqāṣīd* thought is the book *Al-Mankhul min Ta'liqat al-Ushul*, which is the first work in the field of *ushul fiqh*. Second, the book *Syifa 'al-Ghalil fi Bayan asy-Syabah wa al-Mukhil wa Masalik al-Ta'lil*. Third, *Al-Mustasfa Min 'Ilm al-Ushul*, the book of *ushul fiqh* which places Al-Ghazali as a figure of *ushuliyyin mazhab syafi'i* (Herawati, 2014). *Fuqaha* thinkers, contemporary Islamic jurists refer to the above books when discussing Al-Ghazali's version of *maqāṣīd al-syarī'ah*. Al-Ghazali is a reliable scholar in the fields of *ushul al-din* (*kalam* science), *ushul fiqh, fiqh, mantiq* (logic), wisdom, philosophy, and Sufism. The Islamic world gave him an honorary title as *Hujjah al-Islam* (defender of Islam) because of his persistence and merit in defending Islam from the onslaught of the onslaught of Western thought. The book of *Ihya Ulumuddin* is his magnum opus which is the most phenomenal of all his thoughts (Saeful Anwar, 2007).

Al-Ghazali's journey in starting his basic education in the area of his birth. From his father he studied the Qur'an and the basics of other religious knowledge, continued in Thus by learning the basics of knowledge. After he studied with his father's friend (a poor Sufism expert), and when he (his father's friend) was no longer able to meet the needs of both of them because the money entrusted by al-Ghazali's father ran out, he advised them to go to school to gain knowledge besides obtaining knowledge. Life benefits, he studied the main points of Islam (the Qur'an and the traditions of the prophet). Among the hadith books he studied, among others; (1) *Shahih Bukhari*, he learned from Abu Sahl Muhammad bin 'Abd al-Allah al Hafsyi (2) *Sunan Abi Daud*, he learned from al-Hakim Abu al-Fath al-Hakim (3) *Maulid al-Nabi*, be- He learned from Abu 'Abd al-Allah Muhammad bin Ahmad al-Khawani (4) *Sahih al-Bukhari and Sahih al-Muslim*, he learned from Abu al-Fatyan Umar al-Ru'asai (Sopingi, 2011).

Al-Ghazali, along with other scholars such as Ibn Khaldun (1332-1406 AD) and Ibn Taymiyyah were scholars who carried out *ijtihad* in economics in classical times (Syibly & Mu'alim, 2012). According to al-Ghazali, running a business in its various forms is a social obligation or *fardhu kifayah*. If social interests become a priority, then social togetherness will automatically form and class conflict can be avoided. The style of thought has a moral character by referring to the main goal of human life, namely to achieve goodness in this world and the hereafter (*maslahah ad-dunya wa ad-din*) (A. H. Al-Ghazali, 1980). Therefore, linking al-Ghazali's thoughts with the halal industry is something that needs to be studied more deeply.

*Maqāṣid asy-syarīʿah* is an idea in Islamic law which implies that sharia was sent by Allah to achieve certain goals. These objectives can be found or extracted from the main sources of Islamic law, namely the Koran and the *Sunnah*. The thought of *maqāṣīd al-syarī'ah* Al-Ghazali is contained in the term *"maslahat"*, which means benefit, which aims to maintain the goals of the sharia. Al-Ghazali developed the *maqāṣīd al-syarī'ah* theory from Imam Al-Juwaini about the masalik al-munasabah contained in the *masalik at-ta'lil* (Nursidin, 2012).

According to al-Ghazali, the main purpose of sharia is to realize the general benefit, and specifically to protect the five important elements in human life. The specific objectives of shari'ah include five basic principles, namely: 1) protecting religion (*hifzh al-din*); 2) protect the soul (*hifzh al-nafs*); 3) protect the intellect (*hifzh al-aql*); 4) protecting human sustainability (*hifzh al-nasl*); and 5) protecting property (*hifzh al-maal*). Any law that contains the aim of maintaining these five things is called *maslahah* (goodness), and anything that causes the loss of these five elements is called *mafsadah* (damage).

The explanation of each aspect is described as follows: 1) *Hifdz ad-din* (maintaining religion) becomes *haq attadayyun* (religious rights), namely the authority to worship and practice religious orders. Included in this right is freedom in establishing places of worship and building patterns of relations between groups having the same or different beliefs to create a conducive atmosphere for diversity. 2) *Hifdz an-nafs* (guarding the soul) becomes *haq alhayat* (right to life). This right should be directed to build quality values of life both personally and within the social sphere of society and not merely as a means of self-defense. The right to life needs to be adjusted to the improvement of human life as a whole, not in fragments. 3) *Hifdz al-aql* (maintaining reason), namely *haq al-ta'lim* (right to education). Respect for reason is not limited to maintaining the capability of reason not to include mental illness or loss of consciousness. The orientation of the maintenance of reason is the fulfillment of obtaining knowledge for every individual in society. Protection of copyrighted works, intellectual works and creations of a person is a category of protection against reason. 4) *Hifdz al-mal* (maintaining property), namely *haq al-amal* (right to work). This right is not merely interpreted as an effort to protect property from interference by other parties. This right can also be interpreted as the right of an individual to acquire property in a lawful way, such as working. In a broader sense, this right gives a person the power to provide employment for other individuals. Thus, everyone can enjoy the right to wealth in his life in order to improve the quality of a better life. 5) *Hifdz al-irdl aw Nasl* (maintaining honor or family and descent) becomes *haq al-intirom al-insani* (right to human honor). Not just an effort to maintain the prestige of yourself and your family from accusations and gossip from others. The conservation of adaptation and cultural customs is the most important area in maintaining the honor and status of the community (Sholehuddin et al., 2021). In a more general framework, safeguarding the honor and dignity of the nation is included in the discussion of the right to defend honor.

According to Suparmin, al-Ghazali in discussing *maqāṣīd al-syarī'ah* did not give detailed limitations regarding the meaning of maqashid syari'ah, but by saying that; *"Wa maqshudu al syar'i min al-khalqi khamsatun wa hiya: 'an yahfadha lahum dinahum wa nafsahum, wa' aqlahum wa naslahum wa mãlahum."* Types of maslahat according to Al-Ghazali, seen from the point of view of its truth according to sharia argument are divided into three types: 1) *maslahat* which is justified by sharia, can be used as evidence and the conclusion returns to *qiyas*, namely taking the law from the purpose of texts and *ijma'*. 2) *maslahat* canceled by sharia. 3) maslahat which is not justified nor canceled by sharia (Suparmin, 2012).

To realize the five aspects above, Al-Ghazali uses the *maslahah mursalah* method which focuses on *maslahat*. For him, it is a method of istinbath (exploring or discovering) law, not as a proof or source of Islamic law. To be accepted as the basis for establishing Islamic law, al-Ghazali arranged the operational basis for *maslahah mursalah* (Adinugraha, 2018), as follows: 1) The *maslahat* must be in line with the objectives of establishing Islamic law, namely maintaining religion, soul, mind, property and descent. 2) the *maslahat* must not conflict with the Qur'an, al-Sunnah and *ijma'*. 3) the *maslahat* occupies the *dharuriyah* (primary) or *hajiyyah* (secondary) level. 4) *maslahat* must have the status qat'i or dzanny which is close to qat'i. 5) in certain cases requirements are required, must be *qat'iyah, dharuriyah,* and *kulliyah* (A.-G. Al-Ghazali, 1997).

According to al-Ghazali, keeping the five points mentioned above is the rank of *dharuriyyah* (primary needs). This is the highest level of *mashlahah* that needs to be maintained. For example, the sharia stipulates the death penalty for unbelievers who misleads the people, as well as *bid'ah* makers who order others to follow their *bid'ah*. Sharia obliges the law of qishash, because with the maintenance of the human self (soul). Sentenced to had (caning) for people who consume intoxicating drinks (*khamr*), because it will destroy the mind. Had to be punished for people who commit adultery, because with it the lineage is preserved. Robbers and thieves are punished to protect property which is the source of human livelihood and fulfill their daily needs.

Al-Ghazali explained the third rank of *maslahat*, namely cases that are not included in the *dharuriyyah* and also are not included in the category of *hajiyyah*, but are classified into the groups of *tahsiniyyah* (adding good) and *tazyin* (beautifying), the point is to maintain and maintain the method. -the best way in tradition and *mu'amalat* (interaction) prevailing in society (Sartika, 2018). The example put forward by al-Ghazali is that it is not permissible for a slave to be a witness, even though his fatwa and history are accepted, because the level or position of the slave is lower than that of a free person. This is due to their weak position and under the power of the owner, so that they cannot be made witnesses assuming pressure from the employer. Furthermore, al-Ghazali views that the *maslahat* of *hajiyyah* and *tahsiniyyah* cannot be used as evidence (argument) in determining Islamic law, except for *hajiyyah* which occupies the *dharuriyyah* level.

**3. Examples of the implementation of *Maqāṣīd al-syarī'ah* al-Ghazali in the Development of the Halal Industry**

The halal industry is an economic activity that is categorized as new and continues to develop in various countries in the world. This development is due to the increase in the number of Muslims and also along with the growth in the number of Muslim consumption in other parts of the world. However, this halal industry was developed not only for Muslims, but also for non-Muslims (Laldin & Furqani, 2013). In Indonesia, consumption of Indonesian halal goods and services in 2017 was around US $ 218.8 billion. This number is estimated to continue to grow by an average of 5.3 percent and reach US $ 330.5 billion by 2025(Tem of Katadata Publication, 2020). The terminology of the halal industry consists of two aspects, namely industry and halal. Industry is an activity to process or process goods using means and equipment, for example machines (Kumar et al., 2019). According to al-Jurjani, the word "halal" comes from the word لحلا which means "open" (حتفلا). In terms, it means anything that is not subject to sanctions for its use or an act that is exempted from the law to be carried out. The term halal means something that is allowed by the Sharia to be done, used, or endeavored, because the rope or bond that prevents it or the elements that endanger it is accompanied by attention to how to obtain it, not with the results of *mua'malah* that are prohibited (Adinugraha et al., 2017). So it can be concluded that the halal industry is an industry that fulfills the principles and requirements of the Islamic economy (Kurnia et al., 2017).

The main sector of the halal industry is halal products and services. Halal products can be in the form of food and beverage industry, while halal services can be in the form of halal tourism industry, halal finance, and others (Adinugraha, 2020). Its rapid development requires an Islamic legal response to its legal status. This is important because it did not exist at the time of the Prophet Muhammad, SAW, so the legal status cannot be determined. *Ijtihad* is the best way to find legal certainty for Muslims and *maqāṣīd al-syarī'ah* is one of the methods of *ijtihad* used by scholars, such as al-Ghazali.

In this day and age, human needs, especially Muslims, are not only fulfilled by the Muslim community, but also by other countries. Canned meat and fish are often imported from non-Muslim countries, although halal guarantees are required. For that, the exporting country must have a halal certificate for the exported products. Likewise in tourism (Hasan, 2019), It also requires halal guarantees for attractions, access, amenities, as well as additional required facilities (Andriani, 2015). In Indonesia, based on Law No. 33 of 2014 concerning Halal Product Guarantee, the scope of the halal industry includes: food and beverages, medicines, cosmetics, chemical products, biological products, genetically engineered products, consumer goods that are used, used or utilized by the community (Adinugraha et al., 2021).

Business aims to ensure the sustainability of society by fulfilling their needs and desires. In the Islamic perspective, the fulfillment of those needs must be in accordance with the *maqāṣīd al-syarī'ah* as a goal in Islam (Kurnia et al., 2017). Likewise, business contracts are developed based on the rules, choices, and allocation of resources from sharia. According to Dusuki and Abozaid *maqāṣīd al-syarī'ah* has a holistic view as a guide for human life as individuals and socially, including business entities (Dusuki & Abozaid, 2013). Business aims to ensure the sustainability of society by fulfilling their needs and desires. In an Islamic perspective, the fulfillment of those needs must be in accordance with the *maqāṣīd al-syarī'ah* as a goal in Islam. *Maslahah* is the basis of its implementation.

Muhammad Aziz said that the Halal Product Guarantee Law (JPH Law), which takes the *maqāṣīd al-syarī'ah* into consideration, guarantees the comfort and safety of the conspiracy of halal products for consumers (Aziz, 2017). Furthermore, Siska Lis Sulistiani hopes that the development of halal industry law should consider sharia *maqāṣīd* as a consideration (Sulistiani, 2018). By referring to the activities of the halal industry which aims to meet human needs, both *dharuriyyat, hajiyyat,* and *tahsiniyyat*, the concept of *maqāṣīd al-syarī'ah* Al-Ghazali can be used as the basis for the development of the halal industry. This is because the concept of *maqāṣīd al-syarī'ah* al-Ghazali puts religion, soul, mind, descent and property as considerations.

In line with the application of *maqāṣīd al-syarī'ah* in the halal industry, al-Ghazali has also formulated the principles of business ethics in Islam. This business ethic can complement the practice of the halal industry, al-Ghazali formulated seven principles, which include: 1) Good intentions and holy faith. 2) Carry out fardhu kifayah. 3) Prioritizing the afterlife market. 4) *Dhikr* while in the market. 5) No ambition in doing business. 6) Stay away from the subhat. 7) Introspection in trade (A. H. Al-Ghazali, 1980). Furthermore, according to al-Ghazali, there are six transactions of good value: 1) taking fair profit; 2) do not make it difficult if making transactions with poor people; 3) do good when collecting debts; 4) do good when paying debts; 5) cancel the transaction when the buyer gets regret (loss); 6) provide concessional payments for the needy and poor. In relation to the use of sharia *maqāṣīd* in the halal industry, the above business ethics can be used as a practice guide for the halal industry.

There are three important aspects in the halal industry, namely aspects of production, distribution and consumption. In these three aspects *maqāṣīd al-syarī'ah* becomes an Islamic worldview, namely a perspective, description or mental attitude towards everything based on Islamic values. By referring to the three aspects of the halal industry and the five aspects of maqādīd *al-syarī'ah*, the principles of the development of the halal industry in the perspective of Al-Ghazali are formulated as follows: 1) Products / services are produced in order to meet human *dharuriyyah* needs; 2) Products are distributed (halal marketing) by upholding the principles of halal; 3) Only halal products or services that can be marketed and consumed by Muslims; 4) Companies producing products or services must implement religious values (*hifdz dien*); 5) The halal industry is developed in the framework of creating general public welfare (*hifdz maal*); 6) Companies are required to invest in human development in order to maintain the sustainability of the halal industry (*hifdz 'aql*); 7) The government refers to *maqāṣīd al-syarī'ah* as the basis for policy making.

Nasitotul Janah & Abdul Ghofur concluded that in an economic context, maqashid shari'ah has two roles, namely as a means of control and a means of social engineering to realize human benefit (Janah & Ghofur, 2018). It provides a rational philosophical basis for economic activity. The description above, at least, can serve as a conceptual proposal that can be further developed to look for a more established formulation. Integrating various *maqāṣīd al-syarī'ah* concepts from the scholars will make this concept more comprehensive, applicable, and responsive to economic and business developments. The halal industry is a fact of economic and business development, where the *maqāṣīd al-syarī'ah* can be used as a guide for its development.

Al-Gazali put *hifz ad-din* first because it was on that basis that humans would put and formulate human relations in perspective and moral filters on the right foundation. This allows humans to interact fairly. Furthermore, al-Ghazali gave instructions and moral guidelines regarding allocation, production, consumption and distribution in the frame of justice, balance and benefit. Then al-Gazali put *hifz al-maal* at the very end because ideologically wealth is not a goal, only an instrument to achieve *falah*(Adinugraha, Hasan, et al., 2020). Because it is impossible for wealth to realize *falah*, if it does not include moral criteria in its allocation and distribution. If property is the goal, it is very closely related to exploitation and injustice (Chapra, 2000). In this context, the halal industry is classified in the need of *dharuriyyah* in order to protect property (*hifdz al-maal*), which in turn also protects religion, soul, mind, and descent.

## 4. Conclusion

The urgency of the thought of *maqāṣīd al-syarī'ah* al-Ghazali lies in fulfilling human needs (*dharuriyyah*, *hajiyyah*, and *tahsiniyyah*) which are based on the objectives stipulated by sharia, namely protecting religion, soul, reason, descent and property. Al-Ghazali's thoughts can be used as guidelines and considerations in the development of the halal industry. More than that, the concept of Islamic business ethics developed by al-Ghazali can complement his practice. Al-Ghazali's thoughts on *maqāṣīd al-syarī'ah* are classified as classical, however, they are still relevant as the basis for exploring Islamic law in modern times, which is no exception to the development of the halal industry in the modern era.

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# IMPACT OF SEXUAL HARASSMENT ON PSYCHOSOCIAL ADJUSTMENT OF FEMALE UNDERGRADUATE STUDENTS IN HIGHER INSTITUTIONS IN ANAMBRA STATE

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**Abstract**

There is a noticeable upsurge in evil acts in higher institutions in Anambra state ranging from cultism, drug, alcohol, violence and revolt to sexual harassment. Sexually harassed individuals can suffer through a number of psychological effects. The study adopted ex-post-facto research design to investigate the impact of sexual harassment on psychosocial adjustment of female undergraduate students in higher institutions in Anambra state. Four research questions guided the study. From a population of 4,852 students in 300 and 400 levels in three selected higher institutions in Anambra state, 80 students who agreed to participate in the study formed the sample for the study. Data were collected through questionnaire of 29 items to elicit information on the impact of sexual harassment on psychosocial adjustment of undergraduate students. The instrument was validated by experts in education. Reliability of the instrument was determined using Cronbach Alpha and an alpha coefficient of 0.79 was obtained. Research questions were answered using frequencies, percentages and mean. Result revealed the prevalence of sexual harassment in tertiary institutions in Anambra state. It also revealed that sexual harassment is associated with increased risk of anxiety, depression and post-traumatic stress disorder, as well as diminished self esteem, self-confidence and psychological well-being. The researchers recommended team teaching in higher institutions, discouraging the culture of silence and the perpetrators of sexual harassment to face the law among others.

**Keywords:** Sexual harassment, psychosocial adjustment, female undergraduate student.

**Introduction**

There is a noticeable upsurge in evil acts in higher institutions in Anambra state ranging from cultism, drug, alcohol, violence and revolt to sexual harassment. The world today is one huge horror-chamber and an extended theatre of spiritual wickedness ranging from sexual harassment of a student by a fellow student, sexual harassment of a lecturer by a student and sexual harassment of a student by a lecturer. Sexual harassment in higher institutions of learning is a reflection of what is happening in the larger society of ours. There are rising cases of sexual harassment which are unreported because the victims will either play ball and keep it to herself to avoid stigmatization or refuse the offer and continue to fail the course till succor comes. Omonijo, Uche, Nwadiofor and Rotimi (2013) in a study on sexual harassment in 3 selected private faith-based universities in Ogun state, South-west, Nigeria found out that the majority of female students' experience sexual harassment on campus.

Sexual harassment is any unwanted behaviour of a sexual nature which makes one feel offended, uncomfortable, intimidated or humiliated. Human interactions are inevitable in any society. Interactions cut across ages, sex, tribes, religious affiliations among others. No man can exist in isolation. There must be interactions with others. Some levels of sexual advances/gestures are expected but should be done in a civilized and socially acceptable ways. Put in another way, there is supposed to be mutual agreement which makes man different from lower animals such as cock, hen, dog, sheep among others.

The case is different in some higher institutions in Anambra state where a lot of social vices are manifested and one of such is sexual harassment of female students. This has continued to attract the attention of psychologists, educationists, researchers and media. Ganiu (2021) assert that the preponderance of sexual harassment in higher institutions in Nigeria and the alleged cases of negotiation of marks have necessitated legislative efforts of returning sanity to the higher institutions. Nigeria's senate has passed a bill aimed at combating sexual harassment as part of a broader move to upload ethics in the country's higher institutions. Ganiu observed that this law is highly essential as it will certainly curb or, at least, reduce the dastardly act of sexual abuse among academics. In the context of this research work, sexual harassment is viewed by the researchers as forceful carnal knowledge of a student by a lecturer, contrary to the students wish/desire. The lecturer' impose/lures the student forcefully into sex thus exercising his power/authority over the student. In most cases, the academically weak students are victims. Psychologically, there is supposed to be mutual understanding between two people involved in sex, but where it is done without the consent/agreement of one, it becomes sexual harassment and serious violation of human right and dignity.

Cases of sexual harassment abound our everyday news here in Nigeria. From the media example television, newspapers, various social sites, you read/hear/listen to the daily news of father sexually harassing his daughter, a boss sexually harassing his employee, lecturer sexually harassing female students among others. Yesufu and Adimula (2018) assert that sexual harassment can be in three forms namely: Sexual harassment of a student by another student, sexual harassment of a lecturer by a student and sexual harassment of a female student by a lecturer. This paper focused on sexual harassment of a female student by a lecturer.

Psychologists, educationists and researchers have attempted various definitions of sexual harassment. However from review of literatures, the basic definition of sexual harassment comes from the United States Equal Employment Opportunity Commission (EEOC) who explained sexual harassment in its guidelines as: Unwelcome sexual advances,requests for sexual favours, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individuals employment, or
2. Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual or
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment.

This definition of sexual harassment by UNEEOC (United Nations Equal Employment Opportunity Commission) was adopted verbatim by the Criminal Law of Lagos State 2011 but added that any person who sexually harasses another is guilty of a felony and is liable to imprisonment for three (3) years.

Olamide(2017) assert that sexual harassment is persistent and unwanted sexual advances where the consequences of refusing are potentially disadvantageous to the victim. Olamide noted that sexual harassment is particularly difficult crime to define and prove because it dwells in the shadows. It resides in a world of my word against yours, often without witnesses and collaboration. Yesufu et al (2018) described sexual harassment as a gender-based discrimination, victimization or deprivation that is sufficiently serious, and interferes with or limits students ability to participate in or benefit from the institutions educational programmes. Yesufu and Adimula further noted that sexual harassment presents itself in power based differentials which manifest in the creation of a hostile environment that breeds retaliation and victimization.

Supporting the above, Adebowale (2019) explained sexual harassment as bullying or coercion of a sexual nature, or the unwelcome or inappropriate promise of rewards in exchange for sexual

favours. She noted that sexual harassment has become societal problem in the recent time, mould into different shapes starting from sexual abuse to rape. It is illegal and a demoralizing act. Campbell (2017) observed that sexual harassment is really not about sex. It is about power and aggression and manipulation. It is an abuse of power and problem.

An undergraduate female student in the context of this research work refers to a university student who has not yet received a first degree or a female student who is studying for their first degree at a college or university. Sexual harassment of female undergraduates in higher institutions is a violation of fundamental human right of women and also violate their dignity. Sexual harassment covers a range of inappropriate and unwanted advances –from unwanted touching, groping, kissing without permission to making sexualized remarks about a person's appearance, clothes and desirability. Okeke (2011) in line with the above fact, assert that sexual harassment ranges from inappropriate touch, inappropriate gestures directed to them to inappropriate jokes told in front of them. Oral interview with some of the participants in this study revealed that sexually harassed victims often have their life turned into a misery and educational institution became a place to be avoided.

The sexual attacks led to feelings of demoralization and humiliation, causing loss of self-confidence and self-esteem. The victims often has trouble studying or paying attention, less able to perform well, participating less, no longer going to study group, thinking about dropping a class or even leaving the institution.

In Igbo traditional society of Nigeria where the researchers come from, there is an adage “A dog is not supposed to eat the bone tied to his neck”. The reverse is the case today as some lecturers who are expected to play the roles of fathers, uncles and brothers to students end up having carnal knowledge of them thus defiling them. This is shameful, an indeed wicked act portraying a high level of moral bankruptcy, irresponsibility and witchcraft. To support this statement, Imonikhe, Aluede and Idoho (2012) assert that some male lecturers use sex for grade as baits for luring female students to give in to their sexual advances.

Sexual harassment in tertiary institutions is a massive problem in Nigeria. Review of literature reported cases of sexual harassment of female students by male lecturers in some universities in Nigeria. For instance, there was a popular case of a female student and a male professor in Obafemi Awolowo University, Ile-ife ( Omoyase, 2019), over sex for grade. More so, another lecturer was suspended in same university over alleged sexual assault (Punch, February 5, 2020). There was also the suspension of Academic staff union of universities' branch chairman of Ambrose Ali University, Ekpoma, Delta State, Nigeria ( Punch, March 19, 2019) over sex for grade.

Furthermore, Ignatius Ajuru University of Education (IAUE) in Rumuolumeni, Portharcourt on 27th September, 2020 suspended a lecturer for allegedly impregnanting a student of the institution. It was learnt that that the university indicted the lecturer for allegedly intimidating and assaulting the student before impregnanting her (City Beats News, September 27, 2020). Also the management of Imo State University (IMSU), Owerri-Nigeria on 10th September, 2020 suspended two (2) lecturers caught in an alleged sex-for marks scandal. In a recent video which trended online, the lecturers were caught in a compromising situation with their female students. The two lecturers' who were caught pants down, are senior academics and are now cooling off in a police cell in Owerri, Nigeria. Meanwhile, there has been a further assertion making the rounds that one of the ladies in the escapade was about getting married and in spite of her explanations and pleas, one of the said lecturers demanded and collected the sum of one hundred and fifty thousand naira (#150,000 only) and still insisted on sleeping with her (Premium times, September 10, 2020).

Ganiu (2021) noted the utmost relevance to interrogate the other side of this same coin which is the activities of many female students too, which frankly could be unethical. Ganiu observed that many female students in higher institutions are adults with sexual cravings and emotional attachments too. In the words of Ganiu, " how again do we explain their own crushes, infatuations and manipulative advances towards their male lecturers? Or is being a lecturer tantamount to being a divinity?

Taiwo, Omole and Omole (2014) identified a number of factors as motivation for perpetuation of sexual harassment. This include lust, pursuit of happiness, lack of norm of morality, dead conscience among others.The researchers assume that a lecturer who harasses a student sexually may be doing so because they are experiencing the stress from various personal problems or life traumas such as marital trouble or divorce, medical problems or financial difficulties. This assumption may be right or wrong but the truth remains that lecturers hold positions of trust. They are expected to design teaching programmes and carry out their teaching duties to help their students develop as mature thinkers. This may involve close working relationships in tutorials/laboratories, individual meetings for supervision of projects. For impressionable young students, the boundaries between intellectual development and personal life may become blurred. In this situation, some lecturers easily move from intellectual to personal and sexual relationships. Students therefore must learn to be assertive and establish strong personal boundaries. Supporting this view, Eliana (2019) suggested development of a complaints mechanism while

Fredrik and Maja (2020) opined that active leadership which demonstrates that sexual harassment will not be tolerated prevents sexual harassment.

Psychosocial adjustment refers to people's capacity to adapt to the environment, which implies that the individual has sufficient mechanisms to feel good, integrate, respond adequately to the demands of the environment, and achieve his/her objectives (Madariaga, Arribillaga and Zulaika, 2014). However, in the context of this research work, psychosocial adjustment has to do with the impact of sexual harassment on the behavioural and social life of the victim, that is, how it affects the student's relationship with others as well as her feeling about herself. Researchers like Langer (2017), Buchanan, Settles, Wu and Hayashino (2018), as well as Keswara, Murti and Demartoto ( 2018) observed that sexual harassment frequently causes pain and suffering to the victim ranging from emotional and physical stress to fear, withdrawal, lack of focus among others. There is no doubt that sexual harassment often leaves the victims in pains, humiliated and embarrassed. It is against this background that this research work sought to investigate the impact of sexual harassment on the psychosocial (behavioural and social) adjustment of female undergraduate students in higher institutions in Anambra State.

**Statement of Problem**

Sexually harassed individuals can suffer through some psychological effects ranging from irritation and frustration to anxiety, stress and trauma. Depending on the situation, a victim can experience anything from mild annoyance to extreme psychological damage, while the impact on a victim's career and life may be significant and also leave them in ruins.

The aim of the study therefore is to investigate the impact of sexual harassment on psychosocial adjustment of female undergraduate students in higher institutions in Anambra state. The study was guided by four research questions which include:

1. What is the prevalence of sexual harassment among female undergraduate students in higher institutions in Anambra state?

2. What are the perceived causes of sexual harassment among female undergraduate students in higher institutions in Anambra state?

3. What are the perceived impact of sexual harassment on psychosocial adjustment of female undergraduate students in higher institutions in Anambra state?

4. What are the possible psychological measures/techniques that could be adopted to curb/curtail/reduce sexual harassment of female undergraduate students in higher institutions in Anambra state to the barest minimum.

**Method**

The study was conducted using ex-post-facto research design. This type of research design seeks to establish cause-effect relationships. The researcher usually has no control over the variables of interest and therefore cannot manipulate them. Indeed the researcher only attempts to link some already existing effects or observation to some variable(s) as causative agent(s) (Nworgu, 2015). The study was carried out in Anambra state using three (3) state government higher institutions. These three institutions were selected using purposive random sampling technique. The population consists of all 4,852 female undergraduate students in 300 and 400 levels of study in the Faculty of Arts in the various institutions. A written form introducing the researchers were first of all given to the 4, 852 students. The form also contains 2 questions:

1.Have you been sexually harassed by a lecturer?

2. If yes, are you willing to participate in the study?

The researchers deemed it necessary to ask the above questions as a result of the socio-cultural factors which often affect the behavioural responses of sexually harassed victims that often dictate their varying responses which range from concealment due to fear and shame to ignorance of channel of legal redress. From the completed forms, 123 students indicated having experienced sexual harassment, while 80 students agreed to participate in the study. Therefore, the sample size comprised of 80 students who volunteered to participate in the study. Four research questions guided the study.

A researcher-developed instrument titled "Impact of sexual harassment on psychosocial adjustment of students" (ISHPAS) was used for data collection. The instrument has four sections with a total of 33 items. It was structured on a 4-point likert scale ranging from strongly agree, agree, disagree and strongly disagree. Three experts in the department of Educational Psychology and Measurement and Evaluation from Nnamdi Azikiwe University, Awka validated the instrument. The reliability of the instrument was determined using cronbach alpha with overall reliability coefficient of 0.79.

The researchers administered the questionnaire directly to the chosen sample for the study. A total of 80 copies of the questionnaire were given out and all were successfully completed and returned. The research questions were answered using frequencies percentages and mean. Acceptance point for the items was 2.50 and any mean below 2.50 was regarded as rejected.

**Result**

Table 1: Students response on the prevalence of sexual harassment in higher institutions in Anambra state.

Students = 80

| Prevalence | Students Frequency | Percentage |
|---|---|---|
| Very rare | Nil | Nil |
| Often | 24 | 30 |
| Common | 56 | 70 |

Table 1 shows that 30% of students agreed that sexual harassment often takes place in higher institutions while 70% acknowledged that sexual harassment is common in institutions of higher learning in Anambra state.

Table 2: Mean and standard deviation scores of students on the possible causes of sexual harassment in higher institutions.

Students = 80

| S/N | Items | SA | A | D | SD | X | Remark |
|---|---|---|---|---|---|---|---|
| 1 | Lustful desire. | 24 | 26 | 20 | 10 | 2.78 | Agree |
| 2 | Lack of conscience. | 28 | 27 | 15 | 10 | 2.91 | Agree |
| 3 | Abuse of power. | 36 | 24 | 15 | 05 | 2.78 | Agree |
| 4 | Lack of self contentment. | 35 | 28 | 17 | 10 | 2.72 | Agree |
| 5 | Moral bankruptcy. | 32 | 28 | 15 | 05 | 3.09 | Agree |
| 6 | Pursuit of pleasure/happiness. | 30 | 32 | 10 | 08 | 3.05 | Agree |
| 7 | Lack of self control. | 40 | 25 | 10 | 05 | 3.25 | Agree |
| 8 | Personality disorder. | 35 | 25 | 15 | 05 | 3.15 | Agree |
| 9 | Inferiority complex. | 30 | 22 | 18 | 12 | 2.88 | Agree |
| 10 | Immaturity. | 25 | 32 | 13 | 10 | 2.90 | Agree |
| 11 | Spiritual forces/evil spirit/ Demonology. | 30 | 25 | 15 | 10 | 2.94 | Agree |

Table 2 shows that the students with a mean score of 2.50 and above agreed that the 11 items in the instrument which include lust, abuse of power, lack of self control, personality disorders among others were some of the possible causes of sexual harassment in higher institutions in Anambra state.

Table 3: Mean and standard deviation scores of students on the impact of sexual harassment on their psychosocial adjustment.

Students = 80

| | | | | | | |
|---|---|---|---|---|---|---|
| 12 Hatred for a course and the lecturer. | 28 | 26 | 16 | 10 | 2.79 | Agree |
| 13 Humiliation . | 38 | 22 | 12 | 08 | 3.12 | Agree |
| 14 Depression. | 35 | 26 | 14 | 05 | 3.14 | Agree |
| 15 Fear and trauma. | 30 | 22 | 18 | 10 | 2.90 | Agree |
| 16 Withdrawn s yndrome. | 39 | 25 | 10 | 07 | 3.18 | Agree |
| 17 Low self este em. | 40 | 25 | 10 | 05 | 3.25 | Agree |
| 18 Aggressive be haviours. | 35 | 20 | 15 | 10 | 3.00 | Agree |
| 19 Feeling of unh appiness/sad. | 26 | 22 | 20 | 10 | 2.85 | Agree |
| 20 Feeling of reject tion. | 36 | 28 | 06 | 10 | 3.12 | Agree |
| 21 Inferiority compl ex. | 30 | 20 | 23 | 07 | 2.91 | Agree |
| 22 Stigmatization. | 10 | 35 | 25 | 10 | 2.56 | Agree |
| 23 Feeling of rejection. | 40 | 25 | 10 | 05 | 3.25 | Agree |
| 24 Abandonment of academic pursuit. | 32 | 28 | 15 | 05 | 3.09 | Agree |

Table 3 shows that the students with a mean score of 2.50 and above agreed that all the 13 items in the instruments which include fear and trauma, depression, low self esteem, feeling of rejection, inferiority complex among others were among the impact of sexual harassment on psychosocial adjustment of victims of sexual harassment in higher institutions in Anambra state.

Table 4: Mean and standard scores of students on the possible measures for curbing sexual harassment in higher institutions.

Students = 80

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 25 | Adoption of team teaching. | 28 | 27 | 15 | 10 | 2.91 | Agree |
| 26 | Higher institution authorities should assign 2 to 3 lecturers per office and not 1. | 30 | 22 | 18 | 12 | 2.88 | Agree |
| 27 | Higher institution authorities should set up committee against indecent dressing. | 40 | 25 | 10 | 05 | 3.25 | Agree |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 28 | Assign a student to 2 supervisors for project and not one. | 30 | 20 | 23 | 07 | 2.91 | Agree |
| 29 | Serious sanction for lecturers who engage in sexual harassment. | 36 | 28 | 06 | 10 | 3.12 | Agree |

Table 4 shows the students' agreement with a mean score of 2.50 and above that measures like adoption of team teaching, putting a serious fight against students' indecent dressing, assigning more than a lecturer to an office, making the perpetrators of sexual harassment to face the law and assigning a student to 2 supervisors for project supervision could be effective measures for curbing sexual harassment in higher institutions in Anambra state.

**Discussion**

The findings of the study revealed the prevalence of sexual harassment in tertiary institutions of Anambra state. This agrees with the findings of Omoyase (2019) that there is prevalence of sexual harassment of female students of tertiary education in Taraba state, Nigeria with no significant difference among the respondents in the universities, polytechnics and colleges of education. Again, the findings of the study aligns with Okeke (2011) that majority of the participants had experienced sexual harassment ranging from inappropriate touch, inappropriate gestures directed to them to inappropriate jokes told in front of them. The findings of the study is also not different from that of Omonijo et al (2013) who examined the prevalence of sexual harassment on three faith-based private universities in Ogun state, South-West, Nigeria and found that the majority of female students experience sexual harassment on campus. This seems to underscore the reason for the engagement of investigative journalism on sexual harassment in some of the universities in Nigeria. Their findings trended on social media exposing many lecturers and professors alike. Little wonder, Imonikhe et al (2012) noted that some male lecturers use sex for grade as baits for luring female students to give in to their sexual advances.

The findings of the study showed that a number of factors have been enumerated as motivation for perpetuation of sexual harassment. Supporting this finding is the research work of Taiwo et al (2014) that lust, pursuit of happiness, lack of norm of morality, dead conscience, pursuit of pleasure, lack of temperance, passion, habit, value, personality disorder, inferiority complex, cheapness, abuse of power are some of the causes of sexual harassment. In addition, indecent dressing pattern among female students who almost go naked in their appearance can also be a driving factor for continued incidence of sexual harassment. Many female students are so morally bankrupt that they rely absolutely on their womanhood for high grades without due preparation.

The findings of the study revealed that sexual harassment has serious impact on the psychosocial adjustment of students. This agrees with the findings of Langer (2017) that sexual harassment frequently causes pain and suffering. Victims perceive sexual harassment as annoying, offensive, upsetting, humiliating, intimidating, embarrassing, stressful and frightening. Buchanan et al (2018) noted that when sexual harassment diminishes, dehumanizes and disempowers its targets (victims), emotional and physical stress and stress-related mental and physical illness, including post-traumatic stress disorder may result. Also, Keswara et al (2018) assert that psychological impacts of sexual harassment included fear, anger, self-consciousness or embarrassment, withdrawal, fear of new people d situation, lack of trust, lack of focus, self-preoccupation, negative attitudes, trauma and potential sexual disorder.

Furthermore, the findings of the study revealed implementation of team teaching in higher institutions, discouraging the culture of silence, discouraging students from approaching lecturers to solicit for grades, universities putting up a serious fight against female students' indecent dressing and perpetrators of sexual harassment facing the law as some of the measures that could be effective in curbing sexual harassment. This agrees with the findings of Eliana (2019) to institute a clearly defined, strongly worded and readily accessible anti-sexual harassment policy. Eliana assert that this is a clear statement from a tertiary education institutions leadership that sexual assault and sexual harassment are unacceptable. She also suggested development of a complaints mechanism as well as establishing a fair, accessible and transparent complaints mechanism that ensures confidentiality and security while reporting an incident. Still supporting the findings of the study, Fredrik et al (2020) noted that passive leadership increases the risk for both male and female employees of being subjected to sexual harassment, while clear and active leadership which demonstrates that sexual harassment will not be tolerated prevents sexual harassment. Fredrik et al further opined that structural characteristics of organizations that are expected to produce increased job satisfaction ad engagement also reduce the incidence of sexual harassment.

## Conclusion

Sexual harassment is an epidemic throughout global higher education systems and impact individuals, groups and entire organizations in profound ways. It is a pervasive chronic problem that can cause enduring psychological and social harm. Sexual harassment of female undergraduate students in higher institutions is a violation of fundamental human right of women and also their dignity. It is a social evil that must be fought with all effective educational and psychological measures to curb it. Enough of allowing the perpetrators of sexual assault and harassment to go free, they should face the law.

## Recommendations

The researchers recommend as follows:

1.Nigerian University Commission (NUC) and other higher education governing bodies should approve and officially sign into law making team teaching compulsory in higher institutions. This will prevent those lectures who use "sex as bait for grades" from having monopoly of a course which of course gives them the advantage to sexually harass students.

2.University authorities should put up a serious fight against indecent dressing pattern among female students who almost go naked in their appearance. This could be achieved via setting up a "committee against indecent dressing" in each department with the head of department as the chairman, 3 lecturers and the students' course representatives as members. Here, the various course representatives are expected to submit names of indecent dressed students' to the head of department for appropriate sanctions.

3.A student should be assigned to 2 lecturers for project supervision so that if one is a "devil", the student will fall back on the other person.

4.Any lecturer caught in sex scandal should be given open and public disgrace ranging from termination of appointment to 5 years of imprisonment or both. This will serve as deterrant to others.

5.Culture of silence should be discouraged. University authorities should as a matter of necessity set up independent panels to which victims of sexual harassment may report incidences of such harassment. It is necessary to state that ignoring the situation can often lead to a cycle of ongoing harassment and victimization.

6.University authorities should present the opportunity for female students to come forward and make complaints and there must be mechanism in place for the complaints to be listened ta and appropriate steps must be taken.

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# THE PERSPECTIVE OF FEMINIST SOCIOLOGY - SOURCE OF HUMAN DIVERSITY

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**Abstract**

In this article, the focus is on some aspects of the feminist problem area, the purpose of the investigation being "new", in this respect. Therefore, the investigation topic is distinct for feminist research. The claim that feminism has in sociology important results in grounding some critical positions against the major sociological theories, proposing interesting theorisations of gender or bringing to the fore seemingly minor/invisible themes in traditional sociology, is, to a large extent, accepted, which is also noted in our study.

**Keywords:** sociology, feminism, paradigms

## 1 INTRODUCTION

Sociology has always been concerned with the source of human diversity and inequality in society, with logic and consequences behind the similarities and differences between people, with how certain differences turn into social inequalities.

The women's entrance into the academic and scientific world, the political mobilisation of women (the feminist movement) in this century have changed, or at least shaken, power relations, conceptualisations of power, allowing traditional patterns of thinking to be questioned also from the perspective of "gender myopia" and social sciences.

Feminism was initially more modest in sociology, not aspiring to theoretical paradigm shifts. At an early stage, feminism sought rather to rectify the exclusion of women and gender issues, to draw attention to and attempt to correct the one-sided perspective from which sociology was made. Feminism strove to correct gender blindness by criticising certain research tactics, trying to make the scientific community aware of their distorted effects. Feminism also reclaimed a whole range of experiences by bringing them to the forefront of research.

Feminist researchers were like archaeologists who, as they began to uncover the map of the realities of women's lives, recognised how hidden, inaccessible, distorted, misinterpreted, ignored, were the facts about women's lives.

The main concern of feminist researchers in social sciences was therefore, in the first stage, to "add women" where they were obviously missing. Thus, there has been a marked increase in the number of studies on women sociologists' contributions in the past, on women's contributions to public life, and on women as victims of various forms of male violence. All these retouches were temporary and partial solutions.

## 2. THE FACETS OF FEMININITY

The victimisation of women created a false image and studying the contributions of women sociologists in the pre-feminist period did not provide theoretical revelations on the mechanisms of the social construction of the masculine and feminine in different societies and eras.

The strategy of "adding women" turned out not to be, in fact, a feminist-oriented strategy. This is said because women have reappeared in studies and research primarily in their traditional roles or as victims of individual and institutional violence, without any attempt to grasp the theoretical underpinnings of these realities, without any real gender responsiveness of approaches.

The reform of feminism in sociology called in an early study for an emphasis on qualitative methodology. Thus, it led to discussions on the domestic work in the sense of "alienated manual labour[1]" or "as a way in which the capitalist economic system takes over female labour power in the service of social reproduction[2]" and not simply as an aspect of women's expressive role within the institution of marriage or family.

The qualitative study of domestic work can lead to an alternation of the traditional conception regarding work and family life and heterosexuality. Another example can be given in relation to motherhood. Through qualitative research, motherhood has been taken out of the shackles of traditional conceptualisations and reconceptualised with a focus on the experiences of 'taking care' and working as a mother. There began to be discussions about the 'universal capacities of maternal thinking' or the perpetuation of motherhood in the processes of gender division and socialisation of children.

Naturally, in this process of reconceptualization there were also exaggerations. The terms 'quantitative' and 'qualitative' have been extrapolated, which led to the identification of two major paradigms. The excess of the qualitative approach often brought women back to strictly expressive roles, initially criticised by feminism for their one-sidedness and prescriptiveness.

The feminist critique has not been very imaginative about the ways in which quantitative research can serve women sociologically, sometimes ignoring the importance for women of 'counting' in sociology.

Contemporary feminist studies and research have increasingly given up to such dichotomous approaches, emphasising both qualitative and quantitative aspects in research, often approaching the problem from the perspective of the concrete operations of data collection, processing and presentation.

## CONCLUSION

From the perspective of the traditional sciences, phrases such as feminist sociology, feminist research appear as a contradiction in terms in that they imply simultaneously the problematization of gender inequalities and social change. And yet, in recent decades, more and more arguments have been made in favour of the idea that research generated, guided, stimulated by feminist principles is plausible, useful and desirable.

It should be noted that feminist attempts to create an epistemology of their own are in line with contemporary trends in the human sciences, which are in search of appropriate solutions for understanding the current phenomena.

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# IMPLEMENTATION OF ISLAMIC ECONOMIC LAW VALUES IN SHARIA FINANCIAL SERVICES COOPERATIVE PRODUCTS

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**Abstract**

This study focuses on the problem of the application of Islamic legal values to the products of the BTM Melati Islamic Financial Services Cooperative in Pekalongan City. This study uses qualitative methods that use direct observation and interviews as data collection techniques. The result of the research concludes that the product of Si Wadi'ah (Mandatory Prize Savings) is a type of savings that uses the Wadi'ah yad Dhamanah contract. These deposits are made once a month, starting from IDR 100,000 for a period of 24-36 months and are withdrawn at a certain time according to the agreed time (cannot be retrieved at any time). Every member who participates in this program is guaranteed to get an attractive prize. The advantages of Si Wadi'ah savings products are that each member is guaranteed to get a prize, members get profit sharing at the end of the period, deposits can be made in all branches and can pick up the ball to the member's place, no monthly administration fee, and through member wadi'ah savings products can program finances in a planned

manner. While the weakness of wadi'ah savings products is that wadi'ah savings products are time-bound and there is a potential for customers not to continue making deposits.

**Keywords***:* Islamic law, BMT products, and BTM Melati Pekalongan City.

## 1. Introduction

A savings and loan cooperative is a cooperative that is engaged in the business of collecting funds from its members to be lent to members who need financial assistance. (Sitepu & Hasyim, 2018). The purpose of this activity is solely to help and improve the welfare of its members (Sattar, 2017a; Sattar, 2017b). This institution in the legal aspects of its legality and regulations as well as technical operations is regulated by the Ministry of Cooperatives and Small and Medium Enterprises of the Republic of Indonesia (Ahmad & Harahap, 2020).

In its development, the Ministry of Cooperatives also issued a Sharia Financial Services Cooperative regulation, in response to the large number of citizens who need legal certainty in sharia-based savings and loan cooperative activities (Saifuddin & A Khoirul Anwar, 2021). Since the issuance of regulations on Sharia Financial Services Cooperatives, up to now, many residents have established sharia financial services cooperatives, both in individual groups and in community organizations.

Islamic financial service cooperatives as economic pillars in finance that ensure their activities are in accordance with Islamic religious principles, free from prohibited things such as usury, fraud and gambling (Parmar et al., 2021). The community in congregation also wants legal guarantees from the aspects of law and religious regulations (Islami, 2019). Until now, the development of the Sharia Financial Services Cooperative has continued to develop to meet the needs of the community.

Islamic financial service products are almost not much different from bank-based Islamic financial institutions (Hakim et al., 2021), Likewise in cooperatives, only members can be beneficiaries of the Islamic financial services cooperative, while everyone's bank is free to become its customers (Syafrifuddin, 2019).

The majority of Indonesian people are Muslim, but in matters of fiqh, buying and selling, and finance, many still don't know (Abdurohman et al., 2020), Lack of socialization many people cannot differentiate between financial services and sharia principles or not, this is a challenge for sharia financial service providers. It is suspected that there are still many people who are members of sharia financial services cooperatives but do not really pay attention to the sharia aspects but based on the benefits or benefits that can be taken (F. R. Karim, 2017; Arafat, 2020). From the cooperative's side, it is possible that they tend to pay attention to the target profit that must be obtained, so that the principles of sharia can be compromised. Some people think that the concept of Islamic financial services is the same as conventional financial services, where they both take interest, only in the Islamic principle it is called profit sharing (Marwick, 2006; Nurhadi, 2018). Of course, many people do not understand the concept of contracts or transactions in Islamic economics.

The vision and mission of every Islamic financial service cooperative for the welfare of its members according to Islamic rules is an important concern at this time (Nur Asnawi & Nina Dwi Setyaningsih, 2021). The number of people caught in loan sharks with high interest rates is one solution, namely by transacting through sharia principles.

Muhammadiyah has established many Sharia Credit and Savings and Loan Cooperatives (KSPPS). In Central Java itself, the KSPPS BTM (Baitul Tamwil Muhammadiyah) is growing quite rapidly, especially in Pemalang and Pekalongan. One of the KSPPS in Pekalongan City is the KSPPS BTM Melati Pekalongan City, which was officially established in 2010. And currently has around 3500 members, spread across Pekalongan City. KSPPS BTM Melati has several Islamic financial products, from some of these Islamic financial products the author tries to examine the extent to which the application of Islamic economic law has been applied to the products of the BTM Melati KSPPS.

Based on the background previously described, the main problem in this study is how the application of Islamic economic law values to the products of KSPPS BTM Melati Pekalongan City.

## 2. Profile of KSPPS BTM Melati

The Baitul Tamwil Muhammadiyah Sharia Financing Savings and Loan Cooperative (KSPPS BTM) Melati City of Pekalongan was founded in 2010 which was founded by a group of Pekalongan City residents who take shelter in the Muhammadiyah Youth organization Pekalongan City. The location of the KSPPS BTM Melati is on Jalan DR. Wahidin number 108, Pekalongan Timur District, Pekalongan City. With legal entity number 163 / BH / XIV.18 / IV / 2010. KPPS BTM Melati has only one office and does not have branches anywhere. The number of members currently there are 3600 members.

The vision of the KSPPS BTM Melati in Pekalongan City is to create a BTM that is trustworthy, tough and professional in building people to prioritize sharia towards the welfare of the world and the hereafter. The mission of the KSPPS BTM Melati City of Pekalongan is to provide satisfying and fair services to all BTM partners; Strengthen and strengthen own capital in order to expand the network; Continue to strive to achieve decent and proportional BTM business results for the common welfare; and participate and be active in developing the Islamic economy.

The purpose of the establishment of the KSPPS BTM Melati Pekalongan City is to strive to improve mutual welfare based on the principles of muamalah sharia by upholding the values of justice, transparency and prudence. The motto of the KSPPS BTM Melati City of Pekalongan is “Reassuring and Welfare”.

Currently, KSPPS BTM Melati has as many as 3600 member customers and a total asset of 5 billion (http://btmmelatipkl.blogspot.com/p/sejarah-kjks-btm-melati-pekalongan.html).

### 3. Basic Values of Sharia Cooperatives: Insight from KSPPS BTM Melati

Cooperatives can be interpreted as joint efforts to improve the fate of economic livelihoods based on help (Hermawan et al., 2020), the spirit of helping to help is driven by the desire to provide services to friends based on one for all and for everyone (Zakiy et al., 2020).

Referring to the notion of cooperatives as stated in Law No. 25 of 1992 concerning cooperatives, it can be found that there are basic values in cooperatives which include (Nurhasanah, 2016):

a. Cooperatives as business entities, this means that cooperatives must be able to treat themselves like other business entities whose operations must be efficient and profit oriented. Although cooperatives must be managed in a professional manner, they must not leave the corridor of the cooperative which must be able to provide welfare for its members (Sri Mulyani, 2021).

b. Cooperatives as a people's economic movement, this shows that cooperatives must be oriented towards the people, so that their activities must be carried out by the people and for the people, so that every establishment of cooperatives must be able to become an arena for economic activity for the people around them. (Wereh, 2019). However, the government must be able to facilitate this people's economic movement which is realized through guidance and supervision.

c. The principle of kinship, in this sense that in the management of cooperatives must be based on the principles of equality and togetherness, in order to realize the ideals of a more prosperous life. The principle of togetherness also implies the notion of common ownership of resources and fair treatment (Kurniawan, 2020).

d. The cooperative principle, this means that in running its business, the cooperative must comply with the norms known as the cooperative principle. So this is what distinguishes the business carried out by the cooperative and other business entities (Purwantini et al., 2017; Afifudin, 2020).

Islamic economics, which is part of the economic system, has characteristics and values that focus on amar msa'ruf nahi munkar which means doing what is right and leaving what is prohibited (Adinugraha et al., 2020). The term sharia economy can be seen from 4 (four) points of view as follows:

a. Economy Ilahiyah (Divinity) The economy of Godhead means that humans were created by Allah to fulfill His commands, namely worship, and in seeking their daily needs, humans must be based on rules (Sharia) with the main objective of obtaining please Allah.

b. Economic Morals Economic morals means that the unity between economy and morals must be related to the production, distribution and consumption sectors. Thus a Muslim is not free to do whatever he wants or that is profitable without caring for others.

c. Economy of Humanity Human economy implies that Allah gives the title "Khalīfah" only to humans, because humans are given the abilities and feelings that enable them to carry out their duties. Through his role as "Khalīfah", humans are obliged to do good deeds, work hard, create and innovate.

d. Equilibrium Economy A balance economy is an Islamic view of individual and community rights placed in a fair balance about the world and the hereafter, body and soul, mind and heart, parables and reality, faith and power. A moderate economy does not abuse society, especially the weak, as happened in a capitalist society. In addition, Islam also does not abuse individual rights as socialists do, but Islam recognizes the rights of individuals and society equally.

Therefore, it can be seen that the Sharia Economic System has a complete and balanced concept in all aspects of life, but adherents of Islamic teachings themselves often do not realize this. This happens because they still think in terms of a capitalist economy, because they have been colonized by the West for centuries, and also that the views of the West are always considered to be superior. Even though without realizing it, it turns out that in the Western world, many countries have started to explore the Sharia-based economic system (Adinugraha & Muhtarom, 2021).

### 4. Sharia Contracts on BTM Melati KSPPS Products

The following are some of the sharia contracts that are applied to the KSPPS BTM Melati Products:

1. Wadi'ah

Wadi'ah in the language of fiqh means goods deposited or given, also means *i'tha'u al-mal liyahfadzahu wa fi qabulihi*, which is to give property to be guarded and to the recipient. Because of that, the term wadi'ah is often referred to as ma wudi'a inda ghair malikihi liyahfadzuhu, which means something that is not placed on the owner so that it is guarded. As said *qabiltu minhu dzalika al-mal liyakuna wadi'ah* this means I received the treasure from him (Hamidah, 2018). Meanwhile, Al-Qur'an gives the meaning of wadi'ah as a mandate for the person who receives the deposit and he is obliged to return it when the owner asks for it back (Jalaludin, 2018). There are two definitions of wadi'ah put forward by jurists. First, the scholars of the Hanafi School define wadi'ah as involving others in maintaining property, either with clear expressions, through actions, or through gestures. For example, someone says to another person, "I leave my bag with you," then that person answers, "I accept." So the perfect wadi'ah contract. Or someone leaves a book to someone else saying, "I leave my book with you," then the person who is entrusted is silent (sign of agreement). Second, the scholars of the Maliki School, the Syafi'i School and the Hanbali School (jumhur ulama) define wadi'ah by "representing other people to look after certain assets in a certain way" (Adinugraha et al., 2018).

2. Mudharabah

Mudaraba is a form of cooperation in moving between the owner of capital and someone, which is profit sharing, which is based on a sense of helping (Dewi & Astari, 2018). Because there are people who have capital, but do not have expertise in running the wheels of the company. There are also people who have the capital and expertise, but do not have the time. On the other hand, there are people who have the expertise and time, but do not have the capital. Thus, if there is cooperation in moving the wheels of the economy, then both parties will benefit from capital and skills combined into one. (Adinugraha et al., 2017). In terms of mudaraba is handing over capital to a person who trades so that he gets a percentage of the profit (Hasan, 2013).

3. Murabahah

The word al-Murabahah is taken from Arabic from the word ar-ribhu which means advantage and addition or advantage (Alfiani et al., 2018). Whereas in the definition of the previous scholars it was buying and selling with capital plus known profits (Melina, 2020). In simple terms, murabahah means a sale of goods for the price of the item plus the agreed profit. For example, someone buys an item and then sells it at a certain profit. How much of this profit can be stated in a certain nominal rupiah or as a percentage of the purchase price (A. A. Karim, 2006). The majority of scholars agree that there are two types of buying and selling, namely buying and selling bargaining (*musawamah*) and buying and selling of murabahah. Murabaha is a term in Islamic Jurisprudence which means a certain form of sale and purchase when the seller states the cost of obtaining goods, including the price of the goods and other costs incurred to obtain the goods, and the level of profit (margin) desired. (Ascarya, 2013). Whereas in the Islamic connotation, basically murabahah means selling. One thing that distinguishes it from the way of selling (Sari, 2018).

4. Tijarah

Tijarah or trade according to the term fiqh is processing property by exchanging it for profit or profit accompanied by the intention to trade (Antonio, 1992). The so-called merchandise (*tijarah*) are assets owned by means of an exchange agreement with the aim of obtaining a profit and the assets owned must be the result of his own business (Iyah Faniyah & Azhari, 2020). If the property he owns is an inheritance, then the mazhab scholars agree not to call it merchandise.

5. Qardhul Hasan

Qardhul Hasan is an interest free financing. The word "hasan" comes from Arabic, namely "ihsan" which means kindness to others. Qardhul Hasan is a type of loan given to parties who really need it for a certain period of time without having to pay interest or profit (Kadarningsih, 2017). The recipient of Qardhul Hasan is only obliged to pay off the principal amount without being required to provide any additional. However, the loan recipient may, in its sole discretion, pay more than the money borrowed as a token of gratitude to the lender. But this must not be agreed in advance (Sjahdeini, 2014).

6. Ijarah

According to Sayyid Sabiq in Fiqh Sunnah, *al ijarah* comes from the word *al-ajru* (wages) which means al-iwadh (change / compensation). According to the definition of sharia ijarah means the contract of transfer of use rights from goods or services followed by payment of wages or rental costs without being accompanied by the transfer of ownership rights (M. Sartika & Adinugraha, 2016). Hanafiyah scholars are of the opinion that ijarah is a contract or a benefit with a substitute. Meanwhile, the Syafi'iyah scholars argue that ijarah is a contract of benefit that contains a specific purpose and change, and accepts a substitute or permissibility with a certain substitute. The Malikiyyah and Hanabilah scholars state that ijarah is the property of an immutable benefit within a certain time with a substitute (Sulaiman Rasjid, 2017).

**5. Application of Islamic Economic Law at KSPPS BTM Melati**

Based on the results of observations and interviews conducted by the research team, it is known that the application of Islamic economic law at KSPPS BTM Melati can be explained as follows:

1. Fund Raising Products

a. Wadi'ah savings

Wadi'ah in the language of fiqh means goods deposited or given, also means *i'tha'u al-mal liyahfadzahu wa fi qabulihi*, which is to give property to be guarded and to the recipient. Therefore, the term wadi'ah is often referred to as ma wudi'a 'inda ghair malikihi liyahfadzuhu which means something that is not placed on the owner so that it is guarded. (Mahbub & Shammo, 2016). As said *qabiltu minhu dzalika al-mal liyakuna wadi'ah* 'indi which means I received the treasure from him. Meanwhile, Al-Qur'an gives the meaning of wadi'ah as a mandate for the person who receives the deposit and he is obliged to return it when the owner asks for it back. (Kasdi, 2013).

At KPPS BTM Melati, Wadi'ah yad ad dhamanah savings are savings that can be used by the cooperative but customers do not get profit sharing. The product names of Wadi'ah savings at KPPS BTM Melati are hajj savings, fitri savings, tourism savings and qurbani savings. The three deposits are time deposits with maturities ranging from one year to three years, with the following conditions: customers are required to become members of a cooperative, to become a customer, it is enough to fill out a form and pay a mandatory fee of IDR 10,000 and submit a copy of KTP identity, customers or members are required to deposit cash funds monthly up to a predetermined period of time, the customer may only take the funds deposited in accordance with the agreed period of time, and the customer does not get profit sharing but at the end of the savings period, the customer will get a gift or souvenir from the cooperative which has been explained when opening the account.

b. Mudharabah savings

Apart from Wadi'ah savings, KSPPS BTM Melati also has a product of fundraising in the form of mudharabah deposits, which are regular savings specifically for cooperative members, provided that: Special savings for cooperative members; Savings starts with a nominal value of IDR 10,000; Funds may be deposited at any time and withdrawn at any time; and Customers get a profit sharing of about 0.3 - 0.4%

2. Financing Products

a. Murabahah

Murabahah contract financing provided that: the customer is registered as a member, meet the feasibility standard of providing financing, there is collateral worth the price purchased or the value above the goods purchased or financed, financing only for goods with clear halal status, purchase of goods can be done with a wakalah contract, namely goods purchased by the customer with funds from the cooperative, which later the customer must provide proof of purchase of the item in accordance with the initial agreement in the form of a photo of the item and purchase receipt, if there is a difference in the items purchased from the original agreement, the contract change is made because of the teacher's first contract, financing ceiling of up to IDR 80 million with a payment period of up to 5 years, if an installment problem occurs in the middle of the road, then a re-contract is carried out to ease the burden on the customer so that they can still pay their obligations, and cooperatives have reserves for productive activities that are used as funds to anticipate bad or stagnated financing credits, it's just that the amount is not certain in accordance with financial conditions that tend to fluctuate (Riyanto et al., 2021).

b. Tijaroh

The tijarah contract at the KSPPS BTM Melati is a financing for the service sector, while the provisions are almost the same as the murabahah contract, namely: the customer is registered as a member, meet the standard of feasibility of financing, there is collateral worth the price purchased or the value above the goods purchased or financed, financing only for services with a clear halal status, the customer makes installments every month according to the agreement, the financing ceiling until tijaroh is not as big as mudharabah, with a total ceiling of around 5-10 million, and if in the middle of the road there is a problem with installments, then a re-contract is carried out to ease the burden on the customer so that they can still pay their obligations.

c. Qardhul Hasan

Qardhul hasan financing is for members who need financing but are unable or have no collateral (Suharto & Fasa, 2017). Members can apply for financing according to the requirements such as mudharabah and tijarah financing, but for tijarah there is no margin fee. In this product, KPPS BTM Melati collaborates with the zakat institution Lazismu and Baznas in terms of providing funds to be distributed to underprivileged residents and in need of a loan or financing.

d. Ijarah

The product with the current ijarah contract is financing for services (Adinugraha, 2017), for example medical expenses and childbirth, but here the cooperative still admits that there are doubts about this contract model (Bonita & Anwar, 2018).

For example, there is a customer who wants to give birth a week ahead and apply for financing, but the money will be held by the customer first and used for delivery later. Here the cooperative and the customer cannot determine with certainty how much will be covered with what type of health service because there may be actions outside the plan (D. Sartika et al., 2021). For this reason, the cooperative enters this kind of condition into the ijarah contract.

The requirements for applying for financing with an ijarah contract are the same as for other financing products, namely: the customer is registered as a member, meet the standard of feasibility of financing, there is collateral worth the price purchased or the value above the goods purchased or financed, financing only for services with a clear halal status, the customer makes installments every month according to the agreement, the financing ceiling until tijaroh is not as big as mudharabah, with a total ceiling of around 5-10 million, and if in the middle of the road there is a problem with installments, then a re-contract is carried out to ease the burden on the customer so that they can still pay their obligations.

## 6. Conclusion

Based on the research results described above, the authors conclude that the product Si Wadi'ah (Mandatory Prize Savings) is a type of savings that uses the Wadi'ah yad Dhamanah contract. These deposits are made once a month, starting from IDR 100,000 for a period of 24-36 months and are withdrawn at a certain time according to the agreed time (cannot be retrieved at any time). Every member who participates in this program is guaranteed to get an attractive prize. The advantages of Si Wadi'ah savings products are that each member is guaranteed to get a prize, members get profit sharing at the end of the period, deposits can be made in all branches and can pick up the ball to the member's place, no monthly administration fee, and through member Wadi'ah savings products. can program finances in a planned manner. While the weakness of wadi'ah savings products is that wadi'ah savings products are time-bound and there is a potential for customers not to continue making deposits.

Suggestions and recommendations in this study are KSPPS BTM Melati should have the courage to issue products with the latest innovations that are more specific and beneficial to society, time savings can still be relied on in product funding or fundraising, the wadi'ah term savings program can be worked on specifically for educational programs. , wadi'ah products for health financing should ensure the contract before the facilities and the amount of costs borne by KPPS BTM Melati, if as at this time there is still no certainty then the contract must be more certain in accordance with sharia to avoid gharar and confusion of the community (customers), and the prizes given should be even more attractive and in addition to flat or the same prizes for all customers, there is also a need for a grandprize with a type and value that is greater than the usual prizes in order to attract the public's interest in joining the program in Wadi'ah products.

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# MUSIC PRESS IN THE DIGITAL AGE

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**Abstract**

This article will analyze in depth the evolution of the popular music press, from the first magazine released (Billboard) to what we know today as digital media. Matters such as which one is more relevant nowadays and how they are related to each other will represent major points of this research. Press has greatly evolved throughout the years and its influence on the consumers is essential when it comes to define a musical era. Professional writer's reviews about music content represented the main source of discovering new music in the past, but now with the existence of the Internet they have slightly been replaced with bloggers, vloggers and YouTubers. The history of the popular music press is a pivot in defining the modern media which is why this article will give a summary of what happened at the beginning of music magazines and how they influenced the consumers' preferences. We will analyze the role of emblematic publications such as New Musical Express and Melody Maker in the music industry and in promoting new genres of that time.

**Keywords**: music, press, Internet, magazines, social media, reviews

In this world dominated by the digital realm in which kings such as Facebook, Instagram, YouTube, Spotify, Apple Music and significantly more inarguably influence our preferences, preserving and protecting the traditional media have become a challenging task. The power of written press in the format of newspapers, magazines and fanzines has alarmingly started to be diminished, causing a loss of interest in reading pertinent contents, opinions, insights and suggestions put at our disposal by professionals, qualified people who aim to masterfully reflect today's reality.

The Internet is an open platform that has created strong connections between people, facilitating the inaccurate (re-)transmission of information which obviously has led to severe factual alteration of it. Is it totally true what we read every day? How confident are we in the sources that we use? These matters are just a few among many others, but the main question is: 'Which one is more relevant: print media or the online alternatives?'. Regardless of the area, this problem still takes its toll on the credibility of the information and creates profound concerns for media consumers.

The music industry would be a proper example that underpins the idea that the Internet completely changed its progression throughout the last decades. History proved that popular music magazines played a key role in shaping and promoting the artistic movement, being a 'vital component in the connection of music production to music listener and also music maker'[3], but have the online blogs, vlogs, magazines, podcasts and streaming platforms succeeded in replacing the old-school ways of reaching the audience? A thorough analysis of what the relationship between media publications and the music industry is and how music magazines and digital media are connected, taking into account the evolution of the press, will shed light on the skepticism regarding which sources are most reliable.

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[3] Simon Warner, 'Chapter 25: In Print and On Screen: The Changing Character of Popular Music Journalism', in *The SAGE Handbook of Popular Music,* ed. by Andy Bennett and Steve Waksman (London: SAGE Publication Inc., 2015), pp. 439-455 (p. 439).

Since the release of the first music magazine which was Billboard's in 1894, popular music publications used to underlie the expansion of the music industry. Both United Kingdom and United States' music journalism was influenced by the establishment of the trailblazers in the music press. In the 1960s magazines such as Crawdaddy and The Village Voice set the ground for others to follow such as Rolling Stone, Creem and Who Put the Bomp. Melody Maker first appeared in 1926 and represented a starting point for the British music journalism, 'the grandfather of the weekly rock press'[4], ultimately being followed by NME and Q Magazine. At that point, these music publications were the essential pillars for the record buyers, 'the supreme arbiters of taste'[5], as their main target was to promote high-quality artists whose creations would stand the test of time. Their reviews, columns and opinions were crucial factors in the music industry's rise because not only did they represent the main source for discovering new music, but their trustworthiness guided the readers towards talented musicians by fairly writing about what they considered to be original content of a high standard. The writers' flair for searching and finding remarkable, diverse-genre records also set the road to success for many incredible artists. Readers were exposed to critical, objective points of view about the structure of a noteworthy song or album, the quality of the melody and its attractiveness via well-founded reviews.

Since the beginning of the popular music press, both British and American magazines drew the readers' attention by focusing on specific genres which changed in time because of the outbreak of multifarious artistic phenomena. Initially, Melody Maker's area of interest was jazz, but various sounds were emerging and other publications such as Record Mirror, Disc and

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[4] J. Hunt, 'Mirroring the Melodies', in *The History of Rock*, ed. by M. Heatley (London: Orbis, 1986), pp. 1326–1328 (p. 1326).
[5] Jess Thompson, 'Music Magazines Are Our Portal To The Past; Their Survival Is Vital', < https://blog.discogs.com/en/music-magazines-are-our-portal-to-the-past-their-survival-is-vital/> [accessed 1 April 2021].

NME had started to write more about folk, pop, dance music, R&B and mainly rock'n'roll, so MM was about to slightly lose its audience, a threat which urged the magazine to make an editorial twist. The paramount importance of the British publications would leave their mark on the music industry and its evolution. The strong link between popular music press and the music industry depended on how the magazines would reflect the musical trends and comply with the adjustments of music paradigm. Back then there was no YouTube Trending, just reviews and charts that would define an era. NME made a game-changing decision by inaugurating in 1952 the Top 12 best-selling singles which certainly had a prodigious impact on both readers' loyalty and the music industry itself.

Despite putting on the market the first music magazine, there was a delay in the US media landscape in concentrating on popular music. The magazines' attention on rock music rather than pop was highly reflected in the way the reviews were created but unlike the situation in the UK where the music publications were pure gold for passionate consumers of records, the impact of the transatlantic press on the readership and the ceaseless changes in the industry were incomparable to the British one: 'The rock press in the US has never affected musical trends or record sales as greatly or as directly as its counterpart in the UK'[6].

Music critics' professionalism required to build a stable relationship between their musical values and the targeted readership. Their opinion tremendously weighed in the reviews of the albums that were increasing the audience of a specific genre. Still, it is difficult to stress the music writers' mindset that lies underneath their work as the final product for the consumers consists only of musical facts and objective viewpoints: 'We know very little about critics'

[6] J. Tamarkin, 'Paging the USA', in *The History of Rock,* ed. by M. Heatley (London: Orbis, 1986), pp. 1329–1331 (p. 1329).

own values beyond those that relate to music itself. What music critics and journalists believe their work to be bears scrutiny'[7].

In 1972, NME hired Nick Kent, a true rock'n'roll critic, 'no writer in Britain was more rock'n'roll than Kent'[8], who saved the magazine from collapsing. Since then a music journalist's approach has been nothing but a lifeline for both specialized publications and the music industry itself. Kent's direct access to insights into glorious bands and artists of that time such as The Rolling Stones, Led Zeppelin and David Bowie represented a milestone not only for him, but also for the record consumers as the critic could write properly about the quality of the rock'n'roll albums. This way his reviews of the music back then were becoming more and more well-structured, suggesting people what to buy and how to listen to rock music which then reached its peak. The music journalism in the US was also marked by prominent critics such as Lester Bangs, Jim DeRogatis and Robert Christgau, the latter being the 'originator of the "consumer guide" approach to pop music reviews'[9], a method which would be emulated by many others and applied even in the Internet era.

Today's world is defined by the digital platforms in which the access to any kind of information is swift and ubiquitous. Music is everywhere now as the 'Internet has become a "normal" tool for music listening'[10] but is this change beneficial to both the artists and the consumers? More problems regarding the quality of the music streamed online, the algorithm of the suggested artists, the fairness in musicians' monetization, royalties and the professionalism of the music bloggers and vloggers create concerns within the music industry and the

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[7] Steve Jones, 'Introduction: Popular Music, the Press and the Written Word', *Pop Music and The Press* (Philadelphia: Temple University Press, 2002), pp. 1-15 (p. 4).
[8] Kevin EG Perry, 'Legendary NME scribe Nick Kent shares his tallest tales: "Going to extremes gets results"', NME < https://www.nme.com/features/nick-kent-tallest-tales-unstable-boys-sex-pistols-axl-rose-2884679> [accessed 5 April 2021].
[9] Steve Jones, 'Introduction: Popular Music, the Press and the Written Word', *Pop Music and The Press* (Philadelphia: Temple University Press, 2002), pp. 1-15 (p. 4).
[10] Sofia Johansson, 'Online music in everyday life', in *Streaming* Music, ed. by Sofia Johansson, Ann Werner, Patrik Åker and Gregory Goldenzwaig (London: Routledge, 2017), pp. 1-43 (p. 30).

written press as people now have the tendency to find music streaming more reliable than the contents of popular music magazines: 'A commonality between consumers is the want for a free streaming service that has minimal to no ads and is available on mobile devices'[11]. This lackadaisical and parsimonious perspective deeply affects the artists and their labels: 'According to music industry professional Tom Silverman, "97 percent of the world never buys music — not even Adele"'[12].

Nowadays, a friend, the radio, Spotify, 'often called the "new radio"'[13], and any other music platforms can represent a source for exploring new records which, inevitably, have an important impact on the music industry: 'Online streaming services are often described as product discovery tools, which could potentially stimulate digital music sales and consumption'[14].

The exploration of the music streaming platforms has impressively increased throughout the past decade: 'According to IFPI's year-end report for 2017, there are now 176 million global users of paid subscription services. Paid subscription streaming has grown 45.5% from the previous year, accounting for 38.4% of 2017's total global revenue from recorded music'[15]. The main problem with the growth in popularity of such platforms was that the music industry was about to suffer a severe financial loss, but apparently the use of music streaming

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[11] Gurpreet Bhoot, 'Music Industry Sales: How streaming services such as Spotify, Apple Music and TIDAL affect album sales' (Senior Project, The Faculty of the Journalism Department California Polytechnic State University, San Luis Obispo, 2017), pp. 1-34 (p.5).

[12] Gurpreet Bhoot, 'Music Industry Sales: How streaming services such as Spotify, Apple Music and TIDAL affect album sales' (Senior Project, The Faculty of the Journalism Department California Polytechnic State University, San Luis Obispo, 2017), pp. 1-34 (p.26).

[13] Robert Prey, 'Platform pop: disentangling Spotify's intermediary role in the music industry', *Information, Communication & Society*, 2020, pp. 1-19 (p.12) < https://www.tandfonline.com/doi/full/10.1080/1369118X.2020.1761859>.

[14] Luis Aguiar, 'Let the music play? Free streaming and its effects on digital music consumption', *Information Economics and Policy,* 41 (2017), pp. 1-14 (p. 1) < https://www.sciencedirect.com/science/article/pii/S016762451630110X?fbclid=IwAR3HpOsDSQRt_t8fnONWLpwUlcbLxfP1gqIZ-BNlO_4KyyWwajKxJtwdgfU#fn0002 > [accessed 15 April 2021].

[15] Jonathan Kiss, 'How the Introduction of Streaming Has Changed the Financial Focal Points of the Music Industry' (Senior Thesis, Liberty University, 2018), pp. 1-31 (p. 12).

services helped it recover from a rough crisis that lasted more than a decade: 'Having declined for 14 continuous years from 2001 to 2014, the recorded music industry began to grow again, from US $14.3 billion in the latter year to US $20.2 billion in 2019. This growth was driven entirely by MSS, which brought in US $1.9 billion in 2014, and US $11.4 billion in 2019'[16].

Another powerful tool when it comes to replacing the classic music suggestions via reviews is represented by the shuffle option which is provided by all streaming platforms. This method's complexity consists of the never-ending new music discoveries that the platform can put at the users' disposal. This strategy was a godsend for the evolution of the online music services as it gives the consumers the unusual sense of being in control of finding music, but at the same time they often find themselves at the mercy of a predetermined algorithm: '[…] random or 'shuffle' modes of listening provide an interesting midpoint between control and chance. Shuffle provides a more flexible approach to musical engagement, and is a very popular listening strategy, as part of the new flexibility that technology affords'[17]. This way, the users are appealed by the fact that they receive new music by just clicking a simple button. Although it seems like the shuffle option represents a random process of delivering music, the mechanism behind depends on the consumers' music preferences resulting in what we identify as suggestions.

Throughout the past decade, social media played a major role in the worldwide music streaming. While 'Claire BeDell (2013) of Sproutsocial, a social media monitoring application, points out that "the traditional music business model used to depend on record sales — and record sales alone"'[18], now the

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[16] David Hesmondhalgh, 'Is music streaming bad for musicians? Problems of evidence and argument', *New Media & Society*, 2020, pp. 1-23 (p. 3) <https://journals.sagepub.com/doi/full/10.1177/1461444820953541>.

[17] Katie Rose M. Sanfilippo, Neta Spiro, Miguel Molina-Solana, Alexandra Lamont, 'Do the shuffle: Exploring reasons for music listening through shuffled play', 2020, pp. 1-21 (p.3) <https://doi.org/10.1371/journal.pone.0228457>.

[18] Rachel Zucker, 'The Effects of Social Media on Music Sharing' (Senior Thesis, Dominican University of California, 2016), pp. 1-11 (p.4).

possibilities of consuming music are virtually infinite. From their forerunner Myspace, social media networks such as Twitter, Facebook, TikTok and Instagram have become a supportive environment for sharing and discovering music. These platforms represent substantial sources for discussing about artists and sharing new music, implicitly being an essential tool for augmenting musicians' fanbase: 'Popular micro-blogging service Twitter has become an outlet for talking about music. According to Brandwatch's 2013 Twitter Landscape Report, music is the third-most talked about conversation topic on Twitter'[19].

The YouTube's inception significantly changed the fortunes of the music industry. This platform consists of miscellaneous kinds of videos from makeup tutorials to concerts and vlogs about how to train your dog. This phenomenal variety of videos is also encountered when it comes to music streaming on YouTube. Both artists and people passionate about music have free access to create a profile for posting videos and nowadays there are millions of accounts for analyzing and recommending music. YouTube gave birth to today's online reviewers who unlike the old-school professional review writers are mostly amateurs. Even so, their community has been growing ever since and now they represent a valuable source for coming upon new music.

Anthony Fantano is a vivid example of what astonishing opportunities YouTube can give to people willing to share their points of view. With his diligent style, humorous approach and devotion to reflect today's music through his own perception, he has succeeded in creating a prodigious community and earning people's reliability when reviewing albums and songs: '[…] he was meticulous about crafting his channel, studying competitors, including websites that still relied on the written word, and keeping his approach simple, intimate and

[19] Rachel Zucker, 'The Effects of Social Media on Music Sharing' (Senior Thesis, Dominican University of California, 2016), pp. 1-11 (p.6).

communal'[20]. He has now become a renowned reviewer whose channel *The Needle Drop* is considered a trustworthy resource for music related content.

The discrepancy between popular music magazines and the online platforms is conspicuous and it is fiddly to say which one is more beneficial to the audience. Nevertheless, throughout history the relationship between the music industry and the consumers has been consolidated and not wrecked by the Internet connection. Even though the online realm is filled with both relevant and futile opinions and information, it has facilitated the access to music of any kind and made the 'whole package' more attractive through visual and audio exposure: 'Explained Adams: "The web's ability to throw in a video or something with a play button is, for most people, a billion times better than a verbose description involving seemingly irrelevant metaphors"'[21]. This way, the likelihood in 2021 of opting for digital media consumption is detrimental to preserving the legacy of the classic music publications, although both ways of content dissemination are nothing but forms of delivering information and insights into the same musical landscape.

From 'The UK press has enjoyed a long, successful and generally stable history' to '[…] streaming, accompanied by live music sales, may actually be the driving forces behind the new survival and growth of the music industry'[22], the journey of popular music press' development has faced decisive changes, not only regarding its symbolic perception, but also its material value: 'vinyl to digital and streaming'[23]. Despite all this technological commotion, ad rem reviews will

[20] Joe Coscarelli, 'The Only Music Critic Who Matters (if You're Under 25)', The New York Times < https://www.nytimes.com/2020/09/30/arts/music/anthony-fantano-the-needle-drop.html?fbclid=IwAR27BzI6b_L6ceVbkPnR5pbpmvYCZeTb1tZJNd-GzpOxFjlKv8cDVWUAGpI> [accessed 29 April 2021].

[21] Simon Warner, 'Chapter 25: In Print and On Screen: The Changing Character of Popular Music Journalism', in *The SAGE Handbook of Popular Music,* ed. by Andy Bennett and Steve Waksman (London: SAGE Publication Inc., 2015), pp. 439-455 (p. 452).

[22] Benjamin Fly, 'How Does Music Consumption Impact the Music Industry and Benefit Artists?' (Senior Thesis, University of Arkansas, 2016), pp. 1-42 (p. 40).

[23] Benjamin Fly, 'How Does Music Consumption Impact the Music Industry and Benefit Artists?' (Senior Thesis, University of Arkansas, 2016), pp. 1-42 (p. 38).

never get old and among infinite fluid opinions that define the online music sources, a professional point of view can save the music industry from a regrettable depreciation.

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# COMMUNITY WELFARE IN DURIAN TREE *SLETONGAN* TRAILER: A CASE STUDY IN PEKALONGAN DISTRICT, INDONESIA

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**Abstract**

The practice of buying and selling *Sletongan* durian is a sale and purchase of durian carried out by both parties within a certain period of time and the object being traded is not clear in terms of quantity. This practice is often carried out by the people of Pekalongan District. The practice of buying and selling in the form of *Sletongan* durian is a form of *ijon* system which is basically prohibited by Islam. This study aims to determine how the transaction in the *Sletongan* model, the relationship between buyers & sellers in the *Sletongan* model, the public's view of the *Sletongan* model transaction and how the welfare of tree owners in the *Sletongan* model transaction. This research is a qualitative research. Data collection techniques using interviews, observation and documentation. The data analysis technique is descriptive research method by explaining existing social phenomena by developing concepts and gathering facts, but does not test hypotheses. Technique validity of data using triangulation techniques methods and triangulation of data sources. The results showed that the practice of buying and selling durian in the *Sletongan* model is a process of buying and selling durians that have not yet flowered or have not yet seen the object of goods that are traded and taken when they have been harvested for some time (harvest) which has been agreed at the beginning of the agreement by both parties. Transactions and pricing based on the estimated selling price of the harvest in the previous season. Buying and selling durian with the *Sletongan* model is something that is commonly done by the community. Even though the transactors already know about the law of selling and buying *Sletongan*, they do not care about it because it has become a hereditary habit and is ingrained in the community. Prosperity in the sale and purchase of the *Sletongan* durian model tends to side with the buyer, while the seller indirectly loses.

**Keywords:** Welfare, buying, selling, and *Sletongan*.

## 1. Introduction

Pekalongan Subdistrict, most of whose territory is upland, is one of the durian centers in Pekalongan. Of the several villages in Pekalongan sub-district which are centers for producing durian, among others are Lemahabang Village, Pekalonganrejo Village, Sawangan Village and Rogoselo Village with various kinds of durian characteristics in their respective areas such as *durian boyo* in Pekalonganrejo village (Kurniadinata et al., 2020).

During the durian season there are many opportunities for people to find a fortune, even though someone who is not a durian farmer. They can buy durian from farmers then sell them at market prices, even if the profits they get can exceed market prices. The durian season will also create jobs for the surrounding community to work as day laborers for durian farmers or masters. So that the economic activities created as a result of the durian season will lead to an increase in people's income to the welfare of the community. This welfare shows a good condition, a condition in which the people are prosperous, their needs are met, have sufficient income, are healthy and peaceful in carrying out their life activities in the community environment (Sundari et al., 2017).

Durian commodities that have high economic value are expected by the community to provide better income than before (Efendi et al., 2017). In practice, the sale and purchase of durian in Pekalongan District is carried out by both parties when the fruit is still on the tree and not yet harvested, so the quality and quantity is not known. The seller offers to prospective buyers or vice versa, to buy fruit that is still young, even most of them sell it in a state that is still in the form of flowers (flowers). Also, the buyer can bid and ask the seller of the fruit to sell the fruit when it is not yet fit for harvest, even though the harvest is done at the right time. Samukti, a durian farmer said "usually my durian doesn't sell. Grandma is still developing, Areng nggon Mr. Bambang (Big Farmer) and sometimes I sell *Sletongan*".

Prosperity for someone with a certain level of income cannot also be said to be prosperous for others (Dar, 2020). It explains that farmer welfare is explained from several aspects of household welfare which depend on the farmer's income level. Farmers' income that is not in accordance with household expenses will result in the status of the household's standard of living. Income is obtained by calculating the difference between the revenue received from the results of the business and the production costs incurred in one year (Gädicke et al., 2010). The existence of individual buyers of *Sletongan* durian will extend the marketing channel so that it will cut income for the seller. The length and shortness of the marketing channel of an item is indicated by the number of marketing agencies that the product passes from the producer to the final consumer. Therefore, the longer the distribution channel, the income of the durian farmer or seller will decrease.

The practice of buying and selling durian with the bonded system can harm either the buyer or the seller, because of the uncertainty of the quality and quantity of the object. If the buying and selling system is carried out with the correct system in accordance with Islamic teachings, the quantity and quality of the object is clear, this can improve the welfare of each party, both the buyer and the seller. The level of welfare in question is a concept used to express the quality of life of a community or individual in an area at a certain period of time (Bovenkerk & Meijboom, 2013). The concept of welfare that is owned is relative, depending on how each individual assesses the welfare itself (Azizy, 2019). Fulfilling the needs of the community is an indicator of the achievement of welfare for the community. However, events on the ground are different from what Islam teaches (Broom, 2019). The seller sells his durian out of necessity and the buyer takes advantage of this situation to make a profit by bidding less than the market price. So it can be said that the determinant of the price in this system is the buyer (Bae & Park, 2019). Bambang, said "I buy durians to people who usually sell them right on the tree ... I bid the price according to my wishes, if and sometimes I lose, usually there is crop failure due to wind and the durian on the rubble".

Based on the researcher's observations, the impact of this bonded bond system is felt more by the buyer, or in other words, the skipper who has a large market share. The greater the capital they have, the wider the market share they have, so that the welfare of buyers increases (Mérel & Sexton, 2017). This study aims to find out about the bonded bond system in the *Sletongan* model, the relationship between buyers and sellers, people's views and the impact of the bonded bond system in the *Sletongan* model on people's welfare. Therefore, based on the observations of researchers in the field, researchers are interested in examining how far the community's welfare is in the bondage of durian buying and selling transactions with the bonded system with the title "Community Welfare in the Durian Tree *Sletongan* Trap (Case Study of Durian Tree *Sletongan* Practices in Pekalongan District, Kab. Pekalongan) ".

This study aims to determine how the transaction in the *Sletongan* model, the relationship between buyers and sellers in the *Sletongan* model, the public's view of the *Sletongan* model transaction and how the welfare of tree owners in the *Sletongan* model transaction.

### 2. Durian *Sletongan* Model Sale and Purchase Transactions

The practice of buying and selling durian in the *Sletongan* model that occurs in Pekalongan District is a process of buying and selling durians that have not yet bloomed or have not yet seen the object of the object being traded and taken when it has been harvested for some time, the cut (harvest) has been agreed at the beginning of the agreement by both parties who transact. Durian is the object of sale and purchase transactions in the *Sletongan* model because it has a high selling value compared to other types of plants and durian is the most common commodity found in the Pekalongan sub-district (Prasetya et al., 2020).

Determination of *Sletongan* Durian Model Sale and Purchase Pric. The selling price of *Sletongan* durian yields is determined based on the calculation of the selling price of the harvest in the previous year's season. The price referred to here is the wholesale price (cut). This price is calculated from the harvest habits of certain durian trees in previous seasons. Meanwhile, the determination of the number of pieces (harvest) is adjusted to the money needed by the seller. The more money is asked for, the more pieces (harvest) the buyer will receive. For example, a buys durian B with *Sletongan* as much as 4 trees for Rp. 6,000,000 for 4 pieces (harvest). The discounted price is estimated at Rp. 1,500,000 million based on previous year's yields with an estimated number of harvests of 4 trees reaching ± 500 pieces.

How to contact each other in the sale and purchase of *Sletongan* Durian models? The practice of buying and selling durian in the *Sletongan* model in Pekalongan District is carried out at any time depending on whether or not there are those who sell durian with the *Sletongan* model. Most of the people who sell durian with the *Sletongan* model come directly to the prospective seller's house based on information from neighbors, relatives, or certain people who act as intermediaries (brokers). A buyer is usually someone who is used to buying durian and has sufficient capital to make a transaction. Conversely, if there is no buyer who takes the initiative to find information about people who will sell durian with the *Sletongan* model, usually a seller will go to the house of someone who usually buys durian. Sellers usually know who often buys durian with the *Sletongan* model (Prathyusha et al., 2013). The buyer is usually a durian boss who has a large capital to make durian buying and selling transactions using either the *Sletongan* or other models.

The way sellers or buyers contact each other or look for information that is mostly done is by going directly to the buyer's house (Cespedes & Heddleston, 2018). This is because the motive for selling durian with the *Sletongan* model is because prospective sellers are pressed by economic needs (Mosen et al., 2020). So that the seller tries to find people who usually buy durian with the *Sletongan* model to get money to meet their economic needs. There are also those who use intermediary services to search for information on people who are willing to buy durian with the *Sletongan* model. However, most sellers prefer to find information on their own without using intermediaries because it will add to the expense of the wages of someone who acts as an intermediary. After the seller contacts the buyer, usually the seller immediately offers the durian fruit crop that will be sletonged while explaining to the buyer the number of durian plants or trees to be sold using the *Sletongan* model. A custom that occurs in Pekalongan Subdistrict is that the sale and purchase of *Sletongan* durian fruit is carried out by parties who have a close relationship and are familiar with each other. Thus, people who buy basically know the ins and outs of the *Sletongan* object so that the seller is not too complicated to explain the object of the *Sletongan*.

How to Consent in the Sale and Purchase of *Sletongan* Durian Models? The consent of the qabul in the sale and purchase of durian with the *Sletongan* model in Pekalongan District is carried out by both parties orally in clear, clear words that can be understood by both parties after an agreement has been made on what was previously negotiated apart from being stated in the statement, the buyer asks to be presented with a witness and a written agreement is made. Witnesses usually come from the closest person to the seller, either the messenger or the intermediary (Roberts et al., 2020). This is done to avoid something that is not desirable in the future.

### 3. Buyer and Seller Relationship in the *Sletongan* Model Durian Sale and Purchase

In a trade, establishing a relationship with partners is an important component in running the wheels of trade (Feyrer, 2019). In Islam, the relationship between humans and humans is called *habluminannas*, while the relationship between humans and Allah is called *habluminallah* (Adinugraha, 2013). These two things are mutually sustainable to gain the pleasure of Allah SWT in carrying out daily activities (Adinugraha, Hasan, et al., 2020). Every human being is obliged to establish a good relationship with each other and is obliged to pay attention to his obedience to Allah SWT by carrying out the Islamic religious law (Board et al., 2021).

The relationship between the seller and the buyer of *Sletongan* durian is a trading partner and a relationship of mutual help. It is called a trading partner because both parties carry out transactions with commercial motives for their business (Hejazi et al., 2017). The tree owner sells the *Sletongan* durian model to get funds for his economic needs, while the buyer buys the *Sletongan* durian model with the hope of getting a profit without risking loss in his business. Then, the relationship between the buyer and the seller can be called a relationship whose purpose is to help each other (Dritsaki & Dritsaki, 2020). This is due to the fact that in carrying out the transaction, the motive of the buyer is to help the tree owner (seller) who is experiencing economic difficulties by giving a certain amount of funds to the tree owner but with a durian tree guarantee for a certain period of time. The result of this guarantee can be used as a form of debt payment in accordance with the money given to the owner of the tree.

The sale and purchase of the *Sletongan* durian model involves the buyer and seller as parties bound by a sale and purchase agreement. In implementing this agreement, both parties must exercise their respective rights and obligations according to their position. The buyer has the right to take full advantage of the object being traded, namely the durian until the time limit stated in the agreement. Meanwhile, the seller has the right to receive money for selling durian in accordance with the agreement and the seller is not allowed to use or resell it before the contract period is over. However, along the way, there were problems that resulted in the separation of the two parties. Among the problems that occurred was the violation of the time of the agreement (Ismail et al., 2013). Sometimes, the seller resells his durian with the *Sletongan* model with other people before the end of the agreement, which results in loosening or even breaking of the relationship between the two parties. This was said by Mr. Kalari as the buyer of the *Sletongan* model durian.

"Previously, I had a problem with him (the tree seller or owner), so the amount should be 4 pieces, but before the 4 pieces are finished, they are sold first, they are sold again before the cut is finished. I told him he said he forgot, but I didn't know that he really forgot or was just an excuse. I'm actually annoyed. Then yes, it is quite trivial if you meet him. Maybe because he was embarrassed when he met me".

In line with what Mr. Turnaji said as the seller, he said that it was true that there had been a conflict in the sale and purchase of durian transactions. "Yes, that's right, I once sold a durian that I slipped before the cut was finished. Because at that time I needed money, so I sold it again without the previous buyer knowing. When I found it, I was embarrassed, but I have explained everything and I have finished it".

Based on the interview above, establishing a relationship with good communication is important in maintaining friendship (Holik & Sanda, 2020; Korstjens et al., 2021). The sale and purchase of the *Sletongan* durian model, which is a form of buying and selling bonds, can have a positive and negative impact on the relationship between the two parties. The positive impact that occurs is a sense of joy because you can help each other. The negative impact that occurs is the separation or even breaking of the relationship between the two parties.

### 4. Community Views on the *Sletongan* Model of Durian Buying and Selling Transactions

Transactions in buying and selling are inseparable things in community social activities (Adinugraha et al., 2016). In Islam, buying and selling transactions are allowed and some are not. One of the transactions that are not allowed is a sale and purchase transaction that contains *gharar* elements, namely the unclear object of the transaction, its price and its form (Adinugraha et al., 2020). In the case of the sale and purchase of durian, the *Sletongan* model is included in the buying and selling of *gharar* where the object of the sale and purchase is not clear in its form (Adinugraha & Sartika, 2019). In this study, all informants are followers of the Islamic religion, of course, as Muslims, they must obey the Islamic religious law (Sartika & Adinugraha, 2016). People who buy and sell durian with the *Sletongan* model have different views. The following are the results of research that has been carried out from the perspective of buyers, sellers and workers regarding the sale and purchase of durian using the *Sletongan* model:

1. Buyer's view

According to Mr. Witnyo as the buyer, he said that buying and selling of durian in the *Sletongan* model has become a habit that has been done for a long time. Durian fruit, which has high economic value, is an opportunity for capital owners to do business in the durian business. The main motive is because of the huge profits. "I've always bought durian here. The results are good, very profitable. I often buy durian *Sletongan*, because the results are profitable and I will not lose. So, *Sletongan* durian is normal here".

According to Mrs. Karmonah, as the buyer, said that the sale and purchase of *Sletongan* durian models is common in the Pekalongan area. The profit that will be obtained and the absence of losses obtained by the buyer are the main motives in deciding to buy and sell durian with the *Sletongan* model. "In my opinion, *Sletongan* is mediocre and here it is common with *Sletongan* duren. Even though it is said that religion is prohibited, in fact many people buy durian from *Sletongan*. Even those who are *ustadz*, religious leaders have not been able to durian *Sletongan*. I think that while I'm not cheating it doesn't matter. The important thing is to get money and I will not lose if I buy *Sletongan* durians".

Based on the results of the interview above, it shows that according to the buyer's view, people are already accustomed to buying and selling durian with the *Sletongan* model. As a buyer, the hope is that the profit will be obtained and the buyer will not experience a loss.

2. The seller's view

According to Mr. Casono, as the seller, said that buying and selling of durian models in *Sletongan* is something that has been often done by the community. The motive of the buyer is profit, while the motive of the seller is because he needs money. "*Sletongan* durian is only natural here, there are already many who sell *Sletongan* durians. Because someone needed money, so they sold the durian in *Sletongan*. I offer it to people who usually buy. And most of them want to buy it, because if you buy *Sletongan* durian there is no possible loss".

According to Mr. Sahroni, he said that the sale and purchase of durian in the *Sletongan* model is a community habit that has been implemented long ago. "*Sletongan* durian is common here. From time immemorial it has existed. In my opinion, it is normal, even though the word *Sletongan* according to religion is not allowed. But there are still many who buy. If in my opinion it is fine because yes, how about it, it has become a habit of the people here".

Based on the results of the interview above, it shows that according to the seller's view, buying and selling of durian in the *Sletongan* model is a common habit that is considered normal by the people of Pekalongan.

3. The view of the worker

According to Mr. Widodo as a durian picking worker, he said that in the *Sletongan* durian system the beneficiary is the buyer. "In my opinion, *Sletongan* durian only enriches the durian boss (buyers) because they will never lose. The more *Sletongan* durian, the more income will be".

Then, if it is seen from the point of view of the Shari'a, that the system of buying and selling durian in the *Sletongan* model is the same as the *ijon* system which is not legally allowed. According to Casmuji, durian buyers actually know about the law of buying and selling durian with the *Sletongan* model, but they don't care about it. "All the buyers here are Muslims, and they may actually know that graft is not allowed in Islam. But they don't care about that, maybe because it has become a habit here huh. In the end, they don't get it right when they buy *Sletongan* durians like this. They do not care haram or lawful ".

Based on the results of the interview above, it shows that according to the workers' view, buying and selling durian with the *Sletongan* model is something that is commonly done by the community. Even though the transactions already know about the law of selling and buying *Sletongan*, they do not care about it because it has become a hereditary habit and is ingrained in the community.

**5. Tree Owner's Welfare in *Sletongan* Model Durian Sale and Purchase Transactions**

Prosperity is a condition where all needs can be fulfilled evenly, both physical and spiritual needs for daily life (Anwar et al., 2020). In another sense, a person can be said to be prosperous if the income is greater than the expenses (Slama, 2016). In the context of buying and selling durian with the *Sletongan* model, there are two parties who transact with each other, namely the seller and the buyer. The seller is the owner of the tree while the buyer is the beneficiary of the durian fruit harvest (Nugroho et al., 2020).

Based on the results of the interview, it shows that the party who benefits in the sale and purchase transaction of durian using the *Sletongan* model is the buyer. Buyers can get a profit of up to twice the purchase price. According to Mr. Damuri as the buyer of durian, said that the advantages of buying durian with the *Sletongan* model are very promising and will not harm the buyer. "I think the profit buying durian *Sletongan* is big. For example, if I buy *Sletongan* durian four pieces (four seasons) for four million, then I can get double the profit, even more than that. In fact, buying *Sletongan* durian will not suffer a loss. Because if, for example, when the harvest has not reached the purchase price, then I will not deduct it. So suppose I buy four pieces at a price per piece of four million, and when the second season the harvest is less than or equal to the purchase price, I don't receive the discount during that season and will be replaced with the following season".

In addition, Mr. Riyanto as the seller said that the buyer is the beneficiary. He said that actually as a seller he feels disadvantaged and the buyer is the party who gets the benefit. "Actually, it's a loss, if for example I managed it myself, maybe I could get eight million or more. But because I didn't sell *Sletongan*, I only got four or five million at most. And that clearly benefits the buyer, because the buyer will never lose. When the loss occurs or the result is not more than the purchase price, they usually return the durian to me, or I can sell it according to the number of durians on the tree. I did *Sletongan*, yes, it's not really my intention, bro. But what about it, because at that time I needed money, so I was forced to sell a sletogan so that I could get money for my needs".

According to the narrative expressed by the workers, the benefits obtained by buyers of *Sletongan* durian models are very large and will not harm the buyers. This was expressed by the worker, namely Mr. Ciswanto said "*Sletongan* durian is clearly profitable for the buyer. How not profitable, wong, for example, when there is a season when the harvest fails, just return it to the owner of the tree, bro. Buyers don't want to accept that their harvest doesn't exceed the purchase price right at the start. And later the number of pieces will be changed in the following season, if the result is not according to the purchase price, then it will be changed in the next season until you really get the appropriate profit".

The results showed that the durian business would contribute to the welfare of the buyer. This is in line with research expressed by Mochamad

Machrus Ali, who explained that durian farming has a high enough contribution to total income with a total income score of 84.51%. However, this is inversely proportional to the welfare of the seller, which can be said that indirectly the seller experiences a loss. This is because the selling value of durian with the *Sletongan* model is smaller than selling durian with a system other than *Sletongan*. This was revealed by Mr. Tarsono that the selling value of *Sletongan* durian is less than without *Sletongan*. "This durian *Sletongan* is smaller than I sell it myself or I sell it when I have the fruit. If I sell it when it's there, it's clear. Suppose a tree bears 100 fruit, then just count 100 times 10,000, for example. So that's clear. But if it's *Sletongan*, we don't know how many of the fruit will be. And the calculation of selling per fruit is smaller than without *Sletongan*.

In addition, according to economics, welfare is a subjective matter, so that every household or individual in it has different guidelines, goals and ways of life which will then give different values about the factors that determine the level of social welfare in society (Purwanto et al., 2020). So, the indicators of the welfare of each individual vary depending on the perceptions of each individual. Based on this theory, the welfare of the durian buying and selling transactions using the *Sletongan* model depends on the perceptions of each individual. This is because in the sale and purchase of the *Sletongan* model of durian, there are those who feel the level of welfare has increased and some feel that they are not.

In addition, it can be seen from the level of income earned by each actor differently. There are differences in the income of the buyer and the seller (Adinugraha, 2020). The buyer tends to experience an increase in income, while the seller does not experience an increase in income. This was said by Agus Wijayanto as the buyer of the *Sletongan* model durian: "*Alhamdulillah*, by buying *Sletongan* durians, my income will increase, I want them to buy more *Sletongan* durians. Because automatically the more my income will be. And also the buyer may not lose if buying duren *Sletongan*".

Then, Mr. Sahroni as the seller said that as a seller there was no increase in income. "Yes, my income is mediocre. Because selling *Sletongan* includes selling cheap. Because I need fast funds and I have durian, so I sell *Sletongan*". In line with what was said by Mr. Sahroni and Mr. Agus Wijayanto, Rohani as a worker said the same thing that buyers tend to increase their income, while sellers have stagnant income. "In my opinion, the more *Sletongan* durian (buyers), the more income will automatically be obtained. But if the seller is like that. Buyers are unlikely to lose, while the seller of *Sletongan* durian sells it cheaper and the income is like that".

Based on the results of the interview above that in the sale and purchase transaction of the *Sletongan* model durian the buyer has an increase in income so that it can be said that his welfare has increased. Meanwhile, the seller does not experience an increase in income so that the seller's welfare has not been felt (Adinugraha, 2017). This is in line with the theory expressed by Sajogyo, the indicators used in measuring welfare are to use two approaches, namely income and expenditure. So, the greater the income, the welfare will increase.

## 6. Conclusion

Based on the discussion that has been described, the conclusion can be drawn as follows: The practice of buying and selling durian in the *Sletongan* model is a process of buying and selling durians that have not yet flowered or have not seen the object of goods that are traded and taken when they have been harvested for some time. Agreed at the beginning of the agreement by the two transacting parties and determining the price based on the estimated selling price of the harvest in the previous season. The sale and purchase of the *Sletongan* durian model has a positive and negative impact on the relationship between the two parties. The positive impact that occurs is a sense of joy because you can help each other. The negative impact that occurs is the separation or even breaking of the relationship between the two parties. Buying and selling durian with the *Sletongan* model is something that is commonly done by the community. Even though the transactors already know about the law of selling and buying *Sletongan*, they do not care about it because it has become a hereditary habit and is ingrained in the community. Prosperity in the sale and purchase of the *Sletongan* durian model tends to side with the buyer, while the seller indirectly loses.

Based on the results of the research that has been described, the suggestions that can be conveyed are as follows: There is a need for counseling by government agencies or community leaders on the importance of knowing the law of buying and selling *Sletongan* to the community so that the implementation of muamalah is in accordance with Islamic law and does not harm either party. Further research is needed on the sale and purchase transaction of the *Sletongan* model durian because of the lack of research on the *Sletongan* model transaction.

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# THE IMPORTANCE OF INTERNATIONAL EXPERIENCE THROUGH STAFF MOBILITY PROGRAMMES IN HIGHER EDUCATION

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**Abstract**

Training and teaching staff mobility programmes represent an ideal opportunity for establishing contacts with the professors and students from foreign universities in order to make an experience exchange on learning and teaching methods. This exchange contributes to the academic process on both sides and creates international learning experience for everyone involved in this fruitful endeavour. The Erasmus+ mobility programmes lead to acquiring knowledge or specific know-how from the experiences and good practices abroad, as well as practical skills relevant for the professional development. As we will demonstrate in our presentation, this kind of experience also helps building up cooperation for research between higher education institutions and it consists in tuning with other methods of teaching, learning and assessment in an international environment.

**Keywords:** internationalization, mobility, experience, advantages, education

Mobility is both a physical and intellectual concept. Apart from the touristic aspect, travelling and meeting people from other countries can influence the range of perspectives, widening the horizon and leading to new ways of accumulating notions and ideas that can be put into practice in all the fields of activity, including higher education. A professor who observes and learns new modalities of teaching from foreign educational systems can only improve their activity when coming back home. Although there is the possibility of reading about the modern teaching methods implemented by foreign universities, the direct observation is essential for an accurate assimilation of knowledge. That is why staff mobility programmes represent a priceless opportunity for professors to refine their teaching skills and also to present their counterparts the methods used in the educational systems from their countries of origin. It is an outstanding exchange of ideas that can only lay the groundwork for a viable improvement of the higher education frameworks from all the countries involved. Learning from each other is the pivotal element of a more and more internationalized educational landscape and this is the paramount reason for establishing such staff mobility programmes as Erasmus+, the most representative and efficient of them all. It's a programme which gives the opportunity to talk to people from other cultures, and listening to what the others have to say is essential for a healthy personal development which enables the individual to embrace a tolerant, open-minded, unbiased perspective, as Parker Palmer and Arthur Zajonc emphasize: "Storytelling can create community at an even deeper level: the more one knows about another person's story, the less one is able to dislike or distrust, let alone despise, that person"[24].

Launched in 1987 as a student mobility programme, Erasmus+ has continuously evolved and by now almost ten million persons have already benefited of the extraordinary advantages provided by this enormous programme

[24] Parker J. Palmer, Arthur Zajonc, with Megan Scribner, *The Heart of Higher Education: A Call to Renewal, Transforming the Academy through Collegial Conversations*, Jossey Bass, A Wiley Imprint, San Francisco, 2010, p.139

funded by the European Union. The generous goals of Erasmus+ are invariably fulfilled every year and this major accomplishment induces a sense of inclusion, contentment and pride for everyone involved in this admirable project, as the EU officials stressed with the occasion of the 30th anniversary of Erasmus+ Programme in 2017: "This platform for European and international mobility and cooperation brings people from different backgrounds together. It provides them with the competences needed to lead independent, fulfilling lives and helps them find their place in our societies and develop a sense of a European identity – an identity that complements our national, regional, local identities. (…) Widely recognised as the most successful EU programme, Erasmus+ provides us with a concrete example of the positive impact of European integration and international outreach, having enriched the lives of nearly 2 million people from Europe and beyond between 2014 and 2016 alone!"[25].

Meeting new people and ideas is fundamental for everyone taking part in this successful project, both students and teachers or professors. Their unmediated experiences have set the framework for consolidating a sense of tolerance and togetherness, being a reliable tool for enhancing the feeling of being part of a community in which diversity is cherished and supported: "The Erasmus programme is one of the EU's most iconic initiatives, and its latest incarnation is the most significant leap forward in more than a quarter of a century. Erasmus+ encompasses a range of new ideas that have the potential to drive European student mobility forward in terms of both quality and quantity, while embracing the use of digital solutions – just as its main beneficiaries are becoming the first truly connected generation. The European University Foundation (EUF) and the Erasmus Student Network (ESN) are wholly committed to making Erasmus+ a success, because student mobility is Europe's best tool to bring future generations closer together. Enabling students to live abroad for several months, to forge friendships with peers from across the

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[25] https://ec.europa.eu/programmes/erasmus-plus/anniversary/30th-anniversary-and-you-_en

continent and to become acquainted with societies and traditions other than their own gives them an opportunity to benefit from an experience that should foster tolerance and have a direct positive impact on society at large"[26].

The mobility projects for higher education staff provide two kinds of experiences, both of them intending to increase the level of integration of educational skills and methods for all the sides involved:

- training periods: this activity supports the professional development of higher education institution (HEI) teaching and non-teaching staff, as well as the development of involved institutions. It may take the form of training events abroad (excluding conferences) and job shadowing/observation periods/training at a partner HEI, or at another relevant organisation abroad.
- teaching periods: this activity allows HEI teaching staff to teach at a partner HEI abroad. Staff mobility for teaching can be related to any subject area/academic discipline[27].

A period abroad can combine teaching and training activities and the results of such an experience can only outline the essential intentions of a programme aiming for modernization and internationalization under the motto "In varietate concordia/ United in diversity". And the academic staff carrying out mobility activities should expect the following desirable outcomes:

- improved competences, linked to professional profiles;
- broader understanding of practices, policies and systems in education, training or youth across countries;
- increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations;
- greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;

[26] https://uni-foundation.eu/uploads/2015_erasmus_1_year_review.pdf
[27] https://ec.europa.eu/programmes/erasmus-plus/programme-guide/part-b/three-key-actions/key-action-1/mobility-higher-education-students-staff_en

- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners, young people and volunteers;
- greater understanding and responsiveness to social, linguistic and cultural diversity;
- increased ability to address the needs of the disadvantaged;
- increased support for and promotion of mobility activities for learners;
- increased opportunities for professional and career development;
- improved foreign language competences;
- increased motivation and satisfaction in their daily work[28].

Teaching staff mobility programme gives the academic staff a clear opportunity to spend a teaching period of up 6 to weeks at a higher education institution in another participating country with certain objectives that can contribute to the permanent development of educational systems all over the continent. The staff mobility intends to:

- encourage higher education institutions to broaden and enrich the range and content of courses they offer;
- allow students who do not have the possibility to participate in a mobility scheme to benefit from the knowledge and expertise of academic staff from higher education institutions and from invited staff of enterprises in other European countries;
- promote exchange of expertise and experience on pedagogical methods;
- create links between higher education institutions and with enterprises;

[28] https://acro.ceu.edu/erasmus-teaching-mobility-academic-staff [accessed 27 January 2020]

- motivate students and staff to become mobile and to assist them in preparing a mobility period[29].

And the feedback acquired demonstrates that these objectives can truly be achieved. Erasmus+ programme has a distinct and positive impact on students and academic staff, as all the surveys and analysis have indicated over the years. The Erasmus+ Higher Education Impact Study measures and analyses the ways in which the mobility programme influences students who undertake learning or training periods abroad, in particular the impact on individual skills enhancement, employability and a sense of shared European identity. The study also analyses the impact teaching and training mobility has on academic staff, in particular on their skills, attitudes and use of innovative methods, as well as the institutional impact on the Higher Education Institutions (HEI) themselves. The most recent study explored four main target groups and several subgroups: Erasmus+ students prior to their stay abroad and after their return, graduates with Erasmus+ experience, academic and non-academic staff with Erasmus+ experience, as well as Higher Education Institutions involved in Erasmus+ projects[30]. The latest Erasmus+ impact study released by The European Commission was conducted between January 2017 and April 2019, and was based on 77,000 survey responses from students, staff and higher education institutions. The results are as follows[31]:

**Students in Higher Education**

72% of students who did study or training mobility said it had been highly beneficial to finding their first job. On top of that, 40% stated that they were offered jobs inside the companies/organisations where they did their traineeships. The results also showed that those students going abroad often

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[29] http://esci-paris.eu/wp-content/uploads/2015/05/5-erasmus-staff-mobility
[30] https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-impact-studies-factsheet_en
[31] http://vubtoday.com/en/content/erasmus-programme-has-clear-impact-students-and-staff-after-their-stint-abroad-according-new [accessed 11 March 2020]

changed their study plans, because after this experience they were able to have a much clearer idea of what they wanted to do in their future careers. The study showed that the Erasmus+ participants who are working were happier in their work than those who did not participate in this programme. 32% of students also felt more European after their mobility period compared to the time before they left (25%). Moreover, the study showed a strong association between participation in the Erasmus+ programme and the development of skills for employment and social cohesion. 9 in 10 said that adaptability, interactions with people from other cultures, communication skills and intercultural competences were significantly improved due to their experience abroad.

**Higher Education Staff**

Improvement of social skills, intercultural and social competencies was mentioned by members of staff who went abroad through the Erasmus+ programme. 60% of staff reported to be more innovative and make more use of information and communications technology (ICT) after having gone abroad. The main drivers given for going on staff mobility were to enhance professional and institutional advancements - networking (93%), field knowledge development (93%), experience different learning and teaching methods (89%)[32]. The impact study reveals that Erasmus+ mobility of academics improves teaching and learning practices, staff skills and competencies:

• 43% of academic staff who went to teach or train abroad with Erasmus+ started to use at least one new innovative teaching method during their stay abroad.

• They connect more with the labour market, with 60% involving staff from enterprises in their courses, compared to 40% of non-mobile academics.

• The impact of Erasmus+ on innovative curriculum development and modern teaching practices spreads beyond participants. More than 80% of

[32] http://vubtoday.com/en/content/erasmus-programme-has-clear-impact-students-and-staff-after-their-stint-abroad-according-new [accessed 11 March 2020]

academics report that participating in the programmme has led to improvements in these areas in their faculty[33].

**Higher Education Institutions**

Erasmus+ proved to be very important to 9 in 10 institutions' strategies to international competitiveness and programme quality. Lots of institutions reported a constant over-demand for student and staff mobility programme, while students and staff generally reported an improvement in the support available to them for going on Erasmus+ programmes. An imbalance was noted between demand for mobility (very high) from students and staff and supply for places in the Erasmus+ programme, but institutional support for participating had improved markedly since 2014. Another important consequence of the mobility is that Erasmus+ cooperation projects strengthen innovation and entrepreneurship: "Cooperation projects contribute to entrepreneurial education and entrepreneurship, and one in three leads to or contributes to the creation of spin-offs and start-ups, directly contributing to emerging entrepreneurs"[34]. There is an academic environment in constant movement and expansion, this blend of ideas and experiences leading to a certain widening of academic, social and economic perspectives, a predictable, natural evolution of the universities, as Clayton Christensen and Henry Eyring notice: "Responding to the risks facing traditional universities requires understanding not only their current competitive environment but also their evolutionary behavior. Like most organizations, universities resemble living organisms in an important way: they seek not just to survive, but to grow and improve in scale, scope, and prestige. Once the typical organization has more than a few employees and has experienced a degree of success, predictable genetic tendencies switch on. These tendencies start to

[33] https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-impact-studies-factsheet_en
[34] Ibidem

dominate planning and investment processes, driving the organization to make things bigger, better, or both"[35].

The testimonials of students and professors who have taken part in Erasmus+ mobility activities are a clear indicator of the feasibility of this programme. Erasmus+ produced many success stories as a survey taken with the occasion of the 30th anniversary of the programme proved beyond any doubt. The participants stated they improved their chances of finding a job, developed fresh perspectives on sustainable development, learned a new language, gained a clearer idea of European citizenship, or found the passion for volunteering[36]:

Małgorzata Walentynowicz (Poland): "People who are able to travel can discover other cultures for themselves and appreciate diversity. This is something that you cannot learn just from television". Małgorzata appreciates the opportunity to learn how other countries function, explore different cultures and embrace diversity. Erasmus was the programme that enabled her to follow her unique path of self-discovery. "I now feel European", she says.

Félix González Ardanaz (Spain): "The Erasmus experience made me feel like a global citizen. I'm at home in any place in the world". Looking to the future, Félix is confident that European education systems will teach more about diversity to foster openness to other cultures: "Europe is a marvelous mixture of cultures and we need to know how to deal with that".

Enrica Sciandrone (Italy): "I became more mature and confident as a result of the [Erasmus] experience. I am definitely more open to other cultures".

Gary Diderich (Luxembourg): "The Erasmus+ experience has deepened my understanding of all kinds of people from different backgrounds. This has continued to help me in my work, as I deal with lots of people every day".

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[35] Clayton M. Christensen, Henry J. Eyring, *The Innovative University: Changing the DNA of Higher Education from the Inside Out*, Jossey Bass, A Wiley Imprint, San Francisco, 2011, p.8

[36] https://ec.europa.eu/programmes/erasmus-plus/anniversary/all-stories_en

Stasele Riškienė (Lithuania): "Each project pushed me forward, giving me tools, ideas, inspirations and new contacts so that I could become a better teacher and work to improve the quality of education in my school. (…) Improving the language skills of educational staff and pupils, gaining intercultural competences and broadening the scope of teaching techniques and methodologies are just some of the benefits".

Grațian Mihăilescu (Romania): "I always wanted to make a change in the world, even if on a very small scale. The Erasmus Mundus experience gave me new perspectives and a sense of belonging to a global community. In global projects, we gain a true cultural understanding, broaden our perspectives and create personal bonds with people. By this kind of cooperation, we can make the world a better place".

Rosemarie Albrecht (Germany): "Speaking languages makes me feel European because it enables me to communicate with people, to create bonds with them. We deal with similar problems, we dream about similar things, even if our daily realities are very different".

Aykut Subaşi (Turkey): "Partnership is vital because sustainability means that different areas function together in harmony". Before discovering Erasmus+, Aykut was struggling to find a clear career direction but he "finally realised that [he] could fulfil [his] dreams" and his self-confidence grew.

Irene Goméz Arnáiz (Spain): "Erasmus+ has not only opened my mind but allowed me to take responsibility of my capacity and build trusting relationships across nations with my hard work and dedication. (…) Through different encounters, I got to learn about various cultures, places and people, all of which contributed to an increased feeling of belonging to the exceptional European community"[37].

I couldn't agree more with the opinions afore shared as I can testify from my personal experience that Erasmus+ programme has proven to be an

[37] https://ec.europa.eu/programmes/erasmus-plus/anniversary/all-stories_en

invaluable experience to me, too. During my four mobility periods – Opole (Poland) in 2016, Madrid (Spain) in 2017 and 2019, and Tarragona (Spain) in 2018, I had the opportunity to get acquainted with people with different cultural backgrounds, to learn new methods of learning and teaching, to refine my professional skills and improve my teaching techniques. The internationalized environment made me understand that the academic community can only get better in such a diverse and complex context. I met professors and students from numerous countries who carried out excellent cooperating activities, conducting different projects and fulfilling certain tasks together. We set up interdisciplinary collaborations which concretized in scientific studies and articles published in reviews issued by the higher education institutions involved in the programme. For instance, professors from Poland and Spain attended our scientific conferences and delivered studies for the reviews of the Faculty of Letters of the University of Craiova and the other way around. A desirable outcome that can only emphasize the feasibility of a mobility programme that connects people and communities, shares principles and ideas, and aims to be a remarkable cultural exchange platform for people all over Europe and beyond. In conclusion, Erasmus+ indisputably contributes to the development and modernization of the academic systems and provides international learning and teaching expertise to everyone involved in this fascinating social and intellectual experience.

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# TERMINALS IN SYSTEM ANALYSIS

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**Abstract**

This study aims to provide clarification on system analysis and the presentation of a system analysis report. The method used is meta-analytical. The conclusion is that the system analysis a) highlights the structure, factors, functions, processes and objectives / goals of the system, b) shows the extent to which the system achieves its objectives, c) whether there are computational tools that provide feedback and feedforvard , e) warns about the negative evolutions in the system and f) leads to the optimization of the presence of the system in variable contexts.

**Keywords**: system analysis, system, functions, factors, processes

## 1. What is system analysis

Any type of field / activity / profession / art can be seen as a set of interventions, methods and techniques of programming, organization, resource allocation, control and action that ensure the implementation and achievement of proposed / established objectives. One way to reduce this complex concept to essence is to analyze it operationally as a set of components (Fitzgerald, et al., 1973). In a logical-temporal sequence the operational articulation of any system can be seen as

a) the initial state of a system;

b) representation of a future state;

c) the actions exercised on the system and its environment in order to determine an evolution that tends towards that projective representation.

Any state of a system (past, present, future, possible) is expressed through benchmarks that contain on the one hand the elements and on the other hand its fundamental laws. These terminals are identified and revealed by analysis.

A system is defined by its structure, functions, processes and internal factors. By definition, analysis is a scientific method of investigation / research that is based on the systematic and conceptual study of each element (Kothari & Nagrath, 1989; Palade, Bratucu & Demeter, 2013;Ciobanu, 2019). More precisely, it consists in identifying, differentiating, determining the composition of a system and categorizing its primary, constituent elements, by detecting the relationships between these elements and by radiographing the functions performed by them within the system.

Generally, operational analysis and system analysis are seen separately; operational analysis is mainly concerned with functions as operations, as influences; the system analysis would only deal with the identification of the elements that structure the system.

Of these two types of analysis, the latter is the subject of fundamental concerns, having a crucial importance especially in the subsystems with the role of evaluation, management-monitoring, whose purpose is to support the decision-making act (Gioroceanu, 2018; Balan, 2019; Saeed, 2019).

The system analysis can focus on general aspects, which involve extensive processes at the level of an organized entity, but also specific aspects channeled on processes whose management requires a specialized approach.

**2. System analysis reports**

Each system has an automated loop whose main task is to report on what the system has proposed and what it has achieved. In this sense, system analysis reports are prepared. It requires a lot of rigor and responsibility in the elaboration of the analysis reports, especially in the formulation of the conclusions that must be subsequently taken in the shit by the decision-making system operator (leader, manager, project director) (Oprea, 2021; Li, 2021; Johnsson et al. 2021; Jusoh et al. 2021; Ali Garcia et al.2021). A well-informed leader in system analysis is aware that documents drawn up along these lines often address negative issues, with positive ones possibly being proposed as role models. Identifying the negative aspects, the disturbing or inhibitory factors that act within and / or on the system is a key element in approaching the variants of action. System analysis reports are always an opportunity to identify the most suitable solutions for optimization. In this context, for example for managerial systems, although the analysis activity for the managerial area is generally received reluctantly or adversely by persons who are part of or have a direct relationship with the subsystems concerned, this should not be seen as a nuisance. the merits of those in the above-mentioned category, but as an efficient control system (similar to a control panel equipped with measuring instruments for various variables), available to the manager. A common view is that control tools can often be set aside by the manager who masters the "art of leadership", but when important decisions need to be made about systems whose complexity exceeds even the rapid computing power of to a refined intellect, we can be sure that any capable manager will seek a solid foundation of his decisions based on specialized analysis activities, carried out projectively-anticipatively, not punctually-corrective.

A system analysis aims at the precise knowledge of the components of a system both statically and dynamically, according to the following schematic representation:

- elements of the organizational architecture of the system - organizational entities, actors, actors;

- elements of ideation, conception, doctrinal elements (strategies, norms, policies, objectives, tasks, etc.):

– factual / procedural elements (acts, facts, processes, activities, actions, operations, procedures, methods, etc.);

– material elements (means, infrastructure, endowments, etc.).

In this representation, people, as parts of some entities of, using available evils, contribute by deeds to the fulfillment of the objectives that represent the pragmatic transposition of the system strategy and tactics.

From a decisional point of view, the system analysis is placed in the diagnosis-prognosis cycle. System analysis reports are useful to decision makers to organization leaders insofar as they provide:

- an overview of the state of the system, factors, components (elements) of the system and the actions / interactions / transactions between them (highlighting the effects of each action / interaction / transaction within the system), operational flows on each component: human , technical, technological, material, financial, decisional;

- an image of high accuracy, as realistic as possible, consistent, cohesive and coherent of the possible / probable evolution of the system. starting from the present data and from the factors whose associated probabilities require their inclusion in the forecast calculation;

- a set of variants of action in acceptable margins as probability, as emergency, as decisional support, in the conditions of knowing the evolution of the system on which the managerial act is exercised; to highlight that the managerial act is under the influence of internal / external factors, stimulators /

disruptors / inhibitors, anticipatory / unanticipated (surprise factors, hidden variables); these variants of action are under the constraints imposed by the strategy / policy / tactics of the system and under the imprint of the decisional act; they become either the foundations of planning or the basis for constructive / corrective / adaptive interventions within the system (Bejan, 2007; Țurcanu, 2020; Gavrilă, 2020; Zita, 2020).

Any system analysis starts from the state of fact (formal laws, mechanisms, rules of constancy) and in an inductive-probabilistic way (through empirical generalizations whose strength lies in the associated probabilistic values). The fundamental objective of the system analysis is the elaboration of an explanatory model with predictive valences. The quality of the elaborated explanatory model is in accordance, sometimes directly proportional, with the degree of knowledge of the relevant factors in the evolution that generated the analytical approach. The experience of the leaders confirmed the induction that the degree of knowledge of a system can be amplified only by a specialized, continuous, deep, ample activity. The real significance of the variation of some indicators is rarely detached immediately, most often being necessary. , raw material in complex analyzes supported by mathematical tools. To be valid for a computational process, system data is the product of ongoing monitoring. These data may constitute the critical mass likely to determine their statistical relevance. This requires time and experience, which makes any decision-making to start, to contribute to decision-making success, in-depth studies and ongoing scientific support, not from a presumed "art management ", translated in most situations by vocation or talent (Catan & Țurcanu, 2010; Dobrin, Deac & Dinulescu, 2017; Todorović, 2019).

Another aspect that must be taken into account is the decision-making level for which a certain system analysis is intended: operational, tactical, strategic. If the evaluation is performed at the operational level, there is a risk that the data subject to evaluation will not have relevant statistics (data volume, sample size, case series, etc.). Under these conditions, relying on fragile cases can lead to erroneous decisions (Bengtsson et al., 2020; Grant et al., 2020; Frunză, 2021). Among the most common errors produced as an effect of performing some registration system analyzes: forced analogies, causal attribution error, hasty generalization, absolutization of quantitative values, qualitative-percentage evaluation without representation of quantitative benchmarks, neglect of adjacent factors, etc.

Some system analyzes are done on a specific theme, and others on a set of themes, factors or functions (Gawlik-Kobylińska, 2020; Thavabalan et al., 2020; Marques et al., 2021). In general, system analysis contributes to an effective decision-making act. They highlight dysfunctions, difficulties, how previous decisions have led to optimizing the functioning of the system. In this context, however, it is necessary to resume and emphasize that in the evaluations presented below were identified not only negative aspects but also developments suitable to be models of practice. However, from a managerial point of view, immediate significance from the perspective of maintaining the system at optimal parameters had, in particular, the aspects likely to disturb / prevent the development of specific processes, because the elimination of generating factors determines, in most cases, positive developments. Some of the highlighted dysfunctions were favored by mechanisms specific to the framework as a whole (for example, the practice of drawing up the data search plan, the relatively low relationship between the current state and the established procedures of the system, etc.), thus superior. The analysis activity itself, on each component, factor, function in part must highlight the structural aspects (mechanisms, rules, procedures, dynamics, etc.) specific to each element of the system (Motoi, 2020; Murea, 2020; Maris, 2020; George, 2020; Suherman, 2021).

Among the most relevant premises that reflect the initial state of the system are:

a) conducting an evaluation of the functioning of systemic circuits, systemic factors and functions;

b) examining the data about the relative lack of correlation between objectives, forms of materialization, average places, possibilities, these being highlighted generically, imprecisely; also, some projections regarding the valorization of data appear as almost standardized, without a correct estimation of the finality and efficiency of the systemic efforts to reach the objectives, the goals;

c) evaluating the effective way of adapting to the context;

d) ascertaining the speed of decision making;

e) the dynamics and the contribution of the human resource to the achievement of the objectives

f) the existence of the self-analytical possibility of standardized calculation;

g) the existence of negative tendencies to pursue the achievement of objectives;

h) operation of layer sensors, appearance / emergence of problems on the information flows of the system;

i) the existence of procedures for expertise of information from the internal flows of the system.

Starting from these premises / factual elements highlighted by activities supported by system analysis, we come to identify procedural elements with direct effects in streamlining the operation of the system, but also with favorable projections from the perspective of optimizing some of the processes and fundamentals of the system.

The system analysis report must lead to the formulation / implementation of tools or procedures to streamline system functions, improve system factors, processes and structure.

## 3. Conclusion

One of the most important benefits of system analysis is that it allows the development of maps and diagrams on the components and processes of achieving the objectives. On the other hand, starting from the awareness of some negative / positive evolutions registered on apparently disparate components of the specific activity leads to the elaboration of an integrated computational tool, which allows the substantiation of systemic decisions and the efficiency of the system presence in variable contexts.

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# "THE CORONA CRASH", BY GRACE BLAKELEY: A BOOK REVIEW

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**Abstract** :

In this note, we come up with a review and presentation of the book "The Corona Crash: How the Pandemic Will Change Capitalism" by Grace Blakeley, a political and economics specialist who had various professional experiences, with companies such as KPMG and IPPR North in England.

In 2019 Grace released her early book, Stolen: How to Save the World from Financialization, She also worked as a journalist and a columnist for Tribune Newspaper.

Through her book - subject of this presentation and review-, the author exposed the fact that the current world has faced an epidemic and financial crisis because of the capitalist policies pursued in the leading countries for decades. In addition, she includes a reflexion by suggesting some solutions that maintain a socialist and environmental approach, based on social justice, solidarity, equality and the environment protecting policies.

**Keywords**: Blakeley, Corona, Financial Crisis, Capitalism, Socialism, Environment

**"The Corona Crash": presentation and review:**

Grace Blakeley, author of "The Corona Crash: How the Pandemic Will change Capitalism" is a British economics journalist, commentator, columnist, and author. She was born in England on 26th June, 1993. At the age of 27 years, she is having a very critical sight to analyse things behind the curtains. She wrote two books, other than The Corona Crash her early book was entitled as Stolen, in which she accumulated the ways of saving the world from financialisation. In The Corona Crash, she estimated the future of the capitalist world under the consequence of Covid-19. She described the way, how governments of capitalist states, such as the US, the UK and the Eurozone, are fighting their maximum possible circumstances to reduce inflation of capital shares. It also caters the causes about how the global economy began to collapse after the measures of the public health emergency were brought into existence. Lockdown and stay at home measures blocked the world's wheel by limiting the labour markets.

Eventually the decreased outputs and low incomes reduced the consumption rates, thus the stock market experienced the worst crisis of it's all times. Though many of the states eased the lock-downs and began to restore their losses, it is considered as a V-shaped recovery (Sharma et all, 2021). This publication is incredibly concise, having four chapters that focuses on the capitalist global economic system and interventions taken by capitalist states against it. Covid-19 pandemic has proved not only a health issue, it's an economic warn as well. All around the world, shops, factories, restaurants, and transport have been forced to remain closed in order to stop the spread of disease. Not only this, millions of people have lost their jobs in hospitality, retail, and manufacturing industries as well, and small businesses got completely vanished while large-scale businesses lost their momentum. Due to which, the economies of several states have fallen down to the maximum extent.

Unfortunately, instead of social solidarity and cooperation with each other, the Core countries have initiated to sustain capitalism. The first chapter is entitled as "The Last Days of Finance Capitalism", which is a detailed scenario building of capitalist revolution and inculcation of financialisation into the British economic system since last half century. The author claimed Financialisation responsible for decline of capitalism, economic crisis, and stagnation. As she says, *"The root cause of the crisis of modern capitalism does not result from a purely economic shift, but a deep-seated and long-standing transformation in political economy, the institutional foundations of which were laid in the 1980s, when the financialisation of the economy began in earnest. This trend – financialisation – is what underlay both the financial crisis and the stagnation witnessed since the crash"* (Blakeley, 2020).

Now as Corona Pandemic has increased economic instability and nations have catalyzed the process of financialisation, consequently the loopholes have started to be appear in the system of finanicialised capitalism. Further, the writer compared the assets owned by the banks of the UK and economic situation of the British, in response to financialisation since 1970 to 2007. In which a considerable part of revenue was being generated through finance section followed by the insurance industry and real estate business. The author mentioned, *"A significant portion of the revenues generated by the finance sector resulted from its symbiotic relationship with the real estate and insurance industries – these sectors combine to create what Michael Hudson calls the FIRE sectors"* (Blakeley, 2020). That means a big chunk of capital was in the hands of a few elites and lack of dynamism and loose monetary policy, boosted the prices of assets and made more hard for lending these assets for those firms in need.

The second chapter of this book is "Into State Monopoly Capitalism", which defines that the world's central banks, with maximum capital, have decided to bailout corporate economies. At the same time, capitalist states have initiated the process of state monopoly, through big business's interpenetration, that is highly in interest of political leaders, corporate executives and financiers but not in public interests. There is an estimation that by the end of Covid-19, only large-scale firms will be left, having optimized value of political power with the help of the credit system, while small and medium-sized companies will be caught into debt traps. As the writer says, *"Economic crises tend to be moments of market concentration, and the corona crash will see this kind of concentration on steroids. By the end of the crisis, there will be fewer firms left, and those that remain will be much more significant, in terms of both size and political power"* (Blakeley, 2020).

In this chapter, the author raised a significant argument that what is the cause of financial and non-financial institutions or finance monopoly has thrashed permanently into the hands of state in response to 2008's stagnation and 2020 crisis. She asserts that, "*As Washington escalates its trade-cumgeopolitical rivalry with the world's second largest economy, and with corporate monopolies headquartered in the Global North set to dominate ever larger swathes of the global economy, my argument is this: what has happened as a result of 2008 and 2020 is that both financial and now also non-financial institutions – in other words, the entirety of the 'monopoly-finance' hybrid – have collapsed into the arms of the state, and appear set to become wholly and permanently reliant upon it"* (Blakeley, 2020). This is because after 2008, the system needed extraordinary and prolonged interventions by the states to reserve a stable financial system, now the time has come for this kind of state monopoly over capitalism.

The Corona virus Aid, Relief and Economic Security (CARES) Act of the US, bailed out non-financial corporations with a 20 percent of total GDP, yet unable to address loopholes and inconsistencies in the system. Additionally, tech companies that trade online, such as Amazon, Fiver, Facebook, Tweeter and many more, are the main beneficiaries of the corona crises, and the governments are providing them commodities to do so. Now these firms possess capital more than the total GDP of any semi-periphery state. The writer affirms that, *"As the corona virus pandemic has deepened, the big tech companies have emerged as some of the greatest beneficiaries. Microsoft, Apple, Alphabet, Amazon and Facebook now make up a fifth of the* *entire value of the S&P 500 Index, and Jeff Bezos is on track to become the world's first trillionaire"* (Blakeley, 2020).

Third chapter of this book is The New Imperialism, which sketched the raw form of failure in free market capitalism, which pledged to provide many opportunities to poor countries as well, through globalization. Today's globalization resembles with the imperialism, as financiers prefer to assist monopolists in order to direct their capital accumulation. As the writer quoted the work of Lenin that, "What we today call globalization has commonalities with the process of imperialism that Lenin examined a hundred years ago". She further added that, *"Rather than investing domestically – where returns were lower, owing to both lower rates of growth and the existence of taxes, regulation and strong labour movements – financiers would help to channel the capital accumulated by monopolists into the periphery of the world economy, where the transition to capitalism was not yet complete*" (Blakeley, 2020). Although the business industries keep competing on global formats with the help of their governments, it helps them to expand domestic capital too. The capitalist monopolies have engaged their value chain into production of commodities; they generate low value-added goods in poor countries and send the profits back to their own countries.

Last chapter of this book is very incisive, having few suggestions against "Reconstruction", of the system and by the system. Where after excessive state interventions, the only hindrance, between crashed economies and global economic breakdown, is the prohibition to governments against these interventions by politicians. Blakeley, mentioned that, "*It is often said that, in the midst of a crisis, everyone is a socialist. With massive state intervention now the only thing standing between economies battered by the coronavirus pandemic and global economic meltdown, few politicians or economists are calling on governments to step back, let businesses fail, banks go bust and homeowners default on their mortgages – even if some countries have attempted to extricate themselves from lockdown and return to 'business as usual' before getting the virus under control"* (Blakeley, 2020).

This chapter suggests there is a dire need of a socialist system and social solidarity is its base, in order to combat the crises and regain the economic power. States are providing emergency grants, low-interest loans, and bailouts to companies of greater ability to absorb small businesses into them. The central banks are monitoring the allocation of capital in the economy, but their basic concern here is to rise up the prices of assets so that they can sell cheap credits to private sectors. As the author criticized the interventions of central banks as, *"The central banks are playing a significant role in planning the allocation of capital in the economy, but they have been doing so in order to inflate asset prices and to provide cheap credit to the entire private sector, regardless of how this credit is used"* (Blakeley, 2020). This way the important industries struggle to access cheap and low interest credits but as state's high interests are tilted towards sustainability of capitalism, they focus on industries owned by elites, whether they are important or not.

To avoid such kind of discords by the capitalist state monopolies, democratization of the economy and accountability of state officials by public should be widened. If governments provide bailout programs to falling companies, then these firms should be run by the people on merit instead of a few capitalists. Moreover, the purpose of these capitalist states should be to boost up the economy as a whole by reducing inequality of resource distribution. For instance, the writer suggested that, "Capitalist states, banks and enterprises work together during moments of crisis to protect one another from the consequences of their actions, and to limit the impact of the downturn so as to forestall demands for fundamental political and economic transformation. The links between big business, finance and government do not represent a perversion of liberal democracy; they are an increasingly unavoidable feature of capitalist political economy. Wealth translates into influence, and influence back into wealth" (Blakeley, 2020).

In conclusion, this concise book, rich in information, analysis, criticism and proposals, has several limitations related, perhaps to the author's general approach, and she is known for her critique of capitalism and its new socialist approach. As for the capitalist state's structure, it did not offer a realistic alternative to non-interference or state interference in the economic system, or the nature of an alternative state able of carrying out social responsibilities and practicing a system of government based on social justice and equality. The socialist experience did not succeed in such a task, despite its different experiences. Contrary, the experience of the Scandinavian countries, despite its social character, is capitalist and has succeeded in achieving growth and building a distinct social system largely.

Farther, the researcher did not compare the policies of the capitalist countries with the least developed countries (LDC). She was unable to explain how to address the monopolies within the states, nor to explain how the north-south relationship is not based on equal interests, with the same standard that the northern countries adapt in their societies to preserve their capitalism according to a detailed logic of historical facts. Which resulted in such a gap and produced a kind of sustainable dependency.

As the 'periphery and semi-marginal countries' seek to receive loans from the world's central banks in order to curb the crisis, but either they do not obtain those loans or they obtain them on strict terms and with exploitative deals, which restricts its developmental policies as well as its social allocations, for this and all the aforementioned, capital assets will remain owned by the central banks of capitalist countries. Therefore, the size of the benefits and profitability will increase because of such monopolistic policies towards the South.

Finally, this book published in late September 2020, needs and deserves to be elaborated through various subsequent events associated to security contexts and others related to development, as well as confused health policies, especially with the lack of clarity regarding the contagious crisis and the resulting of an epidemiological situation in mutations and new generations that have brought the state of turmoil back to its beginnings.

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# AI IS LEARNING HOW TO WRITE. ETHICAL PROBLEMS FOR JOURNALISM

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**Abstract**

The integration of Artificial Intelligence (AI) into journalism, particularly through advancements in natural language generation, presents significant opportunities and complex ethical challenges. This paper examines the ethical problems arising from AI-generated content in news production, drawing on established media ethics principles and emerging AI ethics frameworks. Key issues identified include the potential for disseminating misinformation due to AI "hallucinations," the risk of perpetuating or amplifying societal biases embedded in training data, the critical need for transparency and disclosure regarding AI authorship, complexities surrounding accountability for algorithmic outputs, and concerns about labor displacement and the changing roles of journalists. Early examples, such as automation by the Associated Press and errors following AI adoption at Microsoft's MSN, illustrate these tensions. The analysis emphasizes that traditional journalistic values—accuracy, fairness, accountability, transparency—remain paramount. It argues for robust human oversight, treating AI as a tool requiring verification and editorial judgment, rather than an autonomous author. Suggestions for navigating the future include developing dynamic ethical guidelines, enhancing AI literacy through training,

fostering cross-disciplinary collaboration, prioritizing AI applications that augment human capabilities, engaging proactively with regulation, and maintaining an unwavering focus on audience trust. The paper concludes that conscientious, ethical integration is crucial for harnessing AI's benefits while safeguarding journalistic integrity.

**Keywords:** *Artificial Intelligence, AI, Journalism Ethics, Algorithmic Journalism, Automated Journalism, Media Ethics, Misinformation, Bias, Transparency, Accountability, Labor Displacement*

## Introduction

The increasing sophistication of artificial intelligence (AI) presents profound implications for the field of journalism, particularly through algorithms capable of generating written content. News organizations have adopted AI, leveraging natural language generation (NLG) for tasks ranging from automating routine, data-driven reports—such as weather updates, sports recaps, and financial summaries—to early experiments with more narrative AI-written stories. Landmark examples trace back several years, including the Los Angeles Times' "Quakebot," which automatically generated brief news alerts about seismic activity from 2014 onwards, and the Associated Press's (AP) significant investment in automation technology, also starting in 2014. AP's use of Automated Insights allowed it to produce thousands of corporate earnings reports quarterly, a dramatic increase from previous human capacity, thereby freeing journalists for more analytical and investigative work (Colford, 2014). The subsequent evolution of AI, especially the advent of powerful large language models like OpenAI's GPT-3 (released in 2020), has exponentially increased the potential for AI to produce fluent, human-like text across diverse topics, accelerating experimentation and adoption within newsrooms.

However, this technological advancement brings a complex host of ethical dilemmas. Concerns center on the potential for AI systems, if not meticulously checked, to generate and spread misinformation or misleading content (Marconi, 2020; Wu et al., 2021). Furthermore, algorithms can inadvertently reproduce or even amplify biases present in their vast training datasets, raising fairness concerns. Questions of transparency and potential deception also arise: should audiences be explicitly informed about AI authorship? Who bears responsibility if an AI generates flawed or harmful content—the developer, the news outlet, or the deploying editor? Compounding these issues are anxieties about labor impacts, particularly the potential for AI to displace human journalists in certain roles. The 2020 decision by Microsoft to replace dozens of human news curators with an AI system, which subsequently made errors such as misidentifying individuals in photos, starkly illustrated these intertwined risks of job loss and algorithmic fallibility (Waterson, 2020; Jamie, 2020). While AI offers undeniable efficiency gains, its ethical deployment demands careful navigation, ensuring alignment with journalism's foundational principles: truth, accuracy, fairness, independence, and accountability (SPJ, 2014).

**Ethical Frameworks and Emerging Issues**

Navigating the ethical landscape of AI in journalism requires drawing upon both established media ethics and emerging principles from AI ethics. Longstanding journalistic codes, such as the Society of Professional Journalists (SPJ) Code of Ethics (2014), provide essential guidance. Core tenets like "Seek Truth and Report It," "Minimize Harm," "Act Independently," and "Be Accountable and Transparent" are directly applicable to content regardless of its origin, human or algorithmic. Social Responsibility Theory, which posits that media have an obligation to serve the public good and operate ethically, further underscores the need for critical evaluation and responsible implementation of AI tools.

Concurrently, the field of AI ethics offers relevant frameworks emphasizing values like fairness (avoiding bias), accountability (assigning responsibility), interpretability (understanding AI decisions), and reliability. The concept of algorithmic accountability, as articulated by scholars like Diakopoulos (2015), is particularly pertinent. It stresses that human creators, editors, and news organizations—not the algorithms themselves—must remain responsible for the outputs and impacts of AI systems. This perspective aligns with the consensus in both academic literature and early newsroom guidelines: AI, lacking consciousness or moral intent, functions as a tool, and the ethical burden remains squarely on the humans who design, train, deploy, and oversee it (Dörr, 2016; Zhang & Ting, 2021; van Dalen, 2021).

Synthesizing these perspectives reveals several key ethical challenges prominent in literature and early practice:

*Misinformation and Accuracy:* A primary concern is the propensity of AI models, particularly large language models, to generate "hallucinations"—statements that sound authoritative but are factually incorrect or nonsensical. Because these models predict text based on patterns rather than understanding truth, publishing their output without rigorous human verification poses a significant risk of disseminating misinformation. This directly contravenes journalism's fundamental commitment to accuracy (Marconi, 2020). Early experiments and uses of AI in news generation, even when subject to editorial review, demonstrated that subtle inaccuracies could slip through, necessitating corrections and underscoring the critical need for robust, perhaps even enhanced, fact-checking protocols specifically designed for AI-generated content. The core challenge is ensuring that any content published under a news organization's banner meets traditional standards of veracity, irrespective of its automated origins.

*Bias and Fairness:* AI systems learn from the data they are trained on. If this data reflects existing societal biases—related to race, gender, geography, ideology, or other factors—the AI is likely to replicate and potentially amplify those biases in its output (Smith, 2018; Bender et al., 2021). This can manifest subtly, through biased language or skewed framing, or more overtly, such as AI systems demonstrating a lack of cultural sensitivity or failing to accurately represent or distinguish between individuals from minority groups, as highlighted by the MSN photo incident (Jamie, 2020). Algorithmic bias undermines journalistic goals of impartiality, fairness, and equitable representation. Addressing this requires proactive measures throughout the AI lifecycle, including careful curation and auditing of training data, ongoing testing of AI outputs for bias, fostering diversity within the teams developing and deploying AI, and maintaining vigilant human oversight focused on fairness considerations.

*Transparency and Disclosure:* A cornerstone of journalistic ethics is transparency—being open with the audience about newsgathering and production processes. Applied to AI, this principle mandates disclosing when content is generated or significantly assisted by algorithms (Hmmelmann, 2019; Chen et al., 2021). Failing to do so can be seen as deceptive, misleading readers about the nature and potential limitations of the information presented. While early studies on audience perceptions of automated content yielded mixed results, with some finding little difference in perceived credibility but noting a lack of stylistic appeal (Clerwall, 2014), the prevailing ethical consensus strongly favors clear labeling. Disclosure respects audience autonomy, allowing readers to apply appropriate context or skepticism, and fosters accountability by making AI use an open practice subject to public scrutiny. Attempting to hide AI involvement risks severe reputational damage if discovered.

*Accountability and Control:* Determining responsibility for AI-generated content is crucial. Ethical frameworks and emerging best practices firmly place accountability on human actors—the editors, journalists, and the news organization itself—rather than the algorithm (Diakopoulos & Koliska, 2017). AI systems should be treated as tools, powerful assistants whose work requires verification and approval. Establishing clear editorial workflows, where designated humans vet and take ownership of AI outputs before publication, is essential. Using AI as a scapegoat for errors ("the algorithm did it") is ethically untenable. Accountability also involves due diligence in selecting and implementing AI tools, understanding their limitations, and establishing clear internal guidelines that reinforce ultimate human editorial control over all published content.

*Employment and Professional Roles:* The potential for AI to automate tasks previously performed by humans raises significant concerns about job displacement within journalism, particularly for roles involving routine data processing or writing (Feng et al., 2021). Microsoft's 2020 decision to replace human editors with AI served as a stark example of this possibility, sparking unease about the future of journalistic labor (Waterson, 2020). From an ethical standpoint, the ideal integration of AI involves augmentation—using technology to handle repetitive tasks, thereby freeing human journalists for more complex, creative, and investigative work that requires critical thinking, ethical judgment, and human empathy, as demonstrated in the AP's initial automation strategy (Colford, 2014). A purely cost-driven approach to replacing humans risks devaluing journalistic labor and potentially diminishing news quality. The transition necessitates ethical consideration of the workforce, including potential retraining and redefining roles towards human-AI collaboration.

## Discussion and Conclusion

The integration of AI into journalism signifies a critical juncture, offering pathways towards both enhanced efficiency and potential ethical compromise. Unchecked deployment risks eroding public trust through the propagation of errors, the amplification of bias, or a lack of transparency. Conversely, ethically implemented AI holds the potential to broaden coverage and free human journalists for higher-value work. Navigating this requires steadfast adherence to the core ethical tenets of journalism: accuracy, fairness, accountability, and transparency must guide every step of AI adoption.

Preserving public trust in an era of AI-assisted news necessitates proactive and principled action. Clear, conspicuous disclosure of AI involvement in content creation is paramount. While potentially met with initial audience skepticism, honesty is ultimately less damaging than deception discovered later. Robust human oversight and editorial control are non-negotiable; AI must remain a tool, subordinate to human judgment, with journalists and editors retaining full accountability for all published material. To operationalize this, news organizations should develop and enforce explicit AI usage policies detailing guidelines for disclosure, oversight, bias mitigation, verification protocols, and acceptable use cases. Collaboration across the industry, through professional associations and initiatives, can further help by establishing shared standards, disseminating best practices, and providing collective leverage when engaging with technology providers.

While comprehensive regulatory frameworks specifically governing AI in journalism are still evolving (Helberger et al., 2020), ethical self-regulation by the industry is crucial in the interim. The strategic focus should be on leveraging AI to augment human capabilities—automating routine tasks to empower journalists to pursue in-depth reporting, analysis, and storytelling—rather than viewing AI primarily as a means to reduce labor costs at the expense of quality or ethical diligence. Investing in training and fostering AI literacy among journalists is essential, equipping them to work effectively, critically, and ethically alongside these powerful new tools.

In conclusion, AI presents transformative potential for journalism, but its ethical integration demands conscious effort and vigilance. By rigorously applying journalistic values, maintaining unwavering human accountability, embracing transparency, and investing in robust ethical frameworks and workforce training, the news industry can strive to harness AI's benefits without sacrificing the integrity, quality, and societal trust upon which responsible journalism depends. The fundamental challenge is to ensure that technological innovation serves, rather than subverts, the core mission of providing reliable, fair, and accurate information essential to democratic life. Continued research is vital to monitor evolving audience perceptions, assess the efficacy of different oversight mechanisms, and understand the complex, dynamic relationship between journalists and AI tools in newsrooms globally.

**Future Developments and Suggestions**

Looking ahead, the trajectory of AI in journalism will depend on both technological advancements and the strategic choices made by the industry. Several potential developments and actionable suggestions emerge:

Advancing AI Capabilities: Future AI models may become more accurate, context-aware, and capable of citing sources reliably, potentially mitigating some current accuracy concerns. Development of specialized AI tools for journalistic tasks like verification, data analysis, and bias detection could further enhance ethical deployment.

Dynamic Ethical Guidelines: News organizations should treat AI ethics policies not as static documents but as living guidelines, regularly reviewed and updated to reflect technological changes, emerging best practices, and lessons learned from real-world applications. Establishing internal ethics committees or roles focused on AI can facilitate this.

Enhanced AI Literacy and Training: Continuous education for journalists is vital. Training should go beyond basic operation to cover the underlying mechanics of AI, common pitfalls (like hallucination and bias), verification techniques for AI output, and the ethical implications of different AI applications in the news workflow. Journalism schools also need to integrate AI literacy into their curricula.

Cross-Disciplinary Collaboration: Stronger partnerships between newsrooms, AI developers, ethicists, and academic researchers are needed. This collaboration can help ensure AI tools are designed with journalistic needs and ethical considerations in mind from the outset, rather than being retrofitted later. Feedback loops from journalists using AI tools are crucial for iterative improvement.

Focus on Augmentation, Not Just Automation: The most ethically sound and potentially most valuable approach involves using AI to augment human journalists' capabilities. This means prioritizing AI applications that handle laborious tasks (data sifting, transcription, initial drafting from structured data) to free up human reporters for critical thinking, investigation, interviewing, nuanced analysis, and storytelling – tasks requiring human judgment and empathy.

Proactive Regulatory Engagement: The journalism industry should actively engage with policymakers to help shape sensible regulations around AI. This includes advocating for rules that mandate transparency (e.g., clear labeling) across the information ecosystem while ensuring that regulations do not stifle beneficial journalistic innovation.

Exploring New Journalistic Forms: AI may enable novel forms of journalism, such as highly personalized news experiences, interactive data visualizations generated on the fly, or large-scale investigations analyzing datasets previously too vast for human teams alone. Ethical frameworks must evolve to encompass these new possibilities.

Prioritizing Audience Trust: Ultimately, all efforts must center on maintaining and building audience trust. This requires consistent transparency, demonstrable accuracy in AI-assisted content, swift accountability for errors, and a clear commitment to using AI in service of quality journalism rather than as a replacement for it. Ongoing research into audience perceptions of AI in news and effective communication strategies is warranted.

By embracing these suggestions and anticipating future developments with a commitment to ethical principles, the journalism community can navigate the complexities of AI integration and work towards a future where technology supports and enhances the vital role of journalism in society.

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