

*“Empowering
Community for
Social Sustainability”*

#sspis2019



SSPIS 2019
SOCIAL SCIENCE POSTGRADUATE
INTERNATIONAL SEMINAR

FOR FURTHER INFORMATION



www.sspis.usm.my



SSPIS2019



sspis@usm.my

**11th SOCIAL SCIENCES POSTGRADUATE
INTERNATIONAL
SEMINAR
2019**

4th DECEMBER 2019

**UNIVERSITI SAINS
MALAYSIA**



ORGANISED BY
SCHOOL OF SOCIAL SCIENCES, USM

**SOCIAL SCIENCES POSTGRADUATE INTERNATIONAL
SEMINAR (SSPIS) 2019
CONFERENCE PROCEEDINGS**

**(This Proceeding contains all submitted full papers and was accepted by
the Secretariat. Facts and language accuracy was not edited)**

CD-Rom Version

Compiled by

**Muhammad Fikri Ali Yasah
Intan Hashimah Mohd. Hashim**

e-ISBN 978-967-15440-3-7



USM UNIVERSITI
SAINS
MALAYSIA



**SOCIAL SCIENCES POSTGRADUATE
INTERNATIONAL SEMINAR (SSPIS)**



**Pusat Pengajian Sains Kemasyarakatan,
Universiti Sains Malaysia.
2019**

Copyright © 2019 by Pusat Pengajian Sains Kemasyarakatan, Universiti Sains Malaysia

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the publisher, addressed “Attention: Permissions Coordinator,” at the address below.

Available in CD format

e-ISBN: 978-967-15440-3-7



Details of Publisher

Pusat Pengajian Sains Kemasyarakatan, Universiti Sains Malaysia
Universiti Sains Malaysia, 11800 Pulau Pinang Malaysia

Ordering Information: Contact the publisher at the address above.

TABLE OF CONTENTS

NO.	TITLE OF PAPERS	PAGE
ANTHROPOLOGY AND SOCIOLOGY		
1.	The Importance of Structural Assurance on Customers' Interaction with the Banking Sector <i>Abdulrahman Bello Bada & Premalatha Karupiah</i>	1
2.	Dilema Lelaki Homoseksual: Strategi Tertutup Demi Kelangsungan Aktiviti Seksual <i>Mohd Rafizey Bin Dalin, Mohd Fauzi Bin Sukimi, & Nur Hafizah Binti Yusoff</i>	10
3.	19+: Peluang dan Tantangan Pemberdayaan Keluarga dan Anggota Masyarakat dalam Mengatasi Perkawinan Anak di Indonesia <i>Siti Mulyani</i>	18
4.	Pengembangan Lembaga Kesejahteraan Sosial (LKS): Kajian tentang Tantangan dan Peluang Pengembangan LKS di Wilayah Daerah Istimewa Yogyakarta <i>Supartini</i>	27
FINANCE AND MANAGEMENT		
5.	Global Moral Hazard Risk Management and Prevention in Banking and Financial Institutions <i>Nizam Shah Allabasc & Ravindran Ramasamy</i>	35
6.	Attitude Towards Social Media Usage in TB Health Knowledge: A Conceptual Framework <i>Sarina Harun, Sabri Haron & Azizah Omar</i>	43
7.	Logistics Information Technology (LIT) Innovations in Malaysian Logistics Service Providers (LSPs): A Review <i>Hanisah Mat Salim, T. Ramayah & Noorliza Karia</i>	52
8.	The Resilient Investor: Factoring Experience in Investment Decision <i>Alex Tun-Lee Foo, Ahmad Nazri Wahidudin & Qiu-Ting Chie</i>	61

PSYCHOLOGY

9. A Review of Similarity on Social Network in Malaysia: Selection and Influence 68
Ker Hsin Teoh, Intan Hashimah Mohd. Hashim & Farhana Kamarul Bahrin
10. Perceived Positive Relationship and Well-being Living in Malaysian Multicultural Communities 73
Mitshel Lino & Intan H.M. Hashim
11. A Review of Employee Performance Appraisal in Malaysia 80
Nur Izzati Umar, Arianna Oh Zhing Ni, Boey Tian Lai, Lianne Chan Wen Yu, Serene Tan Liu Mei, Shalini A/P Mydeen, Sharren A/L Sivaguru, & Chin Wen Cong
12. Flourishing of Elderly: A Mosaic of Issues, Prospects and Future Directions 90
Liew, Wei-Peng, & Intan Hashimah Mohd Hashim
13. The Relationship between Friendship Characteristics and Value Systems: A case of Youth from Minority Ethnic Groups in Vietnam 98
Le To Do Quyen, Huynh Van Son & Nguyen Duc Anh

HUMANITIES AND EDUCATION

14. Chinese Temple: Types of Temple Decoration in Thai Pak Koong Temple, Tanjung Tokong, Penang 107
Teioh Hui Shin, Aiza Maslan@Baharudin
15. Warisan Seni Ukir Melayu Langkasuka: Sejarah, Falsafah, Perkembangan dan Masa Depan 114
Nur Liyana Mohd Sukri, Yunizam Yahaya, Siti Aisyah Jasni, Shamirida Mohamed Padzil
16. Elemen Meneroka Bukti dalam Pembelajaran Sejarah Menggunakan Sumber Dokumen Teks 122
Siti Kisni Kisson & Christina Peter Ligadu

POLITICAL SCIENCE

17. An Evaluation of the Performance of E-Government in Nigeria Using the Public Value Approach 130
Abdulrazaq Kayode Abdulkareem & Razlini Mohd Ramli

18. Analyzing the Socio-Economic Impact of the Implementation of SURE-P on Infrastructures in Rural Communities in Selected Local Government in Niger State, Nigeria. 139
Abubakar Mohammed Jibrin, Azmil Muhammad Tayeb & Siti Zuliha Razali
19. Influence of Religious Values and Financing Modalities on NGOs Aid Policy: A Preliminary Study on Malaysian Islamic Faith-Based Organisation in Gaza 147
Ferooze Ali

BUSINESS

20. The Effect of I-CreatedI (Independence-Creativity and Innovation) Program on the Performance of Badan Usaha Amal NasyiatulAisyiyah (BUANA) (A Study on the Regional Branch Leader of NasyiatulAisyiyah Kendal Regency – Central Java) 156
Dyah Pikanthi Diwanti, Suryanto, Noor Hazlina & Ian Firstian Aldhi
21. Ideal Personality Characteristics of Human Resources Department Employees at a Hotel in Surabaya 166
Erick Fajar Subhekti, Noor Fareen Abdul Rahim
22. Personal Branding Atta Halilintar: The Most Popular Youtuber in Asia 171
Ian Firstian Aldhi, Kenny Andros Chiputra Tandean, Noor Fareen Abdul Rahim
23. Big Data and Business Intelligence in Higher Education Institutions: Opportunities and Challenges 178
Shahrizal Nazri, Yulita Hanum P. Iskandar, Mohd Azam Din, Mohamed Azlan Ashaari & Hazrieffendy Bakri
24. Big Data Analytics People Capability (BDAPC) And Data-Driven Decision Making (DDDM) In Malaysian HEIs 187
Mohamed Azlan Ashaari, Azlan Amran, Noor Hazlina Ahmad, Hazrieffendy Bakri & Shahrizal Nazri
25. The Influences of Sustainability Leadership on Procurement Practice of Malaysian Higher Education Institutions: A Conceptual Framework 195
Hazrieffendy Bakri, Yuvaraj Ganesan, Azlan Amran, Mohamed Azlan Ashaari & Shahrizal Nazri

EDUCATION

26. IEP Students' Perceptions When Using Raplexis to Develop Vocabulary in ESL Classroom 203
Azalan Bayu bin Zakaria & Juhari Sham bin Jusoh
27. Pengaruh Kepimpinan Distributif Terhadap Kompetensi Guru di Sekolah Menengah 211
Hairul Azman Bin Mohd Hata & Mohamed Yusoff Bin Mohd. Nor
28. The Effect of Gender and Ethnicity on Selected Topics in Mathematics among Secondary School Students 220
Hasni Shamsuddin, Jazimah Shamsuddin, Azwan Hairi Rabas, Nurul Nor Shahda Abd Talib & Ahmad Zamri Khairani
29. Self-study Preparation via Articulate Storyline/Rise Improves Students' Motivation 228
Juhari Sham bin Jusoh & Azalan Bayu bin Zakaria
30. Students' Perceptions on the Application and Effectiveness of Kahoot in Mathematics Learning Environment 236
Vimala A/P Muniandy

ECONOMICS

31. Demand for Electricity in Akungba-Akoko, Ondo State, Nigeria 244
Osuntuyi Busayo Victor
32. Corruption and the Quality of Governance: An Empirical Analysis of SAARC Countries 250
Imran Ali & Saidatulakmal Mohd
33. Gold The Economic and Institutional Determinants of International Tourism Demand in The Ecowas Region 257
Sodiq Olaiwola Jimoh & Nusirat Ojuolape
34. Fertility, Education, and Female Labour Participation: Comparative Evidence from Malaysia and Nigeria 264
Waliu Olawale Shittu
35. Human Capital, Unemployment, Poverty and Sustainable Development Goals: A Review for The United Nations Sustainable Goals 278
Yusuf Bala Zaria & Nor Asmat Ismail

POLITICAL SCIENCE

36. Kelestarian Pakatan Rakyat dalam Politik Malaysia: 2008 - 2015 286
Mohd Zamirul bin Mohd Dzaki
37. Environmental Security and Conflict of the Indigenous: A Review 295
Article
Norul Khairunnisa Razali & Siti Zuliha Razali
38. Falsafah Pendidikan Kebangsaan dan Konsep Kewarganegaraan 301
Inklusif: Antara Normatif dan Realiti Suatu Tinjauan Awal
Nurfarhana Che Awang & Azmil Tayeb
39. International Regulators Reviews on Operational Risk Management, 309
Global Fines and Sanctions Violations
Nizam Shah Allabasc

PSYCHOLOGY AND SOCIAL WORK

40. Body Image, Skin Bleaching, and Perceptions: A Review 317
Shamirda Mohamed Padzil & Norzarina Mohd Zaharim
41. Exploring Relationship Patterns In Polygamous Families 323
*Muhammad Ajib Abd Razak, Intan Hashimah Mohd Hashim &
Syzwani Drani*
42. Contribution of social support system towards foster care children in 331
government residential care
Arina Charansarn, Azlinda Azman & Farida Sasha
43. The Factors of Boba Tea Consumption in Malaysia 337
*Boey Tian Lai , Arianna Oh Zhing Ni, Lianne Chan Wen Yu, Poon Shu
Yun, Serene Tan Liu Mei, Shalini A/P Mydeen, & Chin Wen Cong*
44. Emerging Adulthood and Alcohol Use: Self-Control as a Moderator 346
Teng Huey Yi, Dr Chie Qiu Ting & Tan Soon Aun

PREFACE

The Social Sciences Postgraduate International Seminar (SSPIS) was held on 4th December 2019 at School of Social Sciences, Universiti Sains Malaysia (Main Campus), Penang, Malaysia. Like the past seminars, SSPIS 2019 focused on three main disciplines of pure arts, applied arts and applied sciences. Social Sciences is not a stand-alone discipline but trans-disciplinary, encompassing several fields including anthropology, sociology, social work, development, planning and management, economics, political science, psychology, education, language, humanities, communication, mass media and housing, building and planning. The trans-disciplinary nature of social sciences allows for the weaving of new knowledge, and at the same time, allows researchers to move beyond known boundaries, as society's problems are far too complex and cannot be solved only within the domain of one discipline. Hence, SSPIS is the right platform for all participants to share knowledge, findings, and ideas across many different fields.

We would like to take this opportunity to convey our appreciation to all authors and participants for their contribution and support. We would also like to thank all paper reviewers for their invaluable input and constructive comments in reviewing the papers. Finally, we would like to extend our deepest gratitude to the staff and post graduate students of School of Social Sciences, USM for having supported and successfully organized the SSPIS2019.

Thank you

Mitshel Lino
Mahinda Gunaratne
Abdallah Elmoctar Elhoussein
Arina Charansarn
Iwelumor Oluwakemi Shade
Liew Wei Peng
Masood Rehman ur Azhar
Mohammed Mamun or Rashid
Muhammad Farhat Hayat
Nur Liyana bt Mohd Sukri
Nur Shyuhadah bt Rasli
Shamirda bt Mohamed Padzil
Shittu Waliu Olawale
Siti Aisyah bt Jasni
Sodiq Olaiwola Jimoh
Teoh Ker Hsin
Uzma Rani
Yusuf Bala Zaria

EDITORIAL BOARD

Editors

Muhammad Fikri Ali Yasah
Intan Hashimah Mohd. Hashim
Mitshel Lino
Mahinda Gunaratne
Abdallah Elmoctar Elhoussein
Arina Charansarn
Iwelumor Oluwakemi Shade
Liew Wei Peng
Masood Rehman ur Azhar
Mohammed Mamun or Rashid
Muhammad Farhat Hayat
Nur Liyana bt Mohd Sukri
Nur Shyuhadah bt Rasli
Shamirda bt Mohamed Padzil
Shittu Waliu Olawale
Siti Aisyah bt Jasni
Sodiq Olaiwola Jimoh
Teoh Ker Hsin
Uzma Rani
Yusuf Bala Zaria

The Importance of Structural Assurance on Customers' Interaction with the Banking Sector

¹Abdulrahman Bello Bada* and Premalatha Karupiah PhD

School of Social Sciences, Universiti Sains Malaysia, 11800, Malaysia

*Email: bada4sociology@gmail.com, prema@usm.my

Abstract

Structural assurance is concerned with the mechanism introduced by organizations to assure customers' success during business interaction. This study explores the importance of structural assurance on customers' interaction with the banking sector in the Sokoto State of Nigeria. Data for this study were collected through semi-structured interviews with 30 bank customers. Data were coded into three main themes: 'the importance of qualified personnel,' 'the importance of security personnel,' and 'the importance of branch banking.' This study gives support to the importance of structural assurance and shows that various antecedents of structural assurance influence customers' interaction with the banking sector. These antecedents are important in retaining and attracting customers as well as increase growth and development in the system.

Keywords: Structural assurance; Qualified personnel structure; Security structure; Branch banking structure

1. Introduction

The study of structural assurance is important to the growth and development of the banking sector. As defined by McKnight and Chervany (2001), structural assurance refers to guarantees, warranties, legal assistance, and procedures put in place by organizations to assure customers' success during business interaction. The structural assurances, particularly third-party recognitions, warranties, and guarantees, appear to be the key mechanisms provided by the banking sector to assure customers success during business interaction (Sha 2009). Structural assurance is embedded in the organizational culture, where mechanisms are introduced to assure customers' success during business interactions (Chaudhry et al. 2016). This is done to retain and attract new customers, as well as increase growth and development in the banking sector.

The banking sector introduced customer-oriented structures to assure client success during financial interaction. Structural assurances, particularly legal assistance, rules, regulations, and guarantees, are measures introduced by the organization to protect their customers during business interaction (Gefen 2000). The banking sector used structural assurance to provides conducive atmosphere that is safe and secure for customers to achieve success during financial interaction (McKnight and Chervany 2000). Structural assurance focuses extensively on the conditions that have the potential to ensure a successful outcome is within reach during business interaction with electronic commerce (Kumar et al. 2012). It thus provides an opportunity for customers to evaluate the competency and commitment of organizations like banks, including

¹Abdulrahman Bello Bada, Department of Sociology, Faculty of Social Sciences, Usmanu Danfodiyo University Sokoto, PMB 2346, Sokoto, Nigeria.

its ability to assure client success during financial interaction. Recent studies have shown the importance of structural assurance across different situations in society (Gu et al. 2009; Yousuf 2017; Maduku 2016). That being mentioned, this study has taken the initiative to further comprehend the importance of structural assurance on customers' interaction with the banking sector of the Sokoto State in Nigeria.

2. Literature review

The banking sector focuses its attention on establishing structures to provides assurances to customers that success is likely to be achieved during business interaction. Yousuf (2017) argued that quality factors and structural assurance significantly affect trust and customer satisfaction in mobile banking. Gu et al. (2009) asserted that structural assurance is one of the strongest antecedents of trust, which could increase behavioral intention towards mobile banking usage. Lau et al. (2013) claimed that structural assurance plays a significant role in customer satisfaction in the banking sector. Maduku (2016) indicated that structural assurance, such as legal structures and advance internet security were used to safeguard bank customers' uncertainties, dangers, and risks they faced during financial interaction with the internet banking. Structural assurance, such as paper bills, significantly helps customers manage their feelings of distrust in banks and billing firms (McNeish 2015). Customers are ready to adopt online banking by checkmating their distrust on banks and firms through structural assurance, such as paper bills and transaction statements.

Similarly, it is hard to determine the exact factors that form structural assurances in the banking sector. Since the banking sector has various independent but interrelated structures that can provide assurances to its customers during business interaction. Kark et al. (2010) indicated that globalization had increased organizational threats, making security concerns an important topic of discussion among customers while interacting with organizations. In this case, the sound security structure in the banking sector is important to the growth and development of business interactions in society. Security structures in the banking sector are concerned with the physical mechanisms put in place by the organization to assure customers that their products and services are safe for financial interactions (Ahmad et al. 2010). Zahoor et al. (2016) described that lack of security in the banking sector causes tremendous loss of money to the customers and banks, decreases reputation, and the trust of users on banks. The banking sector needs to strategize on how to convince their customers that the security apparatuses at all levels aimed at ensuring successful financial interactions. This will significantly help in retaining and attracting customers and lead to the growth and development of the banking sector in general.

Past studies indicated that qualified personnel is essential in the growth and development of organizations (Baum and Kokkranikal 2005). Ekwoaba et al. (2015) posited that personnel are essential to organizations because they bring different perspectives, values, and attributes. Organizational personnel, particularly intellectuals and talented people, are an important asset to the growth and development of business institutions (Ibidunni et al. 2016). Effective performances in a business organization rely heavily on the proper allocation of qualified personnel to take charge of different positions in the institution (Eva 2018). Djabatey (2012) claimed that organizations focus their attention on qualities of an individual, such as competency level and development stages during recruitment process. Lockwood (2006) asserted that skills and competency had become the key success in a complex and competitive business society. This confirmed that human resources are one of the most valuable aspects of an organization (Abdolshah et al. 2017). In an attempt to adapt with the global changes, banking

sector has reorganize and re-strategize ways to render its products and services to its esteems customers (Hassard et al. 2018; Kaur et al. 2017). This situation makes it compulsory for the banking sector to employ qualified personnel to assure customers that success is within reach during interactions with its products and services.

Similarly, branch banking contributes significantly to the growth and development of the banking sector (Pastory and Swai 2013). The growth and development of the banking sector are considered difficult without the existence of branch banking. Branch banking is concerned with banking activities such as deposits, withdrawal, making loans, among others, at facilities away from the bank's head office (Kagan 2018). This form of banking is essential to customers who reside in a different location from the head office. Carlson and Mitchener (2005) argued that branch banking stabilizes the banking system by facilitating diversification of bank portfolios, increases competition, and forces weak banks to exit the banking system. Customers expect the branch banking structure to complement electronic services provided by the banking sector (Fragata and Moustakas 2013). Branch banking provides customers with a place to seek for more information about their financial interaction. Olajide and Anthony (2016) argued that despite the significant technological development in the banking sector, the number of Nigerian bank branches had grown steadily. Given the implications of structures in the banking sector to assure customers success in different situations in society, it is surprising to find limited studies concerning its importance on customer-bank interaction.

This article explores the importance of structural assurance on customers' interaction with the banking sector. The banking sector introduced customer-oriented structures to assure the client of success during financial interaction. Structural assurance provides bank customers a glimpse of hope, knowing that institutionalized mechanisms are introduced to assure client success during financial interaction (Wang et al. 2019). The presence of institutionalized mechanisms in the banking sector, create confidence in the mind of their customers during financial interaction. This paper explores the structural assurance of customers' interaction with the banking sector of Sokoto State in Nigeria. It provides an understanding of the impact of structural assurance from the customers' perspective. Structural assurance provides opportunity for customers to evaluate the competency and commitment of the banking sector to assure success during financial interaction. Therefore, it is important to explore structural assurance, including its importance on customers' interaction with the banking sector.

3. Methods

This study used a qualitative approach by employing a case study to explore the importance of structural assurance on customers' interaction with the banking sector. Scholars argued that a case study is important in the study of customer and organization (Olsson et al. 2008; Wilson et al. 2002). The case study approach is suitable for the study of customer and organization because it allows the researcher to focus on the participants' previous experience and its influence on their interaction with the banking sector.

Data for this study were collected from a sample of 30 bank customers in the Sokoto State of Nigeria. They were selected using a purposive sampling technique. In a purposive sampling technique, the researcher decides on the information he is looking for and selected respondents that have the information and are also willing to supply the information voluntarily (Garba 2013). In this study, a purposive sampling technique was used to ensure that equal number of respondents were selected from the groups of banks in the study.

The study selected ten groups of banks, such as Access Bank, Eco Bank, First Bank, First City Monument Bank, Guaranty Trust Bank, Jaiz Bank, Polaris Bank, Union Bank, United Bank of Africa, and Zenith Bank. In total, 70% were male, and 30% were female. They were between the ages of 18 to 40 years. All the participants preferred not to mention their name, age, and they all actively engage in interacting with their banks.

The recruitment of the participants occurred outside the banking hall. It provided room for the researcher to engage in an open conversation with an individual with the need to identify whether they have an active bank account. It also helped the researcher identified individuals who interacted or still interacting with the banks under study. Insight was provided to the participants on what the study is all about and informed them that this study is voluntary for any individual who wishes to participate. Participants that agreed to participate in the study were allowed to decide when to meet, time to meet, and also, where to meet for the interview. The researcher met the participants at the appointed time and place. The interviewer first explained the purpose and objective of the research before obtaining participants' consent for interviews and audio recording of their interviews.

The literature reviewed guided the selection of the questions for the interview, but questions were not only limited to factors identified in the literature. There was some room for the interviewer to explore and probe the experiences of the bank customers during the process of the interview. Some of the questions posed to the participants were: What do you think about the structure of your bank? Does the presence of experienced staff influence your interaction with your bank? Do security personnel influence your interaction with your bank? Do branches influence your interaction with your bank?

All the participants spoke in English. All the interviews were recorded and transcribed. The interviews took about 15 to 20 minutes. After transcription, the process of coding was done using thematic analysis procedures by Braun and Clarke (2006). In the first stage, the researcher familiarized himself with the data generated during the interview. Secondly, the researcher generated the initial code from the data. Third, the researcher searched for the themes from the data generated. Fourth, the researcher reviewed the themes generated. Fifth, the researcher defined, and name themes generated. Finally, the themes generated were used to answer the research objective.

4. Findings

The following section was structured according to three main themes, which were identified in the data analysis, i.e., 'the importance of qualified personnel,' 'the importance of security personnel,' and 'the importance of branch banking.' The first theme focused on the importance of qualified personnel to customers' interaction with a bank. The second theme focused on the importance of security personnel to customers' interaction with a bank. The third theme focused on the importance of branch banking to customers' interaction with a bank.

4.1 The importance of qualified personnel

The small number of respondents agreed that the presence of qualified personnel in the banking sector is important to customers' interaction with the banking sector. It corresponds with the view of some studies that experienced staff is essential for the

growth and development of organizations (Baum and Kokkranikal 2005; Ekwoaba et al. 2015). The respondents of the study believed that having well-trained personnel in the banking sector is important for bank-customer interaction. Among these participants, about 30% talked about the importance of qualified personnel and how they influence customers' interaction with a bank. They used words/phrases such as 'trained,' 'support,' and 'attend' when expressing how they feel when interacting with their bank staff. Access Bank, a civil servant (Hausa) explained

The staff of my bank are very well trained in the sense that they are eager to attend to you, they will give you the kind of necessary support you need.

Some participants feel some source of happiness with the way the bank staff carryout their activities towards their esteem customers. Eco Bank, a civil servant (Hausa),

They have good staff that attends to me. The bank staff knows their job very well, when you go in, the workers will attend to you very quickly. When we have issues or challenges, we will see staff to discuss with and solve it. My bank provides good people who know how to do their job.

The respondents highlighted that qualified personnel are important to customers during financial interaction with the banking sector. They also agreed that qualified personnel provided efficient services to customers during financial interaction. Some respondents are happy with the kind of support they received from qualified personnel during financial interaction. Some are also excited about the way qualified personnel attends to their challenges during financial interaction. In a nutshell, respondents confirmed that qualified personnel are associated with the smooth operations of the banking sector, which at the same time saves customers time and energy.

4.2 The importance of security personnel

The majority of respondents agreed that the presence of security personnel at the premises of the banking sector is important for customers-bank interaction. This corresponds with the view of some literature reviewed that the presence of security personnel at the premises of organizations is important for customers (Ahmad et al. 2010; Kark et al. 2010). Among these participants, about 70% talked about the importance of security personnel at the premises of the banking sector during financial interaction. Access Bank, a worker (Hausa) explained

My bank is very secured, they have about five to six mobile police outside the bank and have some inside the bank as well. Security influence my financial interaction because when you enter the bank and when you are doing a transaction you feel very safe because you know there are security around.

Eco Bank, a student (Hausa)

The security matters because if a bank is not well secured, I think, I will be one eye sleeping at home one eye open, I will be thinking about my money, if I go to a bank if I am banking with a bank and the total money I am having run into a million and the

security personnel are not enough, I will be thinking about my money, maybe the whole of saving, I will be thinking about it, so I will make sure the security is tight.

The majority of the respondents agreed that security personnel is important in the banking sector. They claimed that having security personnel at the premises of the bank encourages their financial interaction. The respondents agreed the presence of security personnel in the banking sector makes them feel safe whenever they visit their bank.

4.3 The importance of branch banking

The majority of respondents agreed that branch banking is important for customers' interaction with the banking sector. It corresponds with the view of some studies that the presence of branches across the place influences customers' interaction with the banking sector (Pastory and Swai 2013; Olajide and Anthony 2016). Customers confirmed that branch banking is important because it's a place to seek for more information with regards to their financial interaction. Among these participants, about 70% talked about the importance of branch banking to customers during financial interaction. Access Bank, a student (Hausa) explained

They have branches almost everywhere when you have an issue, it is easy to quickly go to the bank to lay your complaint without any problem.

Eco Bank, a worker (Hausa)

My bank provides extra branches that influences my financial interaction because I will bank with a bank that is closer to me instead of going far, so when they have different branches that are closer to me, I will go to a branch that is closer to me and easy to access.

In this study, respondents confirmed that branch banking is an alternative place to seek for unavailable information. The respondents highlighted that branch banking is important because customers do not have to spend transport fare to reach their banks. It also provided the best option to transfer large sum of money from one location to another. Since there is lack of deposit machines, branch banking provided the easiest option to deposit money in the banking sector. Also, there is limitation to what customers can withdraw from outside the banking hall, making branch banking an important component to customers.

5. Implications and conclusion

This article explores the importance of structural assurance on customers' interaction with the banking sector in the Sokoto State of Nigeria. To summarize, this study showed that qualified personnel, security personnel, and branch banking are important to customers' interaction with the banking sector. An understanding of the importance of structural assurance can be useful to executives and policymakers of the banking sector on how to retain and attract new customers. From the experiences shared by customers, it provided the banking sector with ways to increase growth and development in the system.

This study gives insights into the importance of structural assurance to customers during their interaction with the banking sector. It focused on customers in 10 groups of banks only, failure to cover all the banks located in the study area. This study failed to recruit the same number of respondents in terms of gender, which may have provided a different perspective.

This study is not meant to be generalized to the larger population, but the experiences of the participants are important in understanding the antecedents that influence customers' interaction with the banking sector. The experiences of the participants showed that the presence of qualified staff encourages customers' financial interaction with a bank. The presence of security personnel at the premises of the banking sector influences customers' financial interaction. It also showed that having branches at different locations promotes customers' financial interaction with a bank. This study is important because it highlighted the magnitude of structural assurance to customers. It also showed that there are antecedents that form what is referred to as structural assurance in the banking sector.

6. References

- ABDOLSHAH, M., KHATIBI, S. A. M. & MOGHIMI, M. 2017. Factors Influencing Job Satisfaction of Banking Sector Employees (The case study: Asgariyeh and MehrIran Banks in Qazvin and Alborz, Iran). *Journal of Central Banking Theory and Practice*, 207-222.
- AHMAD, M. K. A., ROSALIM, R. V., BENG, L. Y. & FUN, T. S. 2010. Security Issues on Banking Systems. *International Journal of Computer Science and Information Technologies*, 1, 268-272.
- BAUM, T. & KOKKRANIKAL, J. 2005. Human resource management in tourism. In: PENDER, L. & SHARPLEY, R. (eds.) *The management of tourism*. London: SAGE Publications Ltd.
- BRAUN, V. & CLARKE, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77-101.
- CARLSON, M. & MITCHENER, K. J. 2005. *Branch banking, bank competition, and financial stability* (No. w11291). National Bureau of Economic Research.
- CHAUDHRY, A. A., PARVEIZ, A. & JAVED, Y. 2016. Determinants of Users Trust for Branchless Banking in Pakistan. *Journal of Internet Banking and Commerce*, 21, 1-15
- DJABATEY, E. N. 2012. *Recruitment and selection practices of organizations: A case study of HFC Bank (GH) Ltd.*
- EKWOABA, J. O., IKEIJE, U. U. & UFOMA, N. 2015. The impact of recruitment and selection criteria on organizational performance. *Global Journal of Human Resource Management*, 3, 22-33.
- EVA, T. P. 2018. Recruitment and Selection Strategies and Practices in the Private Sector Commercial Banks of Bangladesh: Evidence from Human Resource Practitioners. *European Business and Management*, 4, 28-38.
- FRAGATA, A. & MOUSTAKAS, E. 2013. Investigating the determinants of e-banking loyalty for large business customers: Two empirical models. *Journal of Economics, Business and Management*, 1, 204-208.

- GARBA, T. 2013. Quantitative methods of data collection and analysis. *In: ABDULRAHMAN, D. A., OGUNDIYA, I. S. & KURA, S. Y., B (eds.) Research Methodology and Grantsmanship*. Usmanu Danfodiyo University, Sokoto, Nigeria: Foludex Press Limited, Ibadan.
- GEFEN, D. 2000. E-commerce: the role of familiarity and trust. *Omega*, 28, 725-737.
- GU, J., LEE, S. & SUH, Y. 2009. Determinants of behavioral intention to mobile banking. *Expert Systems with Applications*, 36, 11605-11616.
- HASSARD, J., TEOH, K. R. H., VISOCKAITE, G., DEWE, P. & COX, T. 2018. The cost of work-related stress to society: A systematic review. *Journal of Occupational Health Psychology*, 23, 1.
- IBIDUNNI, S., OSIBANJO, O., ADENIJI, A., SALAU, O. P. & FALOLA, H. 2016. Talent Retention and Organizational Performance: A Competitive Positioning in Nigerian Banking Sector. *Periodica Polytechnica Social and Management Sciences*, 24, 1-13.
- KAGAN, J. 2018. *Branch banking*. Available: <https://www.investopedia.com/terms/b/branch-banking.asp>.
- KARK, K., DINES, R. A., BALAOURAS, S. & COIT, L. 2010. *Security organization 2.0: Building a robust security organization*, Cambridge, MA: Author.
- KAUR, K., KAUR, P. & KUMAR, P. 2017. Stress, coping mechanisms and its socio-economic impact on organisations-A review. *Indian Journal of Economics and Development*, 13, 744-751.
- KUMAR, M., SAREEN, M. & BARQUISSAU, E. 2012. Relationship between types of trust and level of adoption of Internet banking. *Problems and Perspectives in Management*, 10, 82-92.
- LAU, M. M., CHEUNG, R. & CHU, Y. T. 2013. Measuring Service Quality in the Banking Industry: A Hong Kong Based Study. *Contemporary Management Research*, 9, 263-282.
- LOCKWOOD, N. 2006. Talent Management: driver for organisational success. *Human Resource Management*, 12, 20-26.
- MADUKU, D. K. 2016. The effect of institutional trust on internet banking acceptance: perspectives of South African banking retail customers. *South African Journal of Economic and Management Sciences*, 19, 533-548.
- MCKNIGHT, D. H. & CHERVANY, N. L. 2000. What is trust? A conceptual analysis and an interdisciplinary model. *Proceedings of the Sixth Americas Conference on Information Systems (AMCIS)*, Long Beach, CA. 827-833.
- MCKNIGHT, D. H. & CHERVANY, N. L. 2001. Conceptualizing trust: A typology and e-commerce customer relationships model. *Proceedings of the 34th Annual Hawaii International Conference on System Sciences*, Maui, HI, USA 1-10.

- MCNEISH, J. 2015. Consumer trust and distrust: retaining paper bills in online banking. *International Journal of Bank Marketing*, 33, 5-22.
- OLAJIDE, A. M. & ANTHONY, O. S. 2016. Branch Network Growth and Banks Performance in Nigeria (1981-2013). *Research Journal of Finance and Accounting*, 7, 1-7.
- OLSSON, H. H., CONCHUIR, E. O., ÅGERFALK, P. J. & FITZGERALD, B. 2008. Two-stage offshoring: An investigation of the Irish bridge. *MIS Quarterly*, 32, 257-279.
- PASTORY, D. & SWAI, J. P. 2013. The Relationship between Bank Growth and Profitability, Emperical Evidence from Eac: Panel Data Analysis. *European, Journal of Business and Management*, 5, 14-26.
- SHA, W. 2009. Examining mediators of structural assurance constructs in business-to-consumer e-commerce. *Issues in Information System*, X, 367-371.
- WANG, Z., GORDON, Z. G., HOU, F., LI, B. & ZHOU, W. 2019. What determines customers' continuance intention of FinTech? Evidence from YuEbao. *Industrial Management and Data Systems*, 119, 1625-1637.
- WILSON, H., DANIEL, E. & MCDONALD, M. 2002. Factors for success in customer relationship management (CRM) systems. *Journal of Marketing Management*, 18, 193–219.
- YOUSUF, M. 2017. *Examining the role of trust in shaping customer satisfaction of mobile banking*. Universiti Tun Hussein Onn Malaysia.
- ZAHOOR, Z., UD-DIN, M. & SUNAMI, K. 2016. Challenges in Privacy and Security in Banking Sector and Related Countermeasures. *International Journal of Computer Applications*, 144, 24-35.

Dilema Lelaki Homoseksual: Strategi Tertutup Demi Kelangsungan Aktiviti Seksual

Mohd Rafizey Bin Dalin^{a*}, Mohd Fauzi Bin Sukimi^b · Nur Hafizah Binti Yusoff^c

^{abc}Pusat Penyelidikan Kelestarian Sosial, Persekitaran dan Pembangunan (SEEDS),
Fakulti Sains Sosial dan Kemanusiaan, Universiti Kebangsaan Malaysia.

*Email: mohdrafizeydalin1992@gmail.com

Abstrak

Sebagai seorang *gay* di Malaysia, sudah pasti akan menghadapi dilema untuk melakukan aktiviti seksual secara terang-terangan. Hal ini berlaku sedemikian kerana golongan ini dianggap sebagai devian kerana bertentangan dengan undang-undang, agama, nilai dan norma dalam masyarakat. Walau bagaimanapun, demi kelangsungan untuk melakukan aktiviti seksual, golongan ini sudah pasti mempunyai strategi tertutup. Artikel ini bertujuan untuk mendeskripsi strategi tertutup yang dilakukan demi kelangsungan aktiviti seksual sebagai seorang *gay*. Kajian ini menggunakan kaedah kualitatif di mana seramai sepuluh orang informan dipilih berdasarkan teknik *snowball*, ditemubual secara mendalam. Hasil kajian dibahagikan kepada tiga aspek utama iaitu penampilan *straight act*, media sosial sebagai tempat mencari pasangan dan hubungan *fuck buddy*. Dalam aspek identiti seksual, ramai golongan *gay* masa kini menggunakan konsep *straight act* dalam penampilan diri terutamanya dari segi cara berpakaian. Dengan konsep *straight act*, ini memudahkan mereka untuk melakukan hubungan seksual dengan rasa selamat. Mereka bebas keluar berduaan dan tinggal bersama dengan pasangan tanpa perlu berasa risau. Dalam aspek mencari pasangan pula, kewujudan aplikasi-aplikasi khas seperti *grindr* dan *blued* misalnya memudahkan mereka mencari pasangan. Selain itu, kewujudan kumpulan-kumpulan khas *gay* dalam media sosial memudahkan lagi akses mereka untuk mencari pasangan dan melakukan aktiviti seksual mereka secara senyap. Dalam aspek hubungan sosial pula, ramai yang menjalinkan hubungan *fuck buddy* dengan rakan-rakan terdekat sahaja. Secara keseluruhannya, strategi tertutup yang dilakukan oleh golongan *gay* pada masa kini menunjukkan bahawa mereka tetap aktif melakukan aktiviti seksual asalkan matlamat sebagai lelaki homoseksual tercapai.

Kata kunci: Dilema; Lelaki homoseksual; *Gay*; Strategi tertutup; Aktiviti seksual.

Pendahuluan

Pembangunan pesat pada abad ke-21 telah membawa cabaran yang besar kepada masyarakat di Malaysia pada hari ini. Ledakan atau pemodenan yang dibawa dari dalam dan luar negara turut memberikan kesan kepada sosial masyarakat di Malaysia dari pelbagai segi bukan sahaja aspek pembangunan ekonomi dan infrastruktur tetapi juga mendedahkan masyarakat kepada penyakit-penyakit sosial seperti salah laku seksual yang mempengaruhi gaya hidup seks dalam kalangan masyarakat di Malaysia contohnya fenomena homoseksual seperti *gay*.

Perkataan *gay* muncul daripada perkataan *carefree* ataupun gembira, ceria dan terang. Seterusnya perkataan ini mula diambil untuk menunjukkan istilah homoseksual pada seawal abad ke-19 dan sehingga kini ia menunjukkan orientasi seks sejenis antara lelaki. *Gay* juga menunjukkan amalan dan aktiviti yang merujuk kepada homoseksualiti. Homoseksual pada zaman moden adalah suatu fenomena psiko sosial di mana keinginan seseorang secara emosi dan seksual terhadap seks sejenis. Perkataan ini sebelumnya di panggil sebagai sodomi.

Persepsi kemudiannya berubah kepada tingkah laku berdosa dan seseorang yang sakit.

Fenomena *gay* di Malaysia dianggap sebagai krisis identiti iaitu individu berkenaan mempunyai tingkah laku yang bercanggah dan bertentangan dengan tatacara kehidupan normal seseorang. Keadaan ini menyebabkan masyarakat tidak dapat menerima golongan *gay* ini malah menjadi bahan cemuhan segelintir masyarakat kerana mereka dianggap telah menyimpang daripada norma-norma masyarakat. Masyarakat di Malaysia sememangnya memandang golongan *gay* ini sebagai satu kelompok manusia yang terpesong nalurnya menyalahi fitrah semulajadi manusia dalam berpasangan iaitu lelaki haruslah berpasangan dengan perempuan dan bukannya dengan lelaki, begitu juga sebaliknya apatah lagi perbuatan ini dilakukan oleh mereka yang beragama Islam dan hidup dalam sebuah negara yang agama rasminya adalah Islam seperti Malaysia.

Golongan homoseksual ini sudah tidak asing lagi bagi masyarakat moden malah mereka semakin berani mempamerkan diri di tempat-tempat umum atau tanpa segan silu membuat pengakuan bahawa mereka adalah seorang *gay* secara terbuka melalui alam siber seperti Youtube. Sebagai contoh, kes Awan Ismail, yang pernah menggemparkan masyarakat dengan memuat naik video pengakuannya sebagai seorang *gay* ke laman yang bertajuk '*Saya Gay, Saya Ok*'.

Rentetan daripada isu itu, timbul pula persoalan terhadap lelaki *gay* yang lain yang masih takut untuk tampil mendedahkan identiti mereka sebagai seorang *gay* yang hidup dalam masyarakat Malaysia yang hanya menerima heteroseksual atau hubungan lelaki dengan perempuan dan bukannya hubungan songsang seperti yang diamalkan oleh mereka pastinya berhadapan dengan permasalahan yang kompleks tentang bagaimana mereka melakukan aktiviti seksual supaya identiti mereka tidak terdedah kepada umum. Hal ini demikian kerana, penolakan daripada masyarakat terutamanya daripada pihak keluarga pastinya akan memberikan tamparan hebat kepada diri mereka sekiranya identiti seksual diketahui. Atas alasan ini, mereka mula memikirkan bagaimana untuk menyembunyikan perihal aktiviti seksual mereka di samping dapat memenuhi keinginan seksual sebagai seorang lelaki homoseksual. Kajian ini bertujuan untuk mendeskripsi strategi tertutup yang digunakan oleh golongan *gay* demi kelangsungan aktiviti seksual mereka.

Dilema Lelaki Homoseksual

Gay dianggap sebagai devian kerana secara fitrahnya ia telah melanggar hukum alam dan dianggap tidak normal serta secara sosialnya tidak diterima masyarakat. memandangkan ia bercanggah dengan agama, undang-undang serta nilai dan norma masyarakat. Sudah semestinya masyarakat akan mencari jalan untuk menstigma, menghukum, mengasingkan, dan meletakkan kawalan sosial terhadap golongan *gay*. (Lemert, 1972).

Agama

Masyarakat Malaysia yang majoritinya menganut agama Islam sememangnya menolak golongan *gay* kerana perlakuan homoseksual sudah disebut dalam Al-Quran sebagai haram. Malahan dalam semua agama di dunia seperti Kristian, Hindhu, Buddha dan Confucianism juga menolak perlakuan homoseksual kerana dianggap menyimpang daripada nilai naluri seseorang manusia yang pada asalnya diciptakan berpasangan antara lelaki dan perempuan.

2.2 Undang-undang

Dari segi perundangan pula, hak golongan homoseksual atau secara keseluruhannya hak LGBTQ (*Lesbian, Gay, Transgender, Biseksual dan Queer*) sememangnya tidak diiktiraf di Malaysia. Dalam tamadun Islam sendiri menghalang perlakuan sodomi (hubungan seks sejenis). Berikut merupakan peruntukan hukuman bagi Jenayah Seks Luar Tabi'e dalam Kanun Keseksaan (Mohd Izzat et al 2018).

Jadual 1: Hukuman Jenayah Seks Luar Tabi'e dalam Kanun Keseksaan

Seksyen	Kesalahan	Hukuman
377A	Persetubuhan yang bertentangan dengan aturan tabi'e sama ada melalui oral ataupun dubur	Penjara sehingga 20 tahun dan boleh juga dikenakan sebat
377B	Perhubungan seks luar tabi'e secara sukarela	Penjara sehingga 20 tahun dan termasuk sebatan
377C	Perhubungan seks luar tabi'e tanpa kerelaan	Penjara tidak kurang lima tahun tetapi tidak melebihi 20 tahun dan boleh juga dikenakan sebatan
377CA	Perhubungan seks dengan objek sama ada melalui dubur atau kemaluan	Penjara sehingga 20 tahun dan termasuk sebatan
377D	Melanggar kesopanan dengan melakukan kelucahan melampau	Penjara sehingga dua tahun

Dalam undang-undang Jenayah Syariah turut menyediakan peruntukan hukuman bagi kesalahan seks luar tabi'e. Seksyen 25 dan 26 Akta Jenayah Syariah (Wilayah-Wilayah Persekutuan) 1997 menetapkan hukuman denda tidak melebihi lima ribu ringgit, penjara selama tempoh tidak melebihi tiga tahun atau sebat tidak melebihi enam sebatan atas sabitan bagi kesalahan liwat dan musahaqah (Mohd Izzat et al 2018).

Nilai dan Norma

Jika dua orang lelaki secara terbuka berjalan berpegangan tangan dan menunjukkan tanda-tanda kasih sayang yang biasa ditunjukkan oleh pasangan heteroseksual, mereka mungkin akan menerima renungan atau pandangan berbentuk protes atau penolakan, atau mungkin diejek dan dipinggirkan oleh masyarakat lain (Kartono, 2007). Keadaan ini disebabkan oleh pasangan homoseksual yang dilabelkan dengan stigma. Dalam erti kata lain, masyarakat telah menganggap bahawa tingkah laku ke arah homoseksual atas apa jua sebab adalah salah. Turut termasuk dalam stigma adalah hakikat bahawa kedua-dua lelaki tersebut akan merasa berbeza tentang diri masing-masing kerana reaksi yang diberikan masyarakat sekeliling. Stigma adalah hasil daripada fakta bahawa masyarakat menganggap kelakuan homoseksual sebagai *devian* atau bertentangan dengan nilai dan norma masyarakat.

Metodologi Kajian

Kajian ini dengan jelas menggunakan pendekatan kualitatif yang mana seramai sepuluh orang informan dipilih berdasarkan kepada ciri-ciri seperti seorang lelaki yang mengakui dirinya

sebagai seorang *gay*. Daripada segi pemilihan sampel, kesemua informan diperoleh melalui teknik *snowball* di mana terdapat *key informant* yang memperkenalkan informan kepada pengkaji. Kajian ini menggunakan kaedah temu bual mendalam dan pemerhatian tidak turut serta. Dari segi analisis data pula, pengkaji menggunakan analisis deskriptif di mana kesemua data yang diperoleh dikategorikan mengikut tema-tema yang diperolehi berdasarkan hasil dapatan kajian menerusi temu bual mendalam yang telah dijalankan. Kajian ini dijalankan di sekitar Kuala Lumpur.

Hasil Kajian

Berikut merupakan hasil kajian yang diperoleh daripada lapangan kajian. Hasil kajian dibahagikan kepada tiga tema utama iaitu, penampilan *straight act*, media sosial sebagai medium mencari pasangan dan hubungan *fuck buddy*.

4.1 Penampilan *Straight Act*

Dahulu, di Malaysia pakaian dan perhiasan serta tingkah laku sering menjadi petunjuk kepada golongan *gay*. Hal ini ketara apabila media memaparkan bagaimana Kementerian Pelajaran mengaitkan imej lelaki *gay* dengan penampilan fizikal berpakaian seperti yang dilaporkan oleh tabloid-tabloid semasa. Maka tanggapan umum bahawa lelaki yang berminat dengan fesyen dan pakaian adalah suatu tanda seorang homoseksual tetapi bukan bermakna lelaki yang berminat tentang fesyen berpakaian adalah semuanya *gay* (Cole 2014). Walau bagaimanapun menurut Cole lagi, terdapat sebilangan besar komuniti *gay* yang sedar bahawa menggunakan pakaian merupakan aspek yang penting untuk menyatakan identiti mereka. Sejak abad ke-17 lagi, pakaian dan perhiasan diri telah memberi petunjuk kepada homoseksualiti dan kecenderungan terhadap hubungan seks sejenis. Hal ini dapat dilihat yang mana pemilihan lelaki homoseksual kepada penampilan dan pakaian feminin menjadi tumpuan. Mereka digelar sebagai *mollies* yang telah membentuk subbudaya dalam komuniti hubungan sejenis pada ketika itu. Homoseksual dapat diekspresikan dan dikenali melalui pakaian, isyarat tubuh badan (*gesture*), bahasa, dan di kawasan serta tempat-tempat tertentu (Cole 2000).

Berdasarkan pemerhatian terhadap sepuluh orang informan, lapan daripada mereka berpenampilan seperti seorang lelaki heteroseksual. Mereka langsung tidak kelihatan seperti seorang *gay*. Dari segi cara berpakaian, cara bercakap, dan cara berjalan langsung tidak menunjukkan ciri-ciri seorang *gay*. Berdasarkan kepada temu bual, alasan yang diberikan ialah mereka selesa berpenampilan sedemikian kerana berasa selamat untuk menjalani aktiviti seksual. Mereka mengakui bahawa penampilan *straight act* lebih selamat dan memudahkan mereka untuk melakukan aktiviti seksual di mana sahaja seperti di hotel ataupun rumah keluarga masing-masing. Dapatan kajian ini menunjukkan bahawa golongan *gay* berjaya melakukan *coping* ketika berhadapan dengan masyarakat. Berikut merupakan antara petikan temu bual daripada informan kajian.

“sumpah rasa selamat dengan penampilan straight act ni. Tak adalah orang nak syak aku gay. Kalau nak bawa partner dalam bilik rumah sewa pun rasanya orang takkan tahu yang aku gay sebab penampilan aku ni” (Informan 1, 2018)

“aku selalu ajak pakwe aku masuk bilik kat rumah sewa. Bukannya orang tahu pun. Kalau ada orang tanya, aku jawab jelah yang pakwe aku tu kawan aku. Bukan susah nak tipu pun. Tapi yang penting pakwe aku pun straight act” (Informan, 3 2018)

“bukan setakat main dalam bilik asrama, main kat hotel ke, rumah ke kalau straight act senang je. Tak perlu nak takutlah. Aku pernah je ajak orang main kat rumah. Bila parents aku tanya, aku jawablah kawan kuliah” (Informan 4, 2018)

4.2 Media sosial untuk mencari pasangan

Pada masa kini, terdapat aplikasi-aplikasi khas *gay* yang tersedia di *Google Play Store* yang boleh dimuat turun ke telefon pintar, memudahkan golongan *gay* mencari pasangan secara tertutup. Aplikasi-aplikasi ini boleh dimuat turun secara percuma oleh para pengguna. Antara aplikasi-aplikasi khas yang terkenal pada masa kini ialah seperti *Grindr* dan *Blued* (Lihat gambar 1). Menurut satu kajian yang dilakukan secara atas talian oleh Liau, Miller & Marks (2006) yang mengkaji aktiviti seksual dalam kalangan *gay*, mendapati bahawa golongan ini menggunakan kemudahan internet untuk mencari pasangan bagi melakukan hubungan seksual. Begitu juga dalam kajian ini, melalui temu bual yang telah dijalankan, informan turut mengakui perkara yang sama.

“tak payah susah-susahlah. Sekarang boleh kata setiap orang pakai smartphone. Langgan internet setiap bulan. Download je Grindr ataupun Blued. Nanti dapatlah pasangan dengan senang.” (Informan 2, 2018)

“Sekarang ni senang. Download je dekat phone kau boleh scan gay ada dekat sekitar kau” (Informan 6, 2018)

“Kebanyakan sekarang ni yang ada Grindr sebab nak main je. Ala download je. Orang takkan tahu punya. Yang tahu kau ada dalam tu just gayboy-gayboy je, tak ada perempuan pun” (Informan 7, 2018)

Gambar 1: Aplikasi *Grindr* dan *Blued*



Sumber: Google Image

Selain daripada aplikasi-aplikasi khas diatas, golongan *gay* juga memilih untuk mencari pasangan melalui aplikasi-aplikasi yang juga digunakan oleh masyarakat umum lain seperti *Wechat*, *Twitter*, *Facebook* dan *Tinder*. Mereka menggunakan kod-kod dan simbol-simbol tertentu yang hanya boleh difahami dan dikesan oleh golongan ini. Antaranya seperti penggunaan perkataan PLU (*People Like Us*), *Top*, *Bottom*, *Flexi*, dan banyak lagi. Kod-kod ataupun simbol-simbol ini memudahkan mereka mencari pasangan tanpa perlu menyatakan identiti seksual sebenar mereka di bahagian profil. Kadang-kadang mereka akan memanipulasi kod ataupun simbol tersebut seperti PLU (*Pelakon Lelaki Utama*) untuk mengelirukan orang

lain. Tambahan lagi, golongan ini akan menggunakan gambar artis ataupun gambar kemaluan untuk menarik perhatian golongan *gay* yang lain.

Bukan itu sahaja, terdapat beberapa pertubuhan khas komuniti ini yang terdapat di dalam *Facebook* dan *Twitter* (Lihat gambar 2 dan 3). Fungsi pertubuhan khas ini adalah sebagai tempat berkongsi masalah, pasangan dan video-video pornografi sama ada ianya kepunyaan peribadi ataupun video pornografi yang diperolehi daripada laman-laman web pornografi *gay*. Ada juga segelintir mereka yang sanggup membuat *fake account* dengan menyamar menjadi seorang perempuan semata-mata untuk mendapatkan gambar ataupun video bogel mangsa lelaki heteroseksual dan seterusnya dikongsi bersama (Lihat gambar 3). Tidak kurang juga ada yang sanggup merekod video-video rakan mereka (lelaki heteroseksual) ketika sedang mandi, tidur dan sebagainya semata-mata untuk dijadikan koleksi peribadi dan dikongsi bersama rakan-rakan *gay* yang lain. Tidak kurang juga ada yang sanggup menjual koleksi tersebut untuk mendapatkan wang.

Gambar 2: Antara Pertubuhan Khas Komuniti *Gay* di dalam *Twitter* dan *Facebook*



Gambar 3: Antara *Fake Account* yang digunakan dalam aplikasi *Twitter*



Sumber: *Facebook* dan *Twitter*

Hubungan *Fuck Buddy*

Merujuk kepada Mohd Nazri (2004), hubungan *fuck Buddy* bermaksud hubungan yang didasari oleh kepentingan seks semata-mata tanpa melibatkan perasaan cinta terhadap pasangan. Walau bagaimanapun, hubungan jenis ini masih mengamalkan komitmen terhadap satu pasangan sahaja tetapi tidak melibatkan sebarang status.

Hasil dapatan kajian menunjukkan bahawa majoriti dalam kalangan informan iaitu

seramai lapan daripada sepuluh orang mengakui bahawa mereka lebih selesa dengan hubungan *fuck buddy*. Mereka beranggapan bahawa dengan hubungan ini, mereka berasa lebih selamat. Selain itu, mereka juga beranggapan bahawa dengan hubungan *fuck buddy*, kerahsiaan identiti mereka lebih terjamin kerana hanya menjalinkan hubungan dengan satu pasangan sahaja. Mereka juga beranggapan bahawa hubungan *fuck buddy* lebih selamat kerana mereka bebas keluar bersama dengan pasangan, keluar bercuti bersama-sama, atau melakukan hubungan seksual di mana-mana tanpa diketahui hubungan sebenar mereka. Berikut merupakan antara petikan temubual bersama beberapa orang informan.

“bila main dengan orang yang dah kenal lama, then setia pada dia je walaupun bukan couple lagi. Tapi honestly lebih selamat” (Informan 5, 2018).

“tak perlu rasa insecured bila buat hubungan fuck buddy. Lebih selamat aku rasa” (Informan 9, 2018)

“bila ada hubungan fuck buddy, orang takkan tahu pun. Sebab nampak macam kawan je. Nak pergi bercuti ke, outstation ke, orang takkan syak pun” (Informan 10, 2018)

Kesimpulan

Secara keseluruhannya, strategi tertutup yang digunakan oleh golongan *gay* pada masa kini menunjukkan bahawa golongan ini sudah mempraktikkan kawalan diri yang mana mereka sudah mula membuat keputusan dan memikirkan langkah yang efektif supaya matlamat untuk mencapai kepuasan seksual tercapai dan menyingkirkan segala elemen yang boleh menyebabkan matlamat tersebut terganggu. Setiap tindakan yang dilakukan oleh mereka akan sedaya upaya diselindung atau disembunyikan daripada pengetahuan masyarakat.

Rujukan

- Cole, S. 2000. *Dont we know our gay apparel: gay men dress in the twentieth century*. New York: Oxford International Published. Ltd.
- Cole, S. 2014. *Sexuality, identity and the clothed male body*. Thesis Ph.D University of the Arts London.
- Jerome, C. 2011. *Queer Melayu: Queer Sexualities and The Politics of Malay Identity and Nationalism in Contemporary Malaysian Literature and Culture*. DPHIL. University of Sussex.
- Kartono K. 2007. *Patologi sosial jilid 1*. Jakarta; Raja Grafindo Persada
- Lemert, E. M. 1972. *Human deviance: social problem and social control*. Englewood Cliffs: Prentice-Hall
- Liau, A., Millet, G., & Mark, G. 2006. Meta analytic examination of online sexseeking and sexual risk behavior among men who have sex with men. *Sexually Transmitted Diseases*, 33, 576-584
- Mohd Izzat Amsyar Mohd Arif. Muhammad Syahlan Syafie. Hisham Hanapi. Fareed Mohd Hassan, 2018. *Salah Laku Lgbt dalam Perundangan Malaysia: Undang-undang Sebagai Mekanisme Pembanterasan dan Kawalan*. *Journal of Advanced Research in Social and Behavioural Sciences* 13, Issue 1 (2018) 19-34. Universiti Kebangsaan Malaysia.
- Mohd Makzan Musa. 2006. *Homoseksualiti: Cabaran Keluarga Masa Kini*. Dlm. Abd. Rahim Abd. Rashid, Sufean Hussin, Jamaludin Tubah (pnyt.). Institusi Keluarga Menghadapi

- Cabaran Alaf Baru. Hlm. 251-268. Kuala Lumpur: Utusan Publications & Distributors Sdn. Bhd.
- Mohd Nazri Abu Bakar. 2004. Dinamika pengalaman sosial kelompok gay. Satu Kajian Kes. Tesis. Universiti Kebangsaan Malaysia.

19+: Peluang dan Tantangan Pemberdayaan Keluarga dan Anggota Masyarakat dalam Mengatasi Perkawinan Anak di Indonesia

Siti Mulyani
Kementerian Sosial, Indonesia
simulkarli84@gmail.com

Abstrak

Makalah ini membahas tentang peluang dan tantangan keluarga dan anggota masyarakat pasca penetapan usia perkawinan oleh Dewan Perwakilan Rakyat menjadi 19 tahun untuk anak laki-laki dan perempuan. Regulasi ini membawa peluang baru dalam menciptakan generasi emas untuk anak-anak di Indonesia. Namun di sisi lain terdapat tantangan baru dalam pemberdayaan keluarga dan anggota masyarakat yang patriarkhi dan menguatnya praktik keagamaan yang permisif terhadap perkawinan anak. Makalah ini memberi gagasan baru bagaimana menjawab tantangan tersebut melalui pertemuan peningkatan kapasitas keluarga dan anggota masyarakat yang secara tradisional masih mempraktekkan perkawinan anak. Dengan pengetahuan baru, sikap dan perilaku orang dewasa tentang perkawinan anak-anak dapat berubah

Kata-kata kunci: perkawinan anak, pemberdayaan, keluarga dan anggota masyarakat, Indonesia

Pendahuluan

Dewan Perwakilan Rakyat Republik Indonesia telah memberi persetujuan untuk menaikkan batas usia perkawinan anak menjadi setara antara anak laki-laki dengan anak perempuan menjadi 19 tahun yang kemudian diikuti dengan terbitnya Undang-Undang Republik Indonesia Nomor 16 Tahun 2019 tentang Perubahan Atas Undang-Undang Perkawinan No 1 Tahun 1974 Tentang Perkawinan. Kesetaraan usia perkawinan anak antara laki-laki dan perempuan menjadi penanda instrumental untuk anak perempuan memasuki perkawinan tidak lagi pada usia 16 tahun. Negara telah memberikan tanggung jawabnya untuk menghentikan semua bentuk diskriminasi terhadap peran perempuan melalui pembuatan hukum. Selanjutnya pemerintah juga terikat pada tujuan kelima agenda *Sustainable Development Goals (SDGs)* atau Tujuan Pembangunan Berkelanjutan 2015-2030 yakni mencapai kesetaraan gender dan pemberdayaan seluruh perempuan dan anak perempuan, secara spesifik dalam Target 5.3 disebutkan target untuk menghilangkan segala praktek-praktek berbahaya.

Dalam konteks perkawinan, diskriminasi dan pelanggaran Hak Perempuan sering dilakukan orang tua, yaitu mengawinkan perempuan yang masih usia anak-anak dengan menggunakan mekanisme dispensasi. Pada perubahan Undang-Undang ini ditambahkan klausul pemenuhan Hak Anak dengan cara Pengadilan wajib mendengarkan pendapat calon mempelai anak-anak laki-laki dan perempuan ketika orang tua meminta dispensasi dengan alasan sangat mendesak disertai bukti-bukti pendukung yang cukup. Menurut laporan tahunan Mahkamah Agung (2018), Pengadilan Agama yang secara absolut memiliki kewenangan dispensasi perkawinan di seluruh Indonesia mengeluarkan dispensasi kawin sebanyak 13.251 putusan (Mahkamah Agung 2018).

Perubahan usia 19 ini membuka peluang bagi anak perempuan untuk terhindar dari dampak buruk akibat perkawinan anak yang akan mempengaruhi tumbuh kembang, kesehatan mental dan fisik selama hidup mereka. Perkawinan anak juga merintangi anak perempuan untuk

menikmati pendidikan dan derajat kesehatan yang baik, serta membatasi peran mereka, baik di lingkup rumah maupun lingkup masyarakat. Namun di sisi lain faktor dispensasi perkawinan turut menyumbang jumlah perkawinan anak. Strategi untuk menghentikan perkawinan anak di bawah 19 tahun harus diikuti dengan kesadaran pada keluarga dan anggota masyarakat akan dampak bahaya dari perkawinan anak dan mendukung perubahan norma untuk mengakhirinya. Analisis yang cermat tentang pendorong, konsekuensi, dan solusi menyarankan pendekatan pencegahan perkawinan anak dengan cara menggabungkan tingkat intervensi makro dan mikro dari lima pilar yaitu anak, keluarga, anggota masyarakat, institusi, legislasi dan kebijakan. Tulisan ini mengambil sudut perubahan norma-norma pada tingkat keluarga dan anggota masyarakat yang secara tradisional masih mempraktekkan perkawinan anak.

Perkawinan Anak: Tinjauan Empiris

Berdasarkan Survei Demografi dan Kesehatan Indonesia (SDKI) 2017, angka rata-rata nasional persentase perempuan usia 20-24 tahun yang pernah kawin sebelum usia 18 tahun adalah 25,71%. Perkawinan anak tersebar di 61% (enam puluh satu persen) wilayah Indonesia. Dari 34 Provinsi di Indonesia, 2/3 (dua pertiga) nya atau 23 provinsi. Data yang dikumpulkan oleh sebuah organisasi non-profit yang memperjuangkan hak-hak anak perempuan untuk tidak dikawinkan pada usia anak, yaitu “*Girls Not Brides*” mendapati bahwa anak perempuan lebih terpapar dalam praktik perkawinan anak (perkawinan yang terjadi di bawah usia 18 tahun). Berdasarkan data tersebut, terungkap bahwa anak perempuan Indonesia 7,5 kali lebih rentan untuk menjadi korban perkawinan anak dibandingkan anak laki-laki. UNICEF *Annual Report* 2014 melaporkan dari jumlah total 85 juta anak Indonesia, satu dari enam (1:6) anak perempuan Indonesia dinikahkan sebelum usia 18 tahun. Data Biro Pusat Statistik juga menunjukkan data yang sama bahwa di Indonesia tercatat 11,13 persen perempuan menikah di usia 10 – 15 tahun dan 32,10 persen di usia 16 – 18 tahun (BPS, 2016).

Perkawinan anak terjadi karena ada beberapa faktor yang melatarbelakanginya. Namun demikian menurut analisis *Girls Not Brides* akar permasalahannya bersumber pada ketidaksetaraan gender dan keyakinan bahwa anak perempuan dan perempuan jauh lebih rendah daripada laki-laki dan laki-laki. Ketidaksetaraan gender tersebut semakin nampak menguat dan kompleks, bila ada dorongan faktor-faktor lain seperti kemiskinan, pendidikan rendah, praktik budaya dan tafsir agama, serta alasan perlindungan terhadap keselamatan dan keamanan anak perempuan dari pelecehan seksual dan kekerasan seksual. Hasil studi Jones, (2001) di beberapa komunitas Madura di Jawa Timur dan Sunda di Jawa Bara serta pada komunitas Sasak oleh Muzayyanah dan Fajriyah (2012) yang masih mempraktekkan adat *merarik (kawin lari)* di Lombok menemukan bahwa azas legalitas tentang batas usia perkawinan tidak berlaku dengan diberlakukannya dispensasi perkawinan

Penelitian yang dilakukan oleh Candraningrum et al. (2016) tentang Status Anak Perempuan dalam Perkawinan Anak mendapati bahwa penyebab utama perkawinan anak adalah kemiskinan dan akses buruk atas pendidikan, pandangan agama yang menilai tabu diskusi seksualitas dan takut terjadi zina dilakukan oleh anak-anak muda, serta akses buruk terhadap kesehatan reproduksi seksual. Penelitian ini menyertakan pandangan agama yang menilai pergaulan bebas di antara pada pemuda-pemudi dapat memicu terjadinya perbuatan zina yang melanggar nilai-nilai agama, oleh karena itu agama turut memberikan kontribusi akan terjadi perkawinan anak.

Hasil identifikasi yang dikeluarkan *Fact Sheet* Koalisi Perempuan Indonesia (2018) di Wilayah Jawa Barat, menunjukkan bahwa orang tua memiliki peran utama sebagai pendorong maupun pengambil keputusan terjadinya perkawinan anak di Kabupaten Cirebon, Indramayu, Bandung, maupun Bogor. Setidaknya terdapat 4 faktor yang

mempengaruhi orang tua memutuskan mengawinkan anak perempuannya, saat masih usia anak, yaitu: (1). Faktor budaya. Faktor budaya paling dominan melatarbelakangi terjadinya perkawinan anak antara lain bahwa anak perempuan akan sulit dapat jodoh, jika menolak lamaran, bahwa anak perempuan yang tidak segera dikawinkan dianggap “tidak laku”. Disamping itu, alasan utama orang tua memilih segera mengawinkan anak perempuannya di usia anak antara lain: mencegah aib keluarga, mencegah anaknya agar tidak menjadi perawan tua (2). Faktor Agama. Sebagian besar orang tua mengawinkan anak perempuannya saat masih usia anak, karena adanya tafsir agama yang mengajarkan bahwa anak adalah amanah bagi orang tua. Karenanya, orang tua berkewajiban untuk menjaga amanah dan mencegah agar anaknya tidak jatuh ke dalam perbuatan dosa yaitu zina. (3). Faktor Ekonomi, Kemiskinan merupakan faktor pendorong bagi orang tua untuk mengawinkan anak perempuannya di usia anak. Tujuan orang tua mempercepat mengawinkan anak perempuannya yang masih usia anak adalah untuk mengurangi beban ekonomi keluarga; mengurangi beban pemenuhan kebutuhan hidup keluarga; memperoleh bantuan ekonomi dari pihak suami/keluarga suami yang menikah dengan anaknya (4). Faktor Hukum Undang-Undang No. 1 tahun 1974 tentang Perkawinan, melegalkan dan mempermudah terjadinya perkawinan anak, karena batas minimal usia perkawinan bagi perempuan adalah 16 tahun dan dimungkinkan melangsungkan perkawinan sebelum mencapai batas minimal usia perkawinan, melalui mekanisme permohonan dispensasi ke pengadilan. Sebagaimana diatur dalam Pasal 7 ayat (1) dan ayat (2), sebagai berikut: “Perkawinan hanya diijinkan jika pihak pria sudah mencapai umur 19 tahun (sembilan belas) tahun dan pihak wanita sudah mencapai umur 16 (enam belas) tahun.” (Pasal 7, Ayat (1) UU No 1 Tahun 1974) “Dalam hal penyimpangan dalam ayat (1) pasal ini dapat minta dispensasi kepada Pengadilan atau pejabat lain yang diminta oleh kedua orang tua pihak pria atau pihak wanita” (Pasal 7, Ayat (2) UU No 1 Tahun 1974).

Faktor yang berakar pada ketidakadilan gender juga terbaca berdasarkan hasil penelitian Plan Indonesia bekerjasama dengan Pusat Studi Kependudukan dan Kebijakan (PSKK) UGM (2011) tentang ‘Praktik Pernikahan Dini di Indonesia’ di delapan wilayah: Indramayu, Grobogan, Rembang, Tabanan, Dompu, Sikka, Lembata, dan Timur Tengah Selatan (TTS) menunjukkan bahwa rata-rata usia kawin di seluruh wilayah penelitian adalah 16 tahun. Penelitian ini juga menyimpulkan bahwa salah satu pendorong utama perkawinan anak di Indonesia adalah norma gender yang kaku. Di sisi lain, juga didorong oleh faktor sosial ekonomi yang melingkupi kehidupan anak perempuan, termasuk kemiskinan, ketergantungan ekonomi, praktik mas kawin (mahar), serta kurangnya akses terhadap pendidikan dan layanan kesehatan. Pendidikan yang rendah sebagai faktor pendorong anak, terutama anak perempuan menjadi korban praktik perkawinan anak. Hal ini terlihat berdasarkan persentase perempuan berumur 20-24 tahun yang pernah kawin yang berstatus putus sekolah menurut umur perkawinan pertama di 10 Provinsi terbesar di Indonesia

Temuan serupa juga dinyatakan oleh Kementerian Pemberdayaan Perempuan dan Perlindungan Anak (2016), bahwa alasan yang melatarbelakangi perkawinan anak adalah alasan ekonomi, sosial dan budaya. (1) Alasan ekonomi. Perkawinan anak dianggap sebagai solusi paling cepat dan mudah bagi orang tua untuk mengatasi beban ekonomi yang menghimpit keluarga. Melalui perkawinan diharapkan dapat membantu perekonomian keluarga. (2). Alasan sosial Adanya anggapan di sebagian masyarakat di Indonesia, perkawinan merupakan suatu hal yang baik bagi perempuan. (3). Alasan budaya, Khususnya daerah-daerah terpencil, ada anggapan bahwa perkawinan anak

merupakan hal yang sudah sangat umum dilakukan, sehingga dianggap bukan hal yang tabu

Perkawinan anak memiliki banyak dampak negatif, khususnya semakin tingginya resiko bagi anak perempuan. UNICEF (2015) menuliskan beberapa dampak negatif dari pernikahan usia anak yaitu: (1) komplikasi kehamilan dan kelahiran yang menyebabkan kematian pada perempuan usia 15-19 tahun, (2) bayi yang lahir dari ibu yang masih remaja memiliki risiko yang tinggi untuk meninggal setelah dilahirkan, (3) bayi yang dilahirkan memiliki kemungkinan yang tinggi memiliki berat badan lahir rendah (BBLR), (4) kehamilan pada usia remaja memiliki pengaruh negatif terhadap status gizi ibu, (5) perkawinan usia anak menghilangkan kesempatan anak menikmati masa anak-anak, menghilangkan kesempatan anak mendapatkan pendidikan, serta membatasi kemampuan anak untuk berpartisipasi dalam bidang sosial dan ekonomi, dan (6) perempuan yang menikah sebelum berusia 18 tahun memiliki risiko yang tinggi mengalami pengasingan secara sosial, kekerasan dari pasangan, dan tertular HIV/AIDS dibandingkan dengan perempuan yang menikah di usia yang lebih tua. Selain itu, perkawinan pada usia anak menyebabkan anak tidak dapat melanjutkan pendidikan. Anak perempuan yang dipaksa untuk meninggalkan pendidikan karena harus menikah cenderung tidak memiliki pengetahuan dan keterampilan yang dibutuhkan untuk bertahan hidup, dan kesempatan untuk mengangkat diri dan keluarganya dari kemiskinan. Perkawinan usia anak, terutama pada anak perempuan menjadi salah satu penyebab terjadinya kemiskinan lintas generasi. Praktek perkawinan pada usia anak menyebabkan keluarga, masyarakat, dan negara sulit keluar dari kemiskinan. Perempuan yang menikah di usia muda memiliki risiko yang tinggi terhadap kekerasan dalam rumah tangga dibanding dengan wanita yang menikah di usia yang lebih dewasa (UNICEF 2005). Perkawinan usia anak juga memiliki hubungan yang kompleks dengan perdagangan manusia (*human trafficking*). Perkawinan pada usia anak menyebabkan anak rentan untuk menjadi korban *trafficking* baik yang dilakukan oleh pasangan atau para pelaku perdagangan manusia (USAID 2012).

Di Indonesia, hasil penelusuran Badan Peradilan Agama menemukan bahwa perkawinan anak meningkatkan risiko terjadinya perceraian. Fenomena tingginya angka perceraian di Indonesia menjadi perihal serius karena keluarga merupakan pendidikan pertama yang meletakkan dasar-dasar kepribadian, etika, dan moral anak-anak. Perceraian akan menyebabkan ketidakseimbangan fungsi dalam keluarga dan seringkali akan menjadi resiko bagi terganggunya tumbuh kembang anak dalam keluarga yang bercerai. Badan Peradilan Agama (Badilag) Mahkamah Agung RI Tahun 2010 melansir bahwa selama 2005 sampai 2010, rata-rata satu dari 10 pasangan menikah berakhir dengan perceraian. Bahkan 80 persen perceraian merupakan pasangan muda, baru 2-5 tahun berumah tangga. Data ini menegaskan bahwa pernikahan pada usia anak, yang tentu saja tidak dibarengi dengan persiapan pernikahan yang matang karena membangun pernikahan bukanlah menjadi tugas perkembangan masa anak-anak, menjadi rentan untuk terjadinya perceraian. Data yang ditunjukkan oleh BPS9 memperlihatkan bahwa pada Tahun 2014 terjadi peningkatan jumlah perceraian di Indonesia dibandingkan Tahun 2013 meningkat sebanyak 19,990 kasus (jumlah perceraian Tahun 2013 adalah 324.247 dan jumlah perceraian di Tahun 2014 adalah 344.237). Apabila dibandingkan dengan jumlah pernikahan, jumlah perceraian mencapai 15,03% dari jumlah pernikahan 2.289.648 pernikahan di Tahun 2014. Proporsi ini meningkat 14,67% di Tahun 2013 dari jumlah pernikahan sebanyak 2.210.046.

Selain itu, dampak lain dari perkawinan anak juga perlu menjadi perhatian terkait isu perlindungan perempuan dan anak di Indonesia. Kehamilan yang terjadi pada usia anak menyebabkan risiko komplikasi dan persalinan yang selanjutnya dapat meningkatkan resiko angka kematian ibu dan bayi. Selain itu, perkawinan anak juga dapat menyebabkan gangguan

perkembangan kepribadian dan menempatkan anak yang dilahirkan berisiko terhadap kejadian kekerasan dan keterlantaran (Fadlayana & Larasaty 2009)

Tantangan Keluarga dan Anggota Masyarakat dalam Pencegahan Perkawinan Anak

Keluarga merupakan komunitas primer yang terpenting dalam masyarakat. Komunitas primer artinya suatu kelompok dengan kedekatan antara anggota-anggotanya sangat erat. Secara historis keluarga terbentuk dari satuan yang merupakan organisasi terbatas dan mempunyai ukuran yang minimum, terutama pada pihak-pihak yang awalnya mengadakan suatu ikatan. Ia merupakan bagian dari masyarakat yang berintegrasi dan mempunyai peran dalam suatu proses organisasi kemasyarakatan. Faktor-faktor dalam cara yang akan memengaruhi kehidupan seorang gadis, dengan memberinya kesempatan untuk membuat pilihan berdasarkan informasi dan beroperasi dalam lingkungan yang aman bebas dari kekerasan. Misalnya saja program pengentasan kemiskinan harus disertai dengan perubahan yang bersamaan dalam mengubah aspirasi dan nilai-nilai anak perempuan, sekolah dan ruang terbuka perlu dibuat aman bagi anak perempuan untuk mewujudkan aspirasi dan potensi mereka. Program, kebijakan dan undang-undang pada saat yang sama harus diperkuat dan diimplementasikan dengan baik, dan harus fokus tidak hanya pada mereka yang berisiko tetapi juga mereka yang menikah dan ditolak pendidikan karena perkawinan. Saling ketergantungan berbagai faktor dapat dengan mudah dipahami dalam suatu kerangka kerja ekologis, di mana kehidupan seorang gadis berdampak dan dipengaruhi oleh faktor-faktor yang beroperasi di berbagai tingkatan.

Program mengidentifikasi lima lapisan pengaruh pada kehidupan seorang gadis. Ini dapat dianggap sebagai lima pilar teori perubahan yang dimaksudkan untuk mengakhiri tanpa menyiratkan hierarki tertentu, yang disajikan di bawah ini adalah daftar kegiatan ilustratif di berbagai tingkat yang harus dilakukan untuk mengakhiri perkawinan anak.(1). Anak (2). Keluarga (3). Komunitas (4). Lembaga; dan (5). Kebijakan Saling ketergantungan di antara lima pilar yang menunjukkan bagaimana setiap pilar berdampak dan dipengaruhi oleh pilar lainnya. Tanpa menyiratkan hierarki tertentu, yang disajikan di bawah ini adalah daftar kegiatan ilustratif di berbagai tingkat yang harus dilakukan untuk mengakhiri perkawinan anak.

Kegiatan tingkat anak dan hasil yang diharapkan:

Memberdayakan seorang gadis adalah langkah penting menuju memungkinkannya untuk memilih apa yang diinginkannya dalam hidup perkawinan harus menjadi fokus intervensi program. Beberapa kegiatan indikatif ditujukan untuk anak perempuan yang berisiko adalah sebagai berikut:

1. Membangun konten terkait perkawinan anak di dalam kurikulum sekolah. Ini akan memastikan diskusi terbuka dan menyediakan platform yang sah untuk anak perempuan untuk mengangkat suara mereka dan mengatur alarm jika seorang gadis dipaksa menikah.
2. Meningkatkan kualitas pendidikan melalui peningkatan rekreasi, pembelajaran kreatif, promosi kesehatan dan keterampilan.
3. Meningkatkan akses ke layanan untuk remaja yang menikah dan anak perempuan 'berisiko', melalui penghapusan kekerasan dan langkah-langkah keamanan yang lebih besar.
4. Memastikan ada peluang bagi anak perempuan dan laki-laki yang sudah menikah dan belum menikah untuk memungkinkannya menyelesaikan pendidikan mereka.

Beberapa hasil yang diharapkan dari kegiatan ini adalah:

1. Meningkatkan lingkungan yang lebih aman bagi anak perempuan untuk melanjutkan pendidikan.
2. Meningkatkan nilai anak perempuan dan menghormati aspirasi pendidikan dan kariernya.

Kegiatan tingkat keluarga dan hasil yang diharapkan:

Karena dukungan keluarga sangat penting bagi anak perempuan untuk memungkinkan mereka melanjutkan pendidikan dan bukan jatuh dalam perangkap perkawinan anak, keluarga adalah sistem pendukung yang penting. Itu juga penting untuk mengenali bahwa berbagai jenis keluarga berada pada tingkat risiko yang berbeda. Misalnya, perempuan dari keluarga terlantar atau keluarga dengan kepala keluarga tunggal memiliki risiko yang jauh lebih tinggi untuk putus sekolah dan menikah lebih awal. Alih-alih upaya program terbatas pada remaja yang belum menikah dan keluarga tradisional, mereka perlu fokus pada semua remaja perempuan dan laki-laki, menikah dan belum menikah, dan dari semua jenis keluarga (keluarga bersama, keluarga inti, keluarga berkepal tunggal, pengungsi karena bencana alam, dan lain-lain.) secara berurutan untuk menjadi lebih sukses dalam mencegah perkawinan anak. Karena itu, semua jenis keluarga harus dipertimbangkan untuk program dan inisiatif intervensi.

Beberapa kegiatan yang diidentifikasi pada tingkat keluarga adalah sebagai berikut:

1. Mengadakan pertemuan rutin antara pelaksana program dan orang tua untuk mendidik mereka tentang konsekuensi negatif dari pernikahan anak;
2. Membantu keluarga untuk memahami nilai anak perempuan melalui keterlibatan intensif dalam dialog publik;
3. Membantu keluarga untuk meningkatkan dukungan untuk anak perempuan remaja.

Kegiatan di tingkat masyarakat dan hasil yang diharapkan

Komunitas adalah istilah yang lebih luas dan dapat mencakup komunitas langsung, seperti lingkungan, atau berbagai jenis peer grup dalam berbagai pengaturan. Penting bahwa komunitas didefinisikan dengan baik, diidentifikasi dan ditargetkan dengan intervensi dan pesan yang terfokus. Program intervensi dan inisiatif untuk mengakhiri perkawinan anak harus diperluas untuk mencakup bagian-bagian dari masyarakat dan komunitas Saat ini di luar bidang program ini. Demikian pula, perubahan mendasar dalam sikap laki-laki dan masyarakat terhadap perempuan sangat dibutuhkan. Inisiatif ini untuk mengakhiri perkawinan anak-anak harus fokus pada mengubah norma-norma yang mendiskriminasi perempuan. Karena kebanyakan pembuat keputusan dalam keluarga dan masyarakat adalah laki-laki, maka sangat penting untuk memprogram dan inisiatif untuk mengakhiri pernikahan anak melibatkan laki-laki dewasa dan anak laki-laki untuk mengubah sikap negatif mereka terhadap anak perempuan dalam keluarga dan komunitas. Jika sikap ini tidak berubah, berbagai program dan inisiatif untuk mendorong anak perempuan untuk tetap bersekolah, menyelesaikan sekolah, dan belajar ketrampilan hidup yang terbaik akan sebagian berhasil.

Beberapa kegiatan di tingkat masyarakat diidentifikasi sebagai berikut:

1. Menetapkan aparat penjaga komunitas atau lingkungan untuk mencegah perkawinan anak
2. Menciptakan peluang mata pencaharian untuk anak perempuan,

3. Melakukan dialog rutin dengan masyarakat tentang perkawinan anak.
4. Menjangkau kelompok pemuda dengan pesan yang jelas tentang masalah perkawinan anak dan meminta dukungan pemuda laki-laki
5. Menciptakan kesadaran melalui jaringan pertemanan yang diperkuat;
6. Memberikan teladan peran publik dan membuat mereka terlihat melalui semacam sistem penghargaan, menggunakan pendekatan positif;
7. Melibatkan pemimpin agama yang cenderung positif untuk memberikan dukungan yang vokal kepada anak perempuan dan mereka yang menjadi penyebab.
8. Mengidentifikasi komunitas yang lebih luas dan menjangkau mereka melalui pesan dan ide untuk membangun dukungan sistem untuk anak perempuan dan keluarga mereka.

Beberapa hasil yang diharapkan adalah sebagai berikut:

1. Peningkatan dukungan masyarakat untuk pendidikan perempuan dan perlawanan terhadap perkawinan anak
2. Komunitas membuat ruang lebih aman untuk anak perempuan
3. Masyarakat mengidentifikasi keluarga yang berisiko mengawini anak perempuan lebih awal dan membantu mereka mencegah perkawinan anak dalam keluarga dan meningkatkan dukungan untuk anak perempuan

Kegiatan tingkat kelembagaan dan hasil yang diharapkan:

Ada beberapa institusi dalam lingkungan terdekat anak perempuan yang perlu diidentifikasi dan ditargetkan dengan pesan tentang perkawinan anak dan reformasi yang akan membantu meningkatkan nilai anak perempuan di lembaga-lembaga tersebut. Misalnya, sekolah atau lembaga pendidikan adalah yang paling jelas. Tempat olahraga, Rumah Sakit/Puskesmas, tempat kerja, dan lembaga kesehatan lainnya.

Beberapa kegiatan di tingkat kelembagaan:

1. Mempertahankan anak perempuan di sekolah dianggap sebagai strategi penting dan efektif dalam menunda usia saat menikah untuk anak perempuan. Meskipun ini masuk akal secara intuitif, pada kenyataannya, menyediakan dan memastikan keselamatan fisik anak perempuan dalam perjalanan ke sekolah dan di sekolah terbukti lebih menantang dari pada yang diperkirakan. Hal ini penting untuk menciptakan sekolah yang ramah anak perempuan dan pergaulan bebas anak.
2. Menyediakan lingkungan yang aman bagi anak perempuan untuk belajar.
3. Menggunakan program makanan dan gizi di sekolah untuk mendorong anak perempuan tetap di sekolah.

Beberapa hasil yang diharapkan adalah:

1. Anak perempuan tinggal di sekolah lebih lama
2. Pembentukan sekolah ramah anak dan bebas perkawinan anak.

Kesimpulan

Indonesia telah memiliki perangkat hukum baru untuk menghentikan perkawinan anak dengan menyetarakan usia perkawinan anak laki-laki dan anak perempuan menjadi 19 tahun melalui Undang-Undang Republik Indonesia Nomor 16 Tahun 2019 tentang Perubahan Atas Undang-Undang Perkawinan No 1 Tahun 1974 Tentang Perkawinan. Kehadiran Undang-Undang ini telah memberikan peluang untuk mengurangi angka perkawinan anak, namun di sisi lain ada tantangan dalam hal pemberian dispensasi perkawinan karena alasan sangat mendesak yang dapat memberikan sumbangan jumlah perkawinan anak. Instrumentasi legislasi harus diikuti dengan pemberdayaan keluarga dan anggota masyarakat dimana anak perempuan tinggal yang beroperasi di berbagai tingkatan selain kebijakan di tingkat anak, keluarga, masyarakat dan kelembagaan dengan berbagai varian kegiatan yang menciptakan sumber dukungan tidak terjadinya perkawinan anak.

Referensi

- Badan Pusat Statistik, 2016, *Kemajuan yang Tertunda: Analisis Data Perkawinan Usia Anak di Indonesia Berdasarkan Hasil Susenas 2008-2012 dan Sensus Penduduk 2010*. Badan Pusat Statistik, Jakarta.
- Candraningrum, D, Dhewy, A, Pratiwi, A.M 2016, “Takut akan Zina, Pendidikan Rendah, dan Kemiskinan: Status Anak Perempuan dalam Pernikahan Anak di Sukabumi Jawa Barat”, *Jurnal Perempuan* Edisi 88 Vol.21, No. 1, Februari 2016.
- Fadlayana, Eddy dan Shinta Larasaty, 2009. “Pernikahan Dini dan Permasalahannya”. *Jurnal Sari Pediatri*. Vol 11 (2): pp. 136-14
- Jones, Gavin W, 2001, “Which Indonesian women marry youngest, and why?” *Journal of Southeast Asian Studies*, 32(1): pp. 67-78
- Koalisi Perempuan Indonesia untuk Keadilan dan Demokrasi 2016, “Faktor-Faktor Penyebab Terjadinya Perkawinan Anak”, *Fact Sheet*, Jakarta.
- Muzayyanah, I, Fajriyah, “Perempuan Muslim Sasak Dalam Praktik Budaya Perkawinan Merarik; Kajian Antropologi Agama Perspektif Perempuan”, *Jurnal Pemikiran Islam*, volume 16 No.3, September – Desember 2012.
- Kementerian Pemberdayaan Perempuan dan Perlindungan Anak Republik Indonesia, 2016, *Laporan Penelitian Perkawinan Anak dalam Perspektif Islam, Katolik, Protestan, Budha, Hindu, dan Hindu Kaharingan. Studi Kasus di Kota Palangka Raya dan Kabupaten Katingan, Provinsi Kalimantan Tengah*. KPPPA, Jakarta.
- PSKK UGM dan Plan Indonesia, 2011. *Laporan Akhir Pernikahan Anak di Indonesia Tahun 2011*. PSKK UGM, Yogyakarta.
- Survei Demografi dan Kesehatan Indonesia 2017, Badan Pusat Statistik, Jakarta
- Undang-Undang Perkawinan No 1 Tahun 1974 Tentang Perkawinan

Undang-Undang Republik Indonesia Nomor 16 Tahun 2019 tentang Perubahan Atas Undang-Undang Perkawinan No 1 Tahun 1974 Tentang Perkawinan.

UNICEF, 2005. *Early Marriage: A Harmful Traditional Practice*. UNICEF, New York.

UNICEF, 2014 *Annual Report*, 2014. UNICEF, New York.

USAID, 2012, *Ending Child marriage & Meeting The Needs of Married Children: The USAID Vision for Action*,

Girls Not Brides, *About Child Marriage*, 2019, <<https://www.girlsnotbrides.org/about-child-marriage/>>

Pengadilan Agama Izinkan 13 Ribuan Anak Menikah Sepanjang 2018, dilihat 4 April 2019. <<https://kepaniteraan.mahkamahagung.go.id/index.php/laporan-tahunan>>

Survei Demografi Kesehatan Indonesia, dilihat 4 Juli 2017, <<https://kolakakab.bps.go.id/news/2017/07/04/16/survei-demografi-kesehatan-indonesia--sdi--2017.html>>

Survei Sosial Ekonomi Nasional (SUSENAS) Modul Sosial, Budaya dan Pendidikan (MSBP), 2012, <<https://sirusa.bps.go.id/sirusa/index.php/dasar/pdf?kd=2535&th=2012>>

Pengembangan Lembaga Kesejahteraan Sosial (LKS): Kajian tentang Tantangan dan Peluang Pengembangan LKS di Wilayah Daerah Istimewa Yogyakarta

Supartini

Widyaiswara Kementerian Sosial RI. Balai Besar Pendidikan dan Pelatihan Kesejahteraan Sosial Regional III Yogyakarta, Bromonilan Purwomartani Kalasan Sleman Yogyakarta
55571

*Email: supartiningadiman@gmail.com

Abstrak

Lembaga Kesejahteraan Sosial (LKS) di Yogyakarta semakin bertambah, seiring dengan menguatnya spirit karitatif yang dimoderasi oleh sejumlah lembaga sosial keagamaan, organisasi kemasyarakatan dan lembaga lainnya. Kebijakan pemerintah pusat semakin mempermudah organisasi untuk membuka pelayanan kesejahteraan sosial. LKS tidak lagi membutuhkan izin operasional tetapi cukup dengan melakukan pendaftaran pada pemerintah atau pemerintah daerah. Penelitian ini dilakukan terhadap 15 LKS yang berada di Yogyakarta. Data dikumpulkan melalui observasi, wawancara dan Diskusi Kelompok Terfokus (FGD). Dengan menggunakan analisis deskriptif kualitatif, penelitian ini menemukan permasalahan LKS yaitu: belum melakukan pendaftaran dan/atau memperpanjang perijinan, sarana, prasarana serta fasilitas yang belum memenuhi standar, sumber daya manusia yang jumlahnya tidak sebanding dengan jumlah klien yang dilayani, tidak memiliki tenaga profesional, belum melaksanakan standar operasional dan prosedur pelayanan serta adanya praktek kekerasan terhadap klien. Penelitian ini menyimpulkan bahwa deregulasi pemerintah pusat tidak dibarengi dengan pengelolaan LKS yang profesional dan akuntabel sehingga muncul permasalahan yang berakibat pada buruknya pelayanan klien dan bahkan terjadi praktek-praktek pelayanan yang merugikan klien. Pemerintah Daerah belum menyusun kebijakan yang mengatur tata kelola LKS, belum melakukan pembinaan dan pengawasan untuk melindungi masyarakat serta belum memastikan LKS dikelola secara profesional. Penelitian ini memberi rekomendasi terhadap pemerintah daerah untuk menyusun kebijakan tata kelola LKS di Yogyakarta dengan muatan materi kebijakan sebagai berikut : ketentuan persyaratan dan verifikasi yang lebih detail dalam proses pendaftaran/perizinan, penggalian dan pengelolaan dana masyarakat yang dilakukan LKS, kualifikasi sumber daya manusia, standar pelayanan, kode etik pelayanan, mekanisme pembinaan, pengendalian dan pengawasan serta ketentuan mengenai supervise, monitoring dan evaluasi.

Kata kunci: LKS; Kebijakan sosial; Peraturan daerah; Tata kelola

A. LATAR BELAKANG

Dalam sejarahnya, penyelenggaraan pelayanan kesejahteraan sosial dipelopori oleh Lembaga sosial atau organisasi yang dikelola masyarakat, khususnya lembaga yang didirikan oleh penganut, umat atau jemaat dari berbagai agama-agama di dunia, badan amal atau organisasi lain yang bekerja untuk pelayanan kemanusiaan (C. Skehill, 2000). Di Indonesia Organisasi Islam seperti Muhammadiyah dan Nahdlatul Ulama (NU) serta organisasi keagamaan Kristen membuka layanan panti asuhan anak, panti jompo, sekolah, pondok pesantren, rumah sakit serta bentuk pelayanan lainnya. Pasca kemerdekaan

pemerintah Indonesia menjalankan program-program pelayanan sosial untuk menangani masalah kemiskinan, keterbelakangan serta permasalahan kesejahteraan sosial lainnya. Program pelayanan sosial pemerintah semakin besar setelah periode pembangunan (1970-1980-an). Pemerintah memiliki cukup banyak resources sehingga mengalokasikan dana yang cukup besar kepada lembaga-lembaga kesejahteraan sosial. Spirit pengabdian dan karya pelayanan sebagai salah satu perintah Tuhan menjadi filosofi dasar pada lembaga pelayanan sosial. Spirit dan nilai-nilai dasar tersebut sangat kuat berakar pada berbagai lembaga kesejahteraan sosial.

Pada saat Reformasi 1998, sejumlah Yayasan besar yang ketika elite pemiliknya berada dalam puncak kekuasaan mulai kekurangan sumber dana. LKS yang selama ini sangat tergantung pada yayasan tersebut juga mulai kekurangan energi untuk menjaga keberlanjutan pelayanan sosialnya. Pemerintah melakukan restrukturisasi dan pemotongan anggaran belanja sector sosial, tetapi juga memberlakukan kebijakan social security dengan sasaran yang selektif yaitu masyarakat miskin dengan skema bantuan tunai. Pemerintah menjadikan LKS sebagai mitra kerja untuk melakukan efisiensi dalam men-delivery bantuan tersebut (Kim, 2009). Ketika pemerintah memperkuat program-program perlindungan sosial, LKS semakin banyak tumbuh, meskipun tanpa dukungan sumber daya yang memadai dan tidak memiliki lanadasan *voluntarism* serta filosofis yang kuat. Bahkan ada sejumlah LKS yang dibentuk hanya semata-mata untuk mencairkan bantuan dari pemerintah. Kebijakan pemerintah pusat semakin mempermudah organisasi untuk membuka pelayanan kesejahteraan sosial. LKS tidak lagi membutuhkan izin operasional tetapi cukup dengan melakukan pendaftaran pada pemerintah atau pemerintah daerah (UU Kesejahteraan Sosial, 2009 dan Peraturan Menteri Sosial RI).

Trends perkembangan LKS justru banyak yang semakin bergantung pada sumber daya pemerintah. LKS yang tidak lagi menjalankan proyek sosial pemerintah kemudian tidak lagi bisa bertahan. Selain itu, kucuran dana yang cukup besar dari Pemerintah Pusat bukan kemudian membuat LKS mampu memperluas jangkauannya. Yang terjadi adalah justru bantuan kemudian tidak sesuai dengan kriteria *target group* yang dipersyaratkan. Bahkan LKS harus kerja keras untuk mencari klien-klien baru yang dipaksakan sesuai dengan kriteria agar mereka bisa mengakses dana pemerintah tersebut. Akuntabilitas dalam pengelolaan dana juga belum terjaga dengan baik, sedangkan pengawasan dari Pemerintah Daerah dan Pemerintah Pusat sangat kurang.

Permasalahan yang paling mendasar di dalam penyelenggaraan pelayanan kesejahteraan sosial adalah semakin menurunnya *spirit voluntarims*. Ini adalah problem yang serius karena bermakna semakin rapuhnya filosofi dasar dari humanisme. Di dalam dunia yang memburu keuntungan dan akumulasi kapital, semua hal bisa menjadi komoditas, termasuk relasi sosial bahkan relasi pertolongan. Maka menolong orang miskin menjadi proyek penanggulangan kemiskinan. Orang-orang yang menjadi penolong atau pendamping diberi honorarium, transport, biaya operasional dan komponen biaya lainnya. Hal ini akan mengakibatkan pendangkalan karakter dan mengancam jiwa *voluntarism* dan menjadikan orang dikuasai oleh budaya material dengan praktek hidup yang pragmatis. Ujungnya orang akan melakukan tindakan yang dapat dikalkulasi dengan keuntungan yang dapat diraih bagi dirinya sendiri. Ini adalah pendangkalan filosofi hidup yang mengancam nilai-nilai sosial dan budaya yang sebenarnya menjadi karakter dasar dari humanisme yang bersifat universal. Tindakan sosial yang bersifat sukarela pada akhirnya terus digempur oleh budaya material, dan relawan sosial serta lembaga kesejahteraan sosial bertahan dalam konteks budaya tersebut.

B. PERTANYAAN PENELITIAN

1. Bagaimana tantangan dan peluang yang dihadapi dalam mengembangkan Lembaga Kesejahteraan Sosial?
2. Aspek-aspek apa saja yang seharusnya menjadi muatan yang diatur dalam kebijakan daerah yang mengatur tata kelola LKS?

C. TUJUAN PENELITIAN

Menjelaskan permasalahan penyelenggaraan pelayanan kesejahteraan sosial di LKS yang menjadi tantangan dan peluang bagi Pemerintah Daerah dalam menyusun kebijakan tata kelola LKS.

D. METODOLOGI

Penelitian ini menggunakan pendekatan deskriptif kualitatif. Data dikumpulkan melalui studi dokumentasi, observasi, wawancara mendalam dan diskusi kelompok terfokus. Penelitian dilakukan di Yogyakarta pada tahun 2015 selama 6 bulan. Wawancara dilakukan terhadap para pengelola LKS, klien/penerima manfaat serta pejabat pemerintah daerah. Ada 15 LKS yang menjadi unit analisis dan diskusi kelompok terfokus dilakukan sebanyak 14 kali. Data dianalisis secara kualitatif melalui tahapan pengecekan dan pembersihan, kategorisasi/pengelompokkan, triangulasi, interpretasi dan pemaknaan serta membuat kesimpulan.

E. DISKUSI DAN PEMBAHASAN TEMUAN PENELITIAN

Penelitian ini menemukan permasalahan LKS yaitu: belum melakukan pendaftaran dan/atau memperpanjang perijinan. Dari 400 LKS yang ada di Yogyakarta, sebanyak 239 sudah berizin, namun masih ada 141 yang belum memperpanjang izin dan 20 LKS belum mengajukan perizinan. Ada beberapa penyebab mengapa LKS tidak segera melakukan perijinan. Pertama, para pengurus sangat sibuk dengan pekerjaan pokoknya sehingga tidak memiliki waktu yang cukup untuk mengurus perijinan. Kedua, lembaga tersebut belum mampu melengkapi kekurangan persyaratan diantaranya belum melengkapi AD dan ART, mengurus ijin domisili dan persyaratan lainnya. Ketiga, pengurus juga belum memahami seluruh mekanisme dan prosedur perijinan.

Sarana, prasarana serta fasilitas LKS belum memenuhi standar. Ditemukan LKS yang belum mempunyai sekretariat tetap, masih mendompleng di rumah pengurus/kontrak rumah. LKS belum memiliki sarana akomodasi yang layak. Jumlah sumber daya manusia tidak sebanding dengan jumlah klien yang dilayani, tidak memiliki tenaga profesional. Keberadaan profesional dalam LKS di Indonesia masih sangat minimal. LKS kurang diminati oleh profesional di bidang sosial karena belum menjadi bidang karier yang menjamin perkembangan tenaga profesional tersebut. LKS belum memiliki kemampuan untuk memberi kompensasi sesuai dengan standar profesional.

LKS belum melaksanakan standar operasional dan prosedur pelayanan serta adanya praktek kekerasan terhadap klien. Proses seleksi dan penerimaan klien yang dilakukan oleh Lembaga Kesejahteraan Sosial, tanpa proses yang benar hanya sekedar menambah jumlah sasaran garap. Hanya sedikit LKS yang bisa menunjukkan hasil pencatatan kasus dan masih dalam bentuk asesmen awal tidak menggunakan instrumen pendukung lainnya, sedang LKS lainnya tidak mampu menunjukkan hasil pendokumentasi pencatatan kasusnya bahkan mengakui bahwa lembaganya tidak melaksanakan pencatatan kasus.

Adanya kasus perlakuan salah khususnya terjadi di LKS yang melayani Anak, Gelandangan, pengemis dan eks psikotik, antara lain isu tentang penerapan tata tertib pada anak yang secara otoriter dibuat oleh pengurus tanpa melibatkan anak dengan hukuman yang tidak berpihak pada perlindungan anak dan perlindungan martabat klien. Adanya pelanggaran administrative, misalnya menggunakan dana bantuan yang seharusnya diperuntukkan bagi klien, tetapi digunakan untuk memperkaya diri, memanfaatkan klien untuk mencari bantuan dalam rangka memenuhi kebutuhan LKS atau mempekerjakan klien untuk kepentingan pengurus LKS, tidak membuat laporan sebagai bentuk akuntabilitas kepada pemerintah dan masyarakat.

Berdasarkan permasalahan yang telah diidentifikasi, pengembangan LKS selanjutnya harus memperhatikan beberapa aspek. Pemerintah Daerah Istimewa Yogyakarta perlu mempertimbangkan aspek tersebut sebagai muatan dalam menyusun kebijakan daerah tentang tata kelola penyelenggaraan LKS.

1. Ruang Lingkup Pelayanan LKS

LKS melaksanakan fungsi Pelayanan Kesejahteraan Sosial Dasar dalam penanganan PMKS. Pelayanan Kesejahteraan Sosial Dasar meliputi kegiatan penjangkauan, identifikasi, pelayanan, pendampingan dan rujukan. LKS dapat melaksanakan program dan kegiatan pelayanan bagi satu atau lebih PMKS, sepanjang memiliki kemampuan dalam memberikan pelayanan sesuai dengan standar yang telah ditentukan.

2. Standar Penyelenggaraan LKS

a. Standar Kelembagaan LKS

1) Pendaftaran dan Perizinan

Sepanjang pendaftaran dapat menjamin upaya pengendalian dan pengawasan yang efektif, Kebijakan Daerah dapat secara langsung menerapkan ketentuan tersebut bagi LKS di DIY. Hal ini berarti, tanda daftar dapat dicabut dan selanjutnya LKS dapat diproses untuk mendapat sangsi. Namun apabila diperlukan status hukum yang lebih kuat maka perijinan dapat menjadi pilihan Pemerintah DIY dalam menyusun Kebijakan Daerah mengenai LKS. Kebijakan ini tidak dipahami sebagai bertentangan dengan ketentuan hukum yang lebih tinggi, tetapi justru diposisikan sebagai bentuk adaptasi daerah terhadap kebutuhan dan permasalahan di wilayahnya. Selain itu intensi yang terkandung dalam kebijakan ini adalah untuk melindungi kepentingan masyarakat maupun LKS itu sendiri. Melalui skema perijinan, LKS mendapat payung hukum yang lebih kuat untuk secara operasional menjalankan program-program pelayanan. Selain itu LKS juga akan memiliki status hukum yang lebih kuat apabila menghadapi kasus pidana maupun perdata. Bagi masyarakat yang akan memberi dukungan sumber daya kepada LKS, skema perijinan juga akan lebih menjamin

keamanan dan akuntabilitas dalam pengelolaan sumber daya (Hardina, Middleton, Montana, Simpson, 2007).

Materi mengenai pendaftaran dan perijinan juga perlu memuat ketentuan mengenai verifikasi di dalam proses pengajuan pendaftaran dan perijinan tersebut. Verifikasi meliputi Kepengurusan, kondisi sarana, prasarana, dan kapasitas kelembagaan dalam memberikan pelayanan, kegiatan yang dilaksanakan LKS, sumber daya manusia. Verifikator harus melihat apakah calon LKS tersebut telah memiliki kepengurusan yang baik dan memiliki komitmen yang besar terhadap penyelenggaraan kesejahteraan sosial (Brudney & Meijs, 2014). LKS juga harus memiliki sarana dan prasarana pendukung untuk memberikan pelayanan sosial terhadap klien misalnya bangunan yang dimiliki merupakan bangunan yang permanen dan cukup layak untuk memberikan pelayanan sosial. Organisasi sosial selalu memiliki buku profile lembaga yang lengkap sehingga public mengenal visi dan misi serta layanan sosial yang diberikan (Star of Hope, 2014).

Calon LKS harus memiliki kegiatan yang jelas dan terencana untuk jangka waktu tertentu misalnya memiliki rencana kerja bulanan, tahunan dan lima tahunan. Calon LKS memiliki sumber daya manusia dengan kuantitas dan kualitas yang cukup untuk menyelenggarakan pelayanan kesejahteraan sosial bagi penerima layanan baik di dalam LKS maupun di luar LKS. Calon LKS memiliki sumber pendanaan yang jelas untuk penyelenggaraan kesejahteraan sosial.

2) Pendanaan

Formulasi ketentuan dalam penggalan dana harus merujuk pada Undang-undang dan ketentuan hukum lainnya tentang pengumpulan sumbangan sosial. Selain itu di dalam Kebijakan Daerah ini juga memberikan ketentuan minimal kepemilikan dana awal bagi LKS pada saat mengajukan pendaftaran. Ketentuan ini sangat diperlukan untuk menjamin sasaran pelayanan mendapat pelayanan yang layak. Hal ini juga menunjukkan komitmen LKS dalam menyelenggarakan pelayanan kesejahteraan sosial. Selain itu juga perlu memuat kewenangan pemerintah DIY dan/atau Kabupaten/Kota untuk memberikan rekomendasi terhadap upaya pengajuan dana dengan jumlah minimal di atas Rp. 100.000.000,.-. Kebijakan Daerah ini juga perlu mengintrodusir praktek akuntabilitas dan transparansi. Meskipun LKS dibangun di atas fondasi nilai-nilai ketulusan dan kebajikan, sistem pengelolaan keuangan tetap harus transparan dan akuntabel. Hal ini bisa dilakukan melalui penggunaan akuntansi dan pelaporan keuangan. Pengurus dan pengelola perlu memberikan laporan pertanggung jawaban, apapun itikad batinnya. Selain itu juga memberi mandate kepada aparat pengawas daerah untuk melakukan audit keuangan.

3) Kompetensi dan Pengelolaan Sumber daya Manusia

Organisasi sosial membutuhkan manajemen sumber daya manusia, karena pengelolaannya professional (Urban Institute. 2004). Pemerintah Daerah perlu memberi mandate kepada LKS untuk mengelola sumber daya manusia secara lebih profesional. Meskipun keterlibatan mereka di LKS berbasis kerelawanan, namun proses rekrutmen perlu dilakukan secara lebih terbuka dan melalui

proses seleksi. LKS perlu merumuskan kualifikasi pada setiap formasi pekerjaan yang dibutuhkan untuk kepentingan pelayanan. Secara bertahap LKS wajib melakukan pengembangan kapasitas baik yang dilakukan sendiri oleh LKS maupun bekerja sama dengan lembaga lain secara berkelanjutan. LKS yang melaksanakan program penanggulangan PMKS dan membutuhkan dukungan profesional dari berbagai disiplin ilmu dimandatkan untuk bekerja sama dengan lembaga profesi atau lembaga lain melalui skema kerjasama, salah satunya dalam bentuk rujukan pelayanan.

Pengelolaan sumber daya manusia di LKS menjadi hal yang ditekankan, penempatan staf, relawan dan pengelola program lainnya disesuaikan dengan standar kompetensi yang dipersyaratkan. LKS memiliki *job description* yang jelas terhadap semua formasi jabatan. Semua penyelenggara memahami tugas dan fungsi serta perannya dalam penyelenggaraan layanan. LKS juga dimandatkan untuk menyusun *role code* yang mengatur hak dan kewajiban setiap penyelenggara layanan. Selain itu peraturan daerah ini juga memandatkan LKS untuk menyusun dan memberlakukan Kode Etik yang merujuk pada Kode Etik yang berlaku pada bidang pelayanan kesejahteraan sosial (Schwartz and Austin, 2010).

Supervisi menjadi hak penyelenggara layanan, khususnya bagi staf atau pemberi layanan yang secara langsung berinteraksi dengan penerima layanan (Sowers and and Dulmus, 2008). LKS perlu menunjuk supervisor. Rangkap pekerjaan bisa dihindari dengan mengintensifkan program promosi relawan. Sistem *reward* dan bentuk kompensasi lainnya bagi relawan dan pengelola LKS lainnya perlu dimandatkan untuk ditetapkan menjadi salah satu kebijakan resmi LKS yang tertuang di dalam dokumen resmi lembaga.

b. Standar Pelayanan

Standar Sarana dan Prasarana Penyelenggaraan Kesejahteraan Sosial adalah ukuran kelayakan yang harus dipenuhi secara minimum baik mengenai kelengkapan kelembagaan, proses, maupun hasil pelayanan sebagai alat dan penunjang utama dalam Penyelenggaraan Kesejahteraan Sosial

Kebijakan Daerah perlu disusun untuk mewujudkan LKS yang profesional dan dapat memberikan pelayanan yang berkualitas. Pemerintah telah menyusun dan menetapkan sejumlah standar pelayanan di bidang kesejahteraan sosial. Setiap bentuk pelayanan terhadap PMKS telah disediakan Norma Standar Prosedur Dan Kriteria (NSPK). Selain itu Kementerian Sosial RI juga telah menetapkan Standar Pelayanan Minimal (SPM) bidang sosial. Penyelenggaraan pelayanan kesejahteraan sosial di LKS dilakukan dengan mengacu pada standar pelayanan tersebut. Peraturan Daerah perlu mewajibkan LKS untuk mengikuti standar tersebut. Namun demikian pencapaian standar pelayanan tersebut dapat dilakukan secara bertahap. LKS diberikan rentang waktu untuk secara penuh menerapkan standar tersebut sesuai dengan kapasitas dan sumber daya yang dimiliki.

Dalam menyelenggarakan pelayanan kesejahteraan sosial LKS juga diwajibkan mempraktekan manajemen kasus. Setiap LKS diwajibkan memiliki 1 orang manajer kasus yang bertanggung jawab terhadap penanganan masalah-masalah serius yang

dialami sasaran pelayanan. Manajer kasus memastikan LKS menerapkan manajemen kasus dalam penyelenggaraan layanan. Di dalam bagian yang mengatur tentang standar pelayanan, juga perlu dimandatekan kepada LKS untuk melakukan pencatatan (*recording*). Pencatatan ini memuat seluruh proses pelayanan yang ditujukan bagi seluruh penerima layanan. Setiap penerima layanan memiliki *file* tersendiri yang juga memuat catatan kasus dan perkembangan yang terjadi selama proses pelayanan.

3. Pembinaan, Pengendalian dan Pengawasan

Kebijakan Daerah juga memandatekan kepada SKPD atau perangkat daerah untuk melakukan pembinaan, pengendalian dan pengawasan terhadap penyelenggaraan LKS. Dalam rangka pembinaan, pemerintah perlu memfasilitasi LKS sehingga memiliki kapasitas yang memadai untuk memberikan pelayanan yang berkualitas. Sesuai dengan kewenangannya Pemerintah Daerah melakukan koordinasi penyelenggaraan LKS. Keberadaan Komite Pengawas dibutuhkan sebagai pihak yang independen untuk melakukan pengawasan terhadap praktek pelayanan kesejahteraan sosial. Di bidang pekerjaan sosial sejak tahun 1970-an sudah dikenal adanya Komite Etik. Tujuannya adalah untuk memastikan praktek pekerjaan sosial berbasis pada Kode Etik (Smith, 2003).

4. Supervisi, monitoring dan evaluasi

Sesuai dengan kewenangannya Pemerintah Daerah melakukan supervisi, monitoring dan evaluasi terhadap kinerja LKS. Supervisi dimaksudkan untuk memastikan penyelenggaraan pelayanan LKS sesuai dengan standar yang telah ditetapkan. Monitoring dimaksudkan untuk mengidentifikasi berbagai kendala, permasalahan yang menghambat kinerja LKS. Evaluasi dimaksudkan untuk mengetahui keberhasilan dari penyelenggaraan pelayanan kesejahteraan sosial LKS. Supervisi, monitoring dan evaluasi dilakukan secara berkala serta terstruktur dengan instrumen yang jelas dan hasilnya diformulasikan dalam bentuk laporan dan rekomendasi.

F. KESIMPULAN

Penelitian ini menyimpulkan bahwa deregulasi pemerintah pusat tidak dibarengi dengan pengelolaan LKS yang professional dan akuntabel sehingga muncul permasalahan yang berakibat pada buruknya pelayanan klien dan bahkan terjadi praktek-praktek pelayanan yang merugikan klien. Pemerintah Daerah belum menyusun kebijakan yang mengatur tata kelola LKS, belum melakukan pembinaan dan pengawasan untuk melindungi masyarakat serta belum memastikan LKS dikelola secara professional. Hasil penelitian ini merekomendasikan kepada Pemerintah Daerah Istimewa Yogyakarta untuk segera menyusun Peraturan Daerah yang mengatur penyelenggaraan dan tata kelola LKS.

REFERENSI

- Caroline Skehill (2000), '*An Examination Of The Transition From Philanthropy O Professional Social Work In Ireland*', Research On Social Work Practice.
- Brudney, Jeffrey L. & Meijs, Lucas C.P.M. *Human Service Organizations: Management, Leadership & Governance*, 38:297–309, 2014 Copyright © Taylor & Francis Group, LLC
- Donna Hardina, PhD, Jane Middleton, DSW, Salvador Montana, MSW, PhD(c), Roger A. Simpson, PhD (2007), '*An Empowering Approach to Managing Social Service Organizations*', Springer Publishing Company, LLC.
- Kim, Tae Kuen (2009), '*Globalization And State-Supported Welfare: A Test Of The Curve-Linear Hypothesis In OECD Countries*', International Social Work.
- Mark Smith (2003), '*Towards a Professional Identity and Knowledge Base: Is Residential Child Care Still Social Work?*,' Journal of Social Work.
- Peraturan Pemerintah Republik Indonesia Nomor 39 Tahun 2012 Tentang *Penyelenggaraan Kesejahteraan Sosial*.
- Peraturan Menteri Sosial Republik Indonesia Nomor 184 Tahun 2011 Tentang *Lembaga Kesejahteraan Sosial*.
- Peraturan Menteri Sosial Republik Indonesia Nomor 17 Tahun 2012 Tentang *Akreditasi Lembaga Kesejahteraan Sosial*.
- Sowers, Karen M.and Dulmus Catherine N. (2008), '*Comprehensive Handbook of Social Work And Social Welfare*', John Wiley & Sons, Inc
- Schwartz Sara L., Ph.D. , Austin Michael J., Ph.D. (2010) *Managing Human Resources: Mapping the Knowledge Base of Nonprofit Management in the Human Services*
- Star Of Hope (2014) *Star Of Hope ; Volunteer Handbook*
- Urban Institute. 2004. *Volunteer Management Capacity in America's Charities and Congregations: A Briefing Report*. Washington, D.C.
- Undang-Undang Republik Indonesia Nomor 11 Tahun 2009 Tentang *Kesejahteraan Sosial*

Global Moral Hazard Risk Management and Prevention in Banking and Financial Institutions

Nizam Shah Allabasc*, Prof. Dr Ravindran Ramasamy
University Tun Abdul Razak (UNIRAZAK), Malaysia
Email: nizam_shah@hotmail.com | Telephone: +60192658445

Abstract

This study examines the moral hazard risk impacts by main financial continents for global monetary industry. Most of the risks are due to natural causes but the moral hazard risk is not due to nature but it occurs because of failure of human value system. The fines imposed on the banks are highlighted by regions. The AML and KYC is fully controlled and the sanctions fines could be prevented if appropriate mechanism and permanent controls applied, like standard operating procedures, systems and employees involved in processing. The consequences of the money laundering are severe as it not only destroys the local economy but also affects the host economy in the form of financing illegal activities and counter financing of terrorism related activities. The regulators are to be more stringent in policy implementation to prevent these AML activities. The fines imposed on the financial institutions and growing nature of fines and sanctions indicate the severity of the problem in recent times. To reduce this risk, moral and religious education is the way to prevent this moral hazard risk together with adequate regulatory policies, controls and procedures, then to monitor the implementation of those regulatory policies and to take necessary actions to enhanced measures to manage and mitigate the risks.

Keywords: Moral hazard risk; Operational risk; Informational technology risk; Cyber security risk; Digital risk; Compliance risk; Reputational risk.

Introduction

Risk Management is the process of measuring or assessing the actual or possible hazards of a specific situation. However, there is no major difference in risk management practice in both banking systems. There are additional threats are exceptional to Islamic Banks via Shariah Risk. Moreover, Georges Dionne (2013) well-defined risk management as activity by reducing the cost associated with cash flow volatility which a set of financial and operational activities that maximize the value of a company or a portfolio. The universal philosophy of risk management is the risk hedging using various instruments, including derivatives and structured products self-insurance and self-protections and market insurance. The financial distress is the vital and as main cost that financial institutions and banks seek to minimized, risk premium to stakeholders, expected income taxes, and investment financing. The manager's behaviours towards risk aversion and risk appetite, corporate governance is also effected to the risk management activities. Therefore, key risk categories have been clarified in this study which are generally connected together with moral hazard risk.

Reputational Risk refer as probable damage of the administration's reputational wealth. The bank and financial institutions faces reputational hazard which might be prompted by finance institutions gossips and rumours, actions about the banks, eager of unconscious non-compliance with guidelines and regulations or authorities, data manipulations, bad client management

service, bad purchaser experience inside the banking branches and decisions taken by banks during serious conditions. Reputational risk leads to the public loss of a confidence with the bank. An example to the case in 1990s of Salomon Brothers was the fifth largest investment bank in the United States of America. The bank forged the accounts to purchase government securities in quantities much greater than it was permissible limits. This was reason the bank was able to switch the value that depositors paid for these securities. In 1991, the government caught the bank in its activities, which Salomon Brothers suffered significant loss of standing, status, name which leads to reputation loss in United States and globally. The United States government charges the bank to a tune of USD290 million, the major fine ever imposed on an investment bank at the time.

The resistance of Information Technology (IT) Risk Management in banking organisations carries the potential losses due to system failures and software designing or programming errors. The prevalent use of IT outfits and technology has impacted almost every parts of trade and commerce. In fact, most business risks in banking today, from regulatory to reputation, control failures, and IT security risk have a significant IT component. Moreover, the disclosure to these IT risks has full-fledged in lockstep with the quick growth and increase in digital facilities and services provided straight to clients, such as mobile businesses have consumed and promoted, billions of new points into bank schemes. This shows when technology risks appear, the monetary, supervisory and reputational consequences can be simple.

Cyber security contains of technologies, processes, procedures and methods that are designed to guard systems, networks, statistics and information from cyber misconducts. It's having a unique risk entities and industries appearance as an effect of consuming organised and interconnected technological systems and it also deliver us a great deal of awareness of risk mitigation. The operative cyber security decreases the risk of a cyber-attack and defends entities, organisations and individuals from the thoughtful manipulation of systems, networks and technologies. The first cyber-attack, against Ecuadorian Banco del Austro (BDS), was directed in January 2015 and initiated financial losses of USD12 million. The attack was carried out over a period of 10 days. Investigations confirmed that the business transactions checked irregularities that shall have raised doubts among the bank's employees and classified as Cyber Security Risk.

Shariah Risk is exclusive and unique to Islamic banking and financial institutions, and has been recognised comprehensively, but as regulation improves this remains a challenge for banks to quantify, mitigate and manage. For Islamic banks, Shariah risk is a potential loss resulting from Shariah non-compliance and catastrophe in execution their fiduciary accountability. Jointly, these risks signify a very honest challenge for Islamic banking operations, processes and procedures, stakeholders and require careful identification, mitigation and administration. The unique and exclusive of Shariah risk to Islamic Banking and Financial Institutions due to facing some risks that conventional banks don't, including equity investment risk, displaced commercial risk, rate of return risk, and Shariah Non-Compliance Risk. Towards produce value for the stakeholders, the board of directors and senior management at Islamic Financial Institution shall take necessary steps to mitigate and manage these unique risks.

As known in monetary industry, the Operational Risk is old as banks and could "destroy" any bank which refers to the known case of 223-year-old Barings PLC. However, the basic explanation of operational risk is the risk of loss form an operational failure. It incorporates a wide range of events and actions by people, system, process and external events. The people

refer to action by manual or called human factor. Therefore, the activities such as, misappropriation of assets, tax evasion, intentional mismarking of positions, corruptions, discrimination, worker's compensation, employee health and safety, theft of information, hacking damage, third party theft and forgery.

Table 1 Banking Operational Risks

Risk Related			
Nature	Machine	Human	Software
Earth Quakes	Maintenance Failure	Oversight	Malware
Fire Accidents	Repairs	Negligence	WannaCry Incidents
Floods	Chemical Threats	Corruption	Hacking
Climate Change	Gas Exposures	Theft and Vandalism	Server Corrupting

The Table 1 on Banking Operational Risks classified in four main categories related which sources the disruptions in business and transactions of the banking and financial institutions, such as Nature, Machine, Human and Software. The nature related risks considered as earth quakes, fire accidents, floods and major climate change. Next on machine related risks is on the machine failure on day-to-day operations, repairs schedules took longer periods, chemical threats due to failure in the machines and gas exposures due to the temperature reading errors and more on. Moreover, the human related risks are on the oversight, negligence, corruption, theft and vandalism. The fourth risk related is on software, such as malware, WannaCry incidents, computer hacking and the server corrupting.

The risk discusses to operational has not entered into the contract in good reliance, which has provided misleading information about an encouragement to take uncommon risks in a distracted effort to produce a revenue before the bond settles or about its assets, liabilities or credit capacity. According to Bernanke (2013) US Federal Reserve Chairman, mentioned US on the attempt to make the monetary structure safer and shall certainly challenge the problem of moral hazard globally. Moreover, Bonner (2007) has stated in Daily Reckoning that Citigroup's Chief Financial Officer, Gary Crittenden recognised Citi's huge losses and damages broadcasted in November 2007 the stable existence the victim of unexpected actions. In this study explains on the record-breaking fines imposed on financial institutions based on moral hazard risk in international impact, reflect on top agenda of regulators globally.

Literature Review

Mahathir Mohamad (2019), mentioned everybody shall to show their part against financial crime so that Malaysia can transform into a value-driven developed nation. Furthermore, shared prosperity can only be achieved through shared responsibility. Thus, the monetary institutions and citizens have a vital role to play as well in preserving the integrity of Malaysia's economic system.

Nor Shamsiah (2019), specified regulator in Malaysia have executed many policies, guidelines and enforcements to protect the financial system against money laundering and terrorism financing risk. Banking and Financial Institutions are responsible as corporate citizens and shall play their parts to safeguard the economy and monetary system.

According to Tom Groenfeldt (2018), between 2009 and 2012 more than 50,000 regulations guidelines were published across the G20 (Group of 20), with almost 50,000 supervisory updates being made in 2015 alone.

Financial Conduct Authority (2018), sanctions are regulatory, government or governmental orders that prohibit a firm from carrying out transactions with a sanctioned person or organisation, and in some cases prohibit a firm from providing and financial services at all.

Nizam Shah Allabasc et al. (2017), stated the operational risk creates a small part of a bank's risk profile which includes unpredicted measures that might possibly source the failure of the whole bank. Operational risks management are necessary due to reduces the operational loss and the reputational risks faced by the financial organisation.

Karambu et al. (2017), mentioned on assessing the effect of corporate risk management disclosure on financial performance of listed firms in Kenya whereby risk disclosures were found to have positive effects but with no significant difference on mean financial performance. However, there is a significant relationship between risk disclosure and financial performance.

Alexandra Rosi (2015), explained some banks and financial institutions seem to be purposefully de-risking their client portfolio by terminating accounts of Politically Exposed Persons (PEPs) due to the improved resource and compliance costs associated with reviewing and continuing these relationships. This are caused by crude rules based on very simple matching criteria, plotted against uncleansed customer data, imperfect list record, common changes to sanctions lists, poorly designed and formatted customer information data, misspellings, aliases and possible growth in third party references lists.

In addition, Ion Croitoru (2014) explained that the exposure to operational risk in organisations could have an upward or downward risk appetite depending on the volume and complexity of transactions carried out, the quality and reliability of systems used in the internal control systems implemented. Therefore, all risks associated objectives, activities or actions taken shall be identified and recorded.

Methodology

All statistics and information was collected from reliable countrywide summary sources and cross reference against regulator website wherever accessible. The fines and activities from vigorous authorities and jurisdictions where cross border monetary trades are high were comprised in this study. Although irregularly there are slighter, less vigorous authorities or jurisdictions or agencies that executes fines and penalties, these volumes are characteristically slighter and do not essential affected complete trends and were not comprised in this study.

Findings and Implications

Since 2008 on the beginning of global monetary crisis, the banks and financial institutions internationally faced with introduction on series of guidelines and regulations to escalation clearness and transparency in a proposition to produce a safer, robust and more translucent monetary arrangements and systems. Moreover, Fenergo (2018) has compiled a rich record of

financial penalties and execution obligatory by international regulators around the world for banks and financial institutions against Anti Money Laundering (AML), Know-Your-Customer (KYC) and sanctions regulations. The global financial institutions have been fined a staggering USD26 billion for AML, sanctions and KYC non-compliance in the last decade.

The Table 2 on Global AML Fines by Region 2008 to 2018 Breakdown, processes the monetary impact that these fines have had on banks and financial institutions across the global over ten years. The findings, regulators across are the North American, European, Asia Pacific (APAC), Middle East (ME) regions. The main findings form the research that global regulators are increasingly putting banks and financial institutions' AML, and KYC terms of references, policies, procedures and technologies under micro level views on administrations and supervisory. Inadequate customer risk profiling, insufficient customer due diligence controls and the lack of consistency follow ups on global AML compliance programs were commonly shall be accountable as main weaknesses of the penalised organisations. In terms of sanctions violations, screening processes and procedures, false hits, red flag tags in the systems that badly unnoticed the rank of sanctioned organisations are a frequent refrain in the study.

Table 2 Global AML Fines by Region 2008 to 2018 Breakdown

Region	USD Amount Levied
North American	23,560,300,113.00
European	1,703,958,787.00
APAC	608,512,772.00
ME	9,446,600.00
Total	USD25,882,218,272.00

Source: *Fenergo, Dublin-Ireland (2018)*

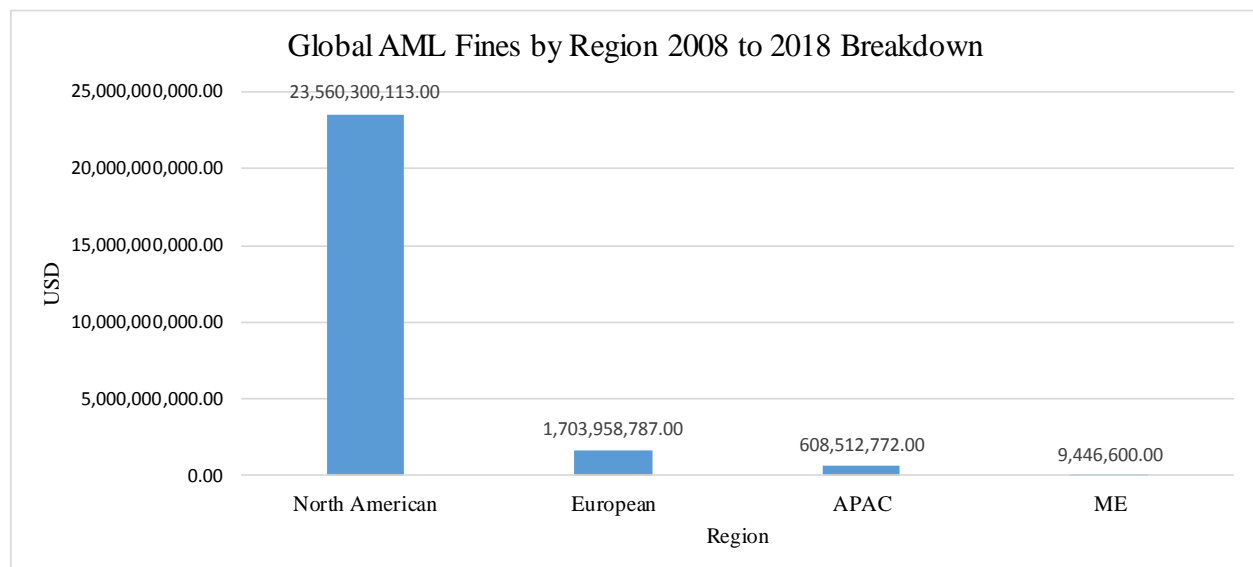


Figure 1: Global AML Fines by Region 2008 to 2018 Breakdown

The Figure 1 on Global AML Fines by Region 2008 to 2018 Breakdown shows on a regional level, the United States (US) has levied 91% of all global AML, KYC and sanctioned related fines from 2008 to 2018 totalling USD23.56 billion. The US Department of Justice (DOJ) was accountable for the highest enforcement action issued worldwide over the past decade. On the

three-top line in 2015, shows BNP Paribas fines amounting USD8.97 billion, HSBC fines amounting USD1.2 billion and Standard Chartered amounting USD967 million.

European follows behind with USD1.7 billion issued in fines over the ten-year period. In 2018 has been a record year for AML penalties in the region with a total of USD903 million charged, with the maximum European AML penalties of the past decade, totalling USD900 million which was charged by Dutch authorities.

In APAC, the AML related penalties totalling USD609 million have been issued in the last 10 years. Moreover, in 2018 has heralded a new 10-year record for enforcement in the region with nearly USD541 million issued in penalties within the first eight months of the year. This includes the largest penalty in Australia business history. The outcome issues from 1Malaysia Development Berhad (1MDB) scandal and increased world-wide emphasis has also contributed to sharp administration and enforcement activity since 2016. There also is an outstanding and strengthened desire from Singapore and Hong Kong monetary guidelines and regulations to protection their particular financial organisations by reinforcing AML, KYC determinations.

In Middle East, regulators are in preliminary to find their basic governing on guidelines as an effort to fix a universal awareness of a less controlled supervisory administration within the region. The Dubai Financial Services Authority (DFSA) has been the most active regulator in the zone, charging penalties totalling USD9.5 million for AML breaches.

Conclusion

Since 2008 to 2018, international supervisory and regulators progressively arranged the significance of severe AML regulation execution to efficiently and competently to prevent money laundering and counter financing of terrorism movements. This has taken figure in the form of a more violent execution model with histories financial consequences charged, mainly by United State of America supervisory and regulators. From 2012 to 2015, nearly 90% of Banking Secrecy Act and AML implementation activities elaborate a valuation of currency consequences, compared to less than half of such execution activities from 2002 through 2011. Precisely in 2015, the worldwide monetary industry on AML and sanctions associated with penalties totalled of USD11.5 billion. This nowadays seems to be flattening off constructed on statistics from the past 3 years but the extortions of guidelines in regulatory implementation and its connected on financial, moral hazard and reputational damage is stagnant always as contemporary for banking and financial institutions.

For banking and financial institutions, the risk management and compliance shall prioritise the revisions and changes of governing guidelines and transformation execution from the regulators. It shall be mere survival, sustained growth and together with new client engagement experience. Conveying the outstanding customer knowledge by forthcoming compliance practices, capitalising in monetary and governing skills, technologies and engaging the concentration and significance on the customer will consent the banking and financial institutions to stay ahead of the industry. Moreover, banking and financial institutions, shall implement the control measure to mitigate AML risks of the customers identified in the risk assessment stage by have adequate policies, controls and procedures to manage and mitigate risks that have been identified. Followed by monitor the implementation of those policies, controls, procedures, and to review and enhance them if necessary and to take enhanced measures to manage and mitigate the risks where higher risks are identified. To enhance the

operational and moral hazard risk management by less the penalties, the monetary industry worldwide is now exploring and embracing new additional technologies, as such Artificial Intelligence (AI), electronic KYC (eKYC) via facial recognition, Robotics Process Automation (RPA), smartphone applications and learning to create a single platform for client engagement and understandings.

Acknowledgement

The author research titled a robust comparison between Islamic and conventional banks' on operational risks and this journal was supported by MyBrain15, which is a program introduced by the Malaysian Ministry of Higher Education (MOHE) which finances postgraduate student's education. Portions of this study were presented in abstract form at the 11TH Social Sciences Postgraduate International Seminar (SSPIS2019), Universiti Sains Malaysia, Penang, Malaysia on the 4th December 2019.

References

- Allabasc, Nizam Shah and Ramasamy, Ravindran (2017) *Operational Risk Implications; A Case Study of Locally Incorporated European Bank*. In: Social Sciences Postgraduate International Seminar (SSPIS) 2017. School of Social Sciences, USM, Pulau Pinang, Malaysia, pp. 417-424. ISBN 9789671544013
- Alexandra Rosi (2015), How to Audit Controls to Manage Financial Crime Compliance (FCC) Risks Associated with Politically Exposed Persons, Association of Certified Anti-Money Laundering Specialist (ACAMS), USA. Access at: <http://www.acams.org/wp-content/uploads/2015/08/How-to-Audit-Controls-to-Manage-FCC-Risks-Associated-with-PEPs-A-Rosi.pdf>
- Bernanke, Ben S. (2013), Communication and Monetary Policy, speech delivered at the National Economists Club Annual Dinner, Herbert Stein Memorial Lecture, Washington, D.C., on 19th November 2013
- Bonner, B (2007). "Goldman Sachs was wrong and 2 million families may lose their homes." Added to dailyreckoning.com.au on November 14, 2007.
- Fenergo (2018), Global Financial Institutions Fined \$26 Billion for AML, Sanctions & KYC Non-Compliance, Dublin, Ireland, Access at: [https://www.fenergo.com/press-releases/global-financial-institutions-fined-\\$26-billion-for-aml-kyc.html](https://www.fenergo.com/press-releases/global-financial-institutions-fined-$26-billion-for-aml-kyc.html)
- Financial Conduct Authority (2018), Financial Sanctions, London United Kingdom, Access: <https://www.fca.org.uk/firms/financial-crime/financial-sanctions>
- Georges Dionne (2013), Risk Management; History, Definition and Critique, Interuniversity Research Centre on Enterprise Networks, Logistics and Transportation (CIRRELT) and Department of Finance, Canada.
- Ion Croitoru, (2014), Operational Risk Management and Monitoring, Internal Auditing and

Risk Management, Athenaeum University of Bucharest, Vol. 36(1), Pages 21-31, December 2014.

Karambu Kiende Gatimbu, Henry Kimathi, Joseph Masinde Wabwire, (2017), Effect of Corporate Risk Management Disclosure on Financial Performance of Non-Financial Service Firms Listed at Nairobi Securities Exchange, Kenya, International Journal of Business Continuity and Risk Management, Inderscience Enterprises Ltd, vol. 7(2), pages 95-102.

Tun Dr Mahathir Bin Mohamad (2019), Special Address by Prime Minister of Malaysia at The 11th International Conference On Financial Crime and Terrorism Financing (IFCTF) 2019 Building Trust and Transparency: Collaborate, Accelerate, Strengthen On 5 November 2019, Malaysia. Access: <https://www.pmo.gov.my/wp-content/uploads/2019/11/Media-Copy-Special-Address-by-YAB-PM-at-the-11th-IFCTF-2019-on-5-November-2019-1.pdf>

Nor Shamsiah Mohd Yunus (2019), Key Address by Governor of Central Bank of Malaysia at The 11th International Conference On Financial Crime and Terrorism Financing (IFCTF) 2019 Building Trust and Transparency: Collaborate, Accelerate, Strengthen On 5 November 2019, Malaysia. Access: https://www.bnm.gov.my/index.php?ch=en_speech&pg=en_speech&ac=842

Tom Groenfeldt (2018), Taming The High Costs of Compliance with Tech, Forbes Media, USA Access: <https://www.forbes.com/sites/tomgroenfeldt/2018/03/22/taming-the-high-costs-of-compliance-with-tech/#796acec55d3f>

Attitude Towards Social Media Usage in TB Health Knowledge: A Conceptual Framework

Sarina Harun^{a*}, Sabri Haron^b, Azizah Omar^c

^aSchool of Management Universiti Sains Malaysia, 11800 Minden, Pulau Pinang, Malaysia.

Email: sarina_aerin@yahoo.com

Abstract

Social media has been widely used among Malaysians and this is a great opportunity for the Ministry of Health (MOH) to enhance this medium to promote tuberculosis (TB) health knowledge. Furthermore, TB mortality rate in Malaysia increased by 3.9% in 2018. Besides, TB morbidity in Malaysia only decreased by 1.3% in 2018. It does not show the ideal result to achieve End TB Strategy by World Health Organisation (WHO). Thus, this article attempts to discuss Technology Acceptance Model (TAM) perspective that should be taken into account to disseminate TB health knowledge in Malaysia via social media into a conceptual framework. Perceived ease of use and perceived usefulness will be measured as motivations of attitude towards social media usage in TB health knowledge. This paper concludes that social media is the most appropriate medium to disseminate TB health knowledge in the right time at present.

Keywords: social networking site, social media, tuberculosis, health knowledge, health promotion.

Introduction

TB mortality in Malaysia increased from 2 098 in 2017 to 2 184 cases in 2018. This should be noted even though the morbidity rate had declined from 26 168 in 2017 to 25 837 in 2018. Furthermore, the knowledge of Malaysians about TB disease can be considered as low (Yaakob 2017). This is due to the lack of health promotion that focusing on TB disease (Rahman & Mokhtar 2015). Therefore, knowledge dissemination about the danger of TB disease has to be done more aggressively especially on social media. This is because, brochures, books, posters and bunting which are related to TB disease are only available at hospitals and clinics while social media can be used anywhere. Besides, the convenience of social media has made this medium as a preferred medium to get health information nowadays (Bolton et al. 2013). Thus, TB health knowledge dissemination which focuses on the attitudes towards a medium by an individual for health information purposes should be emphasized.

Malaysia, like many other countries has been hit by the social media phenomenon (Ainin, Naqshbandi, Moghavvemi & Jaafar 2015). Furthermore, Malaysia is the ninth most active country on the usage of social media worldwide as reported by Digital Report in 2018 (Social 2018). Social media has gained popularity due to the perceived value that it provides to the users (Lee, Yen & Hsiao 2014). However, the increasing of social media usage for the purpose of health seeking is unmatched with the mortality and morbidity of TB disease in Malaysia, which is not ideal to achieve END TB Strategy in 2035. Meanwhile, social media usage for health purposes accounted as 77% of the 86.9% internet users in Malaysia (MCMC 2017). This percentage indicates good acceptance of social media for health purposes. However, how about attitude towards social media usage which is related to TB health? The dissemination of TB

knowledge via social media is only done periodically (Rahman & Mokhtar 2015). This will affect attitude towards social media usage in TB health knowledge. Therefore, this article will emphasize the conceptual framework that focuses on attitude towards social media usage in TB health knowledge which involves perceived ease of use and perceived usefulness as motivations of attitude towards social media usage in TB health knowledge among social media users in Malaysia.

Social Media in Health

Definition of social media is vast and constantly changing (Ventola 2014). Social media in general is a Web 2.0 internet-based applications which is user-generated content. Social media refers to internet-based tool that allows communities to come together and communicate to share information, ideas and talk about the images and contents (Stefanidis, Crooks & Radzikowski 2013). Besides, classified as a medium of social media-related dimension, namely that involves face to face communication to reduce ambiguity (Kaplan & Haenlein 2010).

Millions of people use social media to meet health-related information needs (Kreuter, Farrell, Olevitch & Brennan 2013). In addition, health-related social media usage involves proactive behaviour rather than reactive behaviour. Social media has been used frequently for health information seeking and communication about health-related purposes (Hale, Cotten, Drentea, & Goldner 2010). Social media, which now play as an important role in the dissemination of health information, has become one of the major sources of health information among the world community (Chi, Yeh & Yang 2011). This is because social media is known as the largest medical library to seek health information. Furthermore, it has more than 100,000 health-related websites (Harrison, Barlow & Williams 2007). Social media is an optimum way to get health information because it is more privacy, interactive, quick and easy to get the desired health information (Balka, Krueger, Holmes & Stephen 2010). Social media is dynamic and acts as an interactive computer-mediated communication tool that has high penetration rates in high-income and middle-income countries for health-related purposes (Grajales III, Sheps, Ho, Novak-Lauscher & Eysenbach 2014).

Technology Acceptance Model Perspective

Technology Acceptance Model (TAM) was developed to enable understanding the internet usage behaviour from the technology perspective as a result of the usage attitude and convenience experienced (Davis 1989). This model is usually used to study behaviours related to the usage of technology in different contexts including health. TAM has three dimensions which are perceived usefulness, perceived ease of use, and attitude towards usage (Ahadzadeh, Sharif, Ong & Khong 2015) that will be measured in this article.

Attitude Towards Social Media in TB Health Knowledge

To achieve the goal of health promotion, it is necessary to measure attitude of targeted audiences. The attitude towards social media usage which will be measured in this study will

enhance the strategy of promoting health in order to make social media as a more acceptable medium for health education. Attitude is an important variable to measure predicting behavioural usage (Davis, Bagozzi & Warshaw 1989). Individual attitude towards technology will determine the particular behaviour on technology and may affect an individual to respond (S. B. MacKenzie & Lutz 1989). It suggests person to think about the decisions and the possible outcomes of their particular action before making any decision to be involved or not to be involved in a particular behaviour.

Attitude represents an evaluation judgment based on the integration of cognitions and affects experienced in relation to an object (Crano & Prislin 2006). It is agreed by Holland, Meertens and Van Vugt (2002) mentioned that attitudes as the evaluative judgments that integrate and summarize the cognitive or affective reactions. These evaluative abstractions vary in strength, which have implications for persistence, resistance, and attitude-behaviour consistency. In the normal circumstances, a person's attitude reflected on their evaluative reactions, either individual is favourable or unfavourable towards engaging the targeted behaviour (Hagger & Chatzisarantis 2005). It is agreed by Ajzen and Fishbein (2000), which argued that attitude as the degree of an individual's positive and negative feeling towards the technology of performing the particular behaviour. Similarly by Bugembe (2010) noted that attitude is the driver of consumer utility or attributes and as an implicit drive-producing response.

Pikkarainen, Pikkarainen, Karjaluoto and Pahlila (2004) mentioned attitude as the base of compatibility which includes the preference for self-service, technology and lifestyle. Besides, (Li, Chung & Fiore 2017) explained attitude as the degree of evaluative affect that an individual associates with using the target system. Attitude towards targeted behaviour is the function of perceived consequences of performing the targeted behaviour of interest and the subjective evaluation of the individuals towards the consequences. Attitude can be operationalised along the dimension of attitude towards advocated behaviour (Shao 2012). Attitude towards advocated specific behaviour will obviously influence an individual to perform the adaptive behaviour. Attitude is conceptualised and operationalised as the overall evaluation with psychology.

Perceived Ease of Use

Perceived ease of use is defined as a belief in using social media involves a little effort (Wong, Yeung, Ho, Tse & Lam 2014). Effort is a finite resource that a person may allocate to the various activities for which he or she is responsible for (Lim & Ting 2014). All else being equal, perceived ease of use is easier to be accepted by users or to communicate with the system which are flexible and understandable for particular person (Hamid, Razak, Bakar, & Abdullah 2016). Perceived ease of use is used to measure the user's assessment of the convenience of an object, especially related to the technology that is also a direct determinant towards attitude. The positive significant between perceived ease of use and attitude towards technology has been substantially proven by past studies. For example, the study conducted by Melzner, Heinze and Fritsch (2014) has shown positively strong relationship between perceived ease of use and health-related mobile application as a source of health information. The study conducted by Beldad and Hegner (2018) also supports the positive relationship between perceived ease of use and attitudes on study related to fitness apps indicating that perceived ease of use has a positive relationship with attitude.

Therefore, it is relevant to measure perceived ease of use and its relationship with attitude towards social media usage in TB health knowledge. This is because, the free effort perception, the cost-effective perception, and understandable are among the facilities that can be obtained through social media usage which logically will affect the decision making process that the user will evaluate the advantages and disadvantages (Thong et al. 2004). It is agreed by Gefen and Straub (2000) that simplicity aspects will positively affect the attitude. The following hypothesis is proposed:

H1: There is a positive relationship between perceived ease of use and attitude towards social media usage in TB health knowledge.

Perceived Usefulness

Perceived usefulness refers to individual discernments to the result of the experiences on the technology (Abdullah, Ward & Ahmed 2016) and refers to an individual's perception regarding the outcome of an experience by using the technology (Davis, Bagozzi & Warshaw 1992). Perceived usefulness is capable of being used advantageously (Bacon 2016). A system which is high in perceived usefulness will come up with a positive performance usage (Kanouse, Schlesinger, Shaller, Martino & Rybowski 2016). Redzuan, Razali, Muslim and Hanafi (2016) mentioned that perceived usefulness will create an effective relationship to a positive performance usage. Perceived usefulness is an instrumental belief which is conceptually similar to extrinsic motivation and is a cognition which is opposed to emotion that is related to the benefits of using a system (Venkatesh & Bala 2008). It is agreed by Wong et al (2014), that perceived usefulness is a belief in using the technology would bring benefits and is useful to the user which include saving time, more efficient and accurate. These cognitive beliefs can contribute to an individual behaviour towards technology usage and to his personal wellbeing (Bugembe 2010). The individual will develop a positive attitude and increase the readiness to engage the usage of the system through the prospective adopter's (Lopez et al. 2017).

There are many studies that show a positive relationship between perceived usefulness and attitude. For example, the study conducted by Ahadzadeh et al. (2015) related to the benefits of internet towards attitude in the context of information health seeking behaviour has shown a positive relationship between perceived usefulness and attitude. Next, the study by Redzuan et al. (2016) on electronic human resource management (e-HRM) with behaviour intention demonstrates a positive relationship between belief in the benefits gained through the usage of technology and the cognitive choice process. Similarly, studies conducted by Alia (2017), shows that perceived usefulness of using an e-learning is significantly positive towards attitude. Davis (1989) mentioned perceived usefulness plays an important role in relation to attitude related to the usage of a new technology.

Thus, this relationship is suitable to be measured. In addition, according to Mitzner et al. (2010) the supportiveness tools will influence the positive favour. Besides, greater perception of satisfaction by using the technology will promote more positive evaluation to the usage of technology (Botella et al. 2009). This statement clearly shows that there is a positive relationship between perceived usefulness and attitude. This has led to the following hypothesis proposition:

H2: There is a positive relationship between perceived usefulness and attitude towards social media usage in TB health knowledge.

Methods

Quantitative approach as it is deemed to be more appropriate for the context of this study. Furthermore, quantitative research method was selected due to its suitability to carry out a hypothesis-based study (N. Mackenzie & Knipe 2006). A cross-sectional study will also be an option in this study in obtaining data. Besides, the unit of analysis of this study will be individual Malaysian who has used social media for seeking TB health knowledge.

Conclusion

The current study which focuses on social media usage in TB health knowledge based on the TAM perspective makes this study different from the previous studies. This study concludes that social media is a preferred medium for TB health knowledge dissemination. It refers to the convenience of accessing information by using social media that is not available on other mediums which is only at the fingertips for health information seeking. In addition, the ease of use on social media and the immediate benefits that will be obtained make this medium a better medium for quick and easy access to health information. The government's efforts in dealing with TB infections should be more aggressive in the delivery of TB health information. This is because, it is better to prevent disease rather than to try to find cures for diseases after they occur. Thus, it is necessary to disseminate TB health knowledge through fast delivery of information by using the best medium at present for today's society. All these points would assist the Ministry of Health to strengthen TB knowledge dissemination to the better result in TB mortality and morbidity rates in Malaysia to achieve End TB Strategy in 2035.

References

- Abdullah, F, Ward, R, & Ahmed, E, 2016, 'Investigating the influence of the most commonly used external variables of TAM on students' perceived ease of use (PEOU) and perceived usefulness (PU) of e-portfolios', *Computers in Human Behavior*, 63, 75-90.
- Ahadzadeh, A S, Sharif, S P, Ong, F S, & Khong, K W, 2015, 'Integrating health belief model and technology acceptance model: an investigation of health-related internet use', *Journal of medical Internet research*, 17(2).
- Ainin, S, Naqshbandi, M M, Moghavvemi, S, & Jaafar, N I, 2015, 'Facebook usage, socialization and academic performance', *Computers & Education*, 83, 64-73.
- Ajzen, I, & Fishbein, M, 2000, 'Attitudes and the attitude-behavior relation: reasoned and automatic processes', *European review of social psychology*, 11(1), 1-33.
- Alia, A, 2017, 'An investigation of the application of the Technology Acceptance Model (TAM) to evaluate instructors' perspectives on E-Learning at Kuwait University', Dublin

City University,

Bacon, D R, 2016, 'Reporting actual and perceived student learning in education research', in: SAGE Publications Sage CA: Los Angeles, CA.

Balka, E, Krueger, G., Holmes, B J, & Stephen, J E, 2010, 'Situating internet use: Information-seeking among young women with breast cancer', *Journal of computer-mediated communication*, 15(3), 389-411.

Beldad, A D, & Hegner, S M, 2018, 'Expanding the technology acceptance model with the inclusion of trust, social influence, and health valuation to determine the predictors of german users' willingness to continue using a fitness app: a structural equation modeling approach', *International Journal of Human-Computer Interaction*, 34(9), 882-893.

Bolton, R. N, Parasuraman, A, Hoefnagels, A, Migchels, N, Kabadayi, S, Gruber, T, Solnet, D, 2013, 'Understanding generation y and their use of social media: a review and research agenda', *Journal of service management*, 24(3), 245-267.

Botella, C, Etchemendy, E, Castilla, D, Baños, R. M, García-Palacios, A, Quero, S, Lozano, J A, 2009, 'An e-health system for the elderly (Butler Project): a pilot study on acceptance and satisfaction', *CyberPsychology & Behavior*, 12(3), 255-262.

Bugembe, J, 2010, 'Perceived usefulness, perceived ease of use, attitude and actual usage of anew financial management system: a case of Uganda National Examinations Board'. Makerere University.

Chi, H, Yeh, H R, & Yang, Y, 2011, 'Applying theory of reasoned action and technology acceptance model to investigate purchase behavior on smartphone', *Journal of International Management Studies*, 6(3), 1-11.

Crano, W D, & Prislin, R, 2006, 'Attitudes and persuasion', *Annu. Rev. Psychol.*, 57, 345-374.

Davis, F, D, 1989, 'Perceived usefulness, perceived ease of use, and user acceptance of information technology', *MIS quarterly*, 319-340.

Davis, F, D, Bagozzi, R P, & Warshaw, P R, 1989, 'User acceptance of computer technology: a comparison of two theoretical models', *Management science*, 35(8), 982-1003.

Davis, F, D, Bagozzi, R P, & Warshaw, P R, 1992, 'Extrinsic and intrinsic motivation to use computers in the workplace 1', *Journal of Applied Social Psychology*, 22(14), 1111-1132.

Gefen, D, & Straub, D W, 2000, 'The relative importance of perceived ease of use in IS adoption: a study of e-commerce adoption', *Journal of the association for information systems*, 1(1), 8.

Grajales III, F J, Sheps, S, Ho, K, Novak-Lauscher, H, & Eysenbach, G, 2014, 'Social media: a review and tutorial of applications in medicine and health care', *Journal of medical Internet research*, 16(2).

Hagger, M S, & Chatzisarantis, N L, 2005, 'First-and higher-order models of attitudes, normative influence, and perceived behavioural control in the theory of planned behaviour', *British journal of social psychology*, 44(4), 513-535.

Hale, T M, Cotten, S R, Drentea, P, & Goldner, M, 2010, 'Rural-urban differences in general and health-related internet use', *American Behavioral Scientist*, 53(9), 1304-1325.

Hamid, A A, Razak, F Z A, Bakar, A A, & Abdullah, W S W, 2016, 'The effects of perceived usefulness and perceived ease of use on continuance intention to use e government', *Procedia economics and finance*, 35, 644-649.

Harrison, S, Barlow, J, & Williams, G, 2007, 'The content and interactivity of health support group websites', *Health Education Journal*, 66(4), 371-381.

Holland, R. W, Meertens, R M, & Van Vugt, M, 2002, 'Dissonance on the road: Self-esteem as a moderator of internal and external self-justification strategies', *Personality and Social Psychology Bulletin*, 28(12), 1713-1724.

Kanouse, D E, Schlesinger, M, Shaller, D, Martino, S C, & Rybowski, L, 2016, 'How patient comments affect consumers' use of physician performance measures', *Medical care*, 54(1), 24.

Kaplan, A M, & Haenlein, M, 2010, 'Users of the world, unite! the challenges and opportunities of social media', *Business horizons*, 53(1), 59-68.

Kreuter, M W, Farrell, D W, Olevitch, L R, & Brennan, L K, 2013, '*Tailoring health messages: customizing communication with computer technology*': Routledge.

Lee, M R, Yen, D C, & Hsiao, C, 2014, 'Understanding the perceived community value of Facebook users', *Computers in Human Behavior*, 35, 350-358.

Li, R, Chung, T -L D, & Fiore, A M, 2017, 'Factors affecting current users' attitude towards e-auctions in China: an extended TAM study', *Journal of Retailing and Consumer Services*, 34, 19-29.

Lim, W M, & Ting, D H, 2014, 'Consumer acceptance and continuance of online group buying', *Journal of Computer Information Systems*, 54(3), 87-96.

Lopez, K D, Febretti, A, Stifter, J, Johnson, A, Wilkie, D J, & Keenan, G, 2017, 'Toward a more robust and efficient usability testing method of clinical decision support for nurses derived from nursing electronic health record data', *International journal of nursing knowledge*, 28(4), 211-218.

Mackenzie, N, & Knipe, S, 2006, 'Research dilemmas: Paradigms, methods and methodology', *Issues in educational research*, 16(2), 193-205.

MacKenzie, S B, & Lutz, R J, 1989, 'An empirical examination of the structural antecedents of attitude toward the ad in an advertising pretesting context', *The Journal of Marketing*, 48-65.

MCMC, M C a M C, 2017, 'Internet users survey 2017', Retrieved from <https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/MCMC-Internet-Users-Survey-2017.pdf>

Melzner, J, Heinze, J, & Fritsch, T, 2014, 'Mobile health applications in workplace health promotion: an integrated conceptual adoption framework', *Procedia Technology*, 16, 1374-1382.

Mitzner, T, L, Boron, J B, Fausset, C B, Adams, A E, Charness, N, Czaja, S J, Sharit, J, 2010, 'Older adults talk technology: technology usage and attitudes', *Computers in Human Behavior*, 26(6), 1710-1721.

Pfeffer, J, 1982, 'Organizations and organization theory': Pitman Boston.

Pikkarainen, T, Pikkarainen, K, Karjaluoto, H, & Pahnala, S, 2004, 'Consumer acceptance of online banking: an extension of the technology acceptance model', *Internet research*, 14(3), 224-235.

Rahman, N H A, & Mokhtar, K S, 2015, 'Challenges of National TB Control Program Implementation: the Malaysian experience', *Procedia-Social and Behavioral Sciences*, 172, 578-584.

Redzuan, N I N, Razali, N A, Muslim, N A, & Hanafi, W N W, 2016, 'Studying Perceived Usefulness and Perceived Ease of Use of Electronic Human Resource Management (e-HRM) with Behavior Intention', *International Journal of Business*, 1(2).

Shao, W, 2012, 'Framing and efficacy: the effect of regulatory fit on skin cancer prevention and detection', *Journal of Nonprofit & Public Sector Marketing*, 24(3), 161-180.

Social, W A, 2018, 'Global Digital Report 2018', Retrieved from <https://digitalreport.wearesocial.com/>

Stefanidis, A, Crooks, A, & Radzikowski, J, 2013, 'Harvesting ambient geospatial information from social media feeds', *GeoJournal*, 78(2), 319-338.

Venkatesh, V, & Bala, H, 2008, 'Technology acceptance model 3 and a research agenda on interventions', *Decision sciences*, 39(2), 273-315.

Ventola, C L, 2014, 'Social media and health care professionals: benefits, risks, and best practices', *Pharmacy and Therapeutics*, 39(7), 491.

Wong, C K, Yeung, D Y, Ho, H C, Tse, K -P, & Lam, C -Y, 2014, 'Chinese older adults' internet use for health information', *Journal of Applied Gerontology*, 33(3), 316-335.

Yaakob, M F M, 2017, 'Penularan penyakit tuberculosis (TB) di Malaysia: amalan pencegahan dan mekanisme pengawalan di institusi pendelikon', *Jurnal Sains Kesihatan Malaysia (Malaysian Journal of Health Sciences)*, 15(1).

Logistics Information Technology (LIT) Innovations in Malaysian Logistics Service Providers (LSPs): A Review

Hanisah Mat Salim, T. Ramayah & Noorliza Karia

Universiti Sains Malaysia, Malaysia

*Email: hanisahsalim10@gmail.com

Abstract

Purpose - Logistics Information Technology (LIT) is one of the latest Information Technology innovation phenomena that has risen from the idea of sharing, consolidating, and standardizing of resources in a centralized infrastructure and facility. This concept offers many advantages such as cost reduction in both hardware and software investment for organizations. Despite these advantages, LIT adoption among organizations is relatively slow with a low adoption rate. As such, this study attempts to bridge the gap by offering insight into possible factors that could influence such adoption decisions. By integrating the Diffusion of Innovation (DOI) Theory, Technology-Organization-Environment (TOE) Framework and Resource Based View (RBV) Model is developed and tested as a preliminary study to determine the influencing factors of LIT adoption by the Malaysian Logistics Service Providers (LSPs) to enhance its service delivery. This study contributes to the knowledge domain of LIT adoption literature on theories of IT adoption particularly in the logistics industry. PLS-SEM is used to analyse the relationship of each construct using the structural equation modeling. This research concludes a need for LSPs to further understand the importance of LIT and how it can shape their operations towards improving service delivery.

Keywords: Logistics Information Technology (LIT) Adoption; DOI Theory; TOE Framework; RBV Model; Logistics Service Providers (LSPs); Logistics Industry; PLS-SEM

1. Introduction

The logistic industry is the backbone of Malaysian economy and Malaysia are moving towards Industry 4.0. Furthermore, Malaysia is the world's 24th largest trading nation, which makes logistics industry paramount. From the logistics infrastructure; ports, airports, highways and railways to the service providers and government regulators must come together to provide a total logistics solution ecosystem. Many companies rely on transport and logistics to keep their business strong. Today, companies have good infrastructure and record keeping, which continues to improve through advancements in technology. As time has progressed, so has the importance of logistics, in fact this rise has brought factors such as warehousing and other facilities closer to large towns and cities.

Logistics is affecting businesses within towns and cities, bringing more jobs into these locations. It controls the effective forward and reverse flow of goods and services origin to recipient. This means that logistics has an impact on the shipment of goods and how quickly they can get to the consumer, again adding a competitive edge to other businesses. Information Technology is making logistics more efficient for future competitive survival. Information technology has influenced the overall logistics operations capabilities in terms of productivity and service quality, through on time and accurate information with a minimum costs. In addition, research by Lalonde and Master (1994) revealed that logistics process can be meaningful and successful with the usage of ICT. This will help company achieving competitive advantage in term of costs effective; as a result from reduce cycle time and increase productivity and reliability. Through Logistics Information Technology (LIT), LSPs can increase competitiveness and sustain competitive advantage. Logistics Information Technology (LIT) refers to the software and hardware that facilitates logistics activities which include order, inventory, warehousing and transportation management. Some LSPs compete with advanced technology. Such LSPs, called LIT, use and develop technologies for tracking and tracing shipment information, providing web-based linkages, and receiving/sending shipment notices (Lai, 2004).

Literature Review

Many companies have been implementing IS in their respective organisations and re-organising their business processes (Rajagopal, 2002). Computer-based IS mainly depend on IT; consequently, successful IS can be measured by the effectiveness of IT to support an organisation's strategies (O'Brien, 2004). Every business must consider startup costs when implementing any type of information technology system. In addition to the cost of hardware and software, some technology vendors require businesses to purchase user licenses for each employee that will be operating the system. In logistic industry,

companies rely on information technology to enable integration, order and transportation management and warehouse management. It also involves the delivery of products or services for the client with assured quality and quantity. The logistics industry also depends on the timeliness in which products are delivered to a destination.

In previous study, Information Technology can have significant effects on logistics operations, facilitating collaboration among supply chain partners, as well as allowing the automation of many routine logistics activities, thus enabling logistics professionals to focus on more strategic issues in logistics management

(Benjamin & Wigand, 1995 ; Handfield & Nichols, 1999). Moreover, the effectiveness of logistics services is depends on adequate information technology systems support (Pahalad & Krishnan, 1999).Through logistics information technology, companies can increase competitiveness and sustain competitive advantage.

2.1 LIT Innovations

Conferring to Hammant (1995), investment in the information technology is good for future business. It brings greater benefits to the logistics companies in future as system enables management to monitor inventory at all locations throughout the organization and help the companies in facilitating the inter-company integration. Based on a study by Gopalakrishnan and Damanpour, 1997, states that LIT processes in an organisation are considered to be successful only if the innovation is implemented in the organisation and individuals continue to use the innovation over a period of time.

2.2 TOE Framework

According to Khasawneh (2008) defines the technology adoption as the first use or acceptance of a new technology or new product. TOE framework was developed by Tornatzky and Fleishcer (1990) to examine firm-level adoption of various IS/IT products and services. There are three types of contexts in TOE framework a) Technological context b) Organizational context c) Environmental context.

Technological context. Technological context is comprised of the variables that influence an individual, an organization, and an industry's adoption of innovations (Huang et. al, 2008 : Claycomb et al., 2005 : Abdul Hafaz et al., 2017)

Organizational context. It refers to descriptive measures related to organizations such as firm scope, firm size and managerial beliefs and etc.(Salwani et al., 2009 : Abdul Hafaz et al., 2017)

Environmental context. It focuses on areas in which a firm conducts its business operations, with the priority given to external factors influencing the industry such as government incentives and regulations. (Salwani et. al., 2009 : Abdul Hafaz et al., 2017)

Methodology

The study initially performed a literature search to identify theoretical models utilised in examining LIT innovations. Based on this search result, the study then identified the most commonly used LIT innovations model. The studies are accessed from the popular databases such as Emerald, EbscoHost, Science Direct using keywords (or combination of keywords) such as technology adoption, technology adoption model, TOE Framework, DOI Theory, RBV Model and etc. The studies based on TOE framework is included to identify relevant variables which can be used to study the adoption of similar technologies in future such as LIT. The study employed quantitative survey with structured questionnaires in an effort to test theory and acquire new knowledge while utilizing statistical methods to validate results . Later, the researcher will use PLS-SEM to analyse data.

The literature review process is presented diagrammatically as follows:

- a) Search latest issues in LSPs
- b) Selection of keywords
- c) Searching published articles in the databases
- d) Making choice for relevant papers
- e) Identifying IT innovations models at organizational level
- f) Developing model
- g) Writing discussion and conclusion.

4. Significance of The Study

World is shrinking day by day with advancement of technology. Customers' expectations are also increasing and companies are prone to more and more uncertain environment. The IT field is evolving and developing every day. New technologies in computers and mobile devices are shaping the way the world communicates with one another, gets work done, and spends free time. That means using LIT adoption , the entire system is designed so that the company will meet its strategic and tactical goals.

5. Conclusion

In this study, researcher developed and proposed a model for the process of LIT innovations in organisations. The study focused on LIT innovations in organisations. The contribution of the study includes an enhancement of our understanding of LIT innovations and implementation process in organisations. The proposed model introduces several determinants that may influence IS security innovations in organisations, in particular, the association between various technological, organisational and environmental and with LIT adoption.

Besides the LIT innovations model proposed in this study provides important implications for practice as well as for further research. This study has a number of implications for managers and IT researchers. Managers can draw up this model and assess the condition of the LIT innovations process and possible factors that would lead to a successful adoption of LIT innovations in their organisations. In terms of future research, the proposed model identified the different factors that influence LIT innovations in the context of technology, organisation and environment.

6. Acknowledgement

First of all, I would like to thank my parents for moral support in everything. In addition, I would like to thank my supervisor Professor T. Ramayah for his support and guidance. I also want to thank my co-supervisor Associate Professor Dr. Noorliza Karia for her advice and interesting thoughts. Finally, I would like to express my immense thanks and gratitude to all people who contributed to make this research successful.

7. References

- Ajzen, I. (1991), The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2): p. 179-211.
- Anderson, J. C., & Gerbing, D. W. (1988). Structural Equation Modeling in Practice: A Review and Recommended Two-Step Approach. *Psychological Bulletin*, 103 (May), 411-423.
- Bagozzi, R. P., Yi, Y., & Philipps, L. W. (1991). Assessing construct validity in organizational research. *Administrative Science Quarterly*, 36(3), 421–458.
- Benjamin, R. & Wigand, R., 1995. Electronic markets and virtual value chains on the Information Superhighway. *Sloan Manage. Rev.*
[Bernard, H. R., 1996. Sage Publication.](#)
- Cheon, J., Lee, S., Crooks, S.M., & Song, J. (2012). An investigation of mobile learning readiness in higher education based on the theory of planned behavior. *Computers & Education*, 59(3), 1054-1064.
- Claycomb, C. I. K. a. G. R., 2005. Predicting the level of B2B E-Commerce in industrial organization. *Industrial Marketing Management*, 34(3), pp. 221-234.
- Closs, D. G. T. a. C. S., 1997. Information technology influences on world class logistics capability. *International Journal of Physical Distribution & Logistics Management*, Volume 27, pp. 4-17.

- Cohen, G. S. I. a. N. P., 2002. Information -communication technologies (ICT) and transport : dpes knowledge underpin policy?. *Telecommunications Policy*, Volume 26, pp. 31-52.
- Chin, W.W. (1998). The partial least squares approach to structural equation modeling. In G. A. Marcoulides (Ed.), *Modern methods for business research* (pp. 295-358). Mahwah, NJ: Lawrence Erlbaum.
- Chowdhury, M.S. (2007),"Overcoming entrepreneurship development constraints: the case of Bangladesh", *Journal of Enterprising Communities: People and Places in the Global Economy*, Vol. 1 Iss 3 pp. 240 – 251
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Mahwah, NJ: Lawrence Erlbaum.
- Damanpour, G. a., 1997. A Review of Innovation Research in Economics Sociology and Technolgy. *Omega*, pp. 15-28.
- Espíritu-Olmos, R. & Sastre-Castillo, M.A. (2015). Personality traits versus work values: Comparing psychological theories on entrepreneurial intention. *Journal of Business Research* 68 (2015) 1595–1598
- Ferdaush J and Md.Faisal H. (2014), Tourism Potentiality & Development of Bangladesh: Applicability of Pragmatic Governmental Management Policy. *Journal of Management and Science*. Vol. 4 , No. 1, Available at : <http://core.ac.uk/download/pdf/25951175.pdf>
- Fornell, C., & Cha, J. (1994). Partial least squares. In R.P. Bagozzi (Ed.). *Advanced methods in marketing research*. Cambridge: Blackwell, 52-78.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50.
- Gholami, R., Sulaiman, A. B., Ramayah, T., & Molla, A. (2013). Senior managers' perception on green information systems (IS) adoption and environmental performance: Results from a field survey. *Information and Management*, 50(7), 431-438.
- Ghosh HK (2015), Analyzing tourism and hospitality management in Bangladesh, The Daily Sun, March 30, 2015. Available at: <http://dspace.bracu.ac.bd/bitstream/handle/10361/4089/The%20daily%20sun%2024th%20march.pdf?sequence=1>
- Grundstén, H., *Entrepreneurial intentions and the entrepreneurial environment: A study of technology-based new venture creation*. 2004, Helsinki University of Technology: Espoo, Finland
- Guerrero, M., J. Rialp, and D. Urbano, The impact of desirability and feasibility on entrepreneurial intentions: A structural equation model. *International Entrepreneurship and Management Journal*, 2008. 4(1): p. 35-50.

- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2014) A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM). Sage Publication: Los Angeles.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modelling. *Journal of the Academy of Marketing Science*, 43(1), 115-135.
- Henseler, J., Ringle, C. M., & Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. *Advances in International Marketing*, 20, 277-320.
- Hisrich, Robert D. (2011). Entrepreneurship. McGraw-Hill Education. ISBN 978-0-07062-017-9.
- Iakovleva, T., L. Kolvereid, and U. Stephan, Entrepreneurial intentions in developing and developed countries. *Education+ Training*, 2011. 53(5): p. 353-370.
- Jahangir R. (2013), Promoting tourism: positive action needed, The Financial Express, Oct 4, 2013. Available at: <http://www.thefinancialexpress-bd.com/2013/10/04/507/print>
- Karia, N and Razak, RC.2007. "Logistics assets that payoff competitive advantage". In Information management in the networked economy: issues & solutions, Edited by:Soliman,KS.33–39.New York:International Business Information Management Association.
- Khasawneh A., 2008. Concepts and measurements of innovativeness the case of information and communication technologies. *International Journal of Arab Culture, Management and Sustainable Development*, 1(1), pp. 23-33.
- Kennedy, J., et al. Situational factors and entrepreneurial intentions. in 16th annual conference of small enterprise association of Australia and New Zealand. 2003. University of Ballarat
- Kickul, J., & Krueger, N. (2004). A cognitive processing model of entrepreneurial self-efficacy and intentionality. in Zahra, A.A. (Ed.),*Frontiers of Entrepreneurship Research 2004*, Babson College, Wellesley, MA, pp. 607-17.
- Kolvereid, L., & Isaksen, E. (2006). New business start-up and subsequent entry into self-employment. *Journal of Business Venturing*, 21(6), 866-885.
- Krueger, N.F. and D.V. B., Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship theory and practice*, 1994. 18(91-104).
- Krueger, N.F., The impact of prior entrepreneurial exposure on perceptions of new venture feasibility and desirability. *Entrepreneurship theory and practice*, 1993. 18(1): p. 5-21.
- Krueger, N.F., M.D. Reilly, and A.L. Carsrud, Competing models of entrepreneurial intentions. *Journal of business venturing*, 2000. 15(5): p. 411-432.

- Krueger, N.F. and J. Kickul, So you thought the intentions model was simple? Navigating the complexities and interactions of cognitive style, culture, gender, social norms, and intensity on the pathway to entrepreneurship, in United States Association Small Business and Entrepreneurship Conference. 2006: Tucson, AZ.
- Huang, Z. J. B. a. F. M., 2008. A Comprehensive examination of internet-EDI adoption. *Information Systems Management*, 25(3), pp. 273-286.
- Lindsay, N.(2005), Toward a cultural model of indigenous entrepreneurial attitude. 2005, Academy of Marketing Science Review. Vol 5.
Available: <http://www.amsreview.org/articles/lindsay05-2005.pdf>
- Moghavvemi, S. and N.A. Mohd Salleh, Malaysian entrepreneurs propensity to use IT innovation. *Journal of Enterprise Information Management*, 2014. 27(2): p. 139-157. Ministry of Civil Aviation and Tourism, Bangladesh Official website , <http://www.mocat.gov.bd>
- Ngah, A. H., Zainuddin, Y. & Thurasamy, R., 2017. Applying the TOE framework in the Halal warehouse adoption study. *Journal of Islamic Accounting and Business Research*, Volume 8, pp. 161-168.
- Podsakoff, P. M. & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of management*, 12(4), 531-544.
- Podsakoff, P. M. & Todor, W. D. (1985). Relationships between leader reward and punishment behavior and group processes and productivity. *Journal of Management*, 11(1), 55-73.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *J. Appl. Psychology*, 88(5), 879–903
- Rajagopal, P., 2002. An innovation- diffusion view of implementation of enterprise resource planning (ERP) systems and development of a research model. *Information & Management*, Volume 40, pp. 87-114.
- Ramayah, T., Lee, J. W. C., Boey, J. C. I. (2011). Network collaboration and performance in the tourism sector. *Service Business*, 5(4), 411-428.
- Ramayah, T., Yeap, J. A. L., & Ignatius, J. (2013). An empirical inquiry on knowledge sharing among academicians in higher learning institutions. *Minerva: A Review of Science, Learning and Policy*, 51(2), 131-154.
- Ringle, C.M., Wende, S., & Becker, J.-M. (2015). “SmartPLS 3,” www.smartpls.com Sullivan, G. M., & Feinn, R. (2012). Using Effect Size—or Why the P Value Is Not Enough. *Journal of Graduate Medical Education*, 4(3), 279-282.

- Saadin, M.N. & Daskin, M (2015). Perceived desirability, feasibility, and social norms as antecedents on hospitality students' entrepreneurial intention in Malaysia: does gender make a difference? *International Journal of Entrepreneurship and Small Business*, 25 (4), 456-474
- Saeed, S., Yousafzai, S. Y., Yani-De-Soriano, M., & Muffatto, M. (2014). The role of perceived university support in the formation of students' entrepreneurial intention. *Journal of Small Business Management*. DOI: 10.1111/jsbm.12090
- Salwani, M. M. G. N. M. a. C. S., 2009. E-commerce usage and business performance in the Malaysian tourism sector : empirical analysis. *Information Management & Computer Security*, Volume 17, pp. 166-185.
- Shook, C.L., R.L. Priem, and J.E. McGee, Venture creation and the enterprising individual: a review and synthesis. *Journal of Management*, 2003. 29(3): p. 379-399.
- Shook, C.L. and C. Bratianu, Entrepreneurial intent in a transitional economy: an application of the theory of planned behavior to Romanian students. *International Entrepreneurship and Management Journal*, 2010. 6(3): p. 231-247.
- Solesvik, M.Z., et al., Student intentions to become self-employed: the Ukrainian context. *Journal of Small Business and Enterprise Development*, 2012. 19(3): p. 441-460.
- Tenenhaus, M., Esposito Vinzi, V., Chatelin, Y.-M., & Lauro, C. (2005). PLS path modeling. *Computational Statistics & Data Analysis*, 48, 159-205.

The Resilient Investor: Factoring Experience in Investment Decision

Alex Tun-Lee Foo*, Ahmad Nazri Wahidudin, Qiu-Ting Chie

Universiti Tunku Abdul Rahman, Malaysia

*Email: alexfoo@utar.edu.my

Abstract

This paper purports to highlight the human side of investing and its implication to the investment decision. Recent advances in behavioral finance show promising results in helping investors with their behavioral biases in financial decisions. While appropriate interventions and nudges are employed, it appears that the current model conveniently omits the subjective element of human investing. As time grows, people accumulate significant personal experience which will potentially affect their financial decisions. Peak-end rule as psychological heuristics may be able to explain why some people, after a significant financial loss experience, withdrew the market once and for all. Part of the equation of social sustainability includes investor's resilience in times of market volatility. Factoring investor's prior experience and overconfidence bias in the investment decision model may prove useful for further research. This paper will also include existing discussion on personality as the well-spring of investment behavior.

Keywords: Personality; Overconfidence; Investing Style; Experience.

1. Toward Resilient Investing

SSPIS 2019 calls for empowering community for social sustainability. Part of maintaining social sustainability includes taking care of citizen's wallet. This paper purports to advance the concept of resilient investing, a phrase less known in the financial literature. The word 'resilience' has its 17th century Latin root *resilire*, which literally means 'leaping back'. It carries the meaning of coming back from something, recoil, and rebound. Resilience is the central theme of the ever-changing landscape fueled by knowledge economy and the 4th industrial revolution. For example, phrases like 'resilient technology' is now officially adopted by Consumer Electronics Show (CES 2020) to recognize the need to create tools which address both responsiveness and recovery.

From a financial standpoint, the observed boom-and-bust business cycles and the volatile equity market (such as the Great Recession of 2008-2009) led many to rethink about committing money in the market. This leads to people behaving against sound money principles, one of which is consistent and long-term investing habit. The importance of staying invested among the investors can be seen in the literature. For example, financial resilience as a concept is introduced (see Heltberg et al. 2013; Green et al. 2010). It is defined as 'the ability to withstand life events that impact one's income and/or assets'.

2. *Homo Economicus vs Homo Biologicus*

Perhaps one way to approach resilient investing is to revisit the prominent theories governing investing behavior. Traditional finance rests on the assumption that human generally make rational decisions. For example, expected utility theory suggests that in an uncertain environment, people decide outcomes that will maximize their utility (in this case, wealth). However, proponents of behavioral finance advocated that people do not always act rationally due to various behavioral and cognitive factors. Kahneman (2011) explained that when uncertainty exists, people may reach different conclusion due to relative, arbitrary reference point. For example, a person facing a bet where there is a 20% chance to lose RM200 may demonstrate higher risk aversion because of his relatively low net worth (assume RM6,000). Net worth in this case becomes the person's 'reference' point. Meanwhile, a RM200 loss means little to someone who possess, say, RM1 million net worth.

Using the same analogy of arbitrary reference point, people with different investing experience tend to adjust their investing style, subject to their predisposed personality inclination. In other words, prior experience can potentially inform and moderate investment decision. A person who had experienced significant financial gain is likely to be overconfident and make aggressive financial decision. Meanwhile, a painful financial loss will lead to a much conservative financial decision. This phenomenon is noticed during the post Asian Financial Crisis in 1997-1998 where people shy away from equity investing.

To date, efforts were made to address the importance of experience in financial decision, such as Klement (2015) and Andersen et al. (2019). The former advocates the use of financial diary to help investors to recall experiences that inform their decision. The latter provides empirical evidence on how bad financial experience leads investors to be more conservative in their asset allocation. We believe that the influence of experience in investing can be further studied. Particularly, this paper will draw from peak-end rule, a psychological heuristic as theoretical foundation of the research.

The rest of the paper is organized as follows. A literature review on investment style is included. Next, discussion on personality in investment decision is explored, followed by overconfidence bias as mediator. The last section includes personal experience as moderating variable, together with proposed conceptual framework to guide the future study.

3. Investment Style – Criterion Variable

Studies aimed at measuring individual's actual investment result indicate that such variable is important in understanding behavioral finance. However, this is troubling as the actual investment result may be due to a combination of skill and luck, probably even higher emphasis on the latter (Shefrin 2002). Additionally, short-term performance is not an indicator for long-term result. As such, this study uses investment style instead to capture the behavioral aspect of investors.

Some possible use of investment style measurement includes conservative-aggressive scale, or asset allocation questionnaire commonly practiced in the financial advisory practice. For example, Vanguard mutual fund provides free online questionnaire to help investors arrive at their suitable asset allocation. Asset allocation is a way to distribute investment among two most commonly recognized asset form, i.e., equity (more risk), and fixed income (lesser risk). A 60/40 asset allocation means 60% exposure in equity, and 40% in fixed income. Additionally, Zehndorfer (2018) documented a trading frequency continuum as a way to differentiate

different types of investing styles such as scalping, day trading, position and swing trading, and finally buy-and-hold investing.

4. Investor Personality – Predictor Variable

Since people make choices, it is reasonable to suggest that their choices might be influenced by their personality predisposition. Extant literature explores on investor's personality and its effect such as trading performance. More notably, recent studies narrow the study of personality to a selected few facets, namely extroversion and neuroticism (see Oehler et al. 2017). This happens as a result of statistical consistency replicated in other studies. Other non-significant personality dimensions such as openness to experience, conscientiousness, agreeableness provide conflicting results. This paper acknowledges the trend and observes that the literature is increasingly interested in the biological, neurological aspect of investors.

Study on individual differences comes with different perspectives, the most prominent being the personality. Personality dimensions were further split into the Big Five (McCrae & Costa, 2003), and Big Three (Eysenck 2017). There is also alternate model such as Myers-Briggs Personality Inventory (Myers et al. 1998).

Example of empirical evidence that personality leads to investment decision includes Oehler et al. (2017), Gambetti & Giusberti (2019), and Fung & Durand (2014). Meanwhile, evidence pointing personality toward investment style includes Pompian & Longo (2004), Durand et al. (2008, 2013) in the form of choice and outcome.

5. Overconfidence as Mediating Variable

There is a tendency for investors to exaggerate their ability to predict the next market move. Popularly coined as *overconfidence*, investors overestimate their ability to pick the next stock winners. As stock price is a function of many factors which are outside of investor's control, being overconfident in stock selection is a sub-optimal financial behavior that leads to financial losses. Papers discussing why even the best experienced mutual fund managers underperform the market are not novel (Glode 2011). If even the best portfolio and hedge fund managers are humbled by the random-walk phenomenon of the market, the 'main-street' investors are likely to exhibit overconfidence by believing that they can do better.

Overconfidence is mainly a result of two functions. According to Kahneman (2011), the ability of our mind to establish a coherent story and the ease of retrieving that story reinforce our confidence toward something. In other words, how confident a person can be depends on how well constructed the logical thought, and how easy it is to retrieve that thought through repetition and reinforcement.

Although most favorable outcome in life is a result of sheer hard work and practice, this may not be true in the financial industry. A person who is good in financial education does not necessarily translate to choosing the right stocks to buy. This mismatch is an uncomfortable fact when an overconfident person encounters random walk theory (Fama 1965) and rejected its proposition. Random walk theory suggests that stock price is a function of many factors, many of which are outside of investor's control. An investor can only remain (over)confident if he persists in constructing a coherent story in his mind by filtering the conflicting facts.

Overconfidence bias is also seen as a manifestation of other behavioral biases. An overconfident investor often exhibits illusion of control, a bias that put investor in charge of things he has little influence on. For example, an investor might feel that it largely depends on his technical

analysis skill to predict the next stock price movement. Confirmation bias follows suit as he seeks information that affirms his pre-existing beliefs.

Measuring overconfidence across financial literature and in practice has been troubling as it appears that there were multiple opinions on how overconfidence should be recorded. For example, Durand et al. (2013) uses trading frequency as proxy of overconfidence. The more a person trades, the more he appears to be overconfident. Other works range from single item (Pan and Statman 2012) to some 18 questions (Michailova et al., 2016). More notably, the latter utilizes a series of questions which measures participants 'hit-ratio', a term referring to accuracy of answer expressed in confidence percentage (e.g., 50% sure, or 60% sure).

Example of empirical evidence studying the result of personality toward overconfidence includes Schaefer et al. (2004) and Durand et al. (2013). In general, extrovert exhibits higher trading frequency, which means greater confidence in making investing decisions.

6. Investing Experience as Moderating Variable

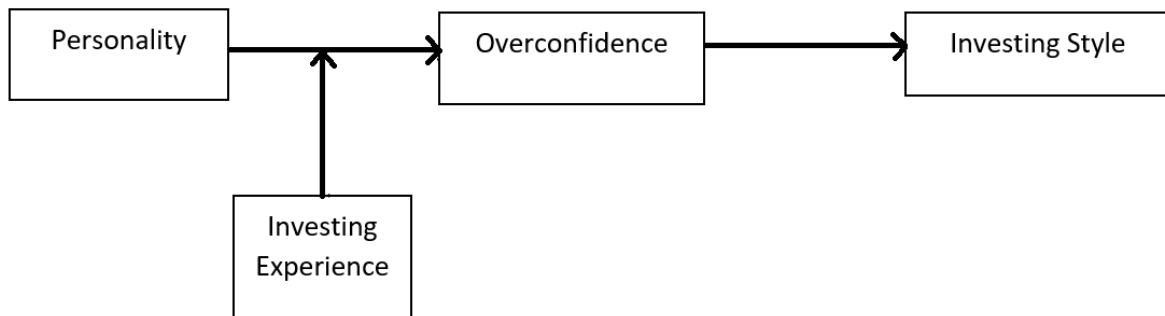
Schwed and Zweig (1940) classic work on *'Where are the Customer's Yatches?'* provided a glimpse of the importance of actual experience in investing. Notably, the experience of losing significant amount of money is one significant financial event affecting investors. Actual experience can potentially reveal how risk tolerant a person can be. This anecdote receives little attention in the literature.

Peak-end rule describes how a person typically recalls an experience from two main focal points, i.e., the extreme (climax), and the ending. For example, most people can recall a memorable oversea vacation because of its climax (unusual, rare, significant, pinnacle), and its ending. Kahneman conducted the colonoscopy and cold-hand experiment (Kahneman et al. 1993) to prove this psychological heuristic. In other words, people normally overweight an experience at its peak and ending point, and lesser weight in other periods.

In investing, a huge financial loss in the equity market can be labelled as a peak event for an investor. This memory will likely stay with the investor for many years to come. The ending point, however, can be referred to either a conclusion of a particular investment period, or where he is today. Peak-end rule is significant in understanding how investors behave because people do not always react rationally. For instance, the 'burned' investors shy away from the equity market for a very long time just because of the prior painful 'peak' experience.

7. Putting Things Together

Existing literature generally agrees with the effect of personality toward investing performance. Also, the inclusion of behavioral biases as mediators are not novel. This paper, however, introduces investor's personal experience into the equation. It is posited that as investor proceeds in life with accumulating good (or bad) financial experiences, these memories will moderate the relationship between their personality and their tendency to be overconfident. For example, an extrovert with experience in winning huge amount of money just recently will likely to exhibit even higher level of overconfidence, which in turn leads to aggressive investing style. Conversely, a neurotic who lament over his loss in the equity market might shy away from investing for a season. Interesting result might surface when comparing result between groups of people with and without investing experiences.



Source: Developed for research

8. Concluding Remark

This paper takes on behavioral finance as theoretical foundation in understanding investing behavior. Particularly, personality is believed to affect investment style, and is mediated by overconfidence. Investor's prior experience drawn from peak-end rule may potentially moderate the relationship between personality and overconfidence. Empirical evidence is required to further contribute to existing risk literature as well as literature on behavioral finance in the emerging market (Kumar & Goyal 2015).

Expected outcome of this research, if it favors the original proposition, will shed light on the importance of prior investing experience in financial decision. The subjectivity element of human experience in investing decision is likely to be another piece of evidence favoring behavioral finance. From a practical standpoint, finance industry involving advisory on client's asset allocation should actively factor in their prior financial histories for optimal investing decisions.

9. References

Andersen, S, Hanspal, T & Nielsen, KM 2019. Once bitten, twice shy: The power of personal experiences in risk taking. *Journal of Financial Economics*, vol. 132, no. 3, pp. 97-117, viewed 1 September 2019, ScienceDirect, DOI 10.1016/j.jfineco.2018.10.018.

Durand, RB, Newby, R & Sanghani, J 2008. An intimate portrait of the individual investor. *Journal of Behavioral Finance*, vol. 9, no. 4, pp. 193-208, viewed 24 July 2019, Taylor and Francis Online, DOI 10.1080/15427560802341020.

Durand, R, Newby, R, Tant, K & Trepongkaruna, S 2013. Overconfidence, overreaction and personality. *Review of Behavioral Finance*, vol. 5, no. 2, pp. 104-133. Viewed 3 March 2019, Emerald Insight, DOI 10.1108/RBF-07-2012-0011.

Fama, EF 1995. Random walks in stock market prices. *Financial Analysts Journal*, vol. 51, no. 1, pp.75-80.

Fung, L & Durand, RB 2014, 'Personality traits', in *Investor behavior: The psychology of financial planning and investing*, John Wiley & Sons, pp. 99-115, viewed 27 April 2019, ScienceDirect, DOI 10.1016/j.joep.2012.07.001.

Gambetti, E & Giusberti, F 2012. The effect of anger and anxiety traits on investment decisions. *Journal of Economic Psychology*, vol. 33, no. 6, pp. 1059-1069, viewed 5 May 2019, ScienceDirect, DOI 10.1016/j.joep.2012.07.001.

Glode, V, 2011. Why mutual funds “underperform”. *Journal of Financial Economics*, vol. 99, no. 3, pp. 546-559, viewed 2 February 2019, ScienceDirect, DOI 10.1016/j.jfineco.2010.10.008.

Green, D, King, R & Miller-Dawkins, M 2010. The global economic crisis and developing countries: Impact and response. Working Draft. Oxford: Oxfam.

Heltberg, R, Hossain, N, Reva, A & Turk, C 2013. Coping and resilience during the food, fuel, and financial crises. *The Journal of Development Studies*, vol. 49, no. 5, pp. 705-718.

Kahneman, D 2013. *Thinking, fast and slow*. Macmillan.

Kahneman, D, Fredrickson, BL, Schreiber, CA & Redelmeier, DA, 1993. When more pain is preferred to less: Adding a better end. *Psychological Science*, vol. 4, no. 6, pp. 401-405, viewed 4 April 2019, Sage Journals, DOI 10.1111/j.1467-9280.1993.tb00589.x.

Klement, J 2015. *Investor Risk Profiling: An Overview*. CFA Institute Research Foundation.

Kumar, S & Goyal, N 2015. Behavioural biases in investment decision making—a systematic literature review. *Qualitative Research in Financial Markets*, vol. 7, no. 1, pp. 88-108, viewed 28 January 2019, Emerald Insight, DOI 10.1108/QRFM-07-2014-0022.

McCrae, RR, & Costa, PT 2003. *Personality in adulthood: A five-factor theory perspective*. Guilford Press.

Michailova, J, Mačiulis, A & Tvaronavičienė, M 2017. Overconfidence, risk aversion and individual financial decisions in experimental asset markets. *Economic Research-Ekonomska Istraživanja*, vol. 30, no. 1, , pp. 1119-1131, viewed 1 July 2019, Taylor & Francis Online, DOI 10.1080/1331677X.2017.1311234.

Myers, IB, McCaulley MH, Quenk N, & Hammer A 1998, *MBTI Handbook: A Guide to the development and use of the Myers-Briggs Type Indicator*, Consulting Psychologists Press.

Oehler, A, Wendt, S, Wedlich, F & Horn, M 2018. Investors' personality influences investment decisions: Experimental evidence on extraversion and neuroticism. *Journal of Behavioral Finance*, vol. 19, no. 1, , pp. 30-48, viewed 27 January 2019, Taylor & Francis Online, DOI 10.1080/15427560.2017.1366495.

Pan, CH & Statman, M 2012. Questionnaires of risk tolerance, regret, overconfidence, and other investor propensities. *Journal of Investment Consulting*, vol. 13, no. 1, pp. 54-63.

Pompian, MM & Longo, JM 2004. A new paradigm for practical application of behavioral finance: creating investment programs based on personality type and gender to produce better investment outcomes. *The Journal of Wealth Management*, vol. 7, no. 2, pp. 9-15.

Schaefer, PS, Williams, CC, Goodie, AS & Campbell, WK 2004. Overconfidence and the big five. *Journal of Research in Personality*, vol. 38, no. 5, pp. 473-480, viewed 24 April 2019, ScienceDirect, DOI 10.1016/j.jrp.2003.09.010.

Schwed, F & Zweig, J 1940. *Where are the Customers' Yachts?, Or, A Good Hard Look at Wall Street*. New York: Simon and Schuster.

Shefrin, H 2002. *Beyond greed and fear: Understanding behavioral finance and the psychology of investing*. Oxford University Press on Demand.

Zehndorfer, E 2018. *The Physiology of Emotional and Irrational Investing: Causes and Solutions*, Routledge.

A Review of Similarity on Social Network in Malaysia: Selection and Influence

Ker Hsin Teoh^{a,*}, Intan Hashimah Mohd. Hashim^b, [Farhana Kamarul Bahrin^c](#)

^aSchool of Social Sciences, Universiti Sains Malaysia, Malaysia

kerhsin.teoh@gmail.com

^{b,c}School of Social Sciences, Universiti Sains Malaysia, Malaysia

Abstract

The paper is a review of previous studies on similarity research in Malaysia. There are quite limited amount of studies in regard with similarity in the context of Malaysia. Through the review found out that the research about similarity not only found in the field of social science it is also applicable in various field which include communication, management, education and political. A lot more of research focused ethnicity as people tend to mix around with their own ethics group. Other studies examined similarities in interest, gender, way of thinking, common background, beliefs in religion, attitude, nationality, cultural backgrounds, social space and language within their friendship choice. In addition, similarity not only involved in the process of selection and influence. This review highlights the current findings and limitation related to similarity research in Malaysia.

Keywords: Similarity; Selection; Influence; Malaysia.

1. Introduction

There is quite limited amount of studies in regard with similarities in the context of Malaysia which only a total of 18 studies. Current research on similarities in Malaysia are focusing more on ethnicity and peer influence. Out of 20 studies, 6 studies are about ethnicity while 7 studies are about peer influence.

2. Research findings

There are several studies conducted in Malaysia that are related to ethnicity in which people tend to mix around with others in their own ethnics group. Malaysia is a multi-ethnic country that different ethnic live in different culture, way of life and history (Majzub, Hashim, & Elis, 2011). One of the reason researches focus more on ethnicity because issue of racism still an on-going issue that harms the unity and peacefulness of the country (Majzub, Hashim, & Elis, 2011). According to Yusof (2006), her found out that student tend to mix around with others in their own ethnics group to study or have discussion. Aside from that, researchers also found out that students mingle around with others that are same race with themselves in canteen, study and play together, have group discussions and do revision together at the school library (Vellymalay & Murugaiah, 2017). Other studies also found out that student tend to form friendship with friends from the same ethnics group than cross ethnics friendship (Osman, 1989; Vellymalay, 2014; Yusoff, 2006). Even in multiethnic school environment students are also more likely to mix around with same ethnics group (Ahmad, 2011). According to Hashim, Mohd-Zaharim, & Khodarahimi (2012) there is a relationship between perception of similarities and higher relationship satisfaction among friend who are of the same ethnicity in workplace.

People are not just tend to mix around with people that are same ethnics with themselves they also tend to mix around with people that have similar interest, similar way of thinking, common background and beliefs in religion. For instance a research conducted in Malaysia showed that friends that have similar interest tend to mix around with their own circle of friends as young people like and enjoy working in groups especially (Ariffin *et al.*, 2017). Another study found out that Malaysian women would rather mingle with close friends that have share a similar way of thinking, common background and beliefs in religion within same gender close friendship (Armstrong, 1987).

Researches about interethnic friendship for Malaysian who study abroad has gained fresh prominence because many reported students prefer to form friendship with people from similar ethnicity and religion (Ahmad *et al.*, 2014). Besides that Pazil (2018) also found out that by sharing similar in terms of social identity (nationality, ethnicity and religion and social spacing (housing, academic course and personal interests) is significant in developing close friendship among the Malaysian students abroad. According to Tan & Goh (2006), Malaysian Chinese who study abroad also tend to mix with friends that are from similar cultural backgrounds and use the similar language as they feel the sense of security by mixing with these group of people.

A few studies have investigated the role of similarity in the process of selection and influence. Similarity attraction hypothesis (Berger, 1973) and the homophily hypothesis (Berndt, 1982) state that individual are attracted to people who share similar in term of demographic attributes, personal values, and attitudes (Byrne, 1971). There are two studies in related to similarity attraction hypothesis in the context of Malaysia. Ng, Bordia, & Kulik (2009) found out when comes to seeking jobs, people prefer to seek for companies that have featured a group of racially similar employees in their advertisement. Another study of similarity attraction have influence on the voting decision process as the study showed that there is a corelationship between similarities of the voters and candidate on the degree of reliance on personal and religiosity values (Ismail, 2013). One study in the context of Malaysia is about homophily in which the research is about attitude homophily and parasocial interaction with said celebrity (Shariffadeen and Manaf, 2019).

Social influence and socialization theories stated that friends tend to influence each other which make their friend to change and adapt to each other's interests and behavior (Hartup, 1995; Hartup & Stevens, 1999). For instance, ninety percent of smokers initiated smoking with friends (Lim *et al.*, 2006). Another studied also found by Hong *et al.* (2011) that the chances of adolescents participate liquor and cigarette abuse behaviors increase with one quarter when their close friends were involved on these activities. According to AADK (2010), one of the main reasons why many addicts get drawn into the web of drugs is because of peer influence. Patrick Soh (2011) found out that there is an indirect influenced to internet addiction among friends by their encouragement to be socially connected through online and for entertainment activities. Pung, Yaacob, Baharudin, & Osman (2015) found out that there is a positive association between peer delinquency and aggression among adolescents. For academic achievement, peer play an important role as there is a positive association between adolescents' perceiving peer support with cognitive engagement and academic achievement (Jelas *et al.*, 2016).

Through the review found out that there are limited amount of studies in regard with similarity in Malaysia. There are still a lot of area can be explored in the context of similarity. There are different types of similarities that could be exist between friends such as similarities in physical, behavioral, psychological, academic, and social domains of development (Berndt, & Perry, 1990; Berndt, 1982; Epstein, 1983b; Kandel, 1978a). Friends tend to have similar orientations

toward school, academic aspirations, and the scholastic (Epstein, 1983; Kandel, 1978b). Although several studies found out that in East Asian countries such as Japan, Korea and Taiwan both actual levels and perceptions of similarity between the self and friendship partners are lower than the West (Kashima *et al.*, 1995; Satterwhite *et al.*, 2000; Uleman *et al.*, 2000; Igarashi *et al.*, 2008). There are also limited research on similarity in term of academic orientation. According to research, it was found that one of the main stressors among the majority of adolescents in Malaysia is academic-related issues (Hashim, 2007). A study in America found out that Asian American adolescents and their nominated friends on academic orientation was relatively high, perhaps reflecting a strong importance attached to academic orientations (Ogbu, 1991; Hamm, 2000).

3. Conclusion

The researches based on similarity in the context of Malaysia is considerably low. Based on the review, similarity not only found in the field of social sciences but it also can be found in different field such as communication, management, education and political. By having more research about similarity can be beneficial to many others different discipline. Besides that, many studies focus on mixing around with people that have the same ethnic and focus less on similarity in term of academic. In Malaysia, many researches also focus on similarity in the context of peer while less on other relationship. Lastly, the researches on similarity in Malaysia are more toward school environment while less in others environment such as workplace.

References

AADK (2010) *Laporan Dadah 2010*.

Ahmad, L. A. *et al.* (2014) 'Adaptation and the new media technology: A study on Malaysia students in Australia and United Kingdom', *Jurnal Komunikasi*, 30(1), pp. 187–198.

Ariffin, Z. *et al.* (2017) 'Peer support and youth engagement', *International Journal of Academic Research in Business and Social Sciences*, 7(8), pp. 629–634. doi: 10.6007/ijarbss/v7-i8/3268.

Armstrong, M. J. (1987) 'Women's friendships under urbanization: A Malaysian study', *Women's Studies International Forum*. Pergamon, 10(6), pp. 623–633.

Berger, C. R. (1973) 'Task performance and attributional communication as determinants of interpersonal attraction', *Speech Monographs*, 40(4), pp. 280–286. doi: 10.1080/03637757309375805.

Berndt, T. J., & Perry, T. B. (1990) 'Distinctive features and effects of early adolescent friendships'.

Berndt, T. J. (1982) 'The features and effects of friendship in early adolescence', *Child Development*, 53, pp. 1447–1460.

Byrne, D. (1971) *The Attraction Paradigm*. New York: Ac.

- Epstein, J. L. (1983a) 'Examining theories of adolescent friendships', in *Friends in school*. Friends in, pp. 39–61.
- Epstein, J. L. (1983b) 'School environment and student friendships: Issues, implications, and interventions', pp. 235–253. doi: <https://doi.org/10.1016/B978-0-12-240540-2.50020-7>.
- Hamm, J. V (2000) 'Do birds of a feather flock together? The variable bases for African American, Asian American, and European American adolescents' selection of similar friends', *Developmental Psychology*, 36(2), pp. 209–219. doi: 10.1037//0012-1649.36.2.209.
- Hartup, W. W. (1995) 'The three faces of friendship', *Social and personal Relationships*, 12(4), pp. 569–574.
- Hartup, W. W. and Stevens, N. (1999) 'Friendships and adaptation across the life span', *Current Directions in Psychological Science*, 8(3), pp. 76–79. doi: 10.1111/1467-8721.00018.
- Hashim, I. H. M. (2007) 'Stress, coping and social supports in adolescent years', *Kajian Malaysia*, 25(1), pp. 97–115.
- Hashim, I. H. M., Mohd-Zaharim, N. and Khodarahimi, S. (2012) 'Perceived similarities and satisfaction among friends of the same and different ethnicity and sex at workplace', *Psychology*, 3(8), pp. 621–625.
- Hong, K. S. *et al.* (2011) 'Penyalahgunaan bahan di kalangan remaja: Satu kajian di sekolah menengah Sarawak', *Jurnal Antidadah Malaysia (Malaysian Anti- Drugs Journal)*, 8(2).
- Igarashi, T. *et al.* (2008) 'Culture, trust, and social networks', *Asian Journal of Social Psychology*, 11(1), pp. 88–101. doi: 10.1111/j.1467-839X.2007.00246.x.
- Ismail, N. R. N. (2013) 'The effect of personality congruence in internal party election in Malaysia: A conceptual framework for political marketing', pp. 1033–1052.
- Jelas, Z. M. *et al.* (2016) 'Learning support and academic achievement among Malaysian adolescents: the mediating role of student engagement', *Learning Environments Research*, 19(2), pp. 221–240. doi: 10.1007/s10984-015-9202-5.
- Kandel, D. B. (1978a) 'Homophily, selection, and socialization in adolescent friendships', *American Journal of Sociology*, 84(2), pp. 427–436.
- Kandel, D. B. (1978b) 'Similarity in real-life adolescent friendship pairs', *Journal of personality and social psychology*, 36(3), pp. 306–312.
- Kashima, Y. *et al.* (1995) 'Culture, gender, and self: A perspective from individualism-collectivism research', *Journal of Personality and Social Psychology*, 69(5), pp. 925–937.
- Lim, K. H. *et al.* (2006) 'Prevalence and factors related to smoking among secondary school students in Kota Tinggi District, Johor, Malaysia.', *Tropical biomedicine*, 23(1), pp. 75–84.
- Majzub, R. M., Hashim, S. and Elis, J. H. S. (2011) 'Cultural awareness among preschool teachers in Selangor, Malaysia', *Procedia - Social and Behavioral Sciences*. Elsevier B.V., 15, pp. 1573–1579. doi: 10.1016/j.sbspro.2011.03.333.
- Ng, Y. L., Bordia, P. and Kulik, C. T. (2009) 'The effect of race similarity on job applicant

attraction and pursuit intentions’, pp. 1–17.

Ogbu, J. U. (1991) ‘Cultural mode, identity, and literacy’, in *file:///C:/Users/User/Documents/Master/Other journals/19.6.19/10.1.1.499.337.pdf*. W. Stigler, R. A. Schweder, & G. Herdt (Eds.). *Cultural psychology*. New York: Cambridge University Press, pp. 520–541.

Osman, S. (1989) ‘Ikatan etnik dan kelas di Malaysia’.

Patrick Soh, C. H. (2011) ‘Influence of parents and peers on internet usage and addiction amongst school-going youths in Malaysia’.

Pazil, A. N. H. (2018) ‘Friendship and intimacy: Exploring Malaysian students’ experiences of living temporarily abroad’, (March), pp. 1–279. doi: 10.17635/lancaster/thesis/339.

Pung, P. W. *et al.* (2015) ‘Low self-control, peer delinquency and aggression among adolescents in Malaysia’, *Asian Social Science*, 11(21), pp. 193–202. doi: 10.5539/ass.v11n21p193.

Satterwhite, R. C. *et al.* (2000) ‘Culture and perceptions of self-other similarity’, *International Journal of Psychology*, 35(6), pp. 287–293.

Shariffadeen, T. S. A. T. M. A. and Manaf, A. M. A. (2019) ‘Celebrity-fan engagement on Instagram and its influence on the perception of hijab culture among muslim women in Malaysia’, *Jurnal Komunikasi: Malaysian Journal of Communication*, 35(1), pp. 286–302. doi: 10.17576/jkmjc-2019-3501-19.

Tan, J. K. L. and Goh, J. W. P. (2006) ‘Why do they not talk? Towards an understanding of students’ cross-cultural encounters from an individualism/collectivism perspective’, *International Education Journal*, 7(5), pp. 651–667.

Uleman, J. S. *et al.* (2000) ‘The relational self: Closeness to ingroups depends on who they are, culture, and the type of closeness’, *Sian Journal of Social Psychology*, 3, pp. 1–17.

Vellymalay, S. K. N. (2014) ‘Etnisiti Dan Interaksi Sosial Dalam Kalangan’, *Journal of Human Capital Development*, 7(2), pp. 47–62.

Vellymalay, S. K. N. and Murugaiah, P. (2017) ‘Social interaction among multiethnics pupils in Malaysian vision schools’, *Journal of Human Capital Development (JHCD)*, 10(2), pp. 37–48.

Yusof, N. M. (2006) ‘Patterns of social interaction between different ethnic groups in Malaysian secondary schools’, *Jurnal Pendidik dan Pendidikan*, 21, pp. 149–164.

Yusoff, N. M. (2006) ‘Pola interaksi sosial dalam kalangan murid multietnik di sekolah kebangsaan’.

Perceived Positive Relationship and Well-being Living in Malaysian Multicultural Communities

Mitshel Lino*, Intan H.M. Hashim

School of Social Sciences, Universiti Sains Malaysia. Penang – Malaysia.

*Email: mitshel.mitshel@gmail.com

Abstract

This paper investigates the perceived positive relationship and well-being of people living in local multicultural communities in Malaysia. Participants comprised 163 undergraduates from a Malaysian public university, consisted of both males (41) and females (122) from diverse cultural backgrounds. They responded to an online survey with open-ended qualitative questions. They reported their perception of the positive relationship and well-being of people living in multicultural communities. Participants described that people in their communities generally established positive relationships and affable connections. They also perceived most people in their community experienced above average in all aspects of well-being from positive psychology (Positive Emotions, Engagement, Relationship, Meaning, and Accomplishment). Detailed discussion on both high and low aspects of positive relationship and well-being was presented. This study provides insights into participants' perceptions of others' relationships and well-being living in multicultural communities.

Keywords: Perceived positive relationship; Perceived well-being; Malaysian community.

1. Introduction

Malaysia comprises of the multicultural population with diverse ethnicities, religions, languages, customs living in close proximity (Jabatan Kebudayaan dan Kesenian Negara (JKKN) 2018). Harmonious intercultural interaction and unity are integral parts of the national agenda, which sparked the establishment of the Department of National Unity and Integration (DNUI) under the Prime Minister Office (Department of National Unity and Integration 2019). The DNUI is responsible for maintaining ethnic relations in Malaysia and organizing activities to build social cohesion through the top-down approach (Mior 2014). However, to ensure sustainability and well-roundedness, the bottom-up approach is also needed, particularly from the grassroots level – the local community (Khairi & Mior Jamaluddin 2017).

2. Positive Relationship and Well-being in Malaysian Communities

From the grassroots level, one of the bottom-up approaches is realized through neighborhood watch or *Rukun Tetangga (RT)*. RT was established by the DNUI to encourage unity and harmonious relationship among the population in the local communities (Ahmad Farouk & Abu Bakar 2007; Khairi & Mior Jamaluddin 2017). Such feats are accomplished through neighborliness (Ahmad Sabri & Mohammad 2016), direct interaction, cooperation, and trust-building among residents (Ahmad Farouk & Abu Bakar 2007). The critical solution is, therefore, building positive relationships among multicultural members in the community.

A positive relationship may only result in authentic well-being when no individual, community, or nation tries to control the relationship for personal interest (Roffey 2012). In addition to

promoting respect for diverse cultural groups, peacebuilding is also needed to ethically resolve tensions that arise from cultural differences and clashes (Kastel 2012). In the case of RT from the Northern states in Malaysia, Khairi and Mior Jamaluddin (2017) found that some of the common issues that threaten the peace and harmony are racism, especially among younger generations and disrespect towards other religions. RT often plays a vital role in peacebuilding by being a mediator or negotiator in resolving conflict within their communities.

Thus far, inadequate studies were found on positive relationships in the local communities in Malaysia. Few of RT studies were conducted (Ahmad Farouk & Abu Bakar 2007; Ahmad Sabri & Mohammad 2016; Khairi & Mior Jamaluddin 2017), but based on mainly RT key players' accounts with limited perspective from the residents or onlookers. One may be interested in knowing how positive relationships may give rise to well-being among people in the local communities, which is examined in the present study.

3. This Study

The present study aims to investigate the association between positive relationships and well-being in local communities as perceived by onlookers through a positive psychology perspective. Positive psychology provides a more balanced and well-rounded perspective to the traditionally more problem-oriented approaches in Psychology; it explores people's strengths in addition to their weaknesses (Snyder, Lopez & Pedrotti 2011). Seligman reintroduced the term and appealed that more focus is needed on positive human traits (Seligman & Csikszentmihalyi 2000; Lopez & Gallagher 2009).

Using the positive psychology lens, the present study operationally define the positive relationship is as the ability of the multicultural groups to have cordial bonds and a sense of connectedness. The community members can practice equal rights in decision making and to respond ethically should cultural conflict arises.

A positive relationship in a community may contribute to communal well-being. Seligman has developed a theory of well-being with the five main features known as PERMA: (i) **P**ositive emotion, (ii) **E**ngagement, (iii) **P**ositive **R**elationship, (iv) **M**eaning, and (v) **A**ccomplishment (Seligman 2011). The present research explored the first three features of PERMA (Positive Emotion, Engagement, and Positive relationship) to measure people's experience well-being living in multicultural and pluralistic local communities. The last two features were not included as the authors perceived that they are too subjective to be measured through participants' observation.

4. Methods

Participants consisted of 163 undergraduates from a public university in the northern region of Malaysia. They were Malaysians, 41 males, and 122 females, consisting of 83 ethnic Malay, 69 ethnic Chinese, nine ethnic Indian, and two ethnic 'others.' Most of the participants (124) reported living within multicultural communities, particularly campus, dorm, and residential communities. Participants were recruited from a university-wide course through convenient sampling. They answered a bilingual English and Malay online survey posted in the course e-learning. The survey consisted of demographic background and open-ended qualitative short questions. The qualitative questions inquired participants' observation of positive relationships and well-being living in their respective multicultural communities. As compensation, the participants were awarded bonus marks towards their course grades. Data were coded in terms of the frequency and analyzed using thematic analysis.

5. Results

The following table 1 indicates the frequency of participants' observation of the positive relationship among people living in their communities in Malaysia.

Table 1

Participants' Observation on Positive Relationship in Their Communities

No.	Positive Relationship Questions	Frequencies		
		Yes	Maybe	No
	"Do you think people in your community are connected?"	141	9	13
	"Are there any conflicts in your community? Are they intercultural conflicts? How did people in your community react? How were they managed/ resolved?"	35	12	116

From table 1, most participants reported that people in their communities generally had a positive relationship. The following indicated people's responses and sample transcripts to positive relationship questions. Two questions investigated their observation of others' connectedness and the presence of conflict in their communities.

Question 1: Connectedness

(141) Participants reported that people in their communities were connected through frequent communication and helping hand. The minority (9) said "depends" or "sometimes" and (13) were not connected due to a busy schedule.

"Ya kerana kadangkala saya perasan individu dari budaya lain bertegur sapa dengan individu dari budaya lain dan mereka juga bersedia membantu jika sesiapa dalam kesusahan."

"Jarang berhubung. Hal ini kerana orang dalam komuniti disini kebanyakannya sibuk bekerja. Jadi mereka tiada masa yg banyak untuk berhubung antara satu sama lain"

"No, we are not connected. Because most of us study different courses and come from different places. We don't have much interaction between each other"

Question 2: Conflict in communities

The majority of the participants (116) reported never encountering conflict in their communities. A minority of (35) participants reported conflicts in their communities, but only (15) of them were cultural conflicts. The rest (9) were conflicts not related to cultural issues and (11) non-descript conflict. A small number of (12) participants may have encountered occasional conflict.

"Mungkin terdapat sedikit konflik tetapi konflik antara individu dan bukannya berkaitan dengan budaya. oleh itu, konflik itu boleh diuruskan secara personal sahaja."

"No. no conflicts in my community as we respect and understand each other."

"Mereka tidak mengganggu atau mengkritik budaya orang masing-masing. Mereka hanya menumpukan pada akademik dan kokurikulum mereka masing-masing, mereka tidak akan konflik antara budaya dalam komuniti saya."

Table 2

Participants' Observation of Well-being in Their Communities

No.	Well-being Questions	Frequencies		
		Positive	Neutral	Negative
1.	“How do people in your community generally feel? Do they look happy?”	140	20	3
2.	“Are people in your community actively engaged in intercultural activities?”	117	16	30
3.	“Describe the nature of the relationship among people from different cultures in your community.”	151	8	4

Based on Table 2, most participants observed the people in their community experience overall high well-being. The following are participants' responses and sample transcripts to the well-being questions. Three questions were presented to inquire about well-being based on PER: Positive emotion, Engagement, and Relationships.

Question 1: Positive Emotion

The majority of (140) participants observed that the members of their community feel happy because of living in harmonious and conflict-free communities. The minority (20) said that some were “normal,” “minding their own life,” or “they may look happy on the outside but not sure on the inside,” while (6) mentioned the others appear unhappy without stating any reason.

“Pada pendapat saya, orang dalam komuniti saya berasa secara umumnya ialah mereka berasa senang hati kerana kita semua dapat bertinggal bersama-sama dengan aman. Jadi, saya rasa mereka akan berasa gembira”

“Saya berasa mereka nampak gembira, tetapi sebenarnya betul-betul gembira atau tidak, saya tidak pasti. Hal ini kerana setiap orang mempunyai pelbagai masalah yang perlu dihadapi dalam kehidupan, kehidupan penuh dengan cabaran.”

“Yes, but there are certain people who are unhappy with others. However, it is manageable.”

Question 2: Engagement

(117) Participants reported people in their community were engaged in intercultural activities, such as visiting and celebrating different cultural festivals. The minority (16) was only involved by invitation to celebrate cultural festivals from other ethnic groups. The rest (30) was not actively involved.

“Yes, they are involved in other cultures festivals such as Hari raya , Deepavali, Chinese new year, and so on.”

“Saya tidak pasti sejauh mana orang dalam komuniti saya terlibat dalam aktiviti antara budaya seperti meraikan sambutan perayaan kerana orang dalam komuniti saya selalu pulang ke kampung masing- masing ketika musim perayaan.”

“Ada sesetengah orang aktif, manakala ada yang tidak aktif namun tidak menghalang perayaan tersebut.”

Question 3: Relationship

The majority of the participants (151) described people in their community having positive relationship with people of different cultural backgrounds. Within the number, recounted others having positive and close relationships (54), being open-minded and respectful (44), tolerance

for others (20), good communication (13), and being involved in others' cultural activity (3). A small number (8) reported others to be "close but not involved in others' activities," "accepting but only interact with the same kind," or "having normal relationship." The remaining (4) said people were "not understanding," "ethnocentric" or "conservative."

"In Malaysia, we live happily and peaceful, so I think we have a very strong bonding between each other even though we are made up of different cultures and beliefs."

"Sifat saling menghormati dan toleransi antara satu sama lain."

"We are fairly close, but we do not practice nor take part in each other's cultural activities."

"(They) tend to think their culture is the best, tend to see the others with their lens, didn't try to understand others first."

6. Discussion

The present study presents a brief observation of the positive relationship and well-being by Malaysian university students in their local communities. Data were analyzed based on the operational definition of positive relationship and PER for well-being. Most participants witnessed a positive relationship and well-being among the members of their communities from different cultural groups. This study provides qualitative information about positive relationships and well-being from a positive psychology perspective based on the participants' observation in their immediate surroundings within the campus, dorm, and residence.

Few reported positive relationships may not always be associated with well-being. People in their communities with a low level of positive relationship (low connectedness) may experience a moderate level of well-being, such as positive emotions or respecting others. Conflicts were reported but more to everyday disagreements that were not related to intercultural clashes. On the contrary, others may establish positive relationships but not actively involved with their community. Such a scenario indicates that the level of positive relationships may not always positively correlated with the level of well-being. People's happiness may not necessarily depend on their connection with the community. They may relate positively but not engage with others. People who are hardly connected or not involved with the members of their community may still respect each other.

There were some explanations for positive relationships not associated with well-being. People in the participants' community were not connected with others due to a hectic schedule or preoccupation with university activities. Others were due to lack of communication, interaction with their own kind, conservative value, predominant cultural group (Malay Muslim). This indicates deeper nuance to a positive relationship in the multicultural community that requires further study.

Also, participants observed people in the community displaying normal emotion or low engagement due to lack of opportunity or invitation to participate in intercultural activities, while others have average or no close relationship with people outside their cultural groups. Such a situation does not necessarily indicate negative well-being. Instead, this may imply participants' passive approach when relating to people in a multicultural community.

In comparison to past literature (Khairi & Mior Jamaluddin 2017), the present study attempts to operationalize the definition and measurement of positive relationship and well-being in a more specific manner. Unlike the past study, the present study provides a third-party

perspective from the grassroots level, i.e., people's observation of others in their communities. The present study also observed the connection between positive relationships and well-being in the community from the positive psychology perspective, which was rare in past studies, whereby most of them reported from more negative angles, such as racism. Hence, the findings from the present study may complement or add different perspectives to the findings from past studies to enrich the understanding of multicultural communities in Malaysia.

In the context of multicultural society such as Malaysia, positive relationships and well-being should be viewed as part of societal strengths. Such strengths should be developed further to build stronger connections between people of different cultural groups. Opportunities for various ethnic and cultural groups to actively engage and work together should be encouraged. Such programs may strengthen positive relationships into more meaningful connections and improve well-being. Ideally, this can contribute towards a more unified Malaysia, but one that still allows for cultural diversity to flourish.

There are limitations to the study. Firstly, this study relied heavily on self-report data by university students. Even though they are reporting based on their observation of others, social desirability bias may be present. Future studies may consider examining a more extensive sample to obtain a broader demographic representation of the Malaysian population and employing a more sophisticated method to minimize the social desirability bias. Implicit measurements may be used to reduce biases; hence, to capture the phenomenon more accurately.

This study provides participants' observations on the positive relationship and well-being in Malaysia. It illustrates the understanding of inter-ethnic relations in multicultural societies from a third-party perspective.

7. Acknowledgment

The first author is a Ph.D. Research Fellow supported by the USM Fellowship Scheme.

8. References

- Ahmad Farouk, AF & Abu Bakar, MZ 2007. 'State-induced social capital and ethnic integration: the case of rukun tetangga in Penang, Malaysia', *Kajian Malaysia*, vol. 25, no.1, pp.41-60.
- Ahmad Sabri, AZS & Mohammad, NA 2016. 'Relationship between working sector and participation towards rukun tetangga activities in northern state of Malaysia', *International Journal of Research in Economics and Social Sciences*, vol. 6, no. 5, pp.209-216.
- Department of National Unity and Integration 2019. *Neighbourhood watch (RT)*, viewed 18 November 2019, <<https://www.perpaduan.gov.my/en/community/neighbourhood-watch-rt>>.
- Jabatan Kebudayaan dan Kesenian Negara 2018. *Malaysian community*, viewed 9 August 2019, <<http://www.jkkn.gov.my/en/malaysian-community>>.
- Kastel, Z 2012, 'Positive relations between members of groups with divergent beliefs and cultures', in S Roffey (ed.), *Positive relationships: evidence-based practice across the world*, Springer Science Business Media B.V, Netherland, pp.245-259.

Khairi, A & Mior Jamaluddin, MKA 2017. 'Community-based peacebuilding in Malaysia: Penang experience', in S Ladiqi, IS Wekke & C Seftyono (eds.), *Religion, state and society: Exploration of Southeast Asia*, Universitas Negeri Semarang, Indonesia, pp.151-165.

Lopez, SJ & Gallagher, MW 2009. 'A case for positive psychology', in CR Synder & SJ Lopez, (eds.), *The Oxford handbook of positive psychology*, 2nd edn, Oxford University Press, Inc, New York, pp.3-6.

Mior Jamaluddin, MKA 2014. *Pembinaan perdamaian berteraskan komuniti: kajian kes rukun tetangga di Pulau Pinang*, thesis, Universiti Sains Malaysia, viewed 3 August 2019.

Roffey, S 2012. 'Introduction to positive relationships: evidence-based practice across the world', in S. Roffey (ed.), *Positive relationships: evidence-based practice across the world*, Springer Science Business Media B.V, Netherland, pp.1-15.

Seligman, MEP 2011, *Flourish: A visionary new understanding of happiness and well-being*. Atria, New York.

Seligman, MEP & Csikszentmihalyi, M 2000. 'Positive psychology: an introduction', *American Psychologist*, vol. 55, no. 1, pp.5-14, viewed 2 February 2017, Academic Search Complete database, EBSCOHost, DOI 10.1037//0003-066X.55.1.5

Snyder, CR, Lopez, SJ & Pedrotti, JT 2011. *Positive psychology: the scientific and practical explorations of human strengths*, 2nd edn, Sage Publications, California.

A Review of Employee Performance Appraisal in Malaysia

**Nur Izzati Umar^{a,*}, Arianna Oh Zhing Ni^a, Boey Tian Lai^a, Lianne Chan Wen Yu^a,
Serene Tan Liu Mei^a, Shalini A/P Mydeen^a, Sharren A/L Sivaguru^a, & Chin Wen Cong^a**

^aSchool of American Degree Program, SEGi College Penang, Malaysia

Email: nurizzatiumar@gmail.com

Abstract

Employee performance appraisals are often used in organizations in order to ensure that employees' work is up to the organization's standards and to reward employees with high performance. It is essential for an organization to appraise the employees in order for them to know their strengths and weaknesses in doing their work as well as to make the employees stay aligned with the organization's goals. However, there is a quite limited amount of studies regarding employee performance appraisals in the context of Malaysia. Therefore, this narrative review aims to provide updated knowledge of employee performance appraisals in Malaysia and to suggest future directions for local researchers. It was found that most research focused on types and approaches to performance appraisal. It includes the steps and processes in assessing the employees as well as the ways to rating them. On the other hand, some of these studies examined the impact of employee performance appraisal on job satisfaction in an organizational setting. In addition, previous research has proven that employee performance appraisals are very efficient in increasing the productivity and effectiveness of employees in completing their endeavor. In conclusion, this review highlights several latest findings and limitations pertaining to employee performance appraisal. Future research could be conducted on ways to improve the implementation of employee performance assessments. This includes incorporating employee participation in the development of performance evaluation tools, designing appropriate reward systems based on performance, and educating the employees on how performance appraisals are implemented.

Keywords: Employee appraisal; Employee performance; Malaysia; Performance appraisal.

Introduction

Performance appraisals are used by supervisors or supervisees in companies to assess the employees' job-related performance (Rasch 2004). These appraisals or reviews are vital as they conclude which employee deserves a reward. Not only are they used to keep and maintain the work quality and standards, they are also a useful component for hiring future employees. It is important that both the company and employees undergo growth to adapt to new situations and survive in future circumstances. Every company serves a different goal and objective to its clients. Therefore, each and every employees' work is different and unique to cater to the needs of clientele. To obtain these needs, employees need to feel valued and appreciated to perform and produce quality work. If employees do not feel cherished and appreciated by the company, the work quality would be affected. This will then lead to unfulfilled standards and neglected clientele needs due to job dissatisfaction. Hence, this is why a system to appraise performance was devised and conducted by organizations.

Human Resource Management in companies often has the higher ground for dismissing or hiring employees (Idowu 2017). Human Resource managers will use the Performance

Appraisal (PA) to determine the outcome. A thorough PA would include identifying, influencing, measuring and developing standards for employees in a company to achieve certain objectives and goals (Gupta & Parmar 2016). Through this, knowledge, skills, abilities, and growth would soon blossom in the workforce and benefit competitiveness in the company to attain profitable growth (Gupta & Parmar 2016). However, PA studies are limited in Malaysia. Therefore, this narrative review is to direct future research on the topic and to provide recent information on PAs in Malaysia.

Literature Review

Processes in PA and The Ways of Rating

According to Samad (2011), PAs in an organization serve two purposes: (a) to enhance the full usage of human resources to foster improvement in work performance; and (b) to prepare a basis for personnel actions such as punishments, incentives, merit pay, and promotions. Samad (2011) also mentioned that PAs are designed to play a judgmental and evaluative function in the appraisal process. They give information regarding the strengths and weaknesses of employees in handling the tasks given. Therefore, allowing employers to design a well-planned training program for the employees and provide a detailed career plan for them so that employees will be able to achieve job satisfaction in their career.

According to Hashim, Ghazali and Jamaludin (2015), PA is initiated through the performance review which can be conducted once, twice or thrice a year. It can be done through using either traditional or modern approaches (Ismail, Mohamed & Rayee 2016). Traditional approaches do not provide an in-depth consideration of the developmental possibilities of the employees (Phin 2015). However, modern approaches were introduced to offset the drawbacks of traditional approaches to fulfill the needs of humanistic perspective, contingency view and system thinking (Ismail, Sani & Mohamad 2014). Modern PAs are often conducted in the form of a formal interview between the appraisers and appraisees (Phin 2015), which focuses on the use of the feedback process. This approach evaluates employees' performances from various perspectives in order to obtain accurate and reliable information in developing the knowledge, skills, and abilities of the employees.

Subsequently, managers are required to review the quality of work by the employees which include assessing their key performance indicator (KPI) achievements. This is done by comparing the standards and expectations of the company to the particular outputs and accomplishments of the employees (Bhasin 2018). Other than allowing the managers to evaluate the employees, there is a method in PA where the employees are given the opportunity to appraise themselves via self-appraisal method. After the PA is conducted, superiors will then assess the results of the appraisal to make a conclusive decision before sharing it with the employees (Hashim et al. 2015).

Feedback helps in discussing the results of the appraisals to employees and advising them regarding the future measures that need to be taken (Bhasin 2018). Normally, this is done after PA through formal or informal means as long as the message is communicated correctly while positive and negative comments can be discerned by employees (Culbertson, Henning & Payne 2013). This is to ensure that employees have knowledge of how they performed in accordance with the goals and objectives of the organization. Also, for further reinforcement, feedback should be consistently given to help employees keep tabs on particular activities as well as performing them in the right manner.

Human resource managers have to constantly keep track and record employee performances consistently. Moreover, there are a few techniques of PA which can be used to monitor and rate employee's performance over time (Idowu 2017). Bajracharya (2018) indicated that one of the simplest methods of appraising performance is ranking employees from the best to the worst based on their performance level. Through the use of this method, it makes it easier for companies to decide which employees should be awarded promotions or terminated. The researcher discussed that despite being an easy method, it is problematic and unsystematic when it is carried out on a large scale.

On the other hand, Bajracharya (2018) also found that rating is one of the traditional methods of PAs. Employees are rated from 1 to 10 by their superiors, colleagues, and customers on different items such as work performance and attitude. The researcher also revealed that this method is frequently used due to how it is economic in nature. Another traditional method of PA is Graphic Rating Scales, research shows that it requires an authority to imply on a scale in which an employee shows specific traits or behavior (Khanna & Sharma 2014). Rating patterns consist of a number of scales and each scale is associated with various jobs such as job knowledge or condition of work. Each scale is a continuity of scale points, which range from high to low. Scales will usually have five to seven points, but it may differ for others.

Management By Objective (MBO) is the most effective, modern method of PA (Islami, Mulolli & Mustafa 2018). In 1954, Peter Drucker developed the theory of MBO named it as management by objectives and self-control (Khanna & Sharma 2014). The researchers also showed that MBO is a technique of PA that helps managers or employees to set a schedule of objectives. Managers can also prepare assessments of employees' performance based on a regular basis and prepare rewards based on the results. The researchers also studied that this technique is giving more importance to the results achieved. This means management by objectives and the performance are being graded against the success of objectives that are described by the management.

According to Aggarwal and Thakur (2013), the 360 Degree method is a popular modern PA technique which requires evaluative input from internal sources as well as external sources. The researchers also found this method depends on the review of an employee's superiors, colleagues, customers, and suppliers. It also supports people with information about the impact of their response on others in the workplace while providing an idea that a change in behavior might be obtained through a process of self-awareness.

Advantages of PA

There are several advantages to conducting PA; one of them is that it helps increase the employees' level of commitment. Employees who are performing better are those who feel a special bond with an organization in a positive way (Daonis 2012). It does not only emphasize the need for happiness but also positive motivation and environment to perform. When given more challenging tasks, which makes them more accomplished and satisfied. Employees will be more committed to the organization and will be more likely to stay for a long time.

Furthermore, the work performance of an organization is improved when employees are highly motivated. When initiative is taken by employees to perform their jobs effectively and efficiently, it positively affects their work objectives. As a result, some employees do overwork time as it reflects their positive commitment to their job. However, not all would voluntarily

extend their work beyond working hours because proper compensation is not given according to time and effort sown into performing overtime tasks.

Another benefit is that employees are able to give and receive opinions respectfully and openly without offending coworkers (Mahdinezhad et al. 2017). With the increase of job efficiency and performance, employees develop higher emotional intelligence which is a mixture of both perceptual and technical skills. This will help employees to be more rational and capable to understand the possibilities of a good and bad outcome. An employee with higher emotional intelligence can be an influencing factor on another employee in terms of improving positivity and encouraging them to aim for higher achievement (Daus & Ashkanasy 2005).

The following advantage is the organization becomes more organized and systematic for having better quality PAs (Wahjono et al. 2015). With a higher quality PA, the satisfactory level among employees in an organization increases because proper information about employees is discussed in an orderly manner. It helps employees understand performance expectations that are set so objectives can be achieved effectively. Organizations should understand more about their employee performance standards and capabilities in order to know where employee can improve in their weaknesses to benefit the organization.

Apart from that, PA improves relationships between employees in an organization. Mutual trust, respect, and moral obligation can be influenced by proper communication between coworkers. With good communication among employees, misunderstandings are less likely to happen. This is because the level of understanding between employees and supervisors are good, honest feedback can be given without anyone being personally offended. Employees would be able to understand that they need to improve and work on it with the feedback given by the supervisors.

In addition, employees do not feel biased or favored compared to others who are working with them if there is a fairness in PA. Satisfaction among employees is highly related to high distributive justice in the workplace (Milkovich & Newman 2005). Proper treatment towards the worker and well-deserved pay raises are type of rewards that can be given to employees to boost their motivation in carrying out their objectives. Therefore, it is important that the human resource department pays attention to fair treatment in PA.

The latest development of PA system in Malaysia

There were several weaknesses found in the previous PA systems such as (a) a lack of correlation between performance and rewards; (b) undefined methods of employee evaluation; (c) no clear segregation between employees with excellent or poor performance when determining the increments of their salary; and (d) the absence of performance objectives and goals in an organization setting (Shafie 1996). Thus, Malaysia has introduced a new PA system to improve the employees' performance and productivity. It was first introduced in the Malaysian civil service under the New Remuneration System in 1992 (Selvanayakam 2007). According to Ayob (2009), the New Performance Appraisal System 1992 focused more on performance-based reward systems and emphasized in performance management and development of an action plan to guide the employees. The most significant features of the new PA system are: (a) setting the performance standards and annual work targets; (b) the use of different types of appraisal forms according to the employees' achievements; and (c) a mandatory review of employees' work performance based on their targets (Shafie 1996). The evaluation is based on their achievements from the predetermined work targets of the

employees with the organization (Ayob 2009). In addition, Coordination of Performance Appraisal and Salary Progression Panel was formed in order to ensure the fairness and transparency of the PA system and the selection of employees for reward and recognition based on their performances (Shafie 1996).

According to Shafie (1996), there are a few principles included in the new PA system, such as (a) performance-based salary and incentives; (b) fairness of appraisal implementation; (c) performance-based appraisals; and (d) encouraging healthy, positive competition among employees. Based on the above principles, the new systematic and reliable PA system can be established to measure the work performance of employees and enhance the involvement of the organization in the development, supervision, and motivation of the employees (Shafie 1996). It helps to manage workplace personnel issues of an organization that deals with promotion and salary progression of employees (Selvanayakam 2007). Through this new PA system, the roles and responsibilities of organization towards their employees are better defined (Ayob 2009). For example, organizations will be more involved and committed to determining the work targets, goals and direction of their employees. This will provide motivation to the employees and provide an opportunity for employees to discuss work targets with the organization (Selvanayakam 2007). Thus, organizations will have a better understanding of the employees' capabilities and potential throughout this system (Selvanayakam 2007).

According to Shafie (1996), the new PA system are made up of 23 attributes in which the employees' performances are rated on a scale of 1 to 10 for each attribute. Each of the employees are ranked from the total scores of the attributes to assess the overall performance of employees. There are mainly 5 categories in the cycle of employee assessment process under the new PA system (Ayob 2009). In phase I of implementation, supervisors will be monitoring their employees based on their work performance. The following phase is the mid-year reviews where evaluation of the work done will be carried out based on employees' work targets. In phase III, supervisors will be monitoring their employees based on previously revised work targets from the prior phase. In the subsequent phase, the panel from Coordination of Performance Appraisal and Salary Progression will send PA forms to the previous supervisors to evaluate the employees' performance during the preparation of PAs. In the final phase, the employee will need to fill up the appraisal form and submit their annual work targets to their supervisor, which will then examine and evaluate the employees based on their achievements, strengths, and weaknesses during the PA interview (Shafie 1996).

In order to implement this new PA system in organizations, the top management is required to be highly involved by showing support and commitment in planning, rewarding and acknowledging well-performed employees (Selvanayakam 2007). This new PA system will definitely encourage and motivate the employees to do better in their jobs as they will be rewarded with incentives such as salary increments and promotions. This performance-based reward system will make the employees feel that it is worth their efforts. Thus, they will strive to achieve higher work performance and increase the productivity of their respective organizations (Ayob 2009).

Discussion

PAs are essential in developing employees' competencies in order to promote career growth through proper designs of employee training programs. However, organizations should also take various factors, such as job satisfaction, employee relations and fairness of job appraisals into account when designing an effective PA system (Salleh et al. 2013; Wahjono et al. 2015).

From Wahjono et al. (2015)'s study, it was shown that good employee-supervisor relations were necessary in order to promote higher job satisfaction. Good employee-supervisors' relations are important as supervisors must convey their feedback effectively towards the employee in order to improve the performance of an employee. This is in line with Culbertson et al. (2013), who suggested that superiors should provide effective feedback to their employees in order to achieve the goals and objectives of the organization. Additionally, Bhasin (2018) also mentioned that effective feedback would allow thorough evaluation of the appraisal by the employee in order to identify the future measures to be taken. Hence, by providing constructive and timely feedback, PA would be conducted more effectively.

Similarly, Salleh et al. (2013)'s study has emphasized the need for fairness in the implementation of PAs in order to foster organizational commitment. Key factors such as transparency and organizational accountability were highlighted as this affects how the employees perceive their job and their perceived satisfaction. This supports Bajracharya (2018) who mentioned that traditional methods such as ranking are often criticized due to its unsystematic nature. This would lead to several limitations such as biased PAs which will be discussed further. Moreover, this is also in line with Phin's (2015) findings where higher perceived fairness in PA system would produce a more positive impact on the implementation of an effective PA. Therefore, it is evident that factors such as job satisfaction, employee relations, and fairness of job appraisals should be taken into account when implementing an effective PA system.

However, there are several research gaps that should be addressed in terms of the implementation of PA systems in Malaysia in contrast to other countries. This includes evaluating the increase in the effectiveness of PAs by incorporating employee participation in the development of PA tools. As mentioned by Ismail et al. (2016), both the traditional and modern approaches were used extensively in the implementation of PAs. As the modern approach emphasizes more on the usage of feedback, this encourages fairness in the implementation of PA systems, which is in line with Salleh et al. (2013). Consequently, employees will be more motivated which leads to higher productivity and more organizational commitment, as proven by Ayob (2009). Hence, it is apparent that future research should be conducted in order to determine the effects of employee participation on the PA system.

Besides, Shafie (1996) has identified several issues with the traditional approach to PAs and had suggested that appropriate reward systems should be designed based on performance. However, there is a lack of research on the effectiveness of reward systems in improving PA systems in Malaysia. Similar to the implementation of proper feedback in the PA system, Selvanayakam (2007) mentioned that performance-based reward systems will increase employee motivation and productivity. From a global perspective, Daonis (2012) also suggested that reward systems should acknowledge and reward exemplary employees in order to promote career growth among employees. Therefore, it is important to gauge how far reward systems would impact the implementation of PA systems.

Lastly, employees should be educated on how PAs are implemented. As various types of PA methods are used today, it is important that the employees understand how the PA process is carried out. With the introduction of 360 Degree feedback, as mentioned by Aggarwal and Thakur (2013), all members of the organization should understand the need for providing critical and constructive feedback on other employees. This is important to promote career growth among employees, which was highlighted by Daonis (2012). In addition, by

understanding how PA methods are implemented, it would be easier to identify the best PA method for each organization. This is in line with Bajracharya (2018), where unsystematic methods can be corrected and improved. Therefore, these research gaps should be taken into account when conducting future research on PA in Malaysia.

Limitations and Recommendations

It is noted that there are numerous methods that can be utilized for PAs. Nevertheless, it is extremely difficult to decide which is the best method for universal use as each method comes with its strengths and shortcomings. Each technique tackles different aspects of performance as the nature and size of each industry vary (Shaout & Yousif 2014). However, most organizations find it helpful in combining different techniques to formulate their very own PA system that can meet the requirements of their organizations (Maghsoodi et al. 2018; Rusu, Avasilcai & Hulu 2016). Despite choosing a technique that fulfills the appraisal needs of an organization, it may still be ineffective due to human errors, biases, and judgement (Javidmehr & Ebrahimpour 2015). Biased supervisors tend to practice dishonesty in appraisals towards employees, which they favor and vice versa which makes it hard to determine the actual skill and performance of employees (Prendergast & Topel 1993). Therefore, in order for PAs to be efficient and accurate, several measures need to be taken to reduce or eradicate biases and errors (Ochoti et al. 2012).

One way to counter this issue is through dealing with the possibility of biases being present throughout the appraisal process by reevaluating the reliability and objectivity of the measurements or dimensions involved in appraisals (Javidmehr & Ebrahimpour 2015). Rabenu and Tziner (2015) state that PA should be customized to cater to specific tasks of the employee and their distinct characteristics. In short, it can be said that there is no flawless method in which a PA can be conducted as highlighted through the several aforementioned limitations, but lengths can be taken to improve the quality of appraisals. However, it is to be noted that not much future research can be done for the mentioned limitations as it has already been concluded that there is no one method that can be used universally. Besides, it is difficult to completely ensure that PA is free from human errors in judgment or perception.

Conclusion

Malaysia is currently focused on performance-based reward systems and gives emphasis on the management of performance and development of an action plan for guidance purposes. PA comes in many forms to be utilized by superiors of organizations to monitor the work performance of employees directly with the goals of the organization and allow feedback to be given to them for improvement. It also assists superiors in deciding who should be retained and rewarded or reprimanded and dismissed. However, it is not completely infallible as they each have their flaws and shortcomings. Besides that, PA is a highly complex process that involves many factors such as: being free from human errors, practicing transparency and fairness, and taking into account each individual's capabilities. If all these factors can be simultaneously practiced, employees would be able to feel a higher sense of commitment and job satisfaction as all treatment is equal. Also, when two-way feedback is given, it will be received positively without disdain as openness and honesty is practiced.

References

- Aggarwal, A & Thakur, GSM 2013, 'Techniques of performance appraisal-a review', *International Journal of Engineering and Advanced Technology*, vol. 3, no. 2, viewed 31 October 2019, Research Gate, <https://www.researchgate.net/publication/264458875_Techniques_of_Performance_Appraisal-A_Review>.
- Ayob, AB 2009, *Performance appraisal system and its effects on effort, job performance and development: Individuals perception in malaysian civil service*, thesis, International Islamic University Malaysia, viewed 31 October 2019, <<https://lib.iium.edu.my/mom/services/mom/document/getFile/MEVMIYF8aXZyctCKOrJz80dLud0jh2Fk20100322143647828>>.
- Bajracharya, S 2018, *Performance appraisal methods*, businesstopia, viewed 31 October 2019, <<https://www.businesstopia.net/human-resource/performance-appraisal-methods>>.
- Bhasin, H 2018, *6 steps involved in the process of performance appraisal*, Marketing 91, viewed 31 October 2019, <<https://www.marketing91.com/process-of-performance-appraisal/>>.
- Culbertson, SS, Henning, JB & Payne SC 2013, 'Performance appraisal satisfaction: the role of feedback and goal orientation', *Journal of Personnel Psychology 2013*, vol. 12, no. 2, pp. 189–195, viewed 31 October 2019, Research Gate, DOI 10.1027/1866-5888/a000096.
- Daonis, LE 2012, 'Performance appraisal system: It's implication to employee performance', *International Journal of Economics and Management Sciences*, vol. 2, no. 3, pp. 55-62, viewed 31 October 2019, Semantic scholar, <<https://pdfs.semanticscholar.org/c716/802af3a90064ca0dc196578574e07b5e79df.pdf>>.
- Daus, CS & Ashkanasy, NM 2005, 'The case for the ability-based model of emotional intelligence in organizational behavior', *Journal of Organizational Behavior*, vol. 26, no. 4, pp. 453–466, viewed 31 October 2019, DOI 10.1002/job.321.
- Gupta, B & Parmar, DS 2016, 'Effect of performance appraisal on employee productivity in an automation solution company', *Journal of Management Research and Analysis (JMRA)*, vol. 5, no. 2, pp. 151-158, viewed 31 October 2019, Academia Edu, <https://www.academia.edu/37626192/EFFECT_OF_PERFORMANCE_APPRAISAL_ON_EMPLOYEE_PRODUCTIVITY_IN_AN_AUTOMATION_SOLUTION_COMPANY>.
- Hashim, RA, Ghazali, ZA & Jamaludin, A 2015, 'Past performance evaluation is the first step toward the future: a case study of a performance management system in a Malaysian multinational company', *American Journal of Economics*, vol. 5, no. 2, pp. 278-284, viewed 31 October 2019, Scientific and Academic Publishing, <<http://article.sapub.org/10.5923.c.economics.201501.36.html>>.
- Idowu, A 2017, 'Effectiveness of performance appraisal system and its effect on employee motivation', *Nile Journal of Business and Economics*, vol. 5 no. 2, pp. 15-39, viewed 31 October 2019, DOI:10.20321/nilejbe.v3i5.88.
- Islami, X, Mulolli, E & Mustafab, N 2018, 'Using management by objectives as a performance

appraisal tool for employee satisfaction', *Future Business Journal*, vol. 4, pp. 94-108, viewed 31 October 2019, DOI: 10.1016/j.fbj.2018.01.001.

Ismail, A, Mohamed, NAK & Rayee, MR 2016, 'Relationship between performance appraisal communication, procedural justice and job satisfaction', *Malaysian Journal of Society and Space*, vol. 12, no. 2, pp. 15-26, viewed 31 October 2019, Geographia Online, <<http://journalarticle.ukm.my/9809/1/2x.geografia-si-feb16-azman-edam.pdf>>.

Ismail, A, Sani, RM & Mohamad, MH 2014, 'Communication openness in performance appraisal systems enhancing job satisfaction', *Journal of Public Administration, Finance and Law*, no. 5, viewed 31 October 2019, <http://www.jopafll.com/uploads/issue5/COMMUNICATION_OPENNESS_IN_PERFORMANCE_APPRAISAL_SYSTEMS_ENHANCING_JOB_SATISFACTION.pdf>.

Javidmehr, M & Ebrahimpour, M 2015, 'Performance appraisal bias and errors: The influences and consequences', *International Journal of Organizational Leadership*, vol. 4, pp. 286-302, viewed 31 October 2019, <<https://ssrn.com/abstract=3331818>>.

Khanna, M & Sharma, RK 2014, 'Employees performance appraisal and its techniques: A review', *Asian Journal of Advance Basic Science*, vol. 2, no. 2, pp. 51-58, viewed 31 October 2019, <<http://oaji.net/articles/2014/548-1416045846.pdf>>.

Maghsoodi, AI, Abouhamzeh, G, Khalilzadeh, M & Zavadskas, EK 2018, 'Ranking and selecting the best performance appraisal method using the MULTIMOORA approach integrated Shannon's entropy', *Frontiers of Business Research in China*, vol. 12, no. 1, pp. 1-21, viewed 31 October 2019, DOI: 10.1186/s11782-017-0022-6.

Mahdinezhad, M, Shahhosseini, M, Kotamjani, SS, Bing, KW & Hashim, E 2017, 'Emotional intelligence and job performance: A study among Malaysian administrators', *International Journal of Academic Research in Business and Social Sciences*, vol. 7, no. 6, viewed 31 October 2019, DOI:10.6007/IJARBS/v7-i6/3055.

Ochoti, GN, Maronga, E, Muathe, S, Nyabwanga, RN & Ronoh, PK 2012, 'Factors influencing employee performance appraisal system: A case of the ministry of state for provincial administration & internal security, Kenya', *International Journal of Business and Social Science*, vol. 3, pp. 37-46, viewed 31 October 2019, <<http://ir-library.ku.ac.ke/handle/123456789/8282>>.

Phin, LW 2015, 'The effectiveness of performance appraisal in the private education industry in Malaysia', *International Journal of Business and Information*, vol. 10, no. 1, pp. 95-124, viewed 31 October 2019, Academia, <https://www.academia.edu/37014552/The_Effectiveness_of_Performance_Appraisal_in_the_Private_Education_Industry_in_Malaysia>.

Prendergast, C & Topel, R 1993, 'Discretion and bias in performance evaluation', *European Economic Review*, vol. 37, no. 2-3, pp. 355-365, viewed 31 October 2019, DOI:10.1016/0014-2921(93)90024-5.

Rabenu, E & Tziner, A 2016, 'Performance appraisal in a constantly changing work world', *Industrial and Organizational Psychology*, vol. 9, no. 2, pp. 370–377, viewed 31 October 2019, DOI:10.1017/iop.2016.28.

Rasch, L 2004, 'Employee performance appraisal and the 95/5 rule', *Community College Journal of Research and Practice*, vol. 28, no. 5, pp. 407–414, viewed 31 October 2019, DOI: 10.1080/10668920490444436.

Rusu, G, Avasilcai, S & Hutu, AC 2016, 'Employee performance appraisal: A conceptual framework', *Annals Of The University of Oradea Fascicle of Management and Technological Engineering*, vol. 25, no. 15, pp. 53-58, viewed 31 October 2019, DOI:10.15660/AUOFMTE.2016-2.3230.

Salleh, M, Amin, A, Muda, S & Halim, MASA 2013, 'Fairness of performance appraisal and organizational commitment', *Asian Social Science*, vol. 9, no. 2, pp. 121-128, viewed 31 October 2019, DOI:10.5339/ass.v9n2p121.

Samad, S 2011, 'Predictors of performance appraisal among managers in Malaysian commercial banks', *2011 International Conference on Management and Artificial Intelligence*, vol. 6, viewed 31 October 2019, <<http://www.ipedr.com/vol6/33-A10031.pdf>>.

Selvanayagam, P 2007, 'A study on the level of understanding and implementation of performance management practices in the malaysian public sector', *Jurnal Pengurusan Awam*, pp. 91-108, viewed 31 October 2019, <http://www.myjurnal.my/filebank/published_article/24275/Article__5.PDF>.

Shafie, HB 1996, 'Malaysia's experience in implementing the new performance appraisal system', *Public Administration and Development*, vol. 16, no. 4, pp. 341–352, viewed 31 October 2019, DOI:10.1002/(sici)1099-162x(199610)16:4<341::aid-pad886>3.0.co;2-n.

Shaout, A & Yousif, MK 2014, 'Performance evaluation – methods and techniques survey', *International Journal of Computer and Information Technology*. vol. 3, no. 5, pp. 966-979, viewed 31 October 2019, <<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.650.5598&rep=rep1&type=pdf>>.

Wahjono, SI, Perumal, SD, Wardhana, A & Marina, A 2015, Gadjah Mada International Conference on Economics and Business 2015, Yogyakarta, Indonesia, 27 November 2015, *Performance appraisal at government owned company: Evidence from Melaka, Malaysia*. Research Gate. <https://www.researchgate.net/profile/Sentot_Wahjono2/publication/292138405_PERFORMANCE_APPRAISAL_AT_GOVERNMENT_OWNED_COMPANY_EVIDENCE_FROM_MELAKA_MALAYSIA/links/56ad8b8608ae19a385141824.pdf>.

Flourishing of Elderly: A Mosaic of Issues, Prospects and Future Directions

Liew, Wei-Peng^{a*}, Intan Hashimah Mohd Hashim^b

Universiti Sains Malaysia, Malaysia

*Email: weipeng0902@yahoo.com

Abstract

This paper reviews research on flourishing of elderly in the tradition of eudaimonic wellbeing. Flourishing is relatively a new concept in the field of positive psychology and wellbeing which emphasise the promotion of health and positive mental traits rather than a focus on mental illness alone. In the past, considerable attention has been paid to the investigation of wellbeing among adolescents and emerging adults, while research on elderly's flourishing has been lagged behind. Furthermore, most of the research conducted earlier in the area of wellbeing has been extensively studied the hedonic perspective but eudaimonic aspect of wellbeing especially among elderly people is considered typically limited. This review found out that although different studies provide different outcomes when concerning factors predicting flourishing, but most of the studies reach out a consensus that, socio-demographic factors and eudaimonic domains of wellbeing are indeed playing a vital and significant role in predicting level of flourishing especially in different perspectives and cultural setting.

Keywords: Flourishing; Eudaimonic Wellbeing; Elderly.

1. Introduction

The number of elderly has grown significantly over recent decades. World population is becoming older and older each year (World Health Organization 2015) Often, in general laypersons' point of view, elderly is perceived as vulnerable group. Deterioration of health, declines in psychological and cognitive functioning have been observed as an obstacle in late adulthood life span. No doubt people are living longer, but longer lives does not necessarily entail a flourishing life (Tamura et al. 2017). As a result, topic on flourishing of elderly has garnered international attention among researchers.

Although flourishing is now becoming one of the most important and promising topics studied in positive psychology, but little is known about flourishing as a distinct concept (Style 2011). Originally, flourishing comes from the Latin word *flor* which is synonymous with biological and psychological growth and development (Hefferon 2013). Flourishing refers to the experience of life going well, a combination of feeling good and functioning effectively. In short, flourishing is synonymous with a high level of mental wellbeing, and it epitomises mental health (Huppert 2009a; Huppert 2009b; Keyes 2002; Ryff & Singer 1998).

In contemporary perspective, flourishing is more related with eudaimonic view of wellbeing which emphasizes on "functioning well" in various human life domains (Ariza-Montes et al. 2018). Eudaimonia tradition conceptualize wellbeing in terms of acting in accordance with one's inner nature and deeply held values (Waterman 1993) and is concerned with living well or actualizing one's human potentials.

2. Mosaic of Issues

Increase of Elderly Population

The increase in the ageing population is inevitable. Based on the worldwide and regional data, the proportion of older people is growing faster than any other age group, mainly it's due to two factors - declining fertility and longer life expectancy (Abeykoon et al. 2017). It is interesting to note that by year 2030, the total older population, for the first time in human history, is expected to outnumber the younger population (aged 14 years or lower) at 16% of total population (Abeykoon et al. 2017). When it's approaching 2050, the number of the elderly worldwide is projected to be set at more than two billion where one out of every five persons in the world will be an elderly (World Health Organisation 2015). According to WHO (2015), a large proportion of the older people are living in the low and middle-income especially in developing countries (World Health Organisation 2015).

Obviously, population ageing is not the only key challenges of contemporary Western societies (Cruz et al. 2016), but it's also become an issue and a threat of Eastern regions. We may not realise this now, but the significant increase in population ageing is indeed in an alarming stage. It is set to become one of the most consequential social alterations in the age of humankind (Cruz et al. 2016).

Late adulthood is observed as a time very often beset with numerous demanding adjustments, such as the need to adapt to the deterioration of physical strength and health, time of adjusting to retirement and reduced income, to the death of one's spouse and close friends, the fear of one's own death, and the need to establish new affiliations with one's peer group (Herzog & Markus 1999).

As such, it's undeniable that elderly just like other adults' group, they are facing seemingly unsolvable issues and dealing with challenges in their daily life. Moreover, older population is by no means a homogenous group, and their needs differ widely (Abeykoon et al. 2017). If all these needs not met, it's natural for elderly to feel stressed, worried, frustrated, hurt, and to experience less wellbeing (Rick 2018).

2.2 Prevalence of Depression Among Elderly

Within the category of mental illness, depression is projected to become even more prevalent worldwide and the second leading cause of disability-adjusted life years within the first quarter of the 21st century (Murray & Lopez 1997).

Globally, elderly (in the 70 years and older age bracket) have a higher risk of depression relative to other age groups (Ritchie & Max 2019). In fact, the number of cases of depression among the elderly is growing, but many are undiagnosed or not reported. According to Dr Richard Ng (2016), a consultant physician-geriatrician at Jesselton Medical Centre Malaysia (JMC), the elderly is unlikely to tell people they are depressed. He added that it is more challenging to diagnose depression among elderly as they do not show the classic low mood symptoms (Olivia 2016).

Although depression is not part of a normal ageing process among elderly (Roberts et al. 1997), but most of the scholars agree that it is the most common psychiatric disorder among elderly

(Copeland et al. 1999). It has increased health utilization, become a burden to caregivers, have decreased quality of life and are at major risk for suicide (Maynard 2003).

2.3 Prevalence of Loneliness Among Elderly

As world's population ages, loneliness has been highlighted as one of the significant risk factors for morbidity and mortality among elderly (Seeman 2000; Holt-Lunstad, Smith & Layton 2010; Basu 2012).

On the threshold of the 21st century, when whole world believes in globalization and materialistic attitude, changes in social, economic and demographic factors have led to increase in the neglect of the elderly and resulting in increasing proportions of elderly people living alone; the speed of this change is particularly evident in Asia (Chan et al. 2015).

Previous research has shown that increasing age is associated with a higher prevalence of loneliness among elderly (Simon et al. 2014). Older adults perceive loneliness as a serious problem for their age group. Even though loneliness can have positive side effects, for instance by helping people to grieve or by creating a sense of perspective which helps people make important choices, there is agreement that loneliness is a negative feeling (Schoenmakers, Van Tilburg & Fokkema 2012).

Furthermore, as people grow old, the likelihood of experiencing age-related losses increases. Such losses may impede the maintenance or acquisition of desired relationships, resulting in higher incidence of loneliness (Hansson et al. 1987). Many people experience loneliness either as a result of living alone, lack of close family ties, reduced connections with their culture of origin or inability to actively participate in the local community activities (Hansson et al. 1987). It's been proven in a research conducted by Chan et al. (2015), where the relationships of Singaporean elderly with next generation or with their children, relatives and other members of their community getting deteriorating (Chan et al. 2015).

Moreover, research shows that loneliness causes physical and mental health. For instance because lonely individuals more often engage in poorer health behaviours than nonlonely individuals and because loneliness is associated with sleep problems, which in turn causes poor health (Schoenmakers, Van Tilburg & Fokkema 2012). Furthermore, lonely elderly is at higher risk than their peers of cardiovascular disease, high blood pressure, decreased immunity, and cognitive impairment (Cacioppo, Hawkley & Berntson 2003; Holt-Lunstad, Smith & Layton 2010; Luo et al. 2012; Luo & Waite 2014). Besides, lonely elderly is also interpreting stressors more negatively compared to their peers and may receive poorer medical care (Cacioppo, Hawkley & Berntson 2003).

According to Hansson et al. (1987), due to a higher risk of poor health and the loss of loved ones, the percentage of lonely individuals normally increases after the age of 75 years old (Hansson et al. 1987).

2.4 Non-Functionality Disorder Among Elderly

Besides facing functionality disorders, the most common problems that old adults all over the world are facing can be some non-functionality problems. It include adjusting to retirement life, new social roles, reviewing one's life, malnutrition, lack of proper shelter, non-productivity and financial incapacity (Lee 2018). All these disorders may contribute to the less wellbeing of the elderly.

Malnutrition is expected to be a major problem among elderly. This is due to changes in dietary habits, poor dentition and types and amounts of food consumed. With greater drug usage and poly pharmacy, the incidence of adverse drug reactions is more prevalent in the elderly. Physiological changes in the ageing kidney, memory deficits, altered eating habits and multiple drug regimens all contribute to make therapy more difficult in the elderly (Mafauzy 2000).

Some elderly even experience a sense of loss, known as the “empty nest” syndrome. Empty nest old adults who live alone when one or all their children leave home (some of them do not have children). The empty nest phenomenon has become more prevalent in our modern society as the traditional extended family is becoming less of a reality than that of the past; and today many old adults are left living by themselves while the children are working far away from home seeking their own future and dream. With too many adults having no family to care for them or about them when they are in sickness, in trouble, and in poverty, they must go it alone, and their very aloneness makes their situation potentially more tragic (Silverstone & Hyman 2008).

All these non-functionalities disorder may occur and threaten not only the quality of life among elderly and the stability of the society but at the same time, it may have significant negative impact on the overall wellbeing among elderly.

2.5 Dearth in Research

Research about flourishing among elderly is not made opaque as the nascent knowledge in the related field remains fragmented, unconsolidated and immature especially in Eastern context. Because of this, empirical data and scientific research on human flourishing among elderly is limited and causing this topic receives very little attention.

3. Prospects of the Study

Past research and literature review had demonstrated that flourishing is indeed beneficial to human being. A growing body of evidence shows that high levels of flourishing are good for individuals and for society. The specific benefit of interventions based on the flourishing approach is that it encourages individuals to engage in physical and mental activities and become socially active while reinforcing the need for pursuing new skills and challenges in life. This is highly positive because the flourishing perspective motivates individuals to find new goals and become more capable and adaptive, taking control of their lives with a strong sense of purpose and enjoyment (Lyubomirsky et al. 2005).

Research also suggests that high levels of human flourishing are associated with improved immune system functioning, cardiovascular recovery, lower health care costs, and overall healthier lifestyle (Momtaz et al. 2016).

Flourishing elderly present an alternative view; they exhibit a sense of personal growth in the sense that they are, even at an advanced age, evolving and changing. Flourishing and mentally healthy elderly experience high levels of emotional, psychological, and social wellbeing, and flourishing elderly tend to see their lives as having a purpose (Sorrell 2017). The above tendency is illustrated by Browne-Yung, Walker, and Luszcz's (2017, p.286) qualitative study of 20 older adults (ages 88 to 98) in Australia where most participants developed purposeful strategies for coping with problems during the aging process. Even at their advanced age, they continued to find meaning and purpose in their lives (Browne-Yung et al. 2017).

Thus, the study of flourishing among elderly is important in few aspects. First, it may provide more insights to the development and theoretical understanding for the concept of flourishing among elderly, particularly in Eastern society. These differences able to provide more information about strengths identified in each of the respective culture and ways in which positive life outcomes are pursued and achieved.

Secondly, as mentioned earlier, ageing population is one of the key challenges in Eastern region. This demographic swift has several implications for government and private sector, generally for economic growth, wellbeing and welfare especially among old adults. Thus, by exploring the concept of flourishing among elderly, hopefully this research could provide more useful and valuable information for policy maker to define, design, formulate, and establish a wide range of innovative policies and effective intervention programmes that could targeting the issues of the elderly. Besides, it could also help the policy maker to re-evaluate goals and programmes to support for policy changes in line with global changes. Hopefully, all these efforts could lead elderly people towards a healthier, flourish and successful ageing life.

Thirdly, the science of flourishing especially in Eastern region is still in its infancy stage, little is known about human flourishing especially among elderly. Therefore, this research may provide a more in-depth and comprehensive understanding not only at the level of human flourishing among elderly but also sought themes common among flourishing individuals in order to understand what elements present in a flourishing life and how flourishing is achieved. Finding from this study may also act as a reference and could proliferate to other similar research with different sample population which carry the same desirable reason.

Lastly, this study focuses on elderly and will address problems or issues related to elderly. A considerable amount of research has analysed and show strong evidence that flourishing has a significant predictive effect on future episodes of mental illness, mortality and it is associated with a range of positive outcomes. By incorporating flourishing among elderly, it will benefit not only to the elderly themselves but also the overall wellbeing to their immediate families and the society.

In nutshell, flourishing is good for people and society. Strategically positioning this research within the context of positive psychology may provide more contribution in the relevant field.

4. Future Directions

Future research is recommended to focus on investigating other factors or domains in the tradition of eudaimonic wellbeing that can contribute and/or moderate flourishing of elderly. Besides, future research on flourishing of elderly should lies in interdisciplinary studies with longitudinal panel data, uniting the fields of social, economic and psycho-gerontology as well as geriatrics.

5. Conclusion

With the rapidly changing environment, which require the entire society and individual learn how to live and function innovatively in a volatile, uncertain, complex, ambiguous (VUCA) landscape which poses new demands on the wellbeing of individuals (Lawrence 2013). Therefore, study of flourishing among elderly especially in line with the tradition of eudaimonic wellbeing can be seen as the positive counterpart of research on the overall wellbeing in late life.

6. References

- Abeykoon, A, Arifin, N, Tey, NP, Chheng, K & Aurelio, CBN 2017, *Ageing - Thailand, Malaysia, Indonesia and Cambodia - Demographic Transition, Policy and Programmatic Responses*. Retrieved from International Council on Management of Population Programmes (ICOMP). website: icomp@icomp.org.my
- Ariza-Montes, A, Molina-Sánchez, H, Ramirez-Sobrinó, J & Giorgi, G 2018, Work Engagement and Flourishing at Work Among Nuns: The Moderating Role of Human Values. *Frontiers in Psychology*, 9(1874). <https://doi.org/10.3389/fpsyg.2018.01874>
- Basu, R 2012, Old and depressed. *The Sunday Times*.
- Browne-Yung, K, Walker, RB & Luszcz, MA 2017, An examination of resilience and coping in the oldest old using life narrative method. *The Gerontologist*, 57, 282–291. <https://doi.org/10.1093/geront/gnv137>
- Cacioppo, JT, Hawkley, LC & Berntson, GG 2003, The anatomy of loneliness. *Current Directions in Psychological Science*, 12(3), 71–74. <https://doi.org/10.1111/1467-8721.01232>
- Chan, A, Raman, P, Ma, S & Malhotra, R 2015, Loneliness and all-cause mortality in community-dwelling elderly Singaporeans. *Journal of Population Sciences*, 32(49), 1361–1382. <https://doi.org/10.4054/DemRes.2015.32.49>
- Copeland, JR, Chen, R, Dewey, ME, McCracken, CF, Gilmore, C, Larkin, B, et al. 1999, Community-based case-control study of depression in older people. Cases and sub-cases from the MRC- ALPHA Study. *British Journal of Psychiatry*, 175, 340–347.
- Cruz, C, Navarro, E, Pocinho, R & Ferreira, A 2016, Happiness in advanced adulthood and the elderly: The role of positive emotions, flourishing and mindfulness as wellbeing factors for successful aging. *ACM International Conference Proceeding Series*, 02–04 (November), 411–417. <https://doi.org/10.1145/3012430.3012549>
- Holt-Lunstad, J, Smith, TB & Layton, JB 2010, Social relationships and mortality risk: A meta-analytic review. *PLoS Med*, 7 (7). <https://doi.org/10.1371/journal.pmed.1000316>
- Hansson, RO, Jones, WH, Carpenter, BN & Remondet, JH 1987, Loneliness and adjustment to old age. *International Journal of Aging and Human Development*, 27(1), 41–53. Retrieved from doi: 10.2190/82XB-5L9T-JWKE-U6T8
- Hefferon, K 2013, *Positive psychology and the body: the somatopsychic side to flourishing: the somatopsychic side to flourishing*. Maidenhead: McGraw-Hill Education.
- Herzog, AR & Markus, HR 1999, *Handbook of Theories of Aging - The Self Concept In Life Span and Ageing Research*. (Second; D. G. Merrill Silverstein, Vern L. Bengtson, Norella Putney, Ed.). Springer Publishing Company.

Huppert, FA 2009a, A new approach to reducing disorder and improving well-being. *Perspectives on Psychological Science* (In E. Diener (Ed.), 4, 108–111.

Huppert, FA 2009b, Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, 1, 137–164.

Keyes, CLM 2002, The Mental Health Continuum : From Languishing to Flourishing in Life. *Journal of Health and Social Behavior.*, 43(2), 207–222. Retrieved from <https://www.jstor.org/stable/3090197>

Lee, Lam Thye 2018, Depression to be major mental health issue by 2020, says Lam Thye. *Bernama, Malaysia.* Retrieved from <https://www.freemalaysiatoday.com/category/nation/2018/08/05/depression-to-be-major-mental-health-issue-by-2020-says-lam-thye/>

Luo, Y, Hawkey, LC, Waite, LJ & Cacioppo, JT 2012, Loneliness, health, and mortality in old age: A national longitudinal study. *Social Science and Medicine*, 74(6), 907–914. <https://doi.org/10.1016/j.socscimed.2011.11.028>

Luo, Y & Waite, LJ 2014, Loneliness and Mortality Among Older Adults in China. *Journal of Gerontol Biology Psychology Social Science.* <https://doi.org/10.1093/geronb/gbu007>

Lyubomirsky, S, Sheldon, KM & Schkade, D 2005, Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, 9, 111–131.

Lyubomirsky, S, King, L & Diener, E 2005, The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803–855. <https://doi.org/10.1037/0033-2909.131.6.803>

Mafauzy, M 2000, The Problems and Challenges of the Aging Population of Malaysia. *The Malaysian Journal of Medical Science.*, 7 (1). Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3406209/>

Maynard, CK 2003, Differentiate depression from dementia. *Nurse Practitioner*, 28(3), 18–19; 23–17; quiz 27–19.

Momtaz, YA, Hamid, TA, Haron, SA & Bagat, MF 2016, Flourishing in later life. *Archives of Gerontology and Geriatrics*, 63, 85–91. <https://doi.org/10.1016/j.archger.2015.11.001>

Murray, CJ & Lopez, AD 1997, Global mortality, disability, and the contribution of risk factors: global burden of disease study. *Lancet, Research Support, Non-U.S. Government.*, 349(9063), 1436–1442. [https://doi.org/10.1016/S0140-6736\(96\)07495-8](https://doi.org/10.1016/S0140-6736(96)07495-8)

Olivia, M 2016, ‘Depression among elderly increasing’, *New Straits Times*, 23 August, viewed 4 March 2019, Online paper. Retrieved from <https://www.nst.com.my/news/2016/08/167702/depression-among-elderly-increasing>

Rick, H 2018, *Risilient: How to Grow Unshakable Core of Calm, Strength, and Happiness*. (First). Retrieved from harmonybooks.com

Ritchie, H & Max, R 2019, 'Mental Health' *Our World In Data*.

Roberts, RE, Kaplan, GA, Shema, SJ & Strawbridge, WJ 1997, Does growing old increase the risk for depression? *The American Journal of Psychiatry*, 154(10), 1384– 1390.

Ryff, CD & Singer, B 1998, The contours of positive human health. *Psychological Inquiry*, 9 (1), 1–28.

Seeman, TE 2000, Health promoting effects of friends and family on health outcomes in older adults. *America Journal Health Promotion.*, 14(6), 362–370. <https://doi.org/10.4278/0890-1171-14.6.362>

Silverstone, B & Hyman, HK 2008, *You and Your Aging Parent - A Family Guide to Emotional, Social, Health and Financial Problems*. (Fourth). Retrieved from [https://books.google.com.my/books?hl=en&lr=&id=_5cRDAAAQBAJ&oi=fnd&pg=PR7&dq=Silverstone+%26+Hyman,+2008&ots=hSJheQaetR&sig=IEnTESIkx7-CID1D_-xBAEFOXSY&redir_esc=y#v=onepage&q=Silverstone %26 Hyman%2C 2008&f=false](https://books.google.com.my/books?hl=en&lr=&id=_5cRDAAAQBAJ&oi=fnd&pg=PR7&dq=Silverstone+%26+Hyman,+2008&ots=hSJheQaetR&sig=IEnTESIkx7-CID1D_-xBAEFOXSY&redir_esc=y#v=onepage&q=Silverstone%26Hyman%2C2008&f=false)

Simon, MA, Chang, ES, Zhang, M, Ruan, J & Dong, X 2014, The Prevalence of Loneliness Among U.S. Chinese Older Adults. *Journal of Aging and Health*, 27(7), 1172–1188. <https://doi.org/10.1177/0898264314533722>

Schoenmakers, EC, Van Tilburg, TG & Fokkema, T 2012, Coping with loneliness: What do older adults suggest? *Aging & Mental Health.*, 16(3), 353–360. <https://doi.org/10.1080/13607863.2011.630373>

Sorrell, JM 2017, Promoting Human Flourishing in Aging. *Journal of Psychosocial Nursing and Mental Health Services*, 55(10), 27–30. <https://doi.org/10.3928/02793695-20170919-03>

Style, C 2011, *Brilliant positive psychology : what make us happy, optimistic and motivated*, (First). Retrieved from www.pearson-books.com

Tamura, Y, Ando, M, Yamawaki, N, Arita, K, Nakashima, E & Kukihara, H 2017, The Mediating Effects of Resilience, Morale, and Sense of Coherence Between Physical Activity and Perceived Physical/Mental Health Among Japanese Community-Dwelling Older Adults: A Cross-Sectional Study. *Journal of Aging and Physical Activity*, 26 (4), 544–552. <https://doi.org/10.1123/japa.2017-0265>

Waterman, AS 1993, Two conceptions of happiness: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of Personality and Social Psychology.*, (64), 678–691.

World Health Organization 2015, *World report on ageing and health*.

World Health Organisation 2015, *Ageing and Health Facts Sheet*.

The Relationship between Friendship Characteristics and Value Systems: A case of Youth from Minority Ethnic Groups in Vietnam

Le To Do Quyen^{a,*}, Huynh Van Son^b, Nguyen Duc Anh^c

^aDakLak College of Culture and Arts, Dak Lak, Viet Nam.

*E-mail: gamen20032003@gmail.com

^bHo chi Minh City University of Education, Ho Chi Minh City, Viet Nam.

^cCentral Highlands Technology College, Dak Lak, Viet Nam

Abstract

The paper aims to explore the relationships between friendship characteristics and value systems of youth from minority ethnic groups in Vietnam. Seventy-seven youths from two high schools and a college (Mean age = 18.64, SD = 4.049) participated in this study. Correlations between variables was tested by multiple linear regression (method: Enter). For terminal values, the regression model indicated that friendship quality had a significant negative correlation with only one value, indicating that friendship quality had limited influence on terminal values. Whilst, for instrumental values, the regression model did not demonstrate any significant correlation between friendship quality and these values. The regression model for all 36 instrumental and terminal values combined revealed that friendship quality had significant correlations with three values: two were instrumental values (independence, loving) and one was a terminal value (a world at peace). These three variables negatively correlated with and equally contributed to friendship quality. Examining the relationships between friendship quantity and 18 terminal values, the regression model showed that friendship quantity significantly correlated with three terminal values: mature love, pleasure and true friendship. In contrast, the regression model for instrumental values did not highlight any significant correlations between friendship quantity and these values. To sum up, the findings demonstrated low correlations between value systems and friendship characteristics. Thus, the findings may imply that the friendship characteristics of minority ethnic youths in Vietnam bear little influence on their life values.

Keywords: Friendship characteristics; Value systems; Youths; Minority ethnic groups.

1. Introduction

Adults pick their partners to form a friendship based major on the voluntary. The similarity, especially value similarity, which related to liking and affiliation is an important factor that affects the choice of people while developing and maintaining friendships (Baron, Byrne, & Branscombe 2006). Generally, value is defined as “enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence” and value system is the “enduring organization of beliefs concerning preferable modes of conduct or end-state of existence along a continuum of relative importance” (Rokeach 1973, p. 5).

Prior findings revealed that value similarity has a strong association with friendship choice: the similarity in value systems boost persons' confidence in their comparative self-evaluations (Lea & Duck 1982). Curry and Kenny (1974) stated that perceived similarity of values is about

greater than actual similarity of values at any time, especially between good friends. Greater perceived similarity even become more central in interpersonal attraction and relationships as friends perceive their similarity to be greater throughout the time while it may not be true in reality. Perceived similarity is more important in enhancing continued friendship quality than actual similarity. Lee, Ashton, Pozzebon, and Visser (2009) also found that there was a significantly greater similarity of values among friends than non-friends in different friendship lengths. Moreover, friends tend to overemphasize their similarity in personality characteristics and values. In other words, the perceived similarity was consistently greater than actual similarity. Friend pairs with higher value similarity shown higher levels of friendship satisfaction (Larson 2010). Generally, perceived value similarity plays a significant part in retaining less conflict as well as greater depth solid between friends, but not actual value similarity. So, perceived value similarity is considered as a significant contributor for high-quality friendships. Values are one of key parts affecting one's social relations: they are likely to think that the value systems of them are influenced by only those who from close relationships as well as prefer rising relations with those who has values comparable to themselves (Lee et al. 2009). Firstly, people usually know their pleasures or satisfaction as unconditionally valuable and then it becomes condition of the value of anything else. So, character friendship is the relation we are included in and this relation integrated reshapes our evaluative viewpoints in order to shape probable a suitable love of self and a suitable love of others at the same time (Brewer 2005).

Berndt (2002) suggested that by evaluating friends' characteristics and bond among friends we can understand how much the variants of friendship quality contribute to the degree of influence that friends have on each other. He also emphasized the importance of high-quality friendships for enhancing various features of youngsters' social development, including their social adjustment as well as self-esteem, irrespective with the individualities of those friends. Quality of the friendship which influenced by characteristics of friends has direct and indirect influences on youngsters. It can be seen that when people are members of a particular minority group which belong to a specific setting are likely to find friends from peoples in their own social categories rather than peoples whose individual characteristics are comparable to their own. In contrast, when people belong to the majority group in a specific situation, they are tend to make friend with others whose personal dimensions similar to themselves (Crandall, Schiffhauer, & Harvey 1997). For minor members, the reinforced in social identity can limit the available of friendship options. As options are narrow, variety among several similarity dimensions (interest, physical, values...) will also be restricted consequently.

Normally, our first values are learned in the ethical socialization from primary caretakers, usually parents, grandparents, kindred or nursery maids (Friedman 1989). Then, our new standpoints can also be framed by our friends' wishes, needs, worries, assignments, experiences, and visions upon which we have a chance to discover the importance and means of values and criterions. But how does it happen? Friedman (1989) offered another way to interpret this issue by tempting to the concept of bestowal. In her points, important things need to be concerned are the commitment and the sharing view point among friends. Firstly, the relationship among friends allows us to know the understandings and perspectives of each other from their own points of view. Besides that, we can gain ideas or beliefs which do not similar to our own by eliminating what values our friend gives high priorities or going to take on friend's principles as parts of our value systems. Then, but more importantly, the commitment can take our friend seriously - a unique person - and let us find his or her standards, hobbies, motivations, etc. as reasons for us to build our value systems similarly: based on her or his targets, ambitions, desires, personality - all of which one feels truly valuable based on the only

simple believe that they are hers. In the other words, friends mutually affect each other's sense of values and improve the strengthens of the companionship, thus it can underwrite significant intimacy by sharing.

Crandall et al. (1997) also rose the hypothesis that people tend to make friends with others based on the dimensions they value. These values dimensions denote the "fault lines" around them and divide themselves among the bigger society of which they are belong to. In a study of Williams (1959), data were obtained to depict the major status characteristics, selected interests and values, patterns of social participation, and friendship patterns among persons living in an upper - middle class, suburban community. The findings demonstrated that only a very little similarity of values was found. Communication concerning basic values in these relationships is minimal. Friendships are less dependent upon propinquity but require more effort and might be affected to a greater extent by value homophily or its absence. Value homophily is concerned more important in out of area friendships than in those who live in a suburban community. Once individuals join up to the larger social group, they are likely to select friends from peoples whose more value orientations are comparable to them (Larson 2010). Every social group has unique traditional rules and beliefs, thus friendship qualities across cultures might then vary and diverge. Numerous cultural divergences in friendship characteristics exist, including the sense of relationship also the standards and principles lead the performance or the styles of friendship. That means friendship characteristics are significantly influenced by cultural values (Bae 2003). All interviewees in a study of Peng (2011) confirmed the importance of shared values and beliefs in relationship development, especially in close friendship. Sharing similar values is the first consideration for them when deciding to become close friends. Among different cultures, most of the participants pointed out that the different values or beliefs among individuals is normal, but at least there should have some similarities in values or beliefs between friends. Similar values were considered as one key criterion when they select friends. Shared values enhance the understanding between friends. On the other hand, the differences in values or beliefs may also influence the close friendship formation only when friends respect and willing to learn others' different values or beliefs, therefore they can overcome any conflict might have.

However, there have been limited studies conducted on the association between value systems and friendship characteristics of minority ethnic youths in Viet Nam nowadays. This address the need to conduct the recent study in order to contribute to literature and knowledge on this topic in Vietnam as well as around the world.

2. Research method

2.1 Participant

The sample was youths from a number of particular minority ethnic groups who are studying at two high schools, and one ethnic youth vocational college in Dak Lak province, Vietnam. Seventy-seven youths aged 14-17 from two high schools (31 students) and aged 17-26 from a college (46 students) (Mean age = 18.64, SD = 4.049) were recruited for this study.

2.2 Measurement

Rokeach's Value Survey was translated into Vietnamese and used to measure value systems (Rokeach 1973). It includes two sub scales: instrumental values (18 items: Ambitious, Broad-minded, Capable, Cheerful, Clean, Courageous, Forgiving, Helpful, Honest, Imaginative,

Independent, Intellectual, Logical, Loving, Obedient, Polite, Responsible, Self-controlled) and terminal values (18 items: A comfortable life, An exciting life, A sense of accomplishment, A world at peace, A world of beauty, Equality, Family security, Freedom, Happiness, Inner harmony, Mature love, National security, Pleasure, Salvation, Self-respect, Social recognition, True friendship, Wisdom). Each sub scale is in alphabetical order and one of particular value was supplemented by a simple explanation together with an empty space. Participants were asked to rank each value in order of significance to themselves, as directorial moralities of their life. They were asked to consider carefully and rank the two lists of values separately. Starting from the first list, they chose most important value then in the blank box next to that value, they write down the number 1. Next, they selected the next significant value and write the number 2 in the blank box beside it. They had to continue that ranking method through the first list of 18 values until all of the values had been ranked. Moving to the second list, they ranked 18 values similarly. The participants were allowed to be flexible looking back and changing the priority of any value. The assessment was not based on scoring each value chosen, but on the rank-ordering procedure. The retest of Rokeach Value Survey (RVS) was conducted after the pilot study one month. Test-retest reliability estimates of Vietnamese Rokeach Value Survey (RVS) version were 0.72 for the whole scale with total 36 values, 0.64 for terminal values sub-scale and 0.76 for instrumental values sub-scale.

Friendship quantity was measured by items designed by the researcher and it was a descriptive questionnaire. It included a number of questions about: Number of friends from their own group; Number of friends from other minority ethnic groups; Number of friends from the majority ethnic group; Number of close friends from their own group; Number of close friends from other minority ethnic groups; and number of close friends from the majority ethnic group.

Friendship quality was evaluated by McGill Friendship Questionnaires (MFQ-RA) (Mendelson & Aboud 1999) (translated into Vietnamese). This questionnaire has 16-item which is devised into two subscales to measure two main elements of friendship quality: 9 items measure about optimistic feelings for a friend (e.g., “feel close to x”) and 7 items measure friendship satisfaction (e.g., “enjoy having x as a friend”). The participants had to show the extent to which they agree with each definitely phrase item on a Likert scale ranging from -4 to 4, which was labeled by 9-point scale: -4 = Completely disagree, -3 = Strongly disagree, -2 = Disagree, -1 = Somewhat disagree, 0 = Neutral, 1 = Somewhat Agree, 2= Agree, 3 = Strongly agree, 4 = Completely agree (Altstatt, 2007). The respondents were asked to answer the questions while thinking of a particular closest friend. The average score of all 16 items indicated friendship satisfaction and positive feelings of the participants for a friend. Thus, the higher scores participants got, the higher friendship quality they have. The reliability of McGill Friendship Questionnaires (MFQ-RA) was 0.85.

2.3 Procedure

The printed approval from headmasters of colleges and high schools were collected. Then, researcher explained the objectives of this study with the potential participants to get their informed consent. Informed consent was also obtained for the participants’ parents if their age was under 18. Only students who are interested this research were questioned. An appointment was arranged for students, the group of students came and answered the questionnaires in the lecture halls. The surveys were handed out to the participants. With the assist of researcher and research assistants, the respondents answered the questionnaire. Researcher and research assistants answered any questions might have from respondents.

3. Results

3.1. The relationships between friendship quality and value systems of youths from minority ethnic groups in Daklak, Vietnam

The regression coefficients of the multiple linear regression model (method: Enter) that explain the correlation between friendship quality and terminal values are presented in Table 1 ($R^2 = .398$, $F(18,58) = 2.129$, $p < .05$).

Table 1. Regression Coefficients for Terminal Values and Friendship Quality

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.793	6.589		.727	.470
	Self-respect	-.106	.044	-.521	-2.398	.020

Dependent Variable: Friendship quality

Only one terminal value has a significant correlation with the variable friendship quality. This is a low and negative correlation (-0.106). It means friendship quality has a limited influence on the friendship quality. Multiple linear regression coefficients for instrumental values and friendship quality did not indicate any significant correlation ($R^2 = .430$, $F(18,57) = 2.386$, $p < .01$).

After analyzing the way in which 36 variables measure the instrumental and terminal values which determine the students' friendship quality level ($R^2 = .716$, $F(36,39) = 2.733$, $p < .01$), as can be seen from Table 2.

Table 2. Regression Coefficients for Terminal Values, Instrumental Values and Friendship Quality

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.819	7.246		.941	.352
	A world at peace	-.096	.047	-.379	-2.070	.045
	Independent	-.098	.036	-.522	-2.770	.009
	Loving	-.093	.041	-.475	-2.298	.027

Dependent Variable: Friendship quality

According to data from Table 2, the following results were obtained:

Only 3 of the 36 variables have a significant influence on the level of friendship quality. Out

of those 3 values 2 are instrumental values: Independent, Loving, and one is a terminal value: A world at peace;

In the model obtained, there are different terminal values having significant influences on the friendship quality level that are preserved, while referring to the instrumental values there were some instrumental new values come to the category of the significant statistical variables;

All three variables are negatively correlated with the friendship quality level;

They all equally contribute in explaining the students' friendship quality level.

3.2. The relationships between friendship quantity and value systems of youths from minority ethnic groups in Dak Lak, Vietnam

Table 3 shows the correlation between terminal values and friendship quantity ($R^2 = .400$, $F(18,57) = 2.111$, $p < .05$). The statistical analysis of the relation between the variable that measures the friendship quantity and the 18 variables that measure the terminal values led to the conclusion that the friendship quantity is significantly adhere to the following 3 terminal values: Mature love, pleasure and true friendship. The regression coefficients of the multiple linear regression model (method: Enter) that explain the correlation between friendship quantity and these variables are presented in Table 3.

Table 3. Regression Coefficients for Terminal Values and Friendship Quantity

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	-4530.257	3713.113			-1.220	.227
Mature love	66.512	29.495	.526		2.255	.028
Pleasure	53.194	24.712	.481		2.153	.036
True friendship	47.515	23.322	.526		2.037	.046

Dependent Variable: Friendship quantity

Multiple Linear regression coefficients for instrumental values and friendship quantity ($R^2 = .392$, $F(18,56) = 2.010$, $p < .024$) or terminal values, instrumental values and friendship quantity ($R^2 = .661$, $F(36,38) = 2.054$, $p < .05$) did not present any significant correlation.

4. Discussion

There are several researchers who theoretically investigated about the relationship of value systems and friendship characteristics (Baron et al. 2006; Berndt 2002; Brewer 2005; Curry & Kenny 1974; Friedman, 1989; Helm, 2005) and a number of experimental studies have been conducted on exploring these correlations (Crandall et al. 1997; Goodwin & Tinker 2002; Lea & Duck 1982; K. Lee et al. 2009; Williams 1959). Previous studies have revealed the considerably enhancing of values similarities to interpersonal attraction, the length of

friendships, friendship quality or other variables related to friendship characteristics among friends. The results of recent study are consistent with previous findings on the association of values and friendship characteristics around the world.

Lea and Duck (1982) examined the relationship between value similarity and friendship at different periods: 1–2 months, 4–6 months, and 12+ months. Their results confirmed the hypothesis that values similarity is related to the length of their friendships. They also suggested that comparing to nominal pairs, friend pairs are likely to have less disallowed, neutral, or common values than significant and unusual values. It may reasonable that these imperative and special values are more significant in friendship because of the exclusive and unique rewards they offer through the social exchange progression. Another research conducted by R. Y.-P. Lee and Bond (1998) examined the association of eight wanted facets of Chinese personality (intellect, helpfulness, extroversion and openness to experience) with mutual friendship in Chinese students. They concluded that in personal viewpoints of one's roommate, if they give high priority to intellect, openness, extroversion and helpfulness, these perceptions might affect motion sequences of manners and it can stimulate and endure friendship. A study examined the role of values in partner preferences in Britian shown relationships between value scores and partner preferences. This study also argued that values might contribute a key role in the partner preferences (Goodwin & Tinker 2002). The recent study's findings agree with previous studies on the correlation of values with related friendship characteristics. However, amazingly, our results present a low correlation between value systems (terminal values and instrumental values) and friendship characteristics (friendship quality and friendship quantity) of youths in Vietnam. In this study, the regression model for terminal values demonstrated that friendship quality of youths from minority ethnic groups in Vietnam had a significant negative correlation with only one value, that means their friendship quality had a limited influence on terminal values of their own. In other hand, the regression model for instrumental values failed to show any significant correlation between friendship quality and these values. The regression model for all 36 values combined (18 terminal values and 18 instrumental values) indicated that friendship quality had significant correlations with three values, including two instrumental values (independence, loving) and one a terminal value (a world at peace). These three variables negatively correlated with and equally contributed to friendship quality. Williams (1959) also found that even between pairs of best friends in Southgate Park, they had only a limited areas of value agreement. He suggested that in a suburban community, the value complex possibility has an important influence in friendship formation. Crandall and his colleagues (1997) confirmed that pairs Black friends at a predominantly White campus have low values similarity levels but those at a predominantly Black campus have high values similarity levels. In a study by K. Lee and colleagues (2009), they suggested that close friend pairs tend to have noticeably stronger similarity in values than non-friend associates. Perceived Honesty-humility and Openness to Experience similarities reflects the trend that among close friends, they are likely to overestimate their similarity to each other than to other normal friends. Researchers may not pay enough attention for friendship quantity that lead to the lack of study conducted taking friendship quantity into account when exam the relationship between values and friendship. This study, for the relationships between friendship quantity and 18 terminal values, the regression model revealed that friendship quantity significantly correlated with three terminal values: mature love, pleasure and true friendship. In contrast, the regression model for instrumental values did not show any significant correlations between friendship quantity and these values.

5. Conclusions

Overall, recent study explored the associations between value systems and friendship characteristics of youths from minority ethnic groups in Dak Lak, Vietnam. The correlations between variables were tested by using multiple linear regression (method: Enter). Only one or two significant correlations were found among friendship quality, friendship quantity, terminal values and instrumental values. Taken as a whole, the findings indicated low correlations between value systems and friendship characteristics. This may mean that for minority ethnic youths in Vietnam, their friendships bear little influence on their life values. The results of recent study are consisted with previous researches on this topic although most of these former researches conducted on the correlation between values and related friendship characteristics, not directly exam the correlation between value systems (terminal values and instrumental values) and friendship characteristics (friendship quality and friendship quantity).

6. References

- Altstatt, NC 2007, *Recalled childhood teasing, friendship satisfaction, and depression*, PhD Thesis, Hofstra University, United States.
- Bae, YA 2003, *Differences in friendship qualities of Korean and American college students*, Honors Projects, Illinois Wesleyan University, USA.
- Baron, RA, Byrne, D, & Branscombe, NR 2006, *Social psychology*, Pearson Education, Inc., USA.
- Berndt, TJ 2002, 'Friendship quality and social development', *Current Directions in Psychological Science*, vol. 11, pp. 7-10.
- Brewer, T 2005, 'Virtues we can share: Friendship and Aristotelian ethical theory', *Ethics*, vol. 155, no. 4, pp. 721–758.
- Crandall, CS, Schiffhauer, KL, & Harvey, R 1997, 'Friendship pair similarity as a measure of group value', *Group Dynamics: Theory, Research, and Practice*, vol. 1, pp. 133-143.
- Curry, TJ, & Kenny, DA 1974, 'The effects of perceived and actual similarity in values and personality in the process of interpersonal attraction', *Quality and Quantity*, vol. 8, pp. 27-44.
- Friedman, M 1989, 'Friendship and moral growth', *The Journal of Value Inquiry*, vol. 23, pp. 3-13.
- Goodwin, R, & Tinker, M 2002, 'Value priorities and preferences for a relationship partner', *Personality and Individual Differences*, vol. 32, pp. 1339–1349.
- Larson, JC 2010, *Attachment style and values in young adult friendships*, Bachelor Honors Thesis, Emory University, USA.
- Lea, M, & Duck, S 1982, 'A model for the role of similarity of values in friendship development', *British Journal of Social Psychology*, vol. 21, no. 4, pp. 301–310.

Lee, K, Ashton, MC, Pozzebon, JA, & Visser, BA 2009, 'Similarity and assumed similarity in personality reports of well-acquainted persons', *Journal of Personality and Social Psychology*, vol. 96, no. 2, pp. 460–472.

Lee, R Y.-P, & Bond, MH 1998, 'Personality and roommate friendship in Chinese culture', *Asian Journal of Social Psychology*, vol. 1, pp. 179–190.

Mendelson, MJ, & Aboud, F 1999, 'Short report measuring friendship quality in late adolescents and young adults: McGill friendship questionnaires'. *Canadian Journal of Behavioural Science*, vol. 31, no. 2, pp. 130-132.

Peng, F 2011, *Intercultural friendship development between finnish and international students*, Master Thesis, University of Jyväskylä, Finland.

Rokeach, M 1973, *The nature of human values*, Free Press, New York.

Williams, RM 1959, 'Friendship and social values in a suburban community: An exploratory study', *The Pacific Sociological Review*, vol. 2, pp. 3-10.

Chinese Temple: Types of Temple Decoration in Thai Pak Koong Temple, Tanjung Tokong, Penang

Teioh Hui Shin^{a}, Aiza Maslan@Baharudin^b**
School of Humanities, Universiti Sains Malaysia, Malaysia
*Email: teiohregine24@gmail.com

Abstract

In this paper, the researchers identified the types of temple decorations in Thai Pak Koong Temple. The temple is located at Tanjung Tokong, Penang. Temple decoration can be categorized into six types, which are calligraphy, sculpture, drawing, stone carving, wood carving, and bricklaying. Temple decoration in Chinese temple is a folk art that serves the function to beautify the temple using different kinds of materials and techniques. Besides, temple decoration also represents the needs to pray for spiritual well-being. Chinese temple decoration originated in southern China, and they can usually be seen in Hokkien Temple brought by Chinese emigrants in the 18th century. However, the young generation of Penang Chinese community does not understand that temple decoration is a folk art that represents the history and anthropology of the Chinese community. The objective of the present study is to explore the types of Chinese temple decoration and the techniques of decoration in Thai Pak Koong Temple. This study is a descriptive research. To achieve the outlined objective, this qualitative study employs literature review and observations at Thai Pak Koong Temple to gather the necessary data. The data obtained are then analyzed based on inductive and deductive approaches. The findings of this study will contribute knowledge of the types of Chinese temple decorations to the young generations.

Keywords: Chinese Temple; Thai Pak Koong Temple; Temple decorations; Penang Chinese community

Introduction

The migration of the Chinese community had started in the British colonial period in the 18th century. The Chinese emigrants had brought along their hometown culture and religion to Penang. The Thai Pak Koong Temple in Tanjung Tokong was built by the Hakka Chinese community in year 1799. The 220 year-old temple is the oldest temple in Penang that worshipped Tua Pek Gong as the main deity. In the past, the temple was the religious institution for Chinese emigrants seeking spiritual well-being. Besides, the temple was also the assembly point for Chinese emigrants and slowly the social community had built up through activities ran by the temple. As the oldest temple in Penang, the Thai Pak Koong Temple not only plays its role as a religious institution but also as a folk art museum that represents the history, culture, and anthropology of Chinese emigrants in the past through the art of decoration.

Temple Decoration

Temple decorations refers to decorations that are used to decorate a temple made of different types of materials and techniques. Temple decorations can be found in every part of the temple

building such as roof, pillars, and walls. The themes for temple decorations are mostly flora and fauna, geometric shapes and lines and lastly human characters from the history and myths from China. Temple decorations refers to temple craft. Temple decorations not only play their role as decoration but they also serve as a form of tribute to the main deity in the temple as they represent the needs to pray for blessing and to avoid from evil. In terms of history, temple decorations showcase the past of a place and the collective memory of a society. Additionally, the unique characteristics of temple decorations can be used to identify the social class and social mobility of a specific area. Meanwhile, the aesthetic of temple decorations can be seen through the form of art in temple decoration. Lastly, temple decoration are used to protect and beautify the temple building too. (Lee 1998)

Types of Temples Decoration

Drawing and Calligraphy



Figure 1: Plum Tree with Bird Drawing

Figure 1 shows that the drawing is the traditional Chinese painting with plum tree and bird as the main theme. The types of drawing is identified as Ink Wash Drawing or *Shui Mo Hua* (水墨画). The drawing used white color painting as base, black color as outline and red color as addition as in traditional Ink Wash Drawing, only few colors are used such as black and white.

rawing or *Cai Hui* (彩绘) is the simple and diversified types of decoration that can be seen on the door, pillars, and wall of the temple. Paints are the main material for drawings. The purpose of drawing was to prevent the wooden surface from attracting insects and becoming damp which could cause erosion to the door and pillars. The waterproof varnish gives longer and stable protection to the wooden pillar. To fill up the space of wall and pillar, drawing was used to beautify the space and increase the aesthetic of a temple. Flora and fauna are always used as a theme for drawing in temple decorations (Hon 2016).

Stone Carving

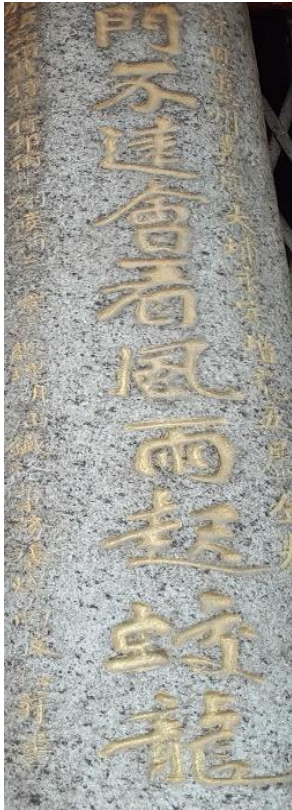


Figure 2: Chinese Character Calligraphy



Figure 3: Stone Lion

Figure 2 shows a stone lion ornament that falls under the category of stone carving. Stone carving or *Shi Tiao* (石雕) is commonly seen in pillars, walls, and the front door of temple building. Stone carving was first used as building ornament in the Eastern Han Dynasty and then it slowly spread into all-districts in China. In the past, stone was an expensive material. So, stone carving can only be found in certain temple especially in family temple or royal family temple. Stone comes with the features of the hardest material, it gives longer durability and protection against moisture to the ornament and subsequently helps to prevent the ornament

from becoming damp and eroded. Thus, stone carving is commonly used in temple ornament. Stone carving technique can be categorized by three kinds of technique that is round sculpture, embossed and root carving. The round sculpture refers to the technique whereby a stone is carved in three dimensions and can be viewed from all angles as shown in Figure 2. This technique is commonly used to carve stone using themes like animals. Meanwhile, emboss is the technique of carving the stones in semi-stereo dimension. Lastly, the root carving is the technique whereby the carving is done on the bottom of pillars. (Lim 1996)

Wood Carving



Figure 4: Wood Carving

Wood Carving or *Mu Diao* (木雕) as the name suggests is carving on the wood. The carvings were mostly used inside the temple and could be found on the wall, praying altar, pillars and cantilevered. The process of wood carving starts with choosing a good quality wood based on ornament theme, shaping, drafting the wood with the design needed before carving it using different sizes of chisel, sanding, and lastly coloring using gold foil or painting using coloring material. (Lim 1996)

The technique of wood carving can be categorized into five types, which are mixed carving, line carving, bas relief, cut-out carving, and openwork carving. Mixed carving is the technique where an artwork is crafted by mixing different kinds of carving techniques in the same artwork. This technique is usually used for wood decoration with three-dimensional view. Line carving is the most traditional technique in wood carving whereby the wood is carved in-line motion on a piece of flat wood to present the pattern. Bas relief refers to the technique of removing the excess part from the scope of design needed on a flat wood surface, then the scope of design will be remodified to ensure the gradation of the finished product looks more obvious. (Lim 1996)

Meanwhile, cut-out carving has the same technique as bas relief. However, the technique is used for thicker wood. So, the finished product will look more interesting and complicated compared to the finished product done by bas relief technique. Lastly, open-work carving is the technique with a distinguishing feature whereby light transmission exist from the front to the back of the artwork. The design of the finished product will be more focused while the unnecessary part is hollowed out to increase the layering of artwork and dimensional feel (Lim 1996).

Wood carving in Thai Pak Koong temple is located at the praying altar with many kinds of themes such as human character, animal, and floral. The technique used for wood decoration in the temple is bas relief, where the decoration is crafted by removing the excess part from the scope of design needed on a flat wood surface, then the scope of design is remodified to ensure the gradation of the finished product looks more obvious. Lastly, the artwork is colored using gold foil paint.

Brick Carving and Brick Laying



Figure 5: Brick Carving and Brick Laying

Brick Carving or *Zhuan Diao* (砖雕) refers to decoration that is engraved by using brick. According to Lim (1996), the technique in brick carving is categorized into two types, which are engraving before baking and engraving after baking. The technique of brick carving by engraving before baking is whereby the carving is done on wet bricks. After the engraving is completed, the brick is put into a special brick baker to bake. This is so that the brick can be carved easily. The lines and designs on brick will look more natural. However, the disadvantage of this technique is the brick could easily become out of shape during the baking process. Meanwhile, the disadvantage of engraving brick after baking is that it will be harder to carve into shape. This is because the brick is very hard and it causes difficulty for the carver. However, the advantages are that the shape of the carving will be more solid and it would not run out of shape either.

Brick laying refers to the technique whereby bricks are laid together to form different patterns. Diaper patterns such as Mystic knot, swastika, *joo-i* heads and coin design are popular in Chinese ornamentation. The brick laying in Thai Pak Koong Temple uses rouge bricks as material and forms the Swastika pattern that is mostly found on the wall of the temple or the windows.

Sculpture



Figure 6: Flat Sculpture on the Wall of Thai Pak Koong Temple

culpture or *Ni Su* (泥塑) is one of the most important decorations found in the Thai Pak Koong Temple. It can be found on the wall and the rooftop in the temple. Sculpture is the temple ornament with 200 years of history which began during the Qing Dynasty. Flora and fauna, human character in stories and equipment are the main themes in sculpture decoration. The process of making sculpture starts with forming the main body using a bamboo stick, wood stick, stone or brick. Next, cement or clay will be used to form the shape and then the sculpture will be dried under low temperature so that it will not break. The sculpture is differentiated by the material with which it is built namely cement and clay. (Lim 1996)

The sculpture found in Thai Pak Koong Temple was built using cut-out sculpture technique in which the clay sculpture was sculpted on the flat wall. The process of making started with pilling the iron nail on the wall to ensure the sculpture sticks strongly on the wall, and then the clay will be formed by hand into the required design. Lastly, the sculpture will be colored into desired color after the sculpture dries.

Cut-and-Paste Ceramic



Figure 4: Dragon Cut-and-Paste Ceramic

The cut-and-paste ceramic or Jian Nian (剪黏) started in Ming Dynasty and became popular in Minnan District. The ornament is the combination of clay sculpture with pieces of ceramics.

According to Kohl (1984), cut-and-paste ornaments are mostly found in the rooftop of Chinese buildings. Cut-and-paste ornament is the type of decoration where wires and rods were used to form the body of a sculpture. Clays are used to shape the structure of the ornament, and then broken pieces of ceramic obtained through the cutting technique or from broken bowl, spoon, mosaic, and glass are used to stick on the body of the structure before the clay dries by using special small clamp. It makes the ornament looks interesting and colorful.(Chen 2014)

The dragon cut-and-paste ceramic was found at both end side of the rooftop at the temple. The structure of the dragon was built by iron stick and shaped using clay. Then, the whole sculpture of the ornament was stuck with blue, white and green broken ceramic and mosaic. A broken bowl is used as the eye of the dragon. The artwork looks like a living dragon.

Conclusion

In conclusion, temple decorations are mainly formed by four techniques which are carving, coloring, sticking, and shaping using different materials. The materials and the techniques used by the carver, painter, and sculptor in temple decoration were originated from China. Each of the artwork represents the creativity and hard work of the maker. Every detail of temple decoration in design, color and making techniques tells the history and culture of Chinese society. Thus, temple decoration is not only for building aesthetic purposes, but it also represents the needs of Chinese emigrants in the past to get emotional well-being when they came to new places through the symbolism that is reflected in the temple decoration. Besides, temple decoration also represents the folk art of the Chinese community that tells their history and culture.

Reference

ZLee, ZP 1998, 'A transformation study of hakka temple craft aesthetics in ju-tein', Department of Visual Arts, National Pingtung University of Education, pp. 24-26.

SHon, SF 2016, 'The research of taiwan temple painted: using birds and flowers painting as an example', *Chang Gung Journal of Humanities and Social Sciences*, vol. 9, no.2, pp.177-220.

Kohl, D 1984, *Chinese architecture in the Straits Settlements and Western Malaya: Temples, Kongsis and Houses*, Heinemann Educational Books (Asia) Ltd, Malaysia, pp. 21-41.

MChen, ML 2014, 'The impact of changes in materials and methods on the preservation and continuation of traditional art of cut-and-paste ceramic ornamentation', *Wen Hua Zi Can Ju Bao Cun Xue Kan*, vol. 28, pp.61-78.

KLim, KR 1996, 'Jin men chuan tong jian zhu wu de zhuang shi yi shu diao cha yan jiu', Construction and Planning Agency Ministry of The Interior, art no: PG9603-0444, CPAMI Database. pp 55-78.

Lim, YJ 1996, 'Taipei shi xia nei chuan tong miao yu jian zhu zhuang shi yu bian qian zhi yan jiu', thesis, Chung Hua University. Viewed 21 March 2019.

Warisan Seni Ukir Melayu Langkasuka: Sejarah, Falsafah, Cabaran dan Masa Depan

Nur Liyana Mohd Sukri^{a,*}, Yunizam Yahaya^b, Shamirda Mohamed Padzil^c,
Universiti Sains Malaysia, Malaysia
*Email: liyanasukri93@gmail.com

Abstrak

Kajian ini meneliti tentang sejarah, falsafah, cabaran dan hala tuju seni ukiran Melayu Langkasuka yang telah diwarisi sejak berabad lamanya dan kini khususnya di Pantai Timur yang masih bertahan sehingga ke hari ini. Tumpuan kajian ini adalah untuk mengkaji warisan seni ukiran Melayu Langkasuka yang bukan hanya dinilai daripada segi estetika, tetapi lebih merupakan suatu seni ukiran silam yang menjadi lambang kepada sebuah peradaban masyarakat Melayu lampau bergelar 'Bangsa Agong'. Malah, setiap pembuatannya memiliki Falsafah tersendiri, nilai-nilai murni dan semangat jati diri yang kuat diterapkan oleh para pengukir di masa lampau yang mencerminkan kehidupan sosio-budaya dan persembahan keagamaan yang dapat mengingatkan kita kepada Maha Esa. Namun, peredaran zaman telah membelakangkan nilai-nilai estetika seni ukiran warisan Melayu Langkasuka dengan kemunculan tenaga pengukir mahir dari luar Negara, persaingan lambakan produk ukiran yang berasaskan kepada teknik dan peralatan moden yang lebih cepat dan menjimatkan serta kurangnya sokongan moral daripada pihak kerajaan dan agensi-agensi terlibat dalam memajukan seni ukiran Melayu tradisional, khususnya ukiran Melayu Langkasuka kepada masyarakat umum dan di pasaran tempatan. Dengan menggunakan pendekatan sejarah dan antropologi, kajian ini ingin menganalisis sejauh mana kesan proses modenisasi terhadap warisan seni ukir Melayu Langkasuka, dengan meneliti cabaran dalam meningkatkan kefahaman dan kesedaran masyarakat tentang kepentingan nilai seni ukiran tradisional Melayu Langkasuka daripada ditelan arus pemodenan. Secara keseluruhannya, kajian ini mendapati bahawa perlunya usaha-usaha yang lebih seimbang antara pengamal dan penggiat seni ukiran Melayu tradisional dengan kerjasama pihak kerajaan, badan-badan yang terlibat termasuklah institusi-institusi pengajian tinggi bagi menghayati dan menghargai warisan seni ukir tempatan sekali gus memartabatkan semula nilai warisan seni ukiran Melayu Langkasuka kepada generasi muda pada masa hadapan.

Kata kunci: Warisan; Seni ukiran tradisional; Melayu; Peradaban; Langkasuka

1.0 Pengenalan.

Tulisan ini mengkaji dan meneliti tentang sejarah, falsafah dan perkembangan kegiatan seni ukir Melayu yang telah diwarisi sejak zaman Langkasuka. Seni ukir merupakan suatu seni pertukangan tangan yang menjadi amalan dan tradisi masyarakat Melayu silam, mewakili identiti sesebuah peradaban masyarakat lampau yang bergelar "bangsa Agong". Menurut Raja Shariman Raja Aziddin (2016), konsep "bangsa yang agung" dalam ketamadunan bangsa Melayu dahulu dengan merujuk kepada perkataan Mala'u yang bererti keterbukaan sesebuah bangsa dalam menerima kebaikan, misalnya keterbukaan bangsa Melayu semasa penerimaan Islam di Nusantara. Ezrin Erbi (2015, p. 4) pula mendefinisikan konsep kebudayaan tradisional masyarakat di Asia Tenggara, terutama Melayu sebagai "persambungan dan perubahan setiap kali menghadapi pengaruh peradaban luar; peradaban India pada mulanya, yang disusur oleh peradaban Islam dan pada abad-abad kebelakangan daripada peradaban Barat." Bagi Mohd Taib Osman (dalam Ezrin Erbi, 2015, p. 4), "ciri-ciri persambungan dan perubahan yang

menjadi unsur-unsur budaya tradisional, termasuklah ukiran kayu Melayu, dan unsur-unsur yang terkandung dalam ciri-ciri persambungan budaya Melayu yang mesti menjadi tali ikatan, baik daripada segi masa mahupun ruang, dengan entiti yang dinamakan Malaysia.” Dalam erti kata lain, konsep “bangsa Agung” dalam konteks tamadun Melayu Langkasuka dapat didefinisikan sebagai sebuah bangsa yang memiliki ciri sosiobudaya pelbagai dan kepakaran yang menjadi identiti tersendiri berbeza dengan bangsa lain kesan proses pertembungan budaya antara kebudayaan Hindu, Buddha dan Islam. Malah, penghasilan kepelbagaian motif seni ukiran Melayu Langkasuka juga turut mengalami proses penyesuaian dan pengadaptasian mengikut peredaran zaman (bermula sejak zaman Hindu-Buddha sehinggalah kepada pra-Islam). Istilah ‘Agong’ dalam seni Ukir Melayu merujuk kepada evolusi atau transformasi coteng yang berasal daripada hulu ‘bangsa Agong’ sehinggalah kepada ‘hulu tajong’ yang menjadi lambang kebesaran bagi masyarakat silam dan hanya digunakan khas oleh golongan pembesar dan bangsawan serta diwarisi sehingga ke hari ini ketika berlangsungnya upacara rasmi oleh Yang Dipertuan Agong. Oleh itu, peninggalan motif-motif pada ukiran kayu yang bersusurgalurkan zaman Langkasuka seperti motif-motif pada keris hulu tajong, ukiran pada pintu gerbang (Kala, Makara) lubang angin pada rumah dan lain-lain (Alizam, Osmihamidy & Rosaniza, 2018) merupakan cerminan kepada kesenian dan sosio-budaya masyarakat lampau dan masih dikekalkan serta dipelihara oleh para pengukir kayu Melayu tradisional dari generasi ke generasi sehingga ke hari ini. Seni ukiran Melayu tradisional yang bersandarkan kepada ukiran Melayu Langkasuka sebenarnya telah diwarisi oleh beberapa tokoh pengukir dan pengamal seni ukiran Melayu hari ini seperti Allahyarham Nik Rasyiddin, dan Norhaiza Nordin dan lain-lain lagi. Kesemua tokoh-tokoh ini telah mengembangkan ilmu seni ukir Melayu ini menerusi Desa Ukiran Kayu (DUK) bertempat di Kampung Raja, Besut, Terengganu bagi memperkenalkan seni ukiran Melayu kepada generasi berikutnya agar warisan seni ukiran Melayu tradisional dapat kekal terpelihara dan menjadi aset penting khazanah warisan negara.

2.0 Dapatan Kajian

2.1 Sejarah warisan ukiran Melayu Langkasuka

Sejarah perkembangan seni ukiran Melayu Langkasuka saling berhubung kait antara warisan dari zaman kegemilangan empayar Langkasuka yang bermula semasa zaman peralihan Hindu dan Buddha sehinggalah kedatangan Islam yang membentuk sebuah kerajaan baru iaitu Patani ataupun Fathani Darussalam. Perkembangan warisan seni ukiran Melayu Langkasuka masih kekal bertahan dan diamalkan sehingga ke hari ini, khususnya di Patani dan Pantai Timur, Malaysia, terutama Kelantan. Hal ini memperlihatkan bahawa legasi tinggalan tamadun Langkasuka masih kekal diwarisi dan dipertahankan oleh generasi kini bagi kedua-dua wilayah ini, walaupun yang membezakannya hanyalah batas sempadan antarabangsa (dibentuk semasa Perjanjian Inggeris-Siam pada 1909). Malah, ungkapan oleh Allahyarham Nik Rashiddin (1993), iaitu “Nasi ditanak alik ni (Kelantan) dan ulam mari alik sana (Patani)” ini jelas menggambarkan betapa akrabnya hubungan antara masyarakat penduduk Kelantan dan Patani dengan memberikan perumpamaan melalui sejenis sajian pagi yang popular di Kelantan iaitu nasi kerabu (yang berwarna biru hasil daripada bunga telang dan pelbagai jenis ulam) (Alizam, Osmihamidy & Rosaniza, 2018). Beberapa buah manuskrip serta penemuan-penemuan arkeologi berbentuk peninggalan seni bina dan ukiran-ukiran Melayu Langkasuka pada batu nisan lama telah menjadi bukti kewujudan dan peradaban Melayu Langkasuka yang ketika itu bergelar “Bangsa Agung” dalam lipatan sejarah sosiobudaya bangsa di Patani dan Semenanjung Tanah Melayu. Budaya dan adat resam masyarakat Melayu Langkasuka ketika itu telah dipengaruhi oleh pelbagai jenis kepercayaan agama termasuklah Brahmanisme pada

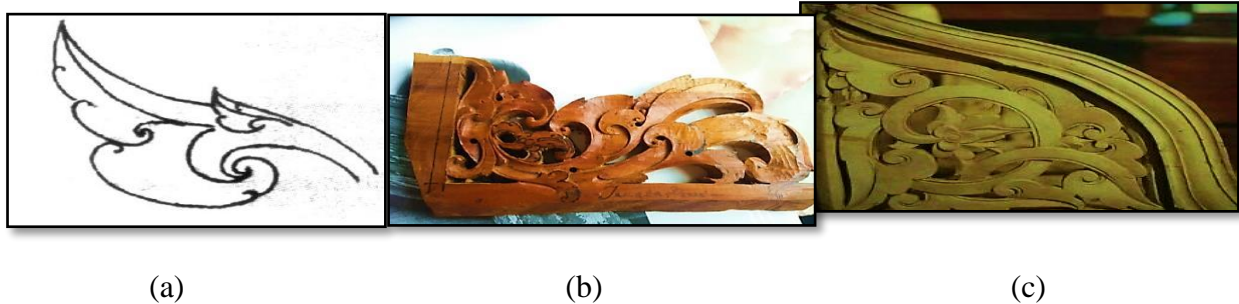
tahun 200 Masihi, Hindu pada tahun 400 Masihi, Buddhisme Mahayana 775 Masihi dan agama Islam pada 1150 Masihi (Zulkifli Hamzah, 2016, p. 119).

Kesan peralihan zaman dan agama ini secara tidak langsung telah mempengaruhi struktur corak dan motif ukiran kayu yang diterapkan oleh para pengukir mengikut era tersebut. Malah, kepelbagaian motif ukiran Melayu Langkasuka juga mencerminkan nilai kepercayaan yang diamalkan oleh masyarakat Langkasuka pada ketika itu mengikut peredaran pengaruh kepercayaan. Misalnya, seni ukiran kayu bermotifkan kala, Makara, Gunung, Stupa (buah butong), teratai, Garuda, burung Petala Indera dan Naga (Farish and Khoo, 2003, p. 55) yang dihasilkan oleh para pengukir silam telah menggambarkan tentang konsep kepercayaan dan pengaruh masyarakat dahulu-kala terhadap elemen “dewa-dewi” sebelum kedatangan Islam. Menjelang abad ke-13, Langkasuka telah mula menerima pengaruh agama Islam. Oleh itu, kebanyakan motif ukiran yang dihasilkan oleh pengukir pada ketika itu telah jelas memperlihatkan berlakunya proses pertembungan pengaruh antara Hindu-Buddha dan Islam. Perubahan ini juga dipengaruhi oleh kemahiran para pengukir, elemen semula jadi, dan kepercayaan agama dalam mengadaptasi dan menerapkan gabungan antara nilai dan elemen daripada pengaruh Hindu-Buddha dan Islam dalam penghasilan sesebuah ukiran kayu (Suriani & Ismail, 2013, p. 469). Misalnya, simbol dan motif ukiran yang berbentuk persembahan dewa seperti motif asal Makara dan Kala telah berubah kepada motif ukiran berbentuk ‘Flora’ atau bunga dan disesuaikan mengikut ajaran Islam (Suriani & Ismail, 2013, p.467). Elemen ukiran Melayu Langkasuka yang bercirikan gabungan pengaruh Hindu-Buddha dan Islam yang masih dapat dilihat menerusi peninggalan artifak dan seni bina Melayu tradisional seperti masjid, istana, rumah, nisan kubur, mimbar dan pintu gerbang yang masih kekal sehingga ke hari ini. Bagi Farish Noor & Eddin Khoo (2003), motif-motif ukiran kayu Melayu yang wujud pada hari ini merupakan panduan dan cerminan kepada pengaruh peradaban silam seperti Funan, Srivijaya, Langkasuka, China dan India yang pernah bertapak di Alam Melayu suatu ketika dahulu.

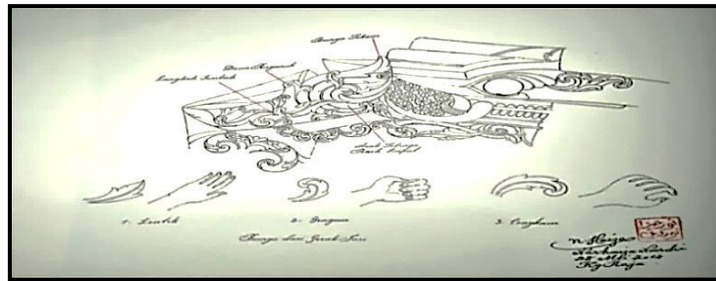
2.2 Falsafah dan keunikan ukiran Melayu Langkasuka

Setiap ukiran Melayu memiliki falsafah tersendiri yang menjadi identiti asal-usul dan sejarah sesebuah ukiran kayu tersebut. Motif Langkasuka (motif yang berbentuk spiral) ataupun dikenal sebagai ‘kelopak dewa’ telah berkembang sejak abad ke-6 Masihi dan merupakan antara salah satu motif ukiran Melayu yang memiliki simbol atau ‘kod’ tersendiri (Nursuriani & Ismail, 2013, p. 468). Ini merupakan suatu kearifan tempatan bangsa Melayu silam yang menjadikan alam persekitaran sebagai ‘guru’ dalam membentuk falsafah dan kepakaran dalam menyesuaikan unsur-unsur dalam penghasilan motif mengikut peralihan semasa seperti unsur flora, fauna, kosmos dan kaligrafi. Ciri seni rekanya yang berbentuk seperti ‘lidah api’ (Nila Inangda, Ezrin Arbi & Mohammad Faisal, 2012, p. 5) dengan kelopak daun bergulung dan lentik yang memiliki falsafah dan maksud tersirat iaitu, ‘dalam penegasan, ada kelembutan’, sama seperti motif ukiran kerajaan Ayutthaya di Siam dan Majapahit di Jawa, namun bentuk dan olahan motifnya berbeza (Nursuriani & Ismail, 2013, p. 468). Dalam seni ukiran Melayu, asas-asas tradisi olahan terdiri daripada pengisian enam unsur utama iaitu ‘punca’, ‘motif’, ‘corak’, ‘ragam rias’, ‘silatan’, dan ‘falsafah’ (Norhaiza, 2015, p.12). Salah satu ciri keistimewaan seni ukir Melayu Langkasuka adalah kearifan para pengukir silam dalam menyampaikan dan mengolah sesuatu ilmu dan falsafah mengikut kesesuaian pemilihan, penyusunan dan lingkaran motif dalam menghasilkan gerak lengkok dan tutur bahasa yang baik (Norhaiza, 2015, p.12). Misalnya, penerapan teknik pergerakan seni pencak silat melalui motif ukiran kayu yang dihiaskan pada hulu keris. (Zulkifli Hamzah, 2016, p. 40). Gambar 2.2.1 (a),

(b), dan (c) menunjukkan motif dan simbol yang menjadi identiti ukiran Melayu Langkasuka. Manakala, gambar 2.2.2 pula menunjukkan motif lentik dan gulungan dalam ukiran Melayu.



Gambar 2.2.1: (a) Lakaran di atas menunjukkan motif 'Kelopak Dewa' simbol Langkasuka. Sumber: Nursuriani & Ismail 2013, p. 468; (b), Lakaran motif 'Kelopak Dewa' pada panel ukiran kayu. Sumber: Lakar Sari resources; (c) Ukiran 'Kelopak Dewa' pada mimbar masjid Ba' Pu, Yarang, Pattani. Sumber: Farish & Eddin Khoo, 2003, p. 63.



Gambar 2.2.2: Tokoh Adiguru Negarawan Seni Ukir Melayu, Norhaiza Noordin telah menerapkan unsur pergerakan pencak silat seperti 'lentik', 'genggam' dan 'cengkam' sebagai motif utama dalam lakaran hulu keris Tajong. Sumber: Noorhaiza Noordin, Galeri Noorhaiza Noordin dalam buku 'Jejak Langkasuka', Zulkifli Hamzah, 2016, p.4.

Dalam seni ukiran Melayu, salah satu prinsip yang ketara ialah setiap ukiran atau bunganya akan bermula dari satu tempat atau sumber yang dipanggil "punca" yang merupakan "benih" atau "ibu" kepada keseluruhan komposisi ukiran tersebut (Azreena & Nangkula, 2013, p. 8). Ini kerana bentuk ukiran memiliki sifat gerak yang lembut dan liuk-lentuk yang seimbang bermula dari suatu 'punca' atau "ibu" sebagai titik permulaan kepada kepada motif daun yang tumbuh perlahan-lahan keluar dari punca tersebut." (Othman Mohd Yatim & Mohammad Nazzri, 2013, p.56; Azreena & Nangkula, 2013, p. 8). Menurut Yunizam yang merupakan seorang pengamal dan pengukir tradisional, setiap falsafah ukiran Melayu memperlihatkan nilai didikan agama dan ketuhanan seperti kewujudan manusia sebagai lambang 'kejadian kita' di samping memperingati Sang Pencipta. Misalnya, falsafah "mendongak tidak sombong, menunduk biar menyusur" yang bererti, sehebat manapun seseorang itu, tetap menjadi hamba Allah. Motif ukiran daun pengasuh atau Sibar Dayang pula daripada segi falsafah ukiran disebut sebagai "antara dua batang yang tidak bertelagah" atau "tajam tidak menujah" ataupun "lilit tidak memaut kawan" yang membawa maksud suatu bentuk hubungan kekeluargaan yang diterjemahkan ke dalam motif ukiran sebagai putik dan bunga untuk meneruskan kehidupannya. Manakala, perumpamaan "daun yang muda tidak boleh mendepani daun yang tua" merujuk kepada penerapan konsep adab hormat-menghormati antara golongan muda terhadap golongan tua dan adab anak terhadap ibu bapa yang menjadi 'guru' dalam membentuk haluan kehidupan kita.

Seni ukiran Melayu Langkasuka pada sesebuah objek atau senibina bukan sahaja memiliki keindahan daripada sudut falsafah dan seni reka ukirannya, tetapi juga turut mempunyai fungsinya yang tersendiri sama seperti seni ukiran Melayu yang lain. Menurut Rosnawati (dalam Latfy A. Latiff, 2011), Pengarah Akademi Nik Rashiddin dalam satu rakaman sesi temu bual bersama pihak seni kebudayaan, seni ukiran kayu pada binaan terutamanya rumah tradisional berperanan dalam memberikan menghasilkan pengaliran udara dan pencahayaan yang baik, di samping membantu daripada mengimbangi antara suasana gelap dan suasana terang tanpa menghalang laluan angin. Menurut Rosnawati lagi (dalam Latfy A. Latiff, 2011), ukiran kayu pada sesebuah bangunan akan menjadi indah apabila seseorang pengukir meletakkan elemen ‘jiwa’ dalam penghasilan ukiran kayu. Penerapan elemen ini juga menjadikan rumah tradisional Melayu dikatakan memiliki ‘semangat’ yang menjadi tarikan kepada ‘penghuni’ yang bukan hanya terdiri daripada kalangan manusia, tetapi juga haiwan dan makhluk ghaib yang turut mendapat manfaat bersama dalam sesebuah rumah. Malah, penerapan elemen ‘jiwa’ oleh para pengukir dalam setiap penghasilan ukiran kayu pada rumah tradisional dapat memberikan didikan moral dan nilai murni di samping mewujudkan hubungan keharmonian dengan sumber alam atau disebut sebagai ‘semangat kayu’ yang membentuk falsafah tentang alam dan persekitarannya (Mohd Nasrulamia zam & Asyaari Muhamad, 2018, p. 76). Misalnya, hiasan pintu gerbang pada pintu gerbang di Galeri Sari Bakawali (rujuk gambar 2.2.3 (c)) yang berbentuk gunung yang dilambangkan sebagai Gunung Meru dan ukiran Kaligrafi yang membawa pengertian yang baik. Motif dan simbol ukiran Melayu Langkasuka yang diterapkan daripada ‘sekecil-kecil objek ukiran’ seperti acuan putu, kukur kelapa dan hulu keris sehinggalah kepada ‘sebesar-besar objek’ seperti bumbung rumah, pintu gerbang dan hiasan perahu memiliki falsafah dan makna tersirat yang sukar difahami dan ditafsirkan dengan mata kasar. Seseorang pengukir kayu mestilah mempunyai nilai penghayatan yang tinggi, disiplin, adab dan etika serta kesediaan dalam ‘menjiwai’ setiap penghasilan sesebuah ukiran kayu. Hal ini dapat membezakan aspek nilai dan kualiti penghasilan produk ukiran kayu antara pengukir kayu tradisional dengan pengukir moden. Gambar 2.2.3 (a), (b), (c) dan (d) menunjukkan fungsi ukiran pada seni bina dan pintu gerbang dan kediaman.



(a)

(b)

(c)

Gambar 2.2.3: (a) Gambar ukiran panel ‘Pepulut’ yang terdapat motif ‘punca’ yang menjadi hiasan bahagian tengah dinding jandaria. Sumber: Allahyarham Hj. Che Long bin Yusof, Pakatan Juru Ukir Tradisional dalam Othman Mohd Yatim, Mohammad Nazzri Ahmad, Mohammad Anis Abdul Samad & Norhaiza Noordin 2015, *Nuansa Ukiran Melayu*, Kuala Lumpur: akademi Pengajian Melayu, Universiti Malaya ; (b) Gambar sisi ukiran Langkasuka pada hulu tajong yang diperbuat daripada gading di Akademi Nik Rashiddin. Sumber: Akademi Nik Rashiddin; (c) Gambar ukiran tulisan khat dan simbol gunung pada pintu gerbang di Galeri Sari Bakawali. Sumber: Galeri Norhaiza Noordin.

2.3 Cabaran dan halatuju memartabatkan ukiran Melayu Langkasuka

Dalam usaha mengekalkan seni ukiran Melayu tradisional mengikut arus semasa, pelbagai halangan terpaksa ditempuhi para pengukir kayu seni Melayu yang kini dikatakan sebagai 'menongkah arus' dalam mendepani era kemodenan. Cabaran paling utama para pengukir Melayu tradisional ialah permintaan ukiran berdasarkan tuntutan semasa. Kewujudan mesin dan kepelbagaian alat teknologi baru seperti alat fabrikasi *laser cutter*, *CNC (Computer Numerical Control)* atau alat membuat '*engraving*' dan mesin cetak 3 Dimensi (Ezrin Erbi, 2015, p. 9) yang lebih cepat dan mudah telah membelakangkan hasil seni ukiran pertukangan tangan oleh para pengukir tradisional. Para pengukir kini perlu akur dengan perubahan semasa dan kehendak pasaran yang menginginkan corak ukiran yang lebih ringkas dan moden (*Bernama*, 22 Oktober 2019). Menurut Yang Dipertua Persatuan Penggiat Seni Ukir Kayu Malaysia, Norhaiza Nordin, 56, "*situasi tersebut menjadikan pengukir kini tidak dapat mengekspresikan karya mereka dengan bebas seperti pengukir pada era-80-an dan 90-an. Malah, ...permintaan pelanggan seperti konsultan dan arkitek yang mahukan kepelbagaian corak seni ukir seperti corak ukiran yang berunsurkan Timur Tengah atau moden*" menjadikan "*fungsi pengukir hanyalah sebagai 'mesin' yang menyiapkan tempahan menggunakan motif sebagaimana yang telah diarahkan kepada mereka,*" (*Bernama*, 22 Oktober 2019).

Seterusnya, persaingan pasaran menerusi lambakan produk ukiran yang diimport dari negara jiran dan kepelbagaian jenis ukiran dan harga mampu milik turut memberi kesan terhadap produktiviti pengeluaran hasil ukiran tempatan. Malah, terdapat galakan oleh pihak tertentu yang membuka peluang kepada para pengukir kayu dari negara jiran seperti Indonesia untuk mengukir pada bangunan-bangunan penting dan menjadi guru mengajarkan ilmu seni ukiran kepada pengukir tempatan yang pastinya telah menimbulkan persaingan terhadap perkembangan perusahaan seni ukiran Melayu tradisional (*Bernama*, 22 Oktober 2019). Contohnya, ukiran kayu pada seni bina masjid Ar-Rahman, Kampung Gajah, Kota Bharu, Kelantan yang bercirikan gabungan seni ukiran Indonesia dan dihasilkan oleh tenaga pengukir mahir dari Indonesia (*Sinar Harian*, 3 Jun 2019). Ini memperlihatkan bahawa seni ukiran Melayu, khususnya seni ukiran Langkasuka masih kurang mendapat sokongan moral daripada pihak kerajaan dan agensi-agensi terlibat dalam memajukan dan mempromosikan seni ukiran tersebut kepada pasaran tempatan. Kekangan berikutnya ialah kurangnya tenaga pengukir muda dalam industri seni ukiran Melayu Langkasuka. Ini kerana generasi muda pada hari kurang berpeluang untuk melibatkan diri dalam seni ukiran tradisional disebabkan oleh kesan persaingan produk ukiran kayu tersebut dalam pasaran tempatan dan kekangan modal untuk membuka perusahaan.

Oleh itu, suatu usaha dan kerjasama daripada pihak kerajaan melalui agensi-agensinya, Persatuan Pengukir Malaysia (PENGUKIR), khususnya Pusat Kemajuan Kraftangan Malaysia (PKKM) dan Jabatan Kesenian Kebudayaan Negara (JKKN) amat diperlukan bagi mempromosikan seni ukiran Melayu seperti anjuran program-program dan pameran produk warisan seni kraftangan kepada masyarakat tempatan dan para peminat seni kraftangan dari luar Negara. Malah, tokoh Adiguru Seni Ukir Melayu Negara, Norhaiza telah mencadangkan agar satu akta khusus untuk mengukir dan ciptaan mereka diwujudkan bagi melindungi hasil ciptaan ukiran mereka sering dicitlak dan dimanipulasi oleh pihak yang tidak bertanggungjawab, memandangkan jumlah pengukir kayu seni Melayu mendominasi kemahiran ini kini tidak ramai (*Bernama*, 22 Oktober 2019). Pihak kerajaan diharap dapat membuka lebih peluang kepada pengukir kayu seni Melayu bagi memartabatkan semula seni ukiran tersebut seperti

menjadikan ukiran Melayu tradisional sebagai elemen penting hiasan di pejabat-pejabat kerajaan (*Bernama*, 22 Oktober 2019). Malah, hasil karya ukiran bagi setiap bangunan penting, terutama bangunan kerajaan mestilah menggunakan hiasan daripada ukiran kayu tempatan, dan para pengukir juga mestilah daripada kalangan para pengukir tempatan.

Selain itu, pihak kerajaan juga digalakkan untuk menyediakan bantuan dana dan peruntukan kelengkapan peralatan kepada para graduan dan lepasan sekolah seni ukiran tempatan. Ini adalah untuk menggalakkan generasi muda untuk membuka perusahaan sendiri dan mengembangkan lagi bakat dan potensi hasil seni mereka di pasaran tempatan. Penggunaan kayu keras yang mudah diperoleh dengan kos yang rendah seperti kayu daripada pokok Durian dapat mengurangkan bebanan kos para pengukir untuk menghasilkan produk ukiran yang mendapat permintaan ramai seperti ukiran pada perabot dan peralatan dapur dengan harga yang berpatutan. Malah, para pengukir perlulah menyesuaikan seni ukiran Langkasuka dengan kehendak semasa seperti inovasi motif ukiran Langkasuka yang boleh divariasikan ke atas produk lain seperti pada kayu, plastik, marmar dan fabrik kain. Misalnya, gabungan komposisi motif Langkasuka pada kayu dan marmar yang menghiasi meja makan. Pada hari ini, gabungan antara ukiran tangan dan penting mesin amat penting bagi meningkatkan kuantiti produk agar lebih cepat dan mudah tanpa mengakis nilai-nilai etika yang baik pada ukiran tersebut. Pihak terbabit dalam industri reka cipta juga perlu mengambil inisiatif dalam penciptaan peralatan mengukir yang lebih moden mengikut era seperti penciptaan mesin laser tanpa wayar yang lebih senang dan mudah untuk dibawa dan diselaraskan mengikut jenis ukiran yang ingin dihasilkan

Rumusan

Kerajaan purba Langkasuka antara kerajaan terawal yang wujud di Asia Tenggara. Seni ukiran Melayu dari tamadun Melayu Langkasuka mempunyai keistimewaan dan identiti yang tersendiri yang melambangkan Bangsa Agong serta penerapan rasa cinta kepada Sang Pencipta. Asimilasi para pengukir dengan alam semula jadi membezakan ukiran Langkasuka dengan yang lain. Masyarakat Melayu tradisional dikatakan amat menitikberatkan hubungan harmoni dengan sumber alam atau disebut sebagai ‘semangat kayu’ yang membentuk falsafah tentang alam dan persekitarannya. Misalnya motif kelopak bunga, naga, burung Petala Indera atau gagak sura yang membawa maksud yang tersirat. Hal ini menghasilkan ‘kearifan tempatan’ yang tidak didapati dari tamadun lain di dunia. Selain mementingkan keindahan ukiran, fungsi asas seperti pengaliran udara dan pencahayaan turut dititikberatkan oleh pengukir Melayu Langkasuka. Setiap ukiran mendukung “jiwa dan memaparkan identiti tersendiri, falsafah, perasaan dan perjuangan nilai-nilai murni yang ditinggalkan oleh bangsa Melayu Langkasuka dahulu. Ukiran Langkasuka mementingkan sifat gerak, yang membawa falsafah pegangan mereka dan bukan sekadar ukiran biasa. Falsafah ini memperlihatkan penerapan nilai didikan agama dan ketuhanan, termasuklah sifat merendah diri, penceritaan mengenai hubungan kekeluargaan, adab menghormati orang tua dan menyayangi orang muda seperti yang sering diperkatakan secara lisan dalam banyak peribahasa bangsa Melayu pada zaman dahulu.

Selain itu, hasil kerja seni ukiran kayu disaran diperkembangkan dalam bangunan-bangunan penting bagi tujuan pembelajaran dan pelancongan. Media juga boleh memainkan peranan seperti menayangkan filem-filem yang menekankan karya ukiran-ukiran kayu ini baik secara tersurat mahupun tersirat. Kaedah kajian etnografi boleh diaplikasikan untuk mendapat maklumat yang lebih mendalam dan asli. Sampel dalam kalangan bangsa Melayu Langkasuka di zaman moden boleh dikaji untuk mengukur kesedaran dan pengetahuan mereka dalam

warisan ukiran kayu ini. Bagi memartabatkan pewaris seni ukir Melayu, khususnya para pengukir seni Melayu Langkasuka, pihak kerajaan perlulah memainkan peranan dengan mengiktiraf mereka sebagai *Consultant* atau pakar perunding dalam seni ukiran Melayu tempatan sekali gus menggalakkan masyarakat untuk memelihara warisan zaman berzaman ini.

3.0 Rujukan

- ‘Masjid Ar-Rahman tarikan baharu pelancong’, *Sinar Harian*, 3 Jun 2019, dilihat pada 29 Jun 2020, <http://www.sinarharian.com.my/article/31334/EDISI/Kelantan/Masjid-Ar-Rahman-tarikan-baharu-pelancong>.
- ‘Pengukir kayu seni Melayu menongkah arus dalam dunia moden’, *Bernama*, 22 Oktober 2019, dilihat pada 29 Oktober 2019, <http://www.bernama.com/bm/news.php?id=1781636>.
- Alizam, H, Osmihamidy, O & Rosaniza, A 2018, *Kuala Besut Sketches*, Balai Seni Negara, Kuala Lumpur.
- Erbil, E 2015, ‘Ucaptive & Perasmi- Seminar Ukiran Kayu Melayu dalam Kebudayaan Kebangsaan’, dalam: Othman Mohd Yatim, Mohammad Nazzri Ahmad dan et. Al., *Nuansa Ukiran Kayu Melayu*, Akademi Pengajian Melayu: Universiti Malaya, Kuala Lumpur.
- Farish, AN & Eddin, K 2003, *Spirit of Wood the Art of Malay woodcarving*, Periplus Editions (HK) Ltd, Singapura.
- Langkasuka: Sacred and Profane* 2016, Akademi Nik Rashiddin & Emagineers, Kuala Lumpur.
- Latfy, A. L 2011, ‘Ukiran pada rumah Melayu Tradisi: estetik atau praktik?’, (?) rakaman temu bual atas talian, dilihat pada 12 Oktober 2019, <Budaya.seni.my>.
- Mohd Nasrulamiyam & Asyaari Muhamad., 2018, ‘Sejarah Ukiran Kayu dan Hiasan Perahu di Pantai Timur Semenanjung Malaysia’, *International Journal of the Malay World and Civilisation*, vol. 6, No.3, p.p.75 – 84, dilihat pada 12 Oktober 2019.
- Nila Inangda, Ezrin Arbi & Mohammad Faisal., 2013, ‘Motif-Motif Ukiran Pada Rumah Tiang Dua Belas Di Kelantan dan Terengganu’, *Journal of Design+Built*, vol. 6, No.1, p.p. 1-11, dilihat pada 12 Oktober 2019.
- Nordin, N 2015, ‘Transformasi Ukiran Melayu Tradisi kepada Kontemporari: Pengalaman seorang Pengukir, dalam *Nuansa Ukiran Kayu Melayu*, Mohd Yatim, O, Ahmad, M, Z dan et. al. Akademi Pengajian Melayu: Universiti Malaya, Kuala Lumpur.
- Nursuriani & Ismail 2013, ‘Types of Floral Motifs and Patterns of Malay Woodcarving in Kelantan and Terengganu’, *Procedia - Social and Behavioral Sciences* 105 (2013) 466 – 475.
- Seni ukir Kayu Akademi Nik Rashiddin., 2015, Akademi Nik Rashiddin, Kelantan.
- Hamzah, Z, Noordin, N & Noor I 2016, *Jejak Langkasuka*, Brunfield International Group, Kuala Lumpur.

4.0 Penghargaan

Jutaan terima kasih dan setinggi-tinggi penghargaan kepada Puan Rosnawati, Pengarah Akademi Nik Rashiddin, tokoh Adiguru Negarawan seni ukir Melayu Negara, Norhaiza Noordin dan semua pihak yang telah membantu daripada segi menyumbangkan pandangan dan idea serta kesudian untuk berkongsi maklumat dan sumber rujukan bagi melengkapkan tulisan ini.

Elemen Meneroka Bukti Dalam Pembelajaran Sejarah Menggunakan Sumber Dokumen Teks

Siti Kisni Kisson^{a*}, Christina Peter Ligadu^b

^aUniversiti Malaysia Sabah (UMS), Malaysia

*Email: ctniesk@gmail.com

Abstrak

Pembelajaran Sejarah dengan sumber dokumen teks di sekolah menengah atas telah dikaji. Tiga sumber dokumen teks dengan tajuk, “Perjuangan Mat Salleh menentang pendudukan British di Sabah”, dianalisis menggunakan Model Pemikiran Sejarah. Kajian ini menggunakan pendekatan kualitatif dengan reka bentuk kajian kes kolektif. Empat belas pelajar dari 2 buah sekolah menengah kebangsaan harian di Sabah menjadi sampel kajian. Kaedah pengumpulan data kualitatif adalah melalui kaedah pemerhatian, temu bual kumpulan berfokus dan analisis dokumen. Didapati semua pelajar dapat membina Kemahiran Pemikiran Sejarah (KPS) dengan elemen meneroka bukti. Analisis data menunjukkan pelajar-pelajar membina elemen meneroka bukti dengan; mengemukakan pelbagai pendapat tentang penulis dokumen teks berdasarkan bukti, meneroka kebenaran bukti sejarah seperti sejarawan, mengenalpasti lokasi dan tempat perjuangan pemimpin tempatan, serta mempelajari peristiwa sejarah tempatan dengan pengesahan bukti sejarah.

Kata Kunci: Pembelajaran Sejarah; Sumber Dokumen Teks; Kemahiran Pemikiran Sejarah; Elemen Meneroka Bukti.

1. Pengenalan

Kajian ini dijalankan untuk meneroka penggunaan sumber dokumen teks dalam pembelajaran Sejarah di sekolah menengah yang melibatkan pelajar-pelajar Tingkatan Empat dari dua buah sekolah menengah harian di Sabah. Dalam kajian ini, tiga sumber dokumen teks yang berkaitan dengan peristiwa perjuangan Mat Salleh menentang pendudukan British di Sabah, telah digunakan dalam pengajaran dan pembelajaran (PdP) di bilik darjah. Sehubungan itu, sumber dokumen teks pertama (dokumen laporan) berupa laporan pegawai British dalam sebuah majalah terbitan tahun 1898 oleh Arkib Negeri Sabah telah digunakan. Sumber dokumen teks yang kedua (dokumen surat) berupa buku penulisan peristiwa perjuangan Mat Salleh yang memaparkan dua pucuk surat Mat Salleh kepada seorang pegawai British pada tahun 1898. Sumber dokumen teks ketiga (dokumen buku) merupakan petikan penulisan dalam sebuah buku tentang sejarah perjuangan Mat Salleh. Dokumen surat dan dokumen buku diperolehi dari Perpustakaan Negeri Sabah. Ketiga-tiga sumber dokumen teks ini digunakan dalam PdP di bilik darjah sebagai sumber maklumat utama mempelajari sejarah. Untuk meneroka penggunaan sumber dokumen teks, model pemikiran sejarah oleh Wineburg (2010) dan soalan-soalan yang

telah diketengahkan oleh Reisman (2012) telah diintegrasikan bagi memberikan panduan dan bimbingan kepada pelajar-pelajar dalam strategi pembacaan dokumen teks sejarah.

1.1 Kajian Literatur

Penggunaan sumber sejarah melihat kepada tindakan seseorang ahli sejarah membuktikan kebenaran sesuatu peristiwa yang diaplikasikan di dalam bilik darjah. Dalam kajian pensejarahan, maklumat yang ditemui dari sumber sejarah akan dinilai, dipersoalkan dan disiasat sejauhmana kebenarannya (Zajda, Henderson dan Whitehouse, 2017). Proses tersebut memerlukan seseorang mengutarakan sebanyak mungkin pertanyaan dan mempersoalkan maklumat yang ditemui dengan kemahiran menyiasat, menyoal, menaakul dan mentafsir sesuatu peristiwa atau tokoh sejarah (De la Paz et al. 2016). Setiap satunya diselidik, diteroka dan dianalisis kandungannya untuk mencari persamaan dan perbezaan dengan sumber-sumber yang lain (Wineburg, Martin dan Monte-Sano, 2014). Hal yang demikian, sumber dokumen teks menjadi pilihan penyelidik untuk diteroka dan difahami penggunaannya dalam pembelajaran Sejarah.

Merujuk pada kajian lepas menunjukkan penekanan kepada pemikiran sejarah dalam kalangan pelajar (Levisohn, 2015). Turut dicadangkan agar pelajar-pelajar menjadi penyiasat sejarah dengan mengemukakan soalan, memilih sumber untuk mendapatkan maklumat dan peluang menyampaikan penemuan pelajar-pelajar ditekankan (Mohamad Johdi, Abdul Razaq dan Ahmad Razaai, 2009). Hal ini dapat merangsang pemikiran pelajar, dengan proses mencari bukti, membuat pertimbangan dan rasionalisasi, interpretasi dan imaginasi (Lee, 2012).

Hal yang demikian, pemikiran bersejarah secara khususnya dikenali sebagai kemahiran pemikiran sejarah (KPS), turut menjadi teras dalam mata pelajaran Sejarah. Penerapan KPS dalam pendidikan Sejarah didapati mampu meningkatkan motivasi intrinsik dalam kalangan pelajar (Kaviza, Rahim dan Bukhari, 2018), menarik minat pelajar terhadap Sejarah dan mampu meletakkan pelajar pada kedudukan ciri-ciri seorang ahli sejarah (Zahara dan Nik Azleena, 2007; Cowgill II dan Waring, 2017). Justeru, pembinaan elemen meneroka bukti dalam KPS turut menjadi tumpuan dalam kajian ini.

Hal yang demikian, kajian ini mengintegrasikan model pemikiran sejarah (Wineburg, 2010). yang melibatkan proses analisis sumber (*sourcing*), kontekstualisasi (*contextualization*), engesahan (*corroboration*) dan pembacaan mendalam (*close reading*). Bagi tujuan membimbing pelajar-pelajar menganalisis dan membuat pentafsiran terhadap semua maklumat dokumen teks, soalan-soalan yang jelas perlu dikemukakan. Untuk kajian ini, turut diintegrasikan ialah soalan-soalan sebagai bimbingan dan panduan kepada pelajar-pelajar (Reisman, 2012) untuk mengaplikasikan proses; analisis sumber, kontekstualisasi, pembacaan mendalam dan pengesahan.

1.2 Konsep Kemahiran Pemikiran Sejarah

Pemikiran sejarah ditakrifkan sebagai penggunaan sumber sejarah yang terdiri daripada pelbagai artifak dan dokumen. Polman (2006) telah mentakrifkan pemikiran sejarah sebagai proses siasatan sejarah yang melibatkan proses menganalisis, mentafsir; serta membuat kesimpulan munasabah berdasarkan bukti sumber sejarah. Pemikiran sejarah turut ditakrifkan sebagai penilaian terhadap pelbagai sumber untuk menyelidiki kerumitan dan nuansa masa lalu (Burton, Pellegrino dan Gallagher, 2015).

Selanjutnya, memberikan peluang kepada para pelajar melibatkan diri dengan KPS membolehkan mereka menghubungkan fakta sejarah, menganalisis, mentafsir, mengkategorikan sumber sejarah, boleh membuat penilaian etika, berempati serta boleh memahami rentetan peristiwa sejarah (Shakila dan Nor Hashimah, 2016). Dalam erti kata lain, pendedahan awal penggunaan sumber sejarah memberikan peluang kepada pelajar-pelajar mempelajari peristiwa sejarah secara lebih mendalam dengan menghayati sejarah (Mohd Samsudin dan Shahizan, 2012). Keseluruhannya, pemikiran sejarah dikaitkan dengan sumber sejarah yang memerlukan pelajar-pelajar menganalisis sumber sejarah seperti seorang sejarawan.

Sehubungan itu, elemen meneroka bukti melibatkan kemahiran mengenalpasti sumber pertama dan kedua, serta membuat perbandingan antara kedua-dua sumber tersebut. Perkara ini dapat merangsang pemikiran sejarah seseorang pelajar, disamping memahami masalah sejarah dan sifatnya yang interpretatif (Kementerian Pendidikan Malaysia, 2003). Dalam pada itu, pengetahuan pelajar-pelajar tentang meneroka bukti, membolehkan mereka menganalisis sumber dan merekod hasil analisis (Kementerian Pendidikan Malaysia, 2015). Meneroka bukti turut memberikan peluang kepada pelajar merujuk pelbagai sumber yang berkaitan untuk mencari kebenaran, mengesahkan dan mendapatkan jawapan kepada pelbagai soalan. Dalam hal ini, penggunaan buku teks sahaja tidak cukup untuk membenarkan pelajar memperoleh kemahiran meneroka bukti (Rosy Talin, 2015). Sehubungan itu, pelajar perlu diajar menjadi penyelidik sejarah (Mohd Mahzan et al. 2016).

1.3 Tujuan dan Objektif Kajian

Kajian ini bertujuan untuk meneroka penggunaan sumber dokumen teks dalam pembelajaran mata pelajaran Sejarah di sekolah menengah. Objektif kajian ini adalah untuk meneroka bagaimana penggunaan sumber dokumen teks dapat membantu pembinaan elemen meneroka bukti dalam kalangan pelajar di dua buah sekolah menengah harian di Sabah.

2. Metodologi

Untuk kajian ini, pendekatan kualitatif dipilih kerana ia lebih menekankan konteks sosial bagi membolehkan informan berkongsi pandangan, pengalaman dan pemahaman mereka secara mendalam (Creswell, 2014). Selain itu, pendekatan kualitatif dianggap sesuai kerana kajian ini melibatkan interaksi manusia yang memerlukan penyelidik untuk cuba mentafsir atau memahami amalan manusia secara semulajadi (Mertens, 2005). Untuk kajian ini, penyelidik menekankan pembinaan makna, penerangan terperinci tentang pemikiran bersejarah dan pengalaman dalam penggunaan sumber dokumen teks.

Tumpuan kepada bagaimana informan memahami dan mempelajari peristiwa sejarah dengan penggunaan sumber dokumen teks daripada perspektif mereka sendiri, membawa kepada penggunaan kajian kes (Yin, 2014). Penerangan yang kaya tentang subjek daripada peserta kajian adalah penting (Merriam, 2015). Kes kajian melibatkan 14 informan pelajar yang terlibat dalam sesi PdP Sejarah dengan menggunakan sumber dokumen teks. Dalam kajian ini, penyelidik menggunakan kaedah sampel bertujuan (*purposive sampling*).

Kajian ini melibatkan proses kutipan data yang terperinci dan mendalam, dari sumber-sumber pemerhatian, temu bual dan analisis dokumen. Strategi menganalisis data merujuk kepada tiga peringkat: peringkat satu (manual); peringkat dua (koding); dan peringkat tiga (tafsiran data) (Corbin, Strauss, dan Strauss, 2014). Penyelidik menjalankan pemerolehan data daripada

teknik temu bual kumpulan berfokus, secara tidak berstruktur. Akhirnya, analisis dokumen terdiri daripada jurnal pelajar dan hasil kerja bertulis pelajar.

3. Dapatan Kajian

3.1 Pelbagai Pendapat Tentang Penulis Dokumen Teks berdasarkan Bukti

Para pelajar bertindak untuk meneroka bukti yang ditulis oleh tiga penulis yang berbeza untuk dokumen laporan, dokumen surat dan dokumen buku. Seramai 10 daripada 14 pelajar memberikan pendapat bahawa mereka mengetahui siapa penulis sumber dokumen teks dengan tepat. Pelajar-pelajar mencatatkan bahawa dokumen laporan telah ditulis oleh "*penulis yang terlibat pada masa itu*" (AD-K2). Seorang informan pelajar yang bernama Carl menerangkan bahawa mereka telah meneroka peristiwa Sejarah berdasarkan "*... surat daripada Mat Salleh kepada KBBU ...*" Avil mengesyaki bahawa pengintip ialah orang yang bertanggungjawab mencetuskan serangan British terhadap Mat Salleh. Menurut Avil, "*... surat ini ditulis oleh seorang pengintip dari British yang berpura-pura berpihak kepada Mat Salleh.*"

3.2 Meneroka Kebenaran Bukti Sejarah Seperti Sejarawan

Proses menganalisis membolehkan para pelajar memahami bahawa penggunaan dokumen teks membolehkan mereka meneroka bukti. Separuh daripada 14 pelajar ini menyatakan bahawa tugas yang mereka lakukan dalam kajian ini adalah seperti tugas seorang sejarawan. Proses mereka menggunakan sumber dokumen teks dikaitkan dengan tugas-tugas yang sama dilakukan oleh seorang ahli sejarawan. Sewi merupakan informan pelajar yang menyamakan tugas ini dengan berkata, "*seperti sejarawan buat kerja kajian.*" Setiap kali aktiviti perbincangan dijalankan, kelihatan dokumen teks menjadi rujukan utama. Mereka agak teliti membaca dan meneroka maklumat yang terdapat pada dokumen teks. Ketika rakan-rakan mereka memberikan pendapat, pelajar yang lain akan membuat rujukan daripada dokumen teks. Kin memberikan penjelasan bahawa "*kemungkinan proses yang sama digunakan oleh penulis tempatan.*" Sid turut menerangkan bahawa mereka mempelajari peristiwa sejarah berdasarkan bukti.

3.3 Mengenalpasti Lokasi dan Tempat Perjuangan Pemimpin Tempatan

Proses kontekstualisasi membolehkan semua 14 pelajar menerokai maklumat daripada sumber dokumen teks untuk mengenalpasti tempat dan lokasi peristiwa perjuangan Mat Salleh. Para pelajar mampu menganalisis daerah yang ada hubungkait dengan perjuangan pemimpin tempatan. Agak mudah untuk menggalakkan para pelajar memberikan penjelasan tentang lokasi dan tempat perjuangan Mat Salleh. Lokasi dan tempat yang dinyatakan tidak asing kepada mereka. Mereka mengetahui di mana terletaknya kedudukan setiap lokasi dan tempat tersebut, memandangkan lokasi-lokasi tersebut terletak di persekitaran negeri tempat tinggal mereka. Ketika menjawab soalan yang dikemukakan oleh guru tentang lokasi perjuangan Mat Salleh, mereka berebut-rebut mengangkat tangan ingin menjawab. Seorang informan pelajar yang lain bernama Feb, boleh mengenalpasti lokasi perjuangan Mat Salleh; "*menurut sumber, lokasi-lokasi yang berkaitan dengan penentangan Mat Salleh adalah di Pulau Jambongan, Tambunan, Sandakan dan Labuan. Saya tahu di mana.*" Ven menjelaskan dengan tersenyum bahawa dia berasa berpuas hati kerana "*akhirnya, saya tahu banyak tempat perjuangan Mat Salleh seperti Sandakan, Pulau Gaya dan Tambunan.*" Dalam penulisan jurnal terdapat pelajar yang mencatatkan tentang "*Mat Salleh merupakan pejuang di Sabah, Tambunan, dan Keningau. Semua dekat Sabah*". Awang turut melaporkan bahawa "*Mat Salleh menubuhkan kubu di Ranau dan menyerang Pulau Gaya. Masih ada sampai hari ini tempat itu*".

3.4 Mempelajari Peristiwa Sejarah Tempatan dengan Pengesahan Bukti Sejarah

Dalam proses pengesahan, para pelajar kelihatan agak yakin dan bersemangat untuk meneruskan sesi pembelajaran. Mereka berupaya dan mampu menganalisis perbandingan maklumat daripada tiga dokumen teks. Pelajar-pelajar sendiri mengenalpasti dan menentukan maklumat yang dianggap penting dalam mempelajari peristiwa perjuangan Mat Salleh. Hampir semua pelajar menunjukkan kepastian bahawa peristiwa Mat Salleh adalah benar kerana terdapat "*cerita yang sama ditulis dalam masa yang berbeza*" daripada "*beberapa sumber*". Hasil tugas berkumpulan dicatatkan tentang "*...terdapatnya laporan British tentang penentangan Mat Salleh...*" Catatan yang lain menunjukkan bahawa "*Sumber British. Dalam majalah. Semua tahu betul*". Avil menerangkan keinginan untuk meneroka bukti sejarah; "*saya ingin mencari bahan rujukan yang lain tentang Mat Salleh. Seperti sumber daripada Jurnal UMS. Ditulis tahun 2001.*" Ven berpendapat bahawa "*sumber dan pembuktian tu adalah untuk pengetahuan kita. Untuk mencari sumber sejarah atau apa-apa sahajalah tentang Mat Salleh.*"

4. Perbincangan Dapatan Kajian

Dapatan kajian menunjukkan pelajar-pelajar dapat membina elemen meneroka bukti sebagai elemen utama KPS. Elemen meneroka bukti ditunjukkan dalam proses analisis sumber, kontekstualisasi dan pengesahan. Dapatan kajian menunjukkan bahawa proses analisis sumber membolehkan para pelajar meneroka bukti daripada sumber dokumen teks. Mereka lebih yakin meneroka dan mentafsir latar belakang sumber dokumen teks. Para pelajar menghasilkan pelbagai pendapat tentang penulis dan tujuan sumber dokumen teks ditulis. Kepelbagaian pendapat ini memberikan pemahaman kepada pelajar-pelajar bahawa peristiwa sejarah dihasilkan daripada kepelbagaian pendapat sejarawan. Dapatan ini menepati kajian Goldman et al. (2016) tentang kewujudan kepelbagaian tafsiran dan pendapat penulis dalam dokumen sejarah, memberikan pemahaman bahawa sejarah adalah perbezaan tafsiran oleh sejarawan mengenai peristiwa sejarah yang sama.

Seterusnya, penggunaan sumber dokumen teks membolehkan para pelajar mengetahui bahawa sejarah dibina daripada kepelbagaian sumber sejarah. Mereka juga boleh memahami bahawa sokongan bukti perlu dalam membuktikan kebenaran sejarah. Para pelajar dapat meneroka bukti-bukti sejarah seperti seorang sejarawan kecil. Tugas para pelajar melibatkan penerokaan terhadap kebenaran bukti sejarah. Mereka mengetahui bahawa sumber dokumen teks memaparkan maklumat berbeza, memaparkan sudut pandangan, perspektif dan pemikiran penulis yang berbeza antara satu sama lain. Dapatan kajian ini selari dengan kajian Barnett (2014) yang berpendapat, pengalaman pelajar-pelajar berhadapan dengan sumber merupakan penglibatan secara langsung dengan pemikiran penulis sumber.

Dalam proses kontekstualisasi, para pelajar boleh mengesahkan lokasi dan tempat perjuangan Mat Salleh dengan membandingkan maklumat antara sumber dokumen teks. Peristiwa sejarah dapat disahkan dan dibuktikan benar dengan perbandingan maklumat dokumen laporan, dokumen surat dan dokumen buku. Dalam kajian ini, menggunakan sumber dokumen teks membuka peluang kepada pelajar-pelajar membuat penilaian terhadap sumber sejarah. Dapatan kajian ini menyamai kajian oleh Arlen, Clapp dan Craig (2015) tentang pelajar-pelajar yang boleh menganalisis dan membandingkan maklumat antara sumber dokumen teks.

Selanjutnya, kajian ini juga menunjukkan para pelajar dapat mengenalpasti persamaan dan perbezaan maklumat antara sumber dokumen teks. Dapatan kajian ini menyamai kajian Burton,

Pellegrino dan Gallagher (2015) bahawa dalam usaha membuat penilaian terhadap sumber yang digunakan, pembaca boleh membezakan pelbagai jenis sumber dan boleh mengingati persamaan antara maklumat dan kandungan dokumen.

Keseluruhannya, penemuan kajian ini menunjukkan sumber dokumen teks boleh digunakan dalam pembelajaran Sejarah untuk para pelajar di sekolah menengah atas untuk membantu pembinaan elemen meneroka bukti dalam KPS. Elemen meneroka bukti dapat dikuasai oleh semua pelajar. Sehubungan itu, dapatan kajian ini diharapkan akan menambah pemahaman penggunaan sumber sejarah dalam Pendidikan Sejarah. Penglibatan pelajar-pelajar dalam menggunakan sumber dokumen teks memberikan mereka peluang membina KPS.

5. Rujukan

- Arlen, S, Clapp, M, & Craig, CL 2015. 'Producing tutorials with digital professionals: primary sources, pirates, and partners', *Journal of Library Innovation*, vol. 6, no.1, pp. 1-21.
- Barnett, H 2014. 'Learning mathematics via primary historical sources: straight from the source's mouth', *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies*, vol.24, no.8, pp.722-736.
- Burton, EP, Pellegrino, A & Gallagher, M 2015. 'Humanizing the disciplines: historical thinking and students' understanding of the nature of science', *The Georgia Social Studies Journal*, vol. 5, no.1, pp.54-67.
- Creswell, JW 2014. '*A concise introduction to mixed methods research*', Thousand Oaks, CA Sage Publications.
- Cowgill II, DA & Waring, SM 2017, 'Historical thinking: an evaluation of student and teacher to analyze sources', *Journal of Social Studies Education Research*, vol. 8, no .1, pp.115-145.
- De La Paz, S, Monte-Sano, C, Felton, M, Jackson, C, Piantedosi, KW & Croninger, RA 2016. 'A historical writing apprenticeship for adolescents: integrating disciplinary learning with cognitive strategies', *Reading Research Quarterly*, vol. 0, no.0, pp. 1-22.
- Gall, MD, Gall, JP & Borg, WR 2007, *Educational research: an introduction*, 8th edn, Boston, MA, Pearson.
- Kaviza, MKM, Rahim, FA & Bukhari, N., 2018, 'The relationship between readiness of learning based historical sources towards intrinsic motivation', *Jurnal Pendidikan Bitara UPSI*, vol. 1, no.1, pp.52-63.
- Kementerian Pendidikan Malaysia, 2015, Kurikulum standard sekolah menengah, Sejarah, tingkatan 1', Putrajaya, Bahagian Pembangunan Kurikulum.
- Kementerian Pendidikan Malaysia, 2003, 'Sukatan pelajaran KBSM Sejarah (semakan)', Kuala Lumpur, Dewan Bahasa dan Pustaka.
- Lee Bih Ni, 2012, 'Applying technical-based analyzation to historical thinking skills: history teachers review', *IRACST - International Journal of Advanced Computing, Engineering and Application (IJACEA)*, vol. 1, no.3, pp. 78-86.

- Levisohn, JA 2015. 'Historical thinking – and its alleged unnaturalness', *Educational Philosophy and Theory*, pp.1-13.
- Mertens, DM 2005, *Research and evaluation in education and psychology*, California, Sage Publications.
- Merriam, SB 2015, 'Qualitative research: designing, implementing, and publishing a study' *In Handbook of research on scholarly publishing and research methods*, Hershey, Pa, IGI Global, pp. 125-140.
- Merriam, SB 2009, *Qualitative research: a guide to design and implementation*, San Francisco, CA, John Wiley & Sons, Inc.
- Mohamad Johdi Salleh, Abdul Razaq Ahmad & Ahmad Rafeai Ayudin 2009, 'Penilaian kemajuan berasaskan sekolah kaedah kerja', *Jurnal Pendidikan Malaysia*, vol. 34, no. 2, ms. 111 – 124.
- Mohd Samsudin & Shahizan Shaharuddin 2012, 'Pendidikan dan pengajaran mata pelajaran sejarah di sekolah di Malaysia', *Jebat: Malaysian Journal of History, Politics and Strategic Studies*, vol. 39, no. 2, pp.116-141.
- Mohd Mahzan Awang, Abdul Razaq Ahmad, Noria Munirah Yakub & Ahmad Ali Seman 2016. 'Historical thinking skills among pre-service teachers in Indonesia and Malaysia', *Creative Education*, vol.7, pp.62-76.
- Polman, JL, 2006, 'Mastery and appropriation as means to understand the interplay of history learning and identity trajectories', *Journal of the Learning Sciences*, vol. 15, pp. 221-59.
- Reisman, A 2012, 'Reading like a historian: a document-based history curriculum intervention in urban high schools', *Cognition and Instruction*, vol. 30, no. 1, pp. 86-112.
- Rosy Talin 2015, 'Historical thinking skills–the forgotten skills?', *In International Journal of Learning and Teaching*, vol. 7, no.1, pp.15-23.
- Shakila Che Dahalan & Nor Hashimah Hashim 2016, 'The implementation Of historical thinking skills among teacher trainees in teaching learning process', *5th International Conference on Language, Education, and Innovation*, Universiti Sains Malaysia, 28 May, pp. 211-218.
- Wineburg, S, Martin, D & Monte-Sano, C 2014, *Reading like a historian*, New York, Teachers College Press.
- Wineburg, S 2010, Thinking like a historian. *teaching with primary sources quarterly*, vol. 3, no.1, pp. 2-5.
- Yin, RL 2014. *Case study research: design and methods*, 5th edition, Los Angeles, CA, Sage.

Zahara Aziz & Nik Azleena Nik Ismail. 2007. Kemahiran pemikiran sejarah kepada para pelajar. *Jurnal Pendidikan (UKM)*, vol. 32, ms.119-137.

Zajda, J, Henderson, D & Whitehouse, J 2017, The portrayal of John Curtin as Australia's wartime labor [JW2] prime minister in J Zajda, T Tsyrlina-Spady & M Lovorn, (Eds.), *Globalisation and historiography of national leaders: symbolic representations in school textbooks*, Dordrecht, Netherlands, Springer.

An Evaluation of the Performance of E-Government in Nigeria Using the Public Value Approach

Abdulrazaq Kayode Abdulkareem^{a,*}, Razlini Mohd Ramli^b

School of Social Sciences, Universiti Sains Malaysia. Pulau Pinang, Malaysia

*Email: abdukkayode@gmail.com

Abstract

The aim of this study is to assess a small sample to evaluate the performance of e-government in Nigeria using the public value approach. Due to the inadequacies of the conventional means of accessing the performance of e-government, such as the business- economic and the website assessment approaches, the public value paradigm has been advanced to provide alternative means of assessing the performance of e-government. Public value offers a broad framework for investigating the performance of public institutions in the delivery of social and economic services to the expectations of the citizens, which includes e-government. To this end, a conceptual framework was adopted to examine the impact of the quality of service delivery, the effectiveness of public organizations, and the achievement of socially desirable outcomes on the performance of e-government using a survey questionnaire of 48 e-government users in one Nigerian university. Face and content validity were carried out with the help of three professors and three professionals, which led to the enhancement of the language structure of some items constructed in the survey. Also, the reliability test was done to assess the internal consistency among the items. The result of the reliability test showed that all the constructs, dimensions and items were all above 0.70 Cronbach Alpha, which indicates a high level of internal consistency among the items. Thus, the results of the pilot test indicate a reasonable regularity of the instrument to be administered for the main survey.

Keywords: Public Value; E-government; Service Delivery; Trust

1. Introduction

The common reference to electronic government (e-government) is the usage of information and communication technology (ICT) to process, modernize and transform the operations of public sector organizations in order to deliver quality public services, foster transparency, facilitate public trust among others (Kurfali et al. 2017, Bertot et al. 2013, Michener and Bersch 2013). Giving the attendant socio-economic and political benefits of e-government, governments all over the world are investing hugely into it to fast track their socio-economic development; create values for their citizens.

Evaluating the performance of e-government is one of key central activities in e-government. It is important in highlighting the results achieved over time, by determining the extent of e-government implementation strategy and plans, ascertaining milestones accomplished, identify the strengths and challenges (Andersen et al. 2011, Zoo et al. 2017, Kunstelj and Vintar 2004, Deng 2008). The earlier means of evaluating e-government performance have been majorly from the business or economic angle, like determining the Return on Investment (ROI), Pay Back Period (PBP), etc (Gupta and Jana 2003). This approach is a product of the New Public Management (NPM) which emphasises the adoption of private and business managerial approach in the public sector (Rose et al. 2015). It has, however, been argued that public sector drivers are distinct from the private sector because public organizations have multiple

stakeholders with multiple preferences, which must be delivered accordingly. Therefore, the performance of e-government, which is a public sector initiative, should be assessed using the public sector paradigm which is the main theme of public value (Moore 1995).

The concept of public value is a new paradigm for evaluating the performance of public administration which is increasingly becoming popular in the present-day public administration as it offers a broad framework for investigating the performance of public institutions in the delivery of social and economic services to the expectations of the citizens which includes e-government (Alford and O'Flynn 2009, Kelly et al. 2002, Jussila et al. 2017, Moore 1995). The main objective of public administration is to produce values for the citizens as the application of ICT to this process will only help to improve the production of those values. Therefore, e-government initiatives, which result in technological and organizational innovation for service delivery, can be evaluated by the values derived from such initiatives (Bannister and Connolly 2014, O'Flynn 2007).

1.1 E-government in Nigeria

Nigeria is a country of conservatively 200 million population with over 250 ethnic groups with different languages (United Nations, 2015). In the year 2001, the Nigerian government implemented e-government by establishing the National Information Technology Development Agency (NITDA) as well as the enactment of the National Information technology Policy (Abdulkareem and Ishola 2016). Since its implementation, Ministries, Department and Agencies (MDAs) of the government most notably at the federal level have ventured into it and implemented some citizen-centric services like application for e-passport, processing of driver's license, registration of National Examinations such as Joint Admission and Matriculations Board examinations, filing of tax returns, registration for National Identity Cards, online customs services etc

Although, ICT diffusion, usage and acceptance in the public sector is growing in Nigeria which signals the potential of the country becoming an ICT hub within Sub Saharan Africa (Oni et al. 2016, Abdulkareem and Ishola 2016). For instance, the United Nations e-government survey shows that Nigeria was ranked 162nd in 2012 and 143rd in 2018 among the United Nations member states. Also, within the context of Africa, Nigeria was ranked 30th in 2012 and 21st in 2018 (United Nations 2012, 2018). Similarly, the Network Readiness Index shows that Nigeria was ranked 111th in 2012 and 117th in 2016 (World Economic Forum 2016).

There are several studies that have also examined the performance or success of e-government in Nigeria, although, some of the researchers concentrated on the conventional approaches such as; e-readiness approach, demand assessment, (Ifinedo and Davidrajuh, 2005, Matthew and Monica 2011, Adeyemo 2011) availability assessment (Mundy and Musa 2010, Asogwa 2013, Oni et al. 2016) demand assessment (Verkijika and De Wet 2018, Adepoju et al. 2016, Ashaye and Irani 2014, Ibrahim et al. 2016), impact assessment on development of public trust (Abdulkareem et al. 2016), transparency (Ojeka et al. 2016), participation (Ayo and Azeta 2009, Azeta et al. 2015) and quality service delivery (Ibrahim et al. 2016, Abasilim et al. 2017).

Some strategies were launched for citizens to realize the benefits of e-government. Such as E-Nigeria, Nigeria e-government strategies (NeGST), ICT for Development programme (ICT4D), SchoolNet Nigeria, DigiNet Project and the Nigerian Universities Network (NUNetwork) (Fatile 2012, Amagoh 2015). It can be established that all these strategies were directed towards extending the creation of online services to the citizens. However, it remains unclear if, e-government services have met the expectation of citizens through the delivery of quality services, make public organizations effective and achieve other desirable outcomes like development of trust, equity and environmental sustainability as there is, a lack of empirical

research on these indices to holistically evaluate the performance of e-government. Therefore, as part of the first form of analysis, this paper aims to discuss a pilot test conducted in a university in Nigeria. The objective of this pilot test is to assess the reliability of the instrument as well as face and content validity. Thus, the instrument is premised on the assumption that quality service delivery, effectiveness of public organization and achievement of socially desirable outcomes represent independent variables while e-government performance represents the dependent variable. This rest of the paper will be arranged as follows; following the introduction section is the methodology section, then results of the validity, reliability and demographic profiles of the respondents, and lastly conclusion of the paper.

2. Methodology

To answer the research objectives, this research employs a structured questionnaire to generate data. The survey questionnaire was designed in English language, and questions were closed-ended which were divided into three (3) broad sections. The first section contains the demographic information of the respondents such as age, gender, highest educational qualification, employment status etc. The second section contains the necessary information needed to test and validate the framework. While the third section contains the challenges attaining the public value of e-government. A five-point Likert-scale (1 to 5, where 1 represents strongly disagree and 5 represent strongly agree) used to reliably collect perception of respondents on the measurement of e-government performance in Nigeria

In order to ensure the adequacy of each item and their respective constructs in the public value and e-government performance measurement, a mixture of academic and IT professionals were used to maintain a high degree of representativeness and adequateness at the practical and conceptual levels. Six professors in University of Ilorin in the mix field of social sciences, management sciences, and information technology were used while three top management professionals in the public service were also employed with two of them as top management professionals in the IT industry. The experts were tasked with three responsibilities of assessing whether the items adequately measured the dimensions of the constructs and their level of representativeness (Berk 1990). Secondly, they were tasked to review the level of consistency of items with the conceptual and practical definitions. Furthermore, lastly, to carry out an overall assessment of the entire instrument and qualitatively assess for completeness, adequacy and representativeness within the public administration and IT domains (Heeler and Ray 1972)As this study essentially focuses on a pilot test, which is considered as part of the earlier stage of the analysis, a small sample of 50 was selected from University of Ilorin staff. The sample was chosen purposively to address the need for this study as only experienced e-government users were chosen. Therefore, this study distributed 50 copies of the draft questionnaires to the respondents. Out of the 50 selected, 48 were successfully completed and the other two were not completed and could not be used for analysis.

It also assesses the reliability of the instrument which is the stability and consistency of the instrument developed represented using Cronbach Alpha (Creswell, 2003, Creswell, 2013). Pallant (2013) maintains that Cronbach Alpha value over 0.6 is considered high reliability. More so, a value less than 0.6 is considered low. Alpha Cronbach values in the range of 0.60 - 0.80 are considered moderate, but acceptable. While Alpha Cronbach in the ranges of 0.8 and up to 1.00 is considered very good.

2.1 Instrumentation and Measurement of Variables

This study has four constructs namely, quality service delivery, effectiveness of public organizations, achievement of desirable outcomes and the performance of e-government. In line with this, the questionnaire was structured along this thought, each of the construct occupied a sub-section in the section two of the instrument. 69 items were developed to measure the constructs as described in table 2.1

Table 2.0 Description of Constructs and Items

<i>S/N</i>	<i>Constructs</i>	<i>Dimensions</i>	<i>No. of Items</i>
1	Quality Service Delivery	Quality of information	5
		Service delivery initiatives	6
		citizen-focused services	7
2.	Effectiveness of Public Organizations	Efficiency of public organizations	6
		Openness of public organizations	8
		Responsiveness of public organizations	5
3.	Achievement of Socially Desirable Outcomes	Achievement of equity	5
		Self-development of citizens	5
		Development of trust	5
		Participation in democratic decision making	4
		Environmental sustainability	6
5.	Performance of E-government	Efficiency	3
		Effectiveness	2
		Accountability	2
	Total		69

3. Results of the Pilot Test

This study conducted a face and content validity in order to assess the level of relevancy and representativeness of the items within the dimensions and constructs. As prescribed by (Hair et al. 2013), content validity is a requirement to test an instrument before administration. In line with this thought, the opinion of six experts were sought within the mix of academia and the professional settings. The outcome of the validity test resulted in the revision of some items' structure and use of language in their construction before the pilot test. This exercise took a period of one month to complete.

3.1 Reliability Test

The reliability test was carried out to measure the level of internal consistency of the measurement procedure which is often done using Cronbach's Alpha coefficient (Creswell 2013). The instrumentation reliability was performed with the use of SPSS 23 for windows which helped to turnout results with high values of Cronbach alpha coefficient ranging from 0.701 to 0.972 as presented in table 3.1. These results are in tandem with the assumption that an instrument with a coefficient of 0.70 and more indicates a high-reliability standard of measurement (Nunally and Bernstein 1978, Hair et al. 2013). This result shows consistency

with the studies of (Ha 2016, Deng et al. 2018, Karunasena and Deng 2012).

The reliability results are a product of the delineation earlier done to exclude non-users of e-government services and non-frequent users, as indicated in the demographic profile of the respondents in table 3.2. Emphasis was laid on those who have used e-government within the last one year, six months and three months. The result showed that majority of the respondents are frequent users which makes them suitable for the main study. Similarly, majority of the respondents are educated as 37.5 %, 43.75 % and 18.75 % have Ph.D. degree, master degree, and bachelor degrees respectively. This is an indication that the respondents have no problem understanding the questions and the importance of the research. In the same vein, about 73 % of the respondents claim to have regular access to the internet.

Table 3.1: Results of the Reliability Test.

<i>S/N</i>	<i>Constructs</i>	<i>Dimensions</i>	<i>Cronbach Alpha</i>	<i>Construct Cronbach Alpha</i>
1	Quality Service Delivery	Quality of information	0.899	
		Service delivery initiatives	0.833	0.921
		Citizen-focused services	0.904	
2.	Effectiveness of Public Organizations	Efficiency of public organizations	0.869	
		Openness of public organizations	0.899	0.924
		Responsiveness of public organizations	0.769	
3.	Achievement of Socially Desirable Outcomes	Achievement of equity	0.972	
		Self-development of citizens	0.905	
		Development of trust	0.922	0.952
		Participation in democratic decision making	0.849	
		Environmental sustainability	0.873	
5.	Performance of E-government	Efficiency	0.751	
		Effectiveness	0.852	0.701
		Accountability	0.745	

Table 3.2: Demographic Profile of respondents.

Demographic Profile	Parameters	Frequency	Percentage
Gender	Male	30	62.50
	Female	18	37.50
	Total	48	100
Education	HND or Bachelor Degree	9	18.75
	Masters Degree	21	43.75
	PhD	18	37.50
	Total	48	100
Age	21 - 35 years	27	56.25
	36 – 45 years	18	37.50
	46 – 60 years	3	6.25
	Total	48	100
Last Used E-government	Within the last 3 months	18	37.5
	Within the last 6 months	6	24.4
	Above 6 months	24	12.50
	Total	48	100
Access to the Internet	Regularly	35	72.92
	Often	10	20.83
	Occasionally	3	6.25
	Total	48	100

Source: Author's computation

4. Conclusion

E-government in Nigeria is a growing phenomenon which the country seeks to use in the promotion of transparency, trust, quality service delivery, and other ideals in order to meet the needs of the citizens. However, there is dearth of literature to empirically evaluate e-government in Nigeria from the perspective of the citizens. Previous studies have employed the business and economic approach to evaluate e-government ignoring the fact e-government is a public sector that ought to be evaluated by means of public sector ideals based on the perception of the citizens which is the foundation of public value. This study has, therefore, tilted research to employ the public value approach to evaluate the performance of e-government in Nigeria. This study is a pilot test to ascertain the content and face validity of the instrument developed with the help of experts in academia and professional settings. More so, the pilot test also assesses the internal consistency of the items in the survey with the help of Likert scale measurement. The result of the test revealed that all the constructs, their dimensions, and items are all reliable as the Cronbach Alpha derived were all above the 0.7 threshold.

5. References

- Abasilim, UD, Gbrevbie, DE, Ifaloye, OR 2016, 'Attaining a Better Public Service Delivery through E-Governance Adoption In Nigeria', in *Proceeding of the fourth Covenant University Conference On E-Governance In Nigeria* (Cucen 2017).
- Abdulkareem, AK, Ameen, A, & Ishola, A.A 2016, 'A Review of E-Government as a Tool for Building Citizens Trust in the Nigerian Government', *Sahel Analyst: Journal of Management Sciences*, vol 13, no. 10.
- Abdulkareem, AK. & Ishola, A. A. 2016. 'E-government in Nigeria: Progress and Prospects', *Ilorin Journal of Administration and Development*, vol. 2, no. 1
- Adepoju, SA, Shehu, IS, & Bake, P 2016, Accessibility evaluation and performance analysis of e-government websites in Nigeria. *Journal of Advances in Information Technology*, vol. 7.
- Adeyemo, A 2011, 'E-government implementation in Nigeria: An assessment of Nigerias global e-gov ranking', *Journal of Internet and Information Systems*, vol. 2, pp. 11-19.
- Alford, J & O'Flynn, J 2009, 'Making sense of public value: Concepts, critiques and emergent meanings', *Intl Journal of Public Administration*, vol. 32, pp. 171-191.
- Amagoh, F 2015, 'An Assessment of E-Government in a West African Country: The Case of Nigeria'. *International Journal of Public Administration in the Digital Age*, vol. 2, pp. 80-99.
- Andersen, KN, Medaglia, R, Vatrapu, R, Henriksen, HZ & Gauld, R 2011, 'The forgotten promise of e-government maturity: Assessing responsiveness in the digital public sector', *Government Information Quarterly*, vol. 28, pp. 439-445.
- Ashaye, OR, & Irani, Z 2014, 'E-government implementation benefits, risks, and barriers in developing countries: Evidence from Nigeria', *US-China Education Review*, vol. 4, pp. 13-25.
- Asogwa, BE, 2013, 'Electronic government as a paradigm shift for efficient public services', *Library Hi Tech*, vol. 31, pp. 141-159.
- Ayo, C & Azeta, A 2009, 'A Framework for Voice-Enabled m-Voting System: Nigeria a Case Study. In: REMENYI, D. (ed.) *9th European Conference on e-Government (ECEG 2009)*. London, UK: Academic Publishing Limited, Reading, UK.
- Azeta, A, Azeta, V, Olaniyan, O, Azeta, A, & Ayeni, G 2015, 'Implementing an e-democracy system in Nigeria', *Journal of Resources Development and Management*, vol. 4.
- Bannister, F & Connolly, R 2014, 'ICT, public values and transformative government: A framework and programme for research', *Government Information Quarterly*, vol. 31, pp. 119-128.
- Berk, RA, 1990, 'Importance of expert judgment in content-related validity evidence', *Western journal of nursing research*, vol. 12, pp. 659-671.
- Bertot, JC, Jaeger, PT, Gorham, U, Taylor, NG. & Lincoln, R, 2013, 'Delivering e-government services and transforming communities through innovative partnerships: Public libraries, government agencies, and community organizations', *Information Polity: The International Journal of Government & Democracy in the Information Age*, vol. 18, pp. 127-138.
- Creswell, JW, 2003. *Research design*. Thousand Oaks, CA: Sage.
- Creswell, JW, 2013. *Steps in conducting a scholarly mixed methods study*.
- Deng, H 2008, 'Towards objective benchmarking of electronic government: an inter-country analysis', *Transforming Government: People, Process and Policy*, vol. 2, pp. 162-176.

- Deng, H, Karunasena, K & Xu, W, 2018, 'Evaluating the performance of e-government in developing countries: A public value perspective', *Internet Research*, vol 28, pp. 169-190.
- Fatile, JO 2012, 'Electronic governance: myth or opportunity for Nigerian public administration?', *International Journal of Academic Research in Business and Social Sciences*, vol. 2
- Gupta, MP & Jana, D 2003, 'E-government evaluation: a framework and case study', *Government Information Quarterly*, vol. 20, pp. 365-387.
- Ha, TT, 2016, 'Empirically Testing the Public Value Based Conceptual Framework for Evaluating E-Government Performance in Vietnam', *Modern Economy*, vol. 7
- Hair, JF, Ringle, CM & Sarstedt, M 2013, 'Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance', *Long range planning*, vol. 46, pp. 1-12.
- Heeler, RM & Ray, ML 1972, 'Measure validation in marketing', *Journal of Marketing Research*, vol. 9, pp. 361-370.
- Ibrahim, R., Hilles, SM, Muhammad Adam, S, Jamous, MM, & Yafooz, WM, 2016, 'Theoretical Framework Formation for e-government Services Evaluation: Case Study of Federal Republic of Nigeria', *Indian Journal of Science and Technology*, vol. 9.
- Ifinedo, P, & Davidrajuh, R, 2005, 'Digital divide in Europe: assessing and comparing the e-readiness of a developed and an emerging economy in the Nordic region', *Electronic Government, an International Journal*, vol. 2, pp. 111-133.
- Jussila, J, Sillanpää, V, Lehtonen, T & Helander, N, 2017, 'Value Assessment of e-Government Service from Municipality Perspective', *Proceedings of the 50th Hawaii International Conference on System Science (HICSS-50)*. Waikoloa Village, Hawaii, USA.
- Karunasena, K, & Deng, H, 2012, 'A Citizen-Oriented Approach for Evaluating the Performance of e-Government in Sri Lanka', *International Journal of Electronic Government Research*, vol. 8, pp. 43-63.
- Kelly, G, Mulgan, G, & Muers, S, 2002, *Creating public value*. London, Cabinet Office.
- Kunstelj, M, & Vintar, M, 2004, 'Evaluating the progress of e-government development: A critical analysis', *Information polity*, vol. 9, pp. 131-148.
- Kurfalı, M, Arifoğlu, A, Tokdemir, G & Paçin, Y, 2017, 'Adoption of e-government services in Turkey' *Computers in Human Behavior*, vol. 66, pp. 168-178.
- Matthew, CO & Monica, NA, 2011, 'E-readiness assessment of enugu state, Nigeria', *Asian Journal of Information Management*, vol. 5, pp. 25-34.
- Michener, G & Bersch, K, 2013, 'Identifying transparency' *Information Polity: The International Journal of Government & Democracy in the Information Age*, vol. 18, pp. 233-242.
- Moore, MH, 1995, *Creating public value: Strategic management in government*, Harvard university press.
- Mundy, D & Musa, B, 2010, 'Development of a Proposed Framework for the Implementation of E-Government in Nigeria', in *10th European Conference on e-Government (ECEG 2010)*. University of Limerick, Ireland.
- United Nations, 2015, World population prospects: The 2015 revision, key findings and advance tables. *Working Paper No. 10*
- Nunally, JC & Bernstein, IH, 1978, *Psychometric theory*. New York: McGraw-Hill.
- O'Flynn, J, 2007, 'From new public management to public value: Paradigmatic change and managerial implications', *Australian journal of public administration*, vol. 66, pp. 353-366.

- Ojeka, S, Iyoha, F, Ayo, C, Gberevbie, D, & Bisi, O, 2016, 'E-Governance and Public Sector Financial Disclosures: Analysis of Government Agencies in Nigeria', in *ECEG2016- Proceedings of 16th European Conference on e-Government ECEG 2016*, pp. 133, Academic Conferences and publishing limited.
- Oni, AA, Okunoye, A & Mbarika, V, 2016, 'Evaluation of EGovernment Implementation: The Case of State Government Websites in Nigeria', *Electronic Journal of E-Government*, vol. 14, pp. 48-59.
- Pallant, J, 2013, *SPSS survival manual*, McGraw-Hill Education (UK).
- Rose, J, Persson, JS & Heeager, LT, 2015, 'How e-Government managers prioritise rival value positions: The efficiency imperative' *Information Polity*, vol. 20, pp. 35-59.
- Verkijika, SF & De Wet, L, 2018, 'A usability assessment of e-government websites in Sub-Saharan Africa'. *International Journal of Information Management*, vol. 39, pp. 20-29.
- Zoo, H, Lee, H & Yoon, J., 2017, 'Assessing the E-Government Maturity for Public Sector Innovation in Developing Countries: Case of National Informatization Assessment Tool (NIAT)', In *International Conference on Social Implications of Computers in Developing Countries* pp. 778-789, Springer, Cham.

Analyzing the Socio-Economic Impact of the Implementation of SURE-P on Infrastructures in Rural Communities in Selected Local Government in Niger State, Nigeria.

Abubakar Mohammed Jibrin^{*}, Azmil Muhammad Tayeb, Siti Zuliha Razali

School of Social Sciences, University Sains Malaysia

Email: abubakarjibrinkutigi@gmail.com, azmil.tayeb@gmail.com, siti_razali@usm.my

Abstract

Over time there has been spread of efforts on the implantation of rural development strategies in Nigeria. However, rural community development remains a challenge with decay infrastructures despite the local government activities. SURE-P was an intervention by the government of Nigeria as a result of oil subsidy removal to invest the proceeds on key infrastructural sectors across the communities in local governments in Nigeria. Rural development is a many-sided phenomenon that needs a strategy with multi-effect efficiency in tackling the challenges. The research objective was to examine the socio-economic impact of SURE-P implementation on infrastructures in rural communities in selected local government in Niger, Nigeria. The study employed primary data collection and qualitative analytical method analysis. The research suggests that SURE-P impacted positively on rural community development in the selected local government. Bottom-Top Approach is the most viable mechanism for rural development.

KEYWORDS: Policy Implementation; Rural; Rural Development; Sure-p; Local Government.

1. Introduction

Despite the release of funds by the government through various programmes and agencies for effective implementation of rural development policies of the government, the development of rural areas in Nigeria over time, remained the major concerned of successive regimes, recently, through SURE-P programme and other interventions programmes yet, rural areas remained undeveloped.

All societies fall into two broad categories, viz; urban and the rural communities. Though, the rural community predates the urban community everywhere. More so, it dominates in terms of geographical areas and population. (Ndubueze, 2009). Looking at the two categories strictly within the context of development taking in to account socio-economic infrastructures and improved condition of living, (Ogbeidi, 2012).

The rural communities have decay infrastructures and absent of other development indicators, (Manggat, Zain, & Jamaluddin, 2018). Worried by these stated views coupling with the state of the economy, concerns have been haired, that the development of rural communities in Nigeria particularly, in Niger state require urgent attention.

Based on the above concerns, just like other developing nations, Nigeria has been concerned about the state of rural development hence, taking rural development as a vital aspect of the national development plan. The federal government of Nigeria has over time, through its unique programmes, MDAs and other interventions disbursed funds for the pursuit of infrastructural development, revive agriculture and promote the transformation of the quality of life of the rural people. The federal government's effort in this perspective, is commendable, however, to be analysed objectively

Obviously, as revealed by studies, the previous regimes, both at the federal and the state level have been concerned over the time with state of development at the rural communities mainly, the absent or infrastructural decay in the rural areas and have also made reasonable investment to improve on it but the incapability of those charged with the task of executing rural development policies including the look warm attitude of the politicians accused of corrupt practices and sentiment in appointing the officials hinders the rural development policies in Nigeria. The challenge of implementing government policies in Nigeria is the stumbling block to the development of rural communities in Nigeria.

2.Theoretical framework

The theoretical framework is a device for applying or adopting principles, postulations or assumptions in the description or analysis of research problem, therefore, in involves relating problem under the study to the assumptions, beliefs and postulations of a theory, (Morehouse & Maykut, 2002).In the above light, the functional, structural theory (structural functionalism) adopted for this study. The emphasis of it is on the role of structures and functions in comprehending politics, the political process and the condition under which the structure can function and what the structure seeks to achieve. Here, the structure can be referred to as any human organization with aim to carry out functions that have effects on the live of the people and other social organizations such as public corporation, family, a legislature, a bureau, a court etc. function refers to conditions resulting from the operation of structure through time.

The structural-functional approach postulates for any social system; there is a set of functional requirements- an operational condition that must be satisfied if the structure is to exist. Though, analysts have been interested in identifying the structures that exist in a given society, the functions they performed, how effectively they perform these functions. Scholars Marrion Levy, Talcott parson, Harold Laswell, Robert Merton have written extensively on the above theory. Nevertheless, their various views of the approach highlight the role of structures and functions as well as situations under which a structure can perform and how the purpose can be accomplished (Parsons, 2017).

Applied to this study, SURE-P is a structure that was established to cushion the effect of the removal of petroleum subsidy and intervened in the rural development pursuit of the federal government. In the act of governance, there is a detailed and concrete description as could be seen in the arrangement of government implementation of SUR-P program handled by an already established structure, hence the relevance of the theory to this study. The theory also talked about morals focusing on the leadership styles as regards SURE-P implementation; thus, making it sweet able for the survey.

3. Literature Review

The Subsidy Reinvestment and Empowerment Programme (SUR-EP), is an intervention programme that is driven by resources accrued to the federal government as savings following a partial removal fuel subsidy,(Amakom, 2013).The introduction of Subsidy Reinvestment and Empowerment Programme SUR-P was aimed to cushion the hardships resulting from the removal of fuel subsidy by the federal government. SURE-P was, therefore, established to address much infrastructural needs and safety projects all over the country in such areas as education, empowerment, health, road transport, agriculture, job creation, poverty alleviation etc.(Anazodo, Ezenwile, & Chukwurah, 2014).

According to SURE-P document, SURE-P was established to pursue the following objectives:

- I. Acceleration of economic transformation through investment in critical infrastructures to drive economic growth in a bid to achieve vision 20:2020.
- II. To Curtail the likely effect of petroleum subsidy removal on the people, particularly, the poor and the vulnerable.
- III. Building the foundation for the successful development of a national safety net programme that is targeted at the poor and the most vulnerable continuously. (SURE-P Document, 2011; Federal Ministry of Finance 28th September 2012

Subsidy programmes have been existing by governments for several years in some technologically advanced nations, either in the form of indirect support such as tax incentives or by direct interventions for definite initiatives. (Anazodo et al., 2014). Petroleum subsidies were introduced in Nigeria in the 1960s to ensure a general increase in social welfare meant to assist the poor to exploit resource reimbursements of the nation (Alleyne & Hussain, 2013). There have been numerous studies on subsidy reforms and how it changes the country's economy through the social and environmental impact of subsidy removal at a global level (Burniaux & Chateau, 2014).

An economic benefit or financial aid provided by a government to support a desirable activity is also referred to as subsidy, to keep prices low, maintain the income of the producers of critical or strategic products, maintain employment levels, or induce investment to lessen unemployment, provide the underlying infrastructures, promote community development and general improvement of quality of life (Nwosu & Ugwuera, 2014), (Schrank & Keithly Jr, 1999) in the same vein, sees subsidy as a kind of employment approach helpful to the masses adopted by the government to reduce unemployment and promote rural development through infrastructural provisions, this can be through financial support by the government. Removal of oil subsidy is merely taking away the money been paid by the federal government to subsidise the prices of oil. The consequence is that fuel prices will be high, but the government persuasively argued that the revenue coming out from this subsidy removal would be reinvested back for the benefits of the masses. Subsidies can be justified if it promotes an overall increase in social welfare or perhaps improves the living condition of the people. It is through an examination of the current state of implementation of policies that could help to identify what areas need to be improved, and what problems deserve to be given a higher level of emphasis in order (Taysum & Abery, 2017)

This study would make an intellectual and practical contribution to the discourse of rural community development in Nigeria, particularly in Niger State. The study would make an investigation on SURE-P implementation to explore the socio-economic impact of the SURE-P interventions and the implementation based on the programme target of the Federal government. The study would also trigger the creation of awareness on the policy focus of SURE-P on rural community development.

Furthermore, the findings of this study would have a significant implication for policies in Nigeria and policy on rural development. Consequently, the researcher will incorporate that as a basis to make the necessary recommendations to administrators, policymakers, and stakeholders in rural development, and those overseeing the implementation process based on

the research findings.

4. Methodology

In exploring the social and economic impact of the SURE-P implementation on infrastructures in rural community development, a qualitative method applied. In a case study research, a qualitative approach is used to enhance the understanding of the policymaking and implementation (Forester, 1993). Base on the methodological framework of the study, thematic analysis procedures followed. Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It organises and describes data set in detail (Bogdan & Biklen, 1998). However, it frequently further interprets various aspects of the study topic (Virginia Braun & Victoria Clarke, 2006), p.79). Data for this study is from a sample of 13 SURE-P desk officers from six (6) selected local government in Niger State, Nigeria. ((Busarovs, 2013), affirmed that 10,20, or 30 might be engaged in an interview to permit theoretical saturation, and this will assist to minimising the chances of creating a theory based on insufficient data. The selection was based on a purposive sampling technique; in purposive sampling, the researcher has control over the subjects, Population sampling guarantees accuracy than studying the entire population (Guetterman, 2015).

In total, 13 participants were interview in this study, they were all male, local government officials who were appointed on ad hoc capacity as SURE-P desk officers to coordinate the SURE-P implementation across communities in their respective local governments, one of them is the state SURE-P coordinator in charge of the SURE-P implementation across the state. Data collected during the weekdays and weekends based on the participants' convenience to ensure that all the participants in this study interviewed. However, this study focused on the local government and the state SURE-P coordinators, who were the main actors in the SURE-P implementation in the selected local governments of Niger state, Nigeria. Data collected by the researcher using an unstructured interview technique. The purpose and objective were first explained by the researcher, followed by obtaining the participant's consent for the interviews and the audio recording of the interview. The interviews conducted at the various selected local government secretariats.

The socio-economic perspective guided the selection of the questions for the interview, but questions were not only limited to factors identified in this perspective. There was some room to explore and probe the experiences of the SURE-P desk officers during the interview process. Most of the questions asked the participants were: what social and economic interventions does the SURE-P target in your LGA? How have the social and economic interventions of SURE-P impacted on people and the communities in this LGA? How should rural community development programme be implemented? All the participants spoke in English. All the interviews are recorded and transcribed. The interviews took about 10 to 15 minutes. After transcription, the process of coding was done using thematic analysis procedures by V. Braun and V Clarke (2006). In the first stage, the researcher familiarised himself with the data generated during the interview. Secondly, the researcher generated the initial code from the data. Third, the researcher searched for the themes from the data generated. Fourth, the researcher reviewed the themes generated. Fifth, the researcher defined, and name themes generated. Finally, the themes made were used to answer the research objective.

The codes are compared to the factors discussed in the Scio-economic perspective (such as infrastructures, health, education & empowerment, agriculture, environmental protection) for instance, when the participants talk about the socio-economic target of SURE-P, this is coded as Transport infrastructures’ ‘Healthcare services and facilities’ ‘Empowerment’ here, the analysis was not limited to only these factors but also focused on the participant meaning and intentions and motivations present in the data generating codes and themes phenomena to describe their experiences were done three times (ones by each researcher) and codes were checked to ensure consistency in the data analysis process. From this process, it was possible to uncover variant features of the experienced.

5. Findings

The following section structured according to three main themes identified in the data analysis, i.e. ‘Transportation infrastructures’, Healthcare facilities and services’ ‘Education and Empowerment ‘. The first theme focused on the various meanings of transportation infrastructures, the second theme explores the impact of healthcare facilities and services, while the third theme explores Education and empowerment.

5.1 Transportation infrastructures

To explores the impact of transportation and roads infrastructures as experienced by the participants. Many appreciated the benefits of the transportations and roads construction as part of SURE-P interventions to communities through the local governments. More so, they enjoy the SURE-P programme as a social safety net SSN. More than half of the participants saw SURE-P intervention as a proper development. They believe that transportation and roads constructions have impacted both on the people and the community. Among these participants, 95% talked about the transports and roads impact of the SURE-P intervention. They used phrases such as ‘subsidizing the transport fair’ boosting local government revenue’ job opportunities’ ‘good roads’ when expressing how it impacted. (Bida S D/O I) explained

SURE-P programme is laudable. It has improved the living standard of people through the provision of healthcare services in which drugs administered, mosquitoes’ nets distributed to control malaria, building and renovation of classes, roads boreholes, buses for transportation and educational materials.

Some of the participants see SURE-P infrastructural interventions as a good strategy for rural community development.

Bida sure-p desk officer II explained that:

SURE-P programme impacted positively on people and the rural community especially in these areas, transportation, primary healthcare which reduced the maternal motility rate among the women and the children, agrochemicals distribution to the farmers at subsidized prices, infrastructures education and youth’s empowerment through entrepreneurship.

5.2 Healthcare facilities and services

Participants attached substantial importance to SURE-P interventions as a way of improving the living standard of people and the communities through the provision of healthcare services. Many talked about how SURE-P distributed and administered drugs, mosquitoes net to control malaria and the infants and maternal motility rate reductions. Healthcare facilities and services were identified by 70% participants to have impacted positively on the people and the community especially, the anti-malaria drugs distribution, renovation and construction of primary healthcare centers which led to reduction of maternal motility rate. Sure-p desk officer Lavun I said,

The coming of SURE-P has benefited us a lot, especially, access to health facilities, roads, infrastructures, Buses and increased revenue to shoulder other local government activities.

Chanchaga sure-p desk officer I,

I think in the areas of social and economic intervention, how it has impacted honestly, SURE-P programme has transformed in every area.

SURE-P has impacted on the people within the local government mostly on these areas, the rate of child and maternal motility has reduced, the buses provided have ease transportation, children education enrolment has increased youths are trained through skills acquisition, farmers were given fertilisers at a cheaper rate, local government revenue has increased.

Bosso sure-p officer I who is also a participant explained

SURE-P programme impacted on people of my local government in so many ways, by providing education and learning materials, primary healthcare centres, drugs, classrooms, fertilisers to the farmers, feeder roads, culverts drainages, etc.

In this study, healthcare services were seen to have increased access for community members. The participants felt the infrastructures in this area has significantly impacted. It has an impact on maternal motility rate. Documents obtained from health information management of Niger State, Nigeria reveals that motility rate reports from the local governments' post-SURE-P interventions, has reduced drastically.

5.3 Education and Empowerment

About 60% of the participants that among the socio-economic interventions of SURE-P, are in the area of education and empowerment, most of them explained that the scheme had built the capacity of the youth in diverse areas of skills acquisitions, education enrolment has increased, learning & instructional materials were provided. To them, it has made them self-reliant, that this has reduced the rate of crime in society.

Chanchaga sure-p desk officer I explained:

SURE-P has impacted on the people within the local government mostly on these areas, the rate of child and maternal motility has reduced, the buses provided have ease transportation, children

education enrolment has increased, youths trained through skills acquisition, farmers were given fertilisers at a cheaper rate, local government revenue have increased.

Another participant, Wushishi sure-p desk officer I, explained:

SURE-P intervention has done great in the areas of poverty reduction by engaging the youths, water problems were addressed by drilling of boreholes in the communities, in the areas of health, mosquitoes 'nets for malaria control and reduction of infants and maternal motility rate reduction.

Another participant who is the sure-p desk officer II Wushishi explained:

The SURE-P impacted in many areas to the community of this Wushishi local government such as education, empowerment, healthcare services for infant and motility rate reduction, infrastructures such as roads and bridges construction, street lightning, transportations by the SURE-P buses, fertilizers and other farm inputs at subsidized rate to the farmers across the community.

Other participants shared their experiences about the socio-economic impact of SURE-P interventions on infrastructures. Three participants even admitted that sure-p had made a significant impact on education and empowerment of the youths, they acknowledged that enrollment into school has increased, the children were meaningfully engaged, and rate of crime has gone down.

6. Implications and conclusion

This paper explores the socio-economic impact of SURE-P on infrastructures in the rural communities in the selected local governments of Niger state, Nigeria. This study shows that transportation and roads infrastructures, healthcare services and facilities, education and empowerment of SURE-P interventions have indeed, significantly impacted the social and economic lives of the people and the communities in the selected local governments. From the participants' experience suggests that the provision of the Buses by SURE-P has addressed the problem of transportation to the community and serve as an alternative to other commercial transports who charges high.

The exciting finding of this study is the importance of healthcare services and facilities provided by the SURE-P, healthcare services and facilities according to the participants' experience, which has not only increased access to medical facilities but has also addressed other health-related challenges of the community especially, maternal motility rate reduction.

The study gives some insight into the socio-economic impact SURE-P on the education and empowerment which the participants from their experiences revealed as impacting. Based on the above limitations, this study is not meant to be generalised to the broader population, but the experiences of the participants are vital in charting activities to attract more socio-economic interventions to bring about rural community development. The experiences of the participants in this study showed that many participants in the SURE-P implementation affirmed that it has impacted in terms of access to medical facilities and services, infrastructures, education and empowerment or overall wellbeing of the people and the community. From this study, the participants' experience showed that there is a need for the sustenance of this intervention

because such experiences would contribute to socio-economic well being of the people, crime reduction and rural community development in the selected local governments in Niger state, Nigeria.

References

- Alleyne, M. T. S. C., & Hussain, M. M. 2013, '*Energy subsidy reform in Sub-Saharan Africa: Experiences and lessons*', International Monetary Fund.
- Amakom, U. 2013, 'Subsidy Reinvestment and Empowerment Programme (SURE-P) Intervention in Nigeria' An Insight and Analysis.
- Anazodo, R., Ezenwile, U., & Chukwurah, D. C., Jr. 2014, 'The Impact of Oil Subsidy Removal on Infrastructural Development in Nigeria (2000-2012)', *Public Administration Research*, 3(1). doi:10.5539/par.v3n1p88
- Bogdan, R., & Biklen, S. 1998, 'Introduction to qualitative research in education'. England: Pearson.
- Braun, V., & Clarke, V. 2006, 'Using thematic analysis in psychology' *Qualitative research in psychology*, 3(2), 77-101.
- Braun, V., & Clarke, V. 2006, 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3, 77-101. doi:10.1191/1478088706qp063oa
- Burniaux, J.-M., & Chateau, J. 2014, 'Greenhouse gases mitigation potential and economic efficiency of phasing-out fossil fuel subsidies' *International economics*, 140, 71-88.
- Busarovs, A. 2013, '*Rally Fighter, Crowd designed vehicle, case study of open innovation*' Paper presented at the ISPIIM Conference Proceedings.
- Forester, J. 1993, '*Critical theory, public policy, and planning practice*' SUNY Press.
- Guetterman, T. C. 2015, '*Descriptions of sampling practices within five approaches to qualitative research in education and the health science*'. Paper presented at the Forum qualitative Sozialforschung/forum: qualitative social research.
- Manggat, I., Zain, R., & Jamaluddin, Z. 2018, 'The Impact of Infrastructure Development on Rural Communities: A Literature Review', *International Journal of Academic Research in Business and Social Sciences*, 8(1), 647-658.
- Morehouse, R. E., & Maykut, P. 2002, '*Beginning qualitative research: A philosophical and practical guide*' Routledge.
- Ndubueze, O. J. 2009, '*Urban housing affordability and housing policy dilemmas in Nigeria*'. University of Birmingham.
- Nwosu, O., & Ugwuera, E. 2014, 'Analysis of Subsidy and Reinvestment Programme (SURE-P) and Youth Empowerment in Nigeria 2012-2014' *IOSR Journal of Humanities and Social Science*, 19(12), 25-32.
- Ogbeidi, M. M. 2012, 'Political leadership and corruption in Nigeria since 1960: A socio-economic analysis' *Journal of Nigeria Studies*, 1(2).
- Parsons, T. 2017, 'The present status of "structural-functional" theory in sociology' In *The idea of social structure* (pp. 67-84): Routledge.
- Schrank, W. E., & Keithly Jr, W. R. 1999, 'The concept of subsidies. *Marine Resource Economics*, 14(2), 151-164.
- Taysum, A., & Abery, V. M. 2017, 'Shifts in education policy, administration and governance in Guyana 1831–2017. Seeking 'a political'agenda for equity and renewal' *Italian Journal of Sociology of Education*, 9(2).

The Influence of Religious Values and Financing Modalities on NGOs Aid Policy: A Preliminary Study on Malaysian Islamic Faith-Based Organisation in Gaza

Ferooze Ali

School of Social Sciences, Universiti Sains Malaysia, Malaysia

Email: ferooze@students.usm.my

Abstract

The involvement of Western State donors (U.S, UK, EU) in the Occupied Palestinian Territories (oPt) has led to considerable discussion. This revolves on aid policies from this sector and its inefficiencies in supporting the Palestinians humanitarian and development requirements. Here the key contention lies in the rigid terms and conditions which restrict Palestinians from both receiving and utilising aid, in parallel with their fragile context. While this is the case - there is still a lack of research to explore alternative donors which could have or adopt a more participatory approach in policy formulation. In addressing this issue, the research dissected into the International Islamic Faith-Based donors in Gaza. The Malaysian Faith-Based Organisation (MFBO) sector is taken as the sample and this involves organisations that are currently active in rendering Humanitarian and Development aid. 13 individuals from 7 MFBOs are interviewed to gain insights. At this juncture, this study hypothesises - through institutionalising various altruistic values and religious financing modalities – these variables drive the MFBO's sector to adopt a more flexible and democratic interaction policy towards aid recipients.

Keywords: Malaysian Islamic FBOs; Religious Altruistic Values; Zakat, Wakaf; Sadaqah, Kafalah.

1. Introduction

Since 1993, International Aid has been one of the main pillars, which support the Oslo Peace Process between Palestine and Israel. Key providers for international assistance under Oslo are the United States (US), the United Kingdom (UK) European Union (EU) World Bank, and United Nations (UN) (Le More 2008). These major international donors collectively have contributed nearly \$22.7 billion of dollars in aid since 1993. Areas that are given particular attention by donor's money involved Palestine state-building assistance, health, and humanitarian, education, democracy and governance, private enterprise, water resources, agriculture, and infrastructure. From the late 1990s up to the present-day situation, a growing consensus in the academic body however, question aid from this sector. Findings suggest Western donors' strict political and economic based conditions impede aid effectiveness in addressing the actual Palestinian challenges under Israel's colonisation (Challand 2008; Hammami 1995; Le More 2008; Qarmout 2017; Rad 2011; Shafi 2004; Hanafi & Tabar 2005).

Despite the circumstances, research into an alternative form of donorship which is less focused on terms and conditions as opposed to recipients interest, has taken on a reactive path. In an effort to explore such donorship, this research chose to dissect the religious sector, for the reason explained by the hypothesis earlier. Emphasis is on the type of donor that engages in socio-economic projects from 2008 to 2016.

1.2 Aid modalities by Western donors and Socio-Economic ramifications

One of the much-discussed areas revolves around the impact of Western donors' aid modalities on socio-economic projects and its recipients. The key cause has been the over bureaucratization of the latter's aid interaction mechanism. One could summarise such phenomenon occurs within the multifaceted aspect of project cycles. As an example, during the planning stage, instead of moving into an all-inclusive discussion with locals to research for socio-economic needs, some Western donors favour selecting the type of recipients from the onset. This selection according to Sari Hanafi and Linda Tabar is based upon (1) political eligibility, (2) sectoral eligibility and (3) professional eligibility (Hanafi & Tabar 2005). Contestation centres on such conditional and selective methods where for critiques, it discriminates the poorer or deserving sector. An impoverished village that is linked to Hamas or Islamic Jihad cell for instance - could be side-lined to ensure political eligibility is observed. In different scenarios, a planning stage may include or stipulate complex technical writing conditions. As detailed by Challand (2008), lacking skills as such, especially for non-professional rural PNGOs, may lead to their disqualification from receiving aid. Rural PNGOs are the lifeline to the poor in West Bank and Gaza.

Another factor revolves around different approaches in aid financing. In various research work, it is recognised aid funding arrives with different procedural conditions. Grant, for example, is one of the modalities often utilised to provide financing. However, as argued by Challand, the short time frame provided by a typical grant - implies a lack of flexibility and the capacity to foresee in advance any additional financial needs. (Challand 2008). The short-term nature of grant and its impact is seen under the USAID Compete project in oPt. Under the project, 7 sectors involving Agribusiness, ICT, Tourism, Fish rearing, Stone & Marble, Textile and Furniture was provided with grant assistance. However, the grant aid was short-lived when Donald Trump, in January 2019, ceased all grant fundings to oPt (*Al-Jazeera News* 22 Jan 2019). Most projects in these sectors were affected and 85 percent of USAID employees are laid off (Staff 2019).

Implementing aid initiatives funded by Western donors has been described as bureaucratic. Tamer Qarmout, in his Gaza fieldwork, discovered some Western donors require the implementation of a strict procurement policy for recipients. Associate of Rural Development (ARD), which is the United States Aid (USAID) partner in Gaza - requires the purchase of any agriculture material from legal sources. Underground tunnels which is critical in its use, especially during prolong blockade by Israel and Egypt in this instance, could not be the source for procurement. Legal sources for ARD involves materials imported via Israeli checkpoints (Qarmout 2017). Finally is the requirement for different forms of monitoring and evaluation system. In oPt, Hanafi and Tabar argued how experts employed by Western donors are largely constrained to evaluate the 'most efficient means' in achieving pre-defined goals. More critically, given their background (experts in modern evaluation method), this segment of technocrats may marginalise recipients indigenous knowledge. There is also the 'very strict donors' interpretation of expenditure accountability. Here, accountability and evaluation remained upwardly oriented (centralised). This scenario, according to Hanafi and Tabar had led to a total disempowerment of PNGOs in deciding and representing critical societal interests.

Aim of this study

This study aims to explore for donors that could emphasise a more participatory approach during interaction with aid recipients, to ensure aid is in parallel with local needs and context. As a preliminary step, the paper proposes for research on the Malaysian Islamic Faith-based Organisation (MFBOs) sector in Gaza. Results obtained from this sample can be utilised to theorise the broader International Islamic FBO sector in oPt, especially on the latter's potential behaviour in rendering aid.

2.1 Theoretical Framework

'Element of faith' can be an essential part of a given FBO Humanitarian and Development charitable initiative (Clarke 2008). Within the constellation of Islamic donorship, 'elements of faith' here, consist of both altruistic values and financing modalities.

Altruistic values such as *Rahmatan Lil Alamin* (mercy to all), *Ikhlas* (Sincerity), *Ukhuwah* (Solidarity), *Ummah* (Broader Community), or the notion of *Huquq Al-Insan* (Human Rights of the Oppressed) and *Al-Adl* (Justice) are commonly articulated within the MFBO sector. Islamic altruistic values, nonetheless, are not limited to these paradigms. Islamic altruistic values can be defined as any values which have the potential to influence the psyche or mindset of a provider during aid provision. While Islamic financing modalities are fixed mechanism or law in providing aid. In this instance, most MFBOs incorporate the modalities of Zakat (Islamic tithe), Wakaf (Islamic endowment), and Sadaqah (general donorship) in their aid financing. This study is inclined to argue, through institutionalisation of altruistic values and financing modalities as both MFBOs culture and practice, this facilitates the latter to interact in an organic, flexible and democratic fashion towards recipients. The research provides two rationales to this argument. First, most Islamic values and financing modalities have strong moral and spiritual underpinning that pushes for re-centering of the recipients' needs, especially those who are desperate. The second aspect is the existence of an 'unconditional culture' of giving aid. In this context, the notion of *ikhlas* (sincerity) is strongly emphasised and the setting of strict aid condition is abhorred.

Two general theories can be utilised to understand institutionalisation. First is Schein's organisational culture framework (Schein 1992). Schein suggests that culture operates at the pre-conscious level and affect the behaviour of an organisation towards its external environment. The second theory specifies the institutionalisation of culture in an organisation. Smircich (1983), argued - the institutionalisation of culture is thought to predict and thus cause-specific organisational outcomes. In this context - he proposed one method of analysing the impact of any organisational culture is through designating it as a variable.

3. Research Methodology

This study employed a mixed-method design to specifically understand the impact of institutionalising religious values and financing modalities. Through combining both quantitative (two-sections, i.e. **Section A and B**) and qualitative (one-section, i.e. **Section C**) questionnaires - the method dissected for such 'elements of faith' implemented by MFBOs in different stages of a Socio-Economic project (Planning, Financing, Implementing and Evaluation). The mixed-method utilised a concurrent, dependent research design, with the

qualitative data being the core component. Adopting from (Morse 1991) short-hand label notation, this mixed-method approach is represented by the below-mentioned processes:

quan + QUAL (Inductive Concurrent design where the supplemental component is quantitative and the core component is qualitative)

The mixed-method approach has two functions. The quantitative sections are designed to acquire an objective understanding of the degree of 'institutionalisation of religious values and financing modalities' by MFBOs and the *specific* types of values and modalities such institutionalisation entails. While the qualitative item is meant to identify and interpret the emerging themes on the relationship between certain types of religious values or modalities institutionalised by MFBOs and its impact on MFBOs interactional behaviour through its policymaking. Thematic analysis (Braun & Clarke 2006) was used to analyse emerging themes from feedback receives by respondents to open-ended **Section C**.

4. Analysis of Data

In this study, 13 individuals from 7 MFBOs were interviewed. Respondents are derived from Aman Palestin, Aqsyia Syarif, Majlis Permesyuaratan Islam Se-Malaysia (MAPIM), Cakna Palestin, Muslim Care, Islamic Relief and Haluan. All respondents are enquired about Socio-Economic projects that are implemented by their organisation from 2008 to 2016 in Gaza.

Project Planning

In section A, scores provided by 13 individuals in specifying agreeability to the potential institutionalisation of religious values in their organisational planning stage ranges from - 3 (Agree) and 4 (Strongly Agree). 9 individuals selected (Strongly agreed) and 4 individuals selected (Agreed). Given there is an odd number of participants (13) - the central tendency score is determined through the *kth* position. The median calculation showed the *kth* position is at 7, which points the central tendency score to 4 (Strongly Agreed).

In section B, 69% (9 individuals) nominated the religious values of *Musyawarah* as the most applicable Islamic values during their organisational planning process with recipients. The second highest value nominated for being the most applicable to their organisational practice is *Shura*, which stands at 31% (4 individuals). 69% (9 individuals) also see the religious values of *Ijma* as generally applicable to their organisation, while 15% (2 individuals) opined *Shura* as generally applicable in their organisational planning process with recipients.

Two themes are identified for Musyawarah. The first theme observed is the collective participatory approach (Respondents 2, 3, 4, and 9). Under this argument, the application of Musyawarah by MFBOs encourages this sector to bring various stakeholders (emphasis is given to Palestinians) into the planning stage. Respondent 4 argued through Musyawarah, Ministries in Gaza are invited to jointly plan and decide on Humanitarian and Development assistance in the region. The second theme observed is Musyawarah as a platform for Palestinians to prioritise their views. (Respondents 8, 10, 11, 12 and 13). R8 argued through Musyawarah, Palestinian recipients are provided with the freedom to both plans and decide any projects that would suit their socio-economic condition. While for R10 and R11, Musyawarah is unidirectional. Musyawarah is a channel that enables Palestinians to communicate for assistance, with little being asked, in return. R11 stated, "*Kadang-kadang*

kami beri terus, tak tanya pun” (at times, we provide aid directly, without asking further). R11 also added - assistance (in the form of money or in-kind assistance) are rendered to Palestinians and the latter is expected to utilise provision based upon their situation. R12 and R13 suggest through Musyawarah the - needs of the Palestinians especially seasonal items such as *Aidil Adha*, winter clothing and other materials can be determined. Themes discovered for Shura resembles those of Musyawarah. Here Shura is seen as a religious value that encourages a two-way discussion (Respondent 1,5, 6). For R1, Shura facilitates ‘the same level of understanding’ on the aid to be rendered. However, R1 opined the views of the Palestinians are usually prioritised. Both R5 and R6 stated that Shura is done with their satellite office in Gaza to determine the aid or project needed.

Project Financing

In section A, scores provided by 13 individuals in specifying agreeability to the potential institutionalisation of religious financing modalities in their organisational financing stage ranges from 3 (Agree) and 4 (Strongly Agree). Specifically, 8 individuals selected (Strongly agreed) while 5 individuals selected (Agreed). The median calculation showed the *kth* position is at 7, which points the central tendency score to 4 (Strongly Agreed).

In section B, 12 individuals or 92% of the participants nominated *Sadaqah* as the most applicable Islamic financing modality during their organisational financing stage. Only one individual or 8 % of the total participants nominated *Waqaf* as the most applicable Islamic financing modality. While 7 individuals or 54% of participants opined *Zakat* as a generally applicable financing modality in their organisational financing process. This is followed by 4 individuals who see *Waqaf* as a generally applicable financing modality in their organisational financing process.

In section C, most themes generated relates to *Sadaqah*. Here the first argument pertains to flexibility. (Respondents 1, 2, 4, 5,6, 7 9, 10, 11). The first form of flexibility relates to ease in soliciting and justifying the need for *Sadaqah*. Respondent 1 stated, the generalist nature of *Sadaqah*’s modality - makes it easier to be collected year-round from donors. The donation campaign utilises a religious-based plea. R1 also stated, funding through *sadaqah* allows him to pre-warned regular donors on the volatile context in Gaza and with such - the likelihood where any pre-determined financing priorities could be diverted for other purposes. R1 usually advises donors, “*Tuan-tuan pun kena faham, keadaan mereka di sana sangat terdesak dan kadang-kadang tu, kita terpaksa biaya isu-isu kecemasan*” (sirs, you should understand the desperate situation in Gaza. At times *Sadaqah* funding can be diverted for other emergency matters).The above argument leads us to another theme on *Sadaqah* i.e. the recipient’s autonomous financial decision making_(Respondents 1, 4, 5, 10, 11, 12, 13). For example, R1 stated in 2015, his MFBO provided *Sadaqah* funding to build over 10 water cisterns in Gaza. During project implementation, a recipient partner requested for an immediate emergency help from the *Sadaqah* money. The justification for the request - was to fund the travel of a very ill Gaza patient to Cairo for medical treatment. In this context, R1’s organisation reduced the number of cisterns built (from 10 to 8) and released some cash for emergency purposes. Respondents 4 and 5 stated their organisation utilises *sadaqah* money from anonymous Malaysian donors to create an emergency fund. This fund is released by partners in Gaza – if needed. R10 stated through *Sadaqah* financing, their organisation may channel money to their recipient and expect the latter to make any independent financing decision based upon the current situation in Gaza. R12, stated his organisation once diverted *sadaqah* money, which

initially was meant to purchase meat for *Aidil Adha* celebration. The money was utilised to fund education material needed for school children in the summer. This is done based upon the request from the recipient. A final theme detected is the altruistic nature of sadaqah (Respondents 4 and 7). Respondent 4, stated his organisation does not stipulate any burdensome conditions onto recipients - since Sadaqah itself - is derived from willing donors, which expects the general well-being of the recipients. Hence any decision made on the ground - that is judged suitable to uphold such standards (general well-being), are indeed allowed. Respondent 7 stated the provision of Sadaqah should be made with sincerity (*Ikhlas*) from the donor's side to fulfil the needs of the needy.

Project Implementation

In section A, scores provided by 13 individuals in specifying agreeability to the potential institutionalisation of religious values in their organisational implementation stage ranges from 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). 9 individuals selected (Strongly Agreed), 3 individuals selected (Agreed) and 1 individual chose (Disagreed). The median calculation showed the *kth* position is at 7, which still points the central tendency score to 4 (Strongly Agreed).

In section B, 6 individuals or 50 % of the participants nominated *Al-Jiddul - Wal Ijtihad* (independence in decision making) as the most applied Islamic value during their organisational implementation stage with recipients. 5 individuals or 42% of the total participants nominated *Amanah* (trustworthiness) as the most applied Islamic value. While 5 individuals or 42% of participants opined *Ikhlas* (sincerity) as a generally applicable Islamic value during project implementation. This is followed by 3 individuals or 25 % of the participants who see *Al-Jiddul - Wal Ijtihad* as a generally applicable Islamic value during project implementation. In section C, the thematic discussion is common with *Al-Jiddul - Wal Ijtihad*. The main consensus revolves around the broad autonomy in which decision making is granted to recipients (Respondents 1, 2, 3, 4 10, 11). R1 opined *ijtihad* is given due to the critical nature in Gaza (limited resource because of the blockade). Here recipients must be empowered to make decisions deemed suitable during project implementations. R1 goes to state that, even if his recipient's *ijtihad* requires the smuggling of important Humanitarian materials from any tunnels (bordering Gaza and Rafah Egypt), this effort will be allowed. It is worth noting, tunnels are deemed illegal by the United States and Israel. R3 echoed a similar sentiment. He believed since Gaza is under Israel's blockade and the latter's constant military attack, the decision-making process must be decentralised to recipients, to ensure their survival. R4 opined, their recipients are given the autonomy to make the best decision during implementation. R1 stressed "*Penerima dana digalak untuk mengutamakan pendekatan kepelbagaian cara dalam membuat sebarang keputusan atau menyelesaikan masalah berkaitan implementasi di Gaza*" (recipients are encouraged to explore various methodology in solving problems during project implementation). Continuing with the theme of autonomy in decision making, both R10 and R11 stated that recipients are given the "*hak bertindak*" or 'the right to act' in making the best decision. This is since the recipient in Gaza is facing the problem, they would have a better understanding of how to solve emerging issues during project implementation.

Project Evaluation

In section A, scores provided by 13 individuals in specifying agreeability to the potential institutionalisation of religious values in their organisational evaluation stage ranges from, 2

(Disagree), 3 (Agree) and 4 (Strongly Agree). In specific, 11 individuals selected (Strongly agreed) and 1 individual selected (Agreed) and 1 individual selected (Disagreed). The calculation showed the *kth* position is at 7, which points the central tendency score to 4 (Strongly Agreed).

In section B, 7 individuals or 58 % of the participants nominated *Fikh Aula-Wiyat* as the most applied Islamic value during their organisational implementation stage with recipients. 3 individuals or 25 % of the total participants nominated *Maslahah Al Iqtisad* as the most applied Islamic value. While 5 individuals or 42 % of participants opined *Wasatiyah* as a generally applicable Islamic value during project implementation. This is followed by 3 individuals who see *Husnuzhon* as a generally applicable Islamic value during project implementation.

In section C, common themes generated are largely pertaining to *Fikh Aula-Wiyat* (prioritisation of important matters). Arguments produced from this value – suggest the inculcation of a less restrictive or structured evaluation culture (Respondent 3, 8, 12, 13). For instance R3 argued, instead of a regimented evaluation process on any pre-agreed objectives, his MFBO focuses on ‘what additional aid that might be needed’ by recipients. While R8 stated, any projects are meant for Palestinians. Palestinians are the ones that will utilise the final product. Any evaluating rigidity is no use. It puts an unwarranted burden onto the recipient. Hence, in the event where there are mistakes done, (e.g. a few housing projects which does not correspond with a previously agreed structural dimensions), his organisation will try to reduce their focus onto such matter. According to him, the main aim of an overall project is to expedite its completion, so as it will benefit Palestinians, within the shortest time frame. The respondent, however, stressed any mistakes or changes in plan, will still need to be informed to his organisation, for documentation. R12 and 13 echoed a similar sentiment. Respondents argued on the immediate need for project completion. Evaluation should not be about the 100% completion of a given project as required initially. The focus shall be on the completion of the project within the shortest time frame. Themes generated for *Husnuzhon* (an Islamic value which encourages fair views on others) revolves around both flexibility and trust (Respondent 1, 10, and 11). R1 stated that if a recipient cannot execute a project wholly as agreed – his organisation as much as possible, would avoid prejudices. To R1, project evaluation should be flexible within the existing constraints in Gaza. If the final implementation is within 80% of what initially has been agreed–R1’s organisation may still accept the project. R1 gave an example where his organisation sponsored a greenhouse project for agriculture, which towards the end, was not built according to specification. In that situation, R1’s organisation accepted the project. R10 and R 11 stated that *Husnuzhon* is translated into the trust given to the locals in executing the project. Locals are perceived to have a good understanding of the situation. Recipients are trusted to do their assessment on local implementers that receive the final funding. A common theme developed on *Wasatiyah* (balanced and fair approach in Islam) – pertains to a restrained strategy, especially in dealing with mistakes (Respondent 7, 8, 10 and 11). In this context, R7 stated that chances are provided to recipients to mitigate small problems or mistakes. Intensive communication is done with the recipient to clarify the actual work needed. R8 repeated the same sentiment. In principle, leeway is given if mistakes are within reasonable magnitude. Shifting the argument, however, R8 added - if there are major mistakes, his organisation would still be happy to look into the matter. He narrated the Islamic value of *Ta’amul* (participatory and intensive discussion) will be applied to get to the root of such a major problem. In this context, if a reasonable explanation is given (causes to the mistakes), his organisation is willing to work on the improvements needed. R8 went on to state, his organisation would even consider a major policy shift to the project if this eases a recipient’s

implementation effort. R 10 and 11 repeated the same arguments as other previous respondents. However, a key information that is passed on to the researcher is also that – there is no condition in their MFBO contract which defines the need for any evaluation. In this case, all tasks for evaluation are given to their recipients in Gaza.

5. Conclusion

The analysis gives us initial insights on related ‘elements of faith’ and how it may influence the psyche and consequently the policies of the MFBOs sector. Now despite this observation, the researcher must admit, there are religious values and modalities which have yielded no sequential or logical thematic pattern. Hence some of these religious values or modalities are left out from the thematic discussion. Though at a fundamental level, this study still exhibits, there is a link between religious elements embraced and the way how MFBOs as an entity - would rationalise, decide and interact with recipients. With that being said, on-going research must also be done on recipient partners to get a complete understanding of such ecology. The study should aim at dissecting views of the Palestinian especially—on their perception of the working relationship with respective MFBOs.

In a nutshell, the discourse helps in building a theory to confirm whether (or not?) the Islamic FBO sector practices a more participatory approach in its aid policy. If the FBO sector can be proven to be flexible compared to their Western counterparts, this may suggest in one way or other, a slow emergence of Non-State Actors (religious NGOs) in challenging traditional State-Based donors in the arena of democratic and participative international aid assistance. This discussion can be compartmentalised within the broader discipline of International Relations.

6. References

- 1) Braun, V &. Clarke, V 2006, ‘Using thematic analysis in psychology’, *Qualitative Research in Psychology*, vol 3, no. 2, pp. 77-101.
- 2) Challand, B 2008, *Palestinian civil society : foreign donors and the power to promote and exclude*, Taylor and Francis, London.
- 3) Clarke, G 2007, ‘Agent of Transformation? Donors, faith based organisation and international development’, *Third World Quarterly*, vol 28, no. 1, pp. 77-96.
- 4) Hammami, R 1995, ‘NGO's : The professionalisation of politics’, *Race and Class*, vol 5, no. 37 pp. 51-63.
- 5) More, A. L, 2008, *International assistance to the Palestinians after Oslo: political guilt, wasted money*, Routledge, Abingdon(Oxon).
- 6) Morse J M, 1991, ‘Approaches to qualitative-quantitative methodological triangulation’ *Nursing Research*, vol 40, no. 2, pp. 120-123.
- 7) Qarmout, T 2017, *Delivering aid without Government: International aid and civil society engagement in the recovery & reconstruction of the Gaza Strip*, Springer International Publishing, Gewerbestrasse.
- 8) Schein, EH 1992, *Organizational culture and leadership*, Jossey-Bass, San Fransisco.
- 9) Shafi, SA 2004, ‘Civil society and political elites in Palestine and the role of international donors : A Palestine view’, *EuroMeSCopaper*, vol 33, pp. 5-15.
- 10) Smircich, L 1983, ‘Concepts of culture and organizational analysis’, *Administrative Science Quarterly*, vol 28, no. 3, pp. 229-258.

- 11) Staff, 2019, 'USAID to lay off 85% of local staff as aid to Palestinians is cut', *Times of Israel* 18 April, viewed 25 September 2019, < <https://www.timesofisrael.com/usaaid-to-lay-off-85-of-local-staff-as-aid-to-palestinians-is-cut-report>>.
- 12) Sari, H, & Linda T, 2005, *Donors, international organisations and local NGOs*, Institute of Jerusalem Studies, Occupied Palestinian Territories.
- 13) Taghdisi Rad, S 2015, 'Political economy of aid in conflict: An analysis of pre- and post-Intifada donor behaviour in the Occupied Palestinian Territories', *International Journal of Security and Development*, vol 4, pp. 1.

The Effect of I-CreatedI (Independence-Creativity and Innovation) Program on the Performance of Badan Usaha Amal NasyyiatulAisyiyah (BUANA)

**(A Study on the Regional Branch Leader of NasyyiatulAisyiyah Kendal
Regency – Central Java)**

Dyah Pikanthi Diwanti¹, Suryanto², Noor Hazlina³, Ian Firstian Aldhi⁴

¹Sekolah Pascasarjana Universitas Airlangga, Indonesia
dyah.pikanthi.diwanti-2019@ pasca.unair.ac.id/dyahpikanthi@umy.ac.id

²Universitas Airlangga, Indonesia
suryanto02@yahoo.com

³Universiti Sains Malaysia
hazlina@usm.my

⁴Sekolah Pascasarjana Universitas Airlangga, Indonesia
Ian.firstian.aldhi-2018@ pasca.unair.ac.id

Abstract

This research provides frameworks for organizational entrepreneurship in the non-profit organizations which are currently existing or the upcoming ones. The I-CreatedI program is supporting the organizational entrepreneurship in the way that it seeks for solutions which are proven to be fulfilling the needs and progress of the organization business performance. Human resources as the sustainability key of the organizational entrepreneurship play a significant role. The research method used is quantitative method. The researcher took location in the Badan Usaha dan Amal Nasyyiatul Aisyiyah (BUANA) of Kendal Regency Regional Branch Leader – Central Java. The research result shows that 60.9% of the I-CreatedI variable is able to explain the performance variable, whereas the rest 39.1% is explained by external variables outside the program. The external factors affecting BUANA performance within the organizational entrepreneurship are: motivation, leadership behavior, and organization culture built. According to the result of effective contribution weight, independent variable contributes as much as 4.689, creativity variable contributes as much as 2.835, whereas innovation variable contributes as much as approximately 2.444.

Keywords: Organizational Entrepreneurship; I-CreatedI Program; Performance and BUANA

Introduction

There is a Chinese proverb saying that ‘if you wish for one-year prosperity, plant a seed. If you wish for ten-year prosperity, plant a tree. If you wish for one-hundred-year prosperity, develop human beings.’ This proverb is logically making sense since human beings are significant asset for the sustainability of generations. With human resources, the wheel of organization could move forward. One of the ways to get it moving on is creating an independent entrepreneurship. Entrepreneurship is an effort

performed by either individuals, groups, or collective institutions. The groups or organizations' effort is supposed to help independent fund procurement of the individual within the organization. In both profit and non-profit organizations (social organizations), establishing independence through entrepreneurship needs specific management, one of which is through program implementations. Activity program becomes one of the most important elements in the success of an entrepreneurship in an organization.

There are many examples of activity program done by organizations in encouraging individuals to improve communication creativity, collaboration and synergy which eventually lead to independence. In the research done by Ernani (2011), creativity and innovation have correlation with micro business, in which policy is required to monitor the business management's level of creativity and innovation in order to develop the business itself. The aforementioned policy deals with the initiation regarding program that is being promoted, such as I-CreatedI program, which is the collaboration of collaboration and synergy out of the Independence-Creativity and Innovation variables. Other research by Rifqy Risnamsyah (2018) entitled 'Factors Affecting Creativity and Innovation and Its Implication towards Performance' states that creativity optimization is done by giving aspiration rooms such as adequate activity program which is rich in ideas and innovation optimization. Such program needs to be applied in a continuous manner as it is supposed to be responsively in line with the organization's needs. I-CreatedI as one of the solutions has been proven to boost the entrepreneurship independence or an organization especially in the environment of non-profit organization as what factually occurs in Badan Usaha Amal NasyiatulAisyiyah (BUANA/NasyiatulAisyiyah Charity Corporation). BUANA has become the Best-Practice Model of Organization Entrepreneurship (A Case Study of BUANA PDNA Kendal Central Java, Dyah Pikanthi Diwanti, 2018, URECOL) of STIKES Muhammadiyah Surakarta. The running of the program activity has inspired other organizations which have movement in the area of social organization.

BUANA is a business corporation by NasyiatulAisyiyah. This corporation is owned by the overall regional Leaders in Indonesia. NasyiatulAisyiyah Organization is a young female organization which is engaged in the field of social and is a Muhammadiyah autonomous organization. As the starting point of the early discussion, it is formulated that: Is there any partial and simultaneous correlation between I-CreatedI Program and BUANA's performance? As well as how does the program work? Besides, which I-CreatedI program is the most dominant in affecting BUANA's performance?

Basic Concepts of Entrepreneurship, Independence, Creativity , Innovation and Performance

Derived from *wira*, which means ‘warrior’ or ‘bravery’, and *usaha*, which means business or non-business activities. The origin of *wirausaha* from the Sanskrit language explains that *wira* means ‘main’ or ‘mighty’, *swa* means ‘independent’, *sta* means ‘stand’, *swasta* means ‘under own feet’ or ‘under own capabilities’. Entrepreneur Kirzerian Theory – The theory highlighting the determination of human beings’ performances. It is about how to be independent, so the progress of the business depends on the entrepreneur.

Kemandirian (independence) is derived from the word *diri*(self), which means that it cannot be separated from an individual. The ‘self’ is the core of one’s personality and is the central point which aligns and coordinates the whole personality aspects (Lany Oktavia, 2014).

According to Webster, creativity is the ability to establish something new. Webster emphasizes that creativity is a mental process which involves new ideas concepts and creation, or is the new combination between available ideas and concepts (Agus Sutoyo:2000). According to Rita Kusuma Ananta et al., creativity is the cognitive activities which result in new ways in viewing a problem or a situation (Rita Kusuma:2014). According to Sugiharto, as cited in Eko Budi Cahyono and Muh. Khotibul Umam, creativity is an individual who is creative in thinking and is able to view anything from new different point of view, and is able to solve a problem in different ways (Eko Budi Cahyono:2017).

Larsen, P and Lewis, A, (2007) states that one of the most important characters of an entrepreneur is his or her ability to innovate. Without innovation, a company would not last long. This is due to the customers’ needs that are changing over time. Etymologically, *kinerja* (performance) is derived from the word *prestasikerja* (work achievement). As stated by Mangkunegara (2005:67), ‘job performance’ or ‘actual performance’ is the achievement of an individual as a result of his or her quality and quantity work result in carrying out the responsibilities.

Furtwengler (2002:79) states that in improving the employee’s performance, organization needs to do performance improvement. Performance improvement that needs to be considered by an organization is the factor of speed, quality, service and value.. Hingginsyang, as cited by Umar (2005:64), identifies that there are several variables which correlate with performance: work quality, employee’s honesty, initiatives, presences, attitudes, cooperation, skillfulness, knowledge about the job, responsibility, and time usage.

Methodogy

The research method used was quantitative method. This research seeks to analyze data of particular population or sample. The data analysis was quantitative or statistical, which aimed to test the formulated hypothesis. The researcher used Likert scale. Population is defined as the overall research subjects (Arikunto, 1998:115). In this research, the population is the Regional Leader of NasyiatulAisyiyah in Kendal

Regency. Questionnaire and Documentation, Syamsul Hadi (2006) states that questionnaire is a set of questions which have been prepared by the researcher prior to the research, and to be prompted against the respondent. Documentation method is the process of collecting data regarding materials or variations in the form of notes, transcripts, books, news, magazines, inscriptions, meetings' minutes, agendas, etc. (Arikunto, 1998:234). Variable Operational Definition, The variable of this research is divided into two:

1. Independent variable (X), which is I-CreatedI Program (Independence, Creativity dan Inovation)
2. Dependent variable (Y), which is BUANA performance

Instrument Testing, Validity is done to find out how far the respondents could answer according to the researcher's expectation. The analysis tool used to test the data validity is correlation coefficient with the help of SPSS 17.0 Software. And Reliability, Each variable in the reliability test is given Cronbach Alpha Coefficient test with the help of SPSS 17.0 Software, followed by T-test, Anova Test, etc.

Discussion Result

1. General Overview of BUANA Kendal

There are 20 Sub-districts in Kendal Regency. Nasyyatul Aisyiyah of Kendal exists as a Muhammadiyah autonomous organization. It is the female Islamic movement under Muhammadiyah in Kendal. Beginning in the early 1960's, it was initiated by a small organizational activities by Nasyyatul Aisyiyah in Kendal.

The production of Abon Ayam (shredded chicken) BUANA and Iwak Kriuk (crispy fish) AL BIRRU) was initiated by the personnel of PDNA of PCNA Kaliwungu, involving *wader* (little fish inhabiting river) product, *cethol* (even smaller fish inhabiting river) and shrimp, which is packaged and marketed through BUANA.

The following are several BUANA activities in the Branch level:

1. PCNA Ringinaru called WARBISMA (Warung Bisnis Muslimah/ female business forum) which was founded in July 2014.
2. PCNA WELERI in the form of *beras zakat*
3. PCNA KENDAL, the field of education has been established for two years, one of which is the foundation of study institution for elementary (SD) and junior students (SMP).
4. PCNA SUKOREJO is in the field of food security and education.
5. PCNA KANGKUNG in the field of snacking namely Nana snack
6. PCNA PATEAN in the field of snacking namely Banana Chip

2. Questionnaire Distribution Result

The data collected in this study were in the form of questionnaire distributed to as many as 50 respondents, and 45 of them were returned. Respondents' Characteristics : According to the age, among those 45 respondents, it was clarified that the eldest category of the members in Nasyyatul Aisyiyah based on the organization's regulation

was over 40 years old. There were 26-40 year-old productive respondents as many as 43, and the rest 2 respondents were between 17 until 25 years old.

Since work performance would be discussed, the respondents' active period becomes a significant point as contribution to *NasyiatulAisyiyah*. There are three activeness classifications: 1-5 years of activeness includes 16 respondents (35.6%), 6-10 years of activeness includes 15 respondents (33.3%), and 11-15 years of activeness includes 14 respondents (31.1%).

3. Test Result

From the data instrument test, which were validity and reliability, all collected data were valid and reliable. Normality test result indicates that all processed data are normal

The Data Analysis Test

The coefficient determination (adjusted R) result: measuring how far the model explains the dependent variable variation.

The Table of Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.636	.609	4.274

a. Predictors: (Constant), Innovation, Creativity, Independence

From the data, it is explained that the R is 0.797 with value 60.9%. The I-CreatedI program (Independence-Creativity and Innovation) correlates with the BUANA performance, while the rest 39.1% is affected by the external variables outside the program.

The Table of Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.555	4.654		1.623	.112
	Independence	.745	.159	.501	4.689	.000
	Creativity	.481	.170	.285	2.835	.007
	Innovation	.462	.189	.258	2.444	.019

a. Dependent Variable: Performance

This test is meant for the significance level of either the independent or dependent variable partial effect in explaining the dependent variable.

a)Hypothesis 1 Test, that Independence has positive effect on BUANA performance of as much as 4.689. b)Hypothesis 2 Test, that Creativity has positive effect on BUANA

performance of as much as 2.835 c)Hypothesis 3 Test, that Innovation has positive effect on BUANA performance of as much as 2.444

According to the result of effective contribution weight, independent variable contributes as much as 4.689, creativity variable contributes as much as 2.835, whereas innovation variable contributes as much as approximately 2.444.

The Table of ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1307.527	3	435.842	23.856	.000 ^b
	Residual	749.051	41	18.270		
	Total	2056.578	44			

a. Dependent Variable: Performance

b. Predictors: (Constant), Innovation, Creativity, Independence

Based on the simultaneous regression test, the F value is 23.856, with the significance value of 0.000. This result strengthens the fact that the I-CreatedI (Independence-Creativity and Innovation) has positive and significant effect on BUANA performance.

Conclusion

1. Based on the research conducted upon BUANA PDNA Kendal Regency entitled ‘The Effect of I-CreatedI (Independence-Creativity and Innovation) Program on the Performance of Badan Usaha Amal NasyiatulAisyiyah (BUANA) (A Study on the Regional Branch Leader of NasyiatulAisyiyah Kendal Regency – Central Java)’, the validity and reliability test towards the variables are valid and reliable.
2. The coefficient determination is 0.609, indicating that 60.9% of the I-CreatedI variable is able to explain the performance variable, whereas the rest of 39.1% is explained by external variables outside the program, involving leadership behavior, motivation and organization culture.
3. The simultaneous regression test indicates that the F value is 23.856, and it proves that the I-CreatedI (Independence-Creativity and Innovation) has positive and significant effect on BUANA performance.

Bibliography

Agus Wibowo, (2011) *Pendidikan Kewirausahaan: Konsep dan Strategi*, Yogyakarta: Pustaka Pelajar

Agus Sutoyo (2000), *Kiat Sukses Prof. Hembing*, Jakarta: Prestasi Insan Indonesia, h. 65.

Akhmad Kardiman, (2011) *Menumbuhkan Jiwa Kewirausahaan*, Yogyakarta: Pustaka Pelajar

Allan, N.J., & Meyer, J.P. (1990). *Measurement of antecedents of affective, continuance and normative commitment to organizational*. *Journal of Occupational Psychology*. 63:1-8.

- Alwi,S (2001), *Manajemen Sumber Daya Manusia: Strategi Keunggulan Kompetitif*, Yogyakarta, BPFE
- Armstrong, M. (2004). *Performance Management*. Jogjakarta: Tugu.
- Arikunto,S (1998) *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta, PT Rineka Cipta
- Arikunto,S (2010), *Prosedur Penelitian Suatu Pendekatan Praktek* (edisi revisi),Jakarta,PT Rineka Cipta
- Atu Bagus Wiguna (2015), *Meaning of Social Entrepreneurship and Socio-Entrepreneurship: An Inquiry through mapping the conceptual criteria*, JAM Journal Aplikasi Manajemen vol 13 , indexed in Geogle scholar
- Azilahwati Binti Adam and team (2016). *Internal Factors within entrepreneurs that influence...*,De ReMa Jurnal Manajemen vol 11
- Azwar, Saifuddin. (2012). *SikapManusia: Teori dan Pengukurannya*. Yogyakarta: Liberty
- Bayu Sumantri dkk (2013), *Faktor-faktor yang berpengaruh terhadap Kinerja Usaha Wirausaha Wanita studi pada industri pangan rumahan di Bogor*, Jurnal Manajemen Teknologi vol 12 no.3 th 2013
- Bernardinand Russel (1993), *Human Resource Management: New Jersey International Edition* Upper Saddle River, Prentice Hall
- Daryanto (2012), *‘Menggeluti’ Dunia Wirausaha*, Penerbit Gava Media, Yogyakarta
- D K. Parker, (2005), *Menumbuhkan Kemandirian Dan Harga Diri*, Jakarta: Prestasi Surabaya, h. 86
- DyahPikanthiDiwanti (2018) *BUANA (BadanUsaha dan AmalNasyiatulAisyiyah)sebagai Model Best Practice KewirausahaanOrganisasi (Study Kasus BUANA PDNA Kendal Jawa Tengah)*, URECOL ke 7 STIKES Muhammadiyah Surakarta
- Eko Budi Cahyono dan Muh. Khotibul Umam (2017) *Kreatif Terhadap Minat Berwirausaha Siswa Teknik Pemesinan*, Jurnal Pendidikan Vokasional Teknik Mesin, Volume 5, Nomer 4, h. 278.
- Ernani (2011), *Creativity and innovation have correlation with micro business*,Jurnal Manajemen Petra, vol 13 no.1 Surabaya
- Fenri Abraham and team (2016) *Interpersonal competence, Entrepreneurship...*, JAM Journal
- Furtwengler, D. (2002). *PenilaianKinerja: MenguasaiKeahlian Yang Anda PerlukanDalam 10 menit*. Yogyakarta: Penerbit Andi.
- Ghozali ,Imam (2001), *Aplikasi Analisa multivariate dengan program SPSS*, Semarang, Badan Penerbit Universitas Diponegoro

- Gunarati, Damodar (1991), *Ekonometrika Dasar*, Penerbit Erlangga, Yogyakarta
- Hendro, 2011. *Dasar-dasar Kewirausahaan*, Jakarta: Penerbit Erlangga, Yogyakarta
- Hills, Gerald. (2008). "Marketing and Entrepreneurship, Research Ideas and Opportunities", *Journal of Small and Medium Entrepreneurships*, page: 27-39.
- Ita Rifiani (2017), *Analysis of entrepreneurship characteristics, venture...*, JAM Journal
- Irawan Prasetya dkk (2000), *Manajemen SDM*, Jakarta, Penerbit Sekolah Tinggi Ilmu Ekonomi
- James P. Spradley (2007), *Metode Etnografi*, Tiara Wacana Yogya, edisi ke-2, Yogyakarta
- J Winardi (2015) *Entrepreneur dan Entrepreneurship*, Jakarta: Prenada Media Group
- John W. Cresweel (2018), *Research Design*, Pustaka Pelajar, edisi ke 4, Yogyakarta
- Kaswan dan Ade Sadikin, *Social Entrepreneurship*, Alfabeta, Bandung, 2015
- Kewirausahaan, JAM Journal Aplikasi Manajemen vol 14 ,indexed in Google scholar
- Lies Indriyatni and team (2015) *Pengembangan Model Pelatihan Kewirausahaan...*, JAM Journal
- Lanny Octavia et all (2014), *Pendidikan Karakter Berbasis Tradisi Pesantren*, Jakarta: Rumah Kitab, h. 211
- Larsen, P. & A. Lewis. (2007) "How Award Winning SMEs Manage The Barriers to Innovation", *Journal Creativity and Innovation Management*, page: 141-151.
- Maliki, M.A. (2013), *Diklat Berbasis Kompetensi*, <http://www.slideshare.net/malikiesa/diklat-berbasis-kompetensi>, didownload tanggal 2/12/2014.
- Mangkunegaran, AA (2005), *Manajemen SDM*, Bandung, PT Remaja RMareta Kamala Sari
- (2014) *Model Perilaku Berwirausaha...*, JAM Journal Aplikasi Manajemen vol 12 ,indexed in Google scholar
- Mathias and Jackson (2006), *Human Resource Management*, alih Bahasa, Jakarta, Salemba Empat
- Mc Kenna and Nick (2000), *Manajemen SDM*, Yogyakarta, Penerbit Andi
- M. Ma'ruf Abdullah (2013) , *Wirausaha Berbasis Syariah*, Yogyakarta: Aswaja Pressindo
- Miles & Huberman dan Saldana (2014), *Analisis Data Kualitatif*,
- Muhammad Anwar (2014), *Pengantar Kewirausahaan: Teori dan Aplikasi*, Penerbit Prenada, Jakarta

- Muhammad Rakib (2010), *Pengaruh Model Komunikasi Wirausaha, pembelajaran wirausaha, sikap kewirausahaan terhadap kinerja usaha kecil*, jurnal Ilmu Pendidikan, jilid 17 no.2, bulan Juni 2010, hal 121-129
- Mulyadi (2010), *Perilaku Konsumen Dalam Perspektif Kewirausahaan*, Bandung: Alfabeta
- Nana Herdiana Abdurrahman (2013) *Manajemen Bisnis Syariah dan Kewirausahaan*, Pustaka Setia, Bandung
- Nawari, Hadari M (1995), *Metode Penelitian Bidang sosial*, Yogyakarta
- Oscarius Yudhi and team (2016) *Mentoring dan Coaching sebagai strategi Pengembangan*
- Patricia and team (2016) *The effect of Entrepreneurship...*, De ReMa Jurnal Manajemen vol 11
- Rifqy Risnamsyah (2018), *Factors Affecting Creativity and Innovation and Its Implication towards Performance*, Jurnal ilmiah magister Manajemen, vol 02 n0.01, UNIKOM
- Rita Kusuma Ananta et al, *Minat Wirausaha, Konsep Diri Dan Kreativitas*, Jurnal Psikologi Tabularasa, Volume 9, Nomer 1, April 2014, h. 51
- Robert K Yin (2018), *Studi Kasus: Desain & Metode*, Raja Grafindo Persada, Depok
- Rosa Diniari, (2012) *Entrepreneurship Behaviour*, Jakarta: Universitas Indonesia
- Salim Segaf Al Jufri, *Islamic Business Strategy for Entrepreneurship*, Jakarta: Zikrul Hakim, 2006
- Sri Astuti dan Thomas Sukardi, *Faktor-Faktor Yang Mempengaruhi Kemandirian Untuk Berwirausaha Pada Siswa SMK*, Jurnal Pendidikan Vokasi, Volume 3, Nomer 3, 2013
- Sri Paulani and team, 2015. *Pengaruh Dukungan Manajemen dkk terhadap Kewirausahaan*, Journal of business and entrepreneurship
- Soeharto Prawirokusumo, 2010. *Kewirausahaan dan Manajemen Usaha Kecil*, Yogyakarta: BPFE
- Sugiyono (2016), *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, Bandung, Alfabeta
- Sukardi (2008), *Metodologi Penelitian Pendidikan*, Jakarta, PT Bumi Aksara
- Suryana. (2003). *Kewirausahaan, Pedoman Praktis, Kiat dan Proses Menuju Sukses*, Edisi Revisi, Jakarta: Salemba Empat
- Syaeful, H (2006), *Metodologi Penelitian Kuantitatif untuk Akutansi Keuangan*, Yogyakarta, Ekonisia
- Syamsiyatun. Siti (2016). *Pergolakan Putri Islam*. Yogyakarta. Suara Muhammadiyah

Temaluru. (2001). *Hubungan antara Komitmen Terhadap Organisasi dan Faktor-Faktor Demografis dengan Kepuasan Kerja Karyawan dalam Pengembangan Kualitas SDM dari Perspektif PIO*. Jurnal Psikologi Indonesia. Vol. 8 hal. 449-473. Jakarta: Fakultas Psikologi UI.

Ventrakaman dan Ramanujam (1986). *Measurement of Business Performance in Strategy Research: A Comparison of Approaches*. *Academy of Management Review*, Vol. 1 (4), 801-804.

Vera Nita (2013), *Pengaruh Pendidikan dan Pelatihan Terhadap Peningkatan Kinerja Karyawan pada Balai Pelatihan Teknis Pertanian Kalase*, Jurnal EMBA vol 1 no.3 Juni 2013 hal 10-19

Wifqi Hisyam F. (2018), *Pengaruh Kemandirian dan Kreativitas Terhadap Minat Santri Berwirausaha*, karya tulis ilmiah

Ideal Personality Characteristics of Human Resources Department Employees at a Hotel in Surabaya

Erick Fajar Subhekti^{a,*}, Noor Fareen Abdul Rahim^b

^aSekolah Pascasarjana, Universitas Airlangga, Indonesia

*Email: ericksubhekti@gmail.com

^bGraduate School of Business, University Sains Malaysia, Malaysia

Email: noorfareen@usm.my

Abstract

This study aims to investigate the ideal personality characteristics of Human Resources Department (HRD) employees at a hotel in Surabaya. In this study, the author uses a descriptive research method with a qualitative approach. The research was carried out in one of the four-star hotels in the city of Surabaya. The technique of determining the informants in this study using a purposive sampling technique. The key informant in this study was the head of HRD at a four-star hotel in the city of Surabaya. Literature research and field research are the data collection techniques used in this study. The data analysis techniques of this study consist of data reduction, data presentation, and conclusions drawing. The results of this study indicate that the ideal personality characteristics of HRD employees in one of the four-star hotels in the city of Surabaya are the personality characteristics of an introvert.

Keywords: Ideal; Personality Characteristics; HRD.

1. Introduction

Human resources (HR) is one of the factors that cannot be separated from an organization, both institutions and companies. HR is also a determinant of the development of a company. In essence, the HR that joins an organization acts as a thinker, planner, and mover in achieving the goals of the organization. HR becomes the most valuable asset in the development of a company. The reason HR is the most valuable asset is that a company may have a variety of other assets such as buildings, land, operational vehicles or production machinery, office equipment, etc. but all of these types of assets will not have a use value if there is no HR intervention. In order for companies to produce something that has a sale value, it is necessary to have human resources capable of carrying out work in accordance with their respective duties and functions.

All types of assets can be easily purchased by companies with the desired quantity and quality. However this is not the case with HR, it is not easy to get quality HR at the right time with the qualifications that are needed by the company. Because sometimes there are human resources who still need training for several months and so forth. It was stated that:

HR must be withdrawn, selected and placed appropriately, then developed to increase their knowledge and skills and motivated to benefit the survival of the organization's

attention to HR is to realize an effective and efficient work unit (Manulang 2002, p 162).

Therefore, good human resource management is needed in order to make a positive contribution to the success of a company. One of the departments tasked with carrying out the HR management process is the HRD (Human Resource Development) Department. HRD functions as a planner, organizing, directing, controlling, recruitment, development, compensation, integration, maintenance, discipline, dismissal. HR generally has the duty to build quality, motivation and productivity of HR within the company to achieve company goals. The main function of HR is to recruit, maintain, build and motivate all of the company's human resources in order to achieve organizational goals effectively and efficiently.

HRD is the main pillar of a company, because HRD is currently required to focus on developing the ability of employees to facilitate and accelerate the achievement of company goals. Therefore, it is needed an appropriate HRD to support the company in achieving its goals. One important aspect of the selection of HRD Department members is the personality of prospective HRD Department members. Because personality is formed from the beginning of birth and is very difficult to change, in contrast to the skills that are very likely to be trained and mastered by prospective members of the HRD Department.

The place of research is at a 3 stars hotel located in the main business district in Surabaya. Surabaya City is known as the City of Heroes which has many historic buildings and monuments. Surabaya is also known as a city of business and trade centers and culinary centers of East Java which are the target of tourists. Therefore, the authors are interested in raising the title of the research Ideal Characteristics of Human Resources Department Employees at a Hotel in Surabaya.

2. Research Method

This research uses a qualitative approach, According to Taylor and Bodgan (cited in Suyanto and Sutinah 2010), qualitative research is research that produces descriptive data in the form of spoken and written words and behavior that can be observed from the person being studied. Qualitative research is research that can develop and change even as the research progresses, so that it can get wider and in-depth data (Sugiyono 2010)

Location of the study was carried out at a Hotel in Surabaya. Purposive sampling technique is used in the selection of research informants, data collection is done by holding question and answer or direct interviews with sources, observation and documentation. According to Spredley in the guidelines for writing scientific papers STISIP Mbojo Bima, Kota Bima (Gufran et al. 2013) criteria that need to be developed in selecting key figures such as those updated by Fandy are quite long subjects and incentives "merge" with an activity or "field of activity", subjects who still look fully or actively in the environment or activities that are the target or attention of research and subjects who have sufficient time to be asked for information. Therefore, a staff of Department HRD a Hotel in Surabaya was chosen as the key informant of this study.

Whereas in analyzing the data the author uses data analysis with a qualitative approach referring to Miles and Huberman by using interactive models through three lines of activities that occur simultaneously, namely: data reduction, data presentation and conclusion / verification

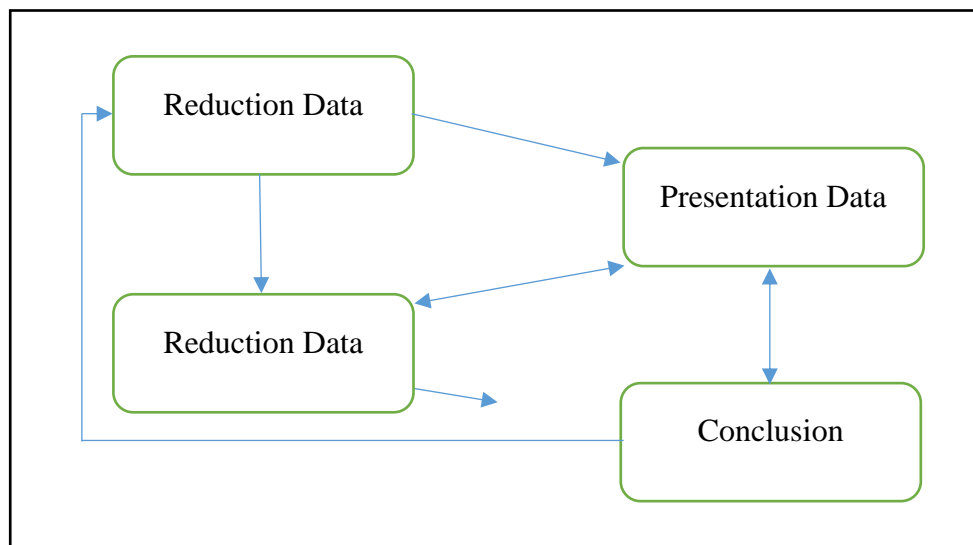


Figure 1 Interactive model data analysis flow

3. Results and Discussion

3.1 The Duty of HRD Department

It was stated that:

HR Management is a study that learns how to empower employees in the company, create jobs, work groups, develop employees who have the ability, identify an approach to develop employee performance and reward them for their efforts at work (Bohlander and Snell 2010, p 4)

Bohlander and Snell's statement is in accordance with that presented by the key informant, namely:

"As for me, my position is actually HR staff ... so I haven't been spv yet or haven't been an assman or manager ... so I have a lot of job descriptions and not as specific like HR superiors. my job is to recapitulate staff absences, count the number of admissions and the number of work days off, hold training, handle employee dining rooms, handle monthly employees vacations, update employee numbers, calculate salary, service charge, find and maintain trainee participant. "

Starting from the analysis, the HR staff must also control the quality of employees in the company. The above is in line with what is said by other hotel staff that those in charge of attendance, training and others related to employees are the HRD department.

3.2 HRD Staff Personality Characteristic

It was stated that:

Personality types divided into two namely extraversion and introversion.

Extroverts have an objective or impersonal perspective on the world, whereas introverts are essentially subjective or individual ways of seeing things (Jung, cited in Feist and Gregory 2018, vols 4).

According to L. A. Pervin (cited in Nuqul 2006) said that the description of the type of extrovert as a person who is friendly in relationships, many friends, really need fun, careless, impulsive. Other details are irritable, restless, fickle, active, optimistic, talkative, easy on something.

Jung explained that extroverted people are fundamentally determined by their social and non-social environment (cited in Suryabrata 2002). It can be concluded that extroverted personality is a person who is easy to get along with, adaptive so that it is easily influenced by the outside world from himself (objective) rather than the world within him (subjective)

Jung (cited in Feist and Gregory 2018, vols 4) explained about introvert personality traits, especially when in an emotional state, people with these personalities tend to be alone. Introverts are more receptive to their own thoughts than others. Introverts tend to be cautious, pessimistic, critical and always try to maintain good qualities for themselves. The majority of introverts have above average knowledge but are only shown in an environment that they feel is pleasant.

It was stated that:

A person who has an introverted personality is characterized by moody, quiet, prefers work that is theoretical, wise, less sociable in social relations, careful in acting or doing something, trustworthy, has character who is calm, calm and simple but also anxious and pessimistic, and has a calm nature because he can control himself. (Eysenck cited in Alwisol 2011, p 267)

Based on the results of the interview with the key informant, she explained that:

"Qualifications needed by the company as the HR staff are able to keep all kinds of company secrets a secret including the amount of salary per staff to anyone, moreover we accommodate the complaints of all staff so if extroverts are danger of leaking company secrets"

Qualifications needed in addition to expertise, the nature of keeping secrets is not much to say is also needed by HR staff at the hotel, so it can be concluded based on the key informant's explanation that the personality needed to become an HR staff at the hotel is more inclined to introverted personalities. Other informants (Cleaning Service and Receptionist) also said something similar that the hotel HR staff was indeed required to keep company and other staff secrets so that introverts were recommended by them.

4. Conclusion

The results of this study concluded that the duty of the HRD Department in that hotel is an analyst, quality control of employees in the company, become a coach and other tasks related to employees in the hotel. While the ideal personality characteristics for HRD staff at this hotel are critical because they are required to be critical to be an analyst, responsible, not talkative, have a calm nature in front of other staff because it becomes a comfortable place. Based on these ideal personality characteristics, we can see that in general the ideal personality type for the HRD Department staff that hotel is introvert personality.

5. References

- Alwisol 2011, *Psikologi kepribadian*, Universitas Muhammadiyah Malang Press, Malang
- Bagong Suyanto & Sutinah 2010, *Metode penelitian sosial: berbagai alternatif pendekatan*, Prenada Media Group, Jakarta
- Bohlander, G. & Snell, S 2010, *Principles of human resource management, 15th edition*, South Western Cengage Learning, Ohio
- Feist, J. & Gregory J. Feist 2008, *Theories of personality*, 3rd edn, Pustaka Pelajar, Yogyakarta
- Gufran, Firman, Kamaluddin, Ishaka, M, Taufiq, M Rifa'i et al 2016, *Pedoman penulisan karya ilmiah STISIP Mbojo Bima*, 2nd edn, STISIP MBOJO BIMA PRESS,,Kota Bima
- Manulang 2002, *Manajemen personalia*, Ghalia Indonesia, Jakarta
- Nuqul, FL 2006, *Perbedaan Kepatuhan Terhadap Aturan Tinjauan Kepribadian Introvert-Ekstrovert, Jenis Kelamin dan Lama Tinggal di Ma'had Ali UIN Malang*, *Journal of Psikoislamika*, vol 4, no. 2, pp. 229-243 viewed 15 September 2019, Research Respository Universitas Islam Negeri Maulana Malik Ibrahim, ISSN 1829-5703
- Suryabrata, Sumadi 2002, *Psikologi pendidikan*, PT. Raja Grafindo, Jakarta
- Sugiyono. 2010, *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan r&d*, Alfabeta, Bandung

Personal Branding Atta Halilintar: The Most Popular Youtuber in Asia

Ian Firstian Aldhi^{a*}, Kenny Andros Chiputra Tandean^b, Noor Fareen Abdul Rahim^c

^aSekolah Pascasarjana, Universitas Airlangga, Indonesia
Email: ianfirstianaldhi@gmail.com

^bBusiness Management, Universitas Kristen Petra, Indonesia
Email: kennyandros07@gmail.com

^cGraduate School of Business, Universiti Sains Malaysia, Malaysia
Email: noorfareen@usm.my

Abstract

Atta Halilintar (AHHA) is the most popular YouTuber in Asia, with the most subscribers of 19.4 million. Lots of subscribers are the traits of someone who has a characteristic. The character itself is personal branding traits. The phenomenon of AHHA's personal branding formation is interesting to study. Using a qualitative approach to content analysis, model V is obtained in forming personal branding. Personal branding is formed from an identity consisting of standard roles and role styles and positioning consisting of script, appearance, manner, and verbal that are carried out consistently. The results of this study provide academic benefits regarding the process of formation of personal branding and practitioners in forming personal branding that requires stages of identity and positioning carried out consistently.

Keywords: Personal Branding; YouTube; YouTubers.

1. Introduction

The latest data according to *socialblade.com* until October 30, 2019, AHHA has 19.6 million subscribers. According to *vik.kompas.com*, subscribers are indicators of the characteristics of someone. Accounts with many subscribers who have special characteristics are interesting, unique, or controversial. Always follows trends in fashion, particularly streetwear (Hypebeast), hyperbole, and overconfidence are the characteristics of AHHA. The characteristic of AHHA is a component in the formation of personal branding. Strong personal branding according to McNally and Speak (2012) has several characteristics such as Typical, Relevant, and Consistent. AHHA, the first Southeast Asian YouTuber with 10 million subscribers, has strong personal branding.

Kotler (2002) says that a brand is a name or symbol that is distinguished from others, which intends to identify a particular seller or group. Unlike a product that can be touched, a brand is something that is not visible (intangible) but the effect is very large. Based on this background, researchers are interested in analyzing how AHHA as a YouTuber builds his personal branding to be better known to others. The number of AHHA subscribers shows that AHHA has a characteristic.

2. Research Method

The approach used in this research is a qualitative approach to content analysis. Qualitative research methods are research that intends to understand the phenomena about what is experienced by research subjects, holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Moleong, 2013). Content analysis is a systematic method used to analyze the contents and how messages are delivered, content analysis becomes useful because it can predict who is conveying the message and how the message is delivered (Eriyanto, 2011). Content analysis starts from the stages of data collection, coding, analysis, and interpretation of the results of each of these points show the uniqueness of validity and reliability (Duriau, Reger, & Pfarrer, 2007). The data source used in this study is a secondary data source. The secondary data source was obtained from AHHA Halilintar's YouTube channel. Secondary data sources in the form of video posts, subscribers, likes, and comments on each video uploaded in the account.

Data analysis was performed by open coding, axial coding, and selective coding (Pandit, 1996; Corbin & Strauss, 1990; Gioia et al., 2012). The analysis begins with open coding to identify relevant concepts from the data and group them into categories. The analysis continues with axial coding to develop a relationship between categories and subcategories (Corbin & Strauss, 1990). Open coding and axial coding is done in the process of proving the formation of personal branding. Concepts and categories obtained from open coding and axial coding are then linked to the main categories using selective coding (Corbin & Strauss, 1990). Selective coding is carried out in the process of analyzing interactions between components and building a dynamic model of personal branding formation. The entire coding process is done with the help of the NVivo 11 Pro software. Concepts and categories and their relationships that arise from the results of coding are compared with concepts and categories that exist in the library. It is possible to emerge new concepts and categories that do not yet exist in the library. Research ends when there is saturation (saturation), which is when there are no new findings (Eisenhardt, 1989).

3. Result and Discussion

3.1 Analysis of Proof of Personal Branding on AHHAs

The analysis shows that on 5 February 2019 AHHA received 10 million subscribers. AHHA uploaded 376 videos to reach 10 million subscribers. This data shows that AHHA's personal branding was formed over time because of more than 50% of the posts needed to reach 10 million subscribers.

The results also showed that the AHHAs have characteristics. AHHA's characteristics are always follows trends in fashion, particularly streetwear (Hypebeast), hyperbole, and overconfidence. This characteristic is obtained from the results of the analysis which shows that all AHHA posts show this. This special characteristic of AHHA supports the formation of AHHA's personal branding because its own character is the main character in the formation of personal branding. AHHA's subscribers, which reached 19.6 million, also showed that AHHA had strong personal characteristics and branding because AHHA was the first YouTuber in Southeast Asia to reach that number.

The limitations on YouTube AHHA's observations at the beginning of the post are from the first post on YouTube AHHA (20 September 2016) to the last post before AHHA received the diamond play button from YouTube (5 February 2019).

The results of the analysis showed that at the beginning of the AHHA post showed typical hypebeast, hyperbole, and overconfidence. Over time (the end of the post) the characteristic of hypebeast, hyperbole, and overconfidence is maintained. This characteristic gets a positive response so that it produces branding success. At its peak, AHHA reached 10 million subscribers and got a diamond play button from YouTube.

3.2 Analysis of the Process of the Establishment of Personal Branding AHHA

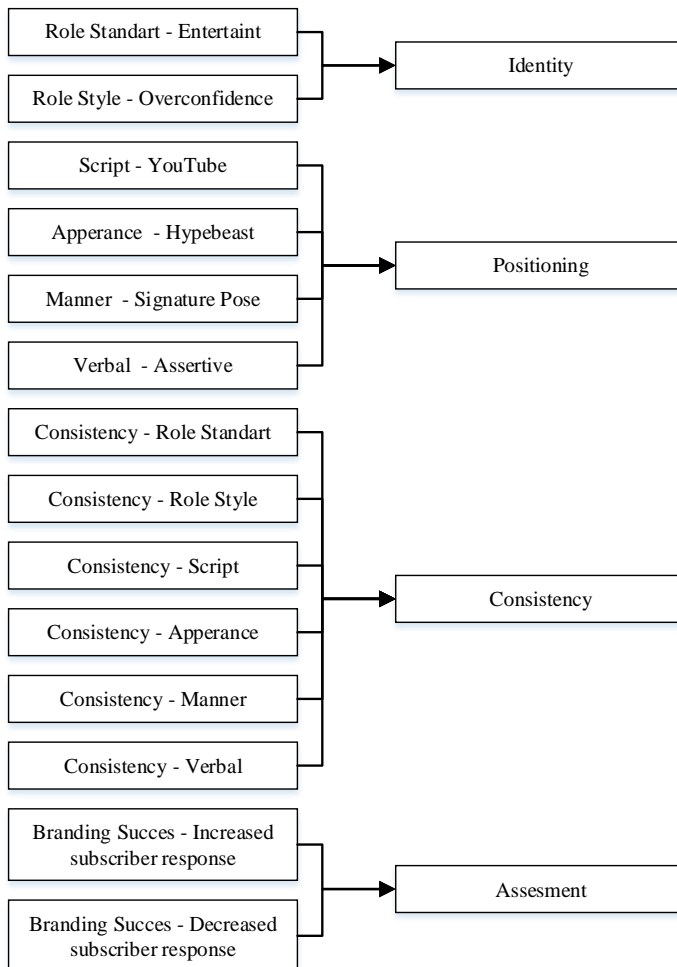


Figure 1: Konseptualisasi dan coding pembentukan personal branding

Category	Subcategory	References
Identity	Role Standard	40
	Role Style	38
Positioning	Script	39
	Appearance	39
	Manner	39
	Verbal	39
Consistency	Consistency	42
Assessment	Branding success	42
	Branding failure	27

Table 1: Open coding dan Axial Coding

Figure 1 shows the results of open coding and axial coding that groups categories and subcategories in the process of forming AHHA personal brands. Table 1 presents data that strengthens the identification of categories and subcategories in Figure 2 Personal branding is formed from identity, positioning, consistency, and assessment.

Category 1: Identity

Creating a personal identity branding by reading the situation and preparing what competencies will be used, then, preparing what manifestations will be used in the reality that has been read. The purpose of making YouTube for entertainment made AHHA initially determine its identity.

- *Role Standard* - entertain: A standard role is a trusted expectation so it can be done inside and outside one's life. The Standard Role built by AHHA is to provide entertaining content.
- *ole Style* - overconfidence: The subjective nature of standard roles that makes a person unique. Role style from AHHA is hypebeast which is maintained from the beginning.

Category 2: Positioning

Communication in personal branding that matches the target to be achieved. Appear yourself with communication as well as a step to achieve the set targets. This is done so that personal branding becomes visible and known to others. AHHA also have positioning in personal branding which is conveyed through:

- *Script* - YouTube: Someone who conveys information about himself to support the formation of personal branding. AHHA uses YouTube's social media to convey personal information and also as a means of forming its personal branding.
- *Appearance* - Hypebeast: How does one's appearance support his personal branding. The appearance in question is how to use someone in supporting his personal branding. AHHA itself highlights the hypebeast appearance.
- *Manner* – Signature pose: Someone conveys his personal branding based on the attitude shown. Attitudes can be shown by facial expressions, body language, and so on.
- *Verbal* - Assertive: Communication used in the presentation of personal branding. As the analysis shows AHHA uses assertive communication. Assertive in the Oxford dictionary means "showing confidently".

Category 3: Consistency

AHHA's YouTube content maintains consistency in every process of forming personal branding. Consistency is a factor that supports the formation of AHHA's personal branding. All processes are carried out consistently to produce personal branding.

- *Role standard*: The consistency shown by AHHA in the role standards remains the same, YouTube is used to produce entertaining content.

Role style: The consistency shown by AHHA in the role style remains the same, namely the AHHA style as overconfidence.

- *cript*: The consistency shown by AHHA in the script remains the same, using YouTube's social media in delivering its personal branding
- *Appearance*: The consistency shown by AHHA in appearance remained the same, using hypebeast clothing in a post on YouTube.
- *Manner*: The consistency shown by AHHA in the manner remains the same, showing the signature pose in the YouTube post.
- *erbal*: The consistency shown by AHHA in verbal remained the same, that is, using assertive communication in conveying its personal brand.

Category 4: Assessment

Seeing how other people react to personal branding that is built. Is the response positive or negative so that personal branding can be improved over time. Personal branding can be said to be a success if there is a positive response from others (branding success). Personal branding that is rejected will get a negative response (branding failure). AHHA's personal branding is said to be a success due to reaching 10 million subscribers and became the first YouTuber to reach that number.

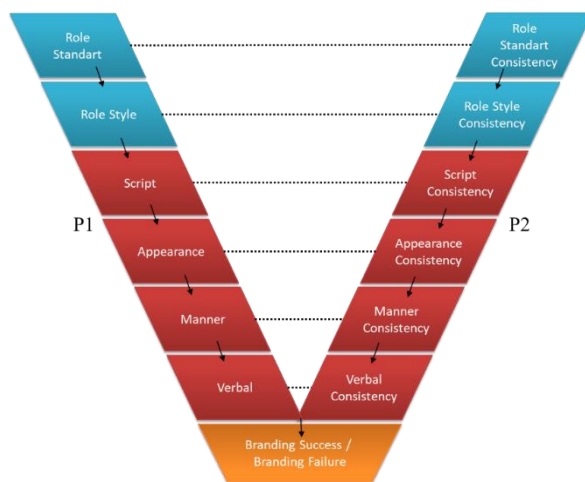


Figure 2: Personal branding formation model

The personal branding formation model starts from determining the standard and role style. Identity is the foundation of personal branding. Determination of appropriate standard roles and role styles will facilitate the formation of personal branding. In AHHA's personal branding, standard roles and role styles are determined from the start. The next step to do is to prepare yourself to appear with the personal branding that has been set. Appearing itself is divided into four factors, namely 1) script (the media used by someone to convey information about themselves in personal branding). The media used by AHHA are YouTube; 2) appearance (how

someone dresses up to support his personal branding). AHHA uses hypebeast clothing to support her personal branding; 3) manner (how someone behaves to support his personal brand). AHHA's signature pose represents the manner shown; 4) verbal (how someone communicates to convey his personal branding). The way of assertive communication is used by AHHA to support his personal brand. The last factor is consistency which means running it all regularly. AHHA consistency is demonstrated by continuously producing consistent content. This shows that AHHA performs all processes consistently so that there is a comparison of consistency in all processes of AHHA's personal branding. After all the processes are done, it will be seen whether personal branding can be received (success) or not (failure). The formation of personal branding at AHHA shows that branding is acceptable because of the achievements that can be obtained.

4. Conclusion

Based on the analysis that has been done, AHHA has a financial ratio. AHHA's personal branding is proven by 10 million subscribers and became the first YouTuber in Southeast Asia to get a diamond play button.

The formation of AHHA's personal branding begins with the existence of the process of forming an identity consisting of standard roles (entertain) and role style (overconfidence) then determining the positioning consisting of a script (YouTube), appearance (hypebeast), manner (signature pose), and verbal (assertive). All components are run consistently namely standard role consistency, role style consistency, script consistency, appearance consistency, manner consistency, and verbal consistency. All components will produce an output branding process or branding failure.

The results of this study are beneficial for practitioners in forming personal branding. The effort to establish personal branding starts from the identity and positioning stages. Each stage requires consistency in the process of forming personal branding so that personal branding can be permanently accepted by others and does not change continuously in a short time. AHHAs maintain the consistency of each factor in the formation of personal branding.

5. Reference

- Corbin, J, Strauss, A, 1990, 'Grounded theory research: Procedures, canons, and evaluative criteria', *Qualitative Sociology*, vol. 13, pp. 3–21.
- Duriau, V, J, Reger, K, R, Pfarrer, M, D, 2007, *A Content Analysis of the Content Analysis Literature in Organization Studies: Research Themes, Data Sources, and Methodological Refinements*. Sage Publication.
- Eisenhardt, K, M, 1989, 'Building theories from case study research', *Academy of Management Review*, vol. 14, pp. 532–550.
- Era media sosial, eranya social media influencer*, viewed 15 May 2018, <<https://trivia.id/post/era-media-sosial-eranya-social-media-influencer-nih-5-alasan>>.
- Eriyanto, 2011, *Pengantar metodologi untuk penelitian ilmu komunikasi dan ilmu-ilmu sosial lainnya*, Kencana Prenada Media Group, Jakarta.

- Gioia, D, A, Corley, K, G, & Hamilton, A, L, 2012, 'Seeking qualitative rigor in inductive research: Notes on the Gioia methodology', *Organizational Research Methods*, vol. 16(1), pp 15–31.
- Kotler, P, 2000, *Marketing management* (10th ed.), Prentice Hall International, New Jersey.
- McNally, D, & Speak, K, D, 2012, *Be your own brand: Achieve more of what you want by being more of who you are*, Berrett-Koehler Publishers, San Francisco.
- Moleong, 2013, *Metode Penelitian Kualitatif Edisi Revisi*, PT. Remaja Rosdakarya, Bandung.
- Pandit, N, R, 1996, 'The creation of theory: A recent application of the grounded theory method', *The Qualitative Report*, vol 2(4), pp 1-15.
- Setiawan, T, S, Pratama, A, M, Ihsanuddin, & Prabowo, D, Selebgram, viewed 1 October 2019, <<https://vik.kompas.com/selebgram/>>.
- Youtube statistic summary of AHHA Halilintar, viewed 1 October 2019, <<https://socialblade.com/youtube/channel/UCaKLg1ELiX0zTJ6Je3c5esA>>.

Big Data and Business Intelligence in Higher Education Institutions: Opportunities and Challenges

**Shahrizal Nazri^{a*}, Yulita Hanum P. Iskandar^{b*}, Mohd Azam Din^{c*}, Mohamed Azlan
Ashaari^{d*}, Hazrieffendy Bakri^{e*}**

^{abde}Graduate School of Business, Universiti Sains Malaysia

Email: shahrizal@usm.my, yulita@usm.my, azlan@usm.my, hazrieffendy@usm.my

^cFaculty of Science, Universiti Tunku Abdul Rahman

Email: azam@utar.edu.my

Abstract

Higher education institutions (HEIs) are operating in an increasingly complex and competitive environment. This article identifies contemporary challenges facing HEIs worldwide and explores the potential of big data and business intelligence (BI) in addressing these challenges. The paper then outlines several opportunities and challenges associated with the adoption of big data and BI in the context of HEIs. The end of the article concludes with a description of future directions for the development and implementation of an institutional initiative for big data and BI in the HEIs.

Keywords: Big Data; Business Intelligence; Higher Education Institutions.

1. Introduction

Higher education institutions (HEIs) work in complex and competitive environments increasingly. HEIs are increasingly under pressure to adapt to cultural, political, and social change domestically and internationally, including a growing need to increase the percentage of students, improving their skills at work and ensuring the standard of learning courses is relevant nationally and internationally. Furthermore, distinct stakeholders expect HEIs to meet these requirements in a timely way, although with decreasing public financing, decreasing business and private sector support, increasing regulatory requirements for transparency and accountability, decreased admission rates due to higher education, drop-out in high schools and increased operating costs (Ghasemy et al. 2018; Hanapiyah et al. 2018; Hazelkorn 2007; Olszak 2016).

How can HEIs respond to global changes affecting their environment in a timely and effective manner? The required decisions to manage such rapid changes are complicated, and many are taken without the use of extensive information sources produced, but which are not open to those responsible for making timely and meaningful decisions. Such data can play an essential role in recognizing the often controversial nature of HEIs governance and thus ensuring them can adapt efficiently to taking place within and outside them and remain relevant to their sustainability in the communities they involve (Dawson et al. 2010).

This article examines big data and BI's role in solving the problems facing HEIs today. First, the article discusses the potential of big data and BI in HEIs to tackle these changing trends. Second, the paper discusses the opportunities and challenges related to the adoption of Big Data

and BI in HEIs. The article concluded with the future directions for the growth and execution of institutional initiatives on big data and BI.

2. The Big Data and Business Intelligence in HEIs

PricewaterhouseCoopers (2017) reported that many HEIs are looking to IT innovations adopted by businesses to address emerging challenges and business sustainability. The big data and BI is another emerging tool that is dramatically working its way into the fabric of the HEIs environment (Ong 2016). By adopting big data and BI, HEIs can implement improvements and take significant measures to improve efficiency in numerous areas of their operations (Avella et al. 2016; Larson & Chang 2016). The big data and BI adoption in HEIs revolve around the following aspect: improving student retention; supporting informed decision-making; increasing cost-effectiveness; understanding students' learning behaviors; providing personalized assistance to a student; and finally, timely intervention and feedback (JISC 2016; JISC 2017; Ong 2016; Wong 2017).

In order to improve student retention, HEIs carefully monitor the progress and retention of students by detecting inappropriate learning habits, emotional factors, and early identify students at-risk (Wong 2017; Wong et al. 2018). Critical factors related to student retention or dropout can identify and based on developed prediction models. The staff should take follow-up action timely and provide proper support to students in need, such as counseling, the recommendation of individual training plans, and learning resources. Therefore, the student's achievement and retention can be improved. For example, the big data and BI analytical model projected at the New York Institute of Technology (NYIT) that there were three out of four students approximately were at risk of not return to their studies in the following year (JISC 2017). Similarly, the big data and BI analytics of Nottingham Trent University found that less than one-quarter students with an average low commitment score had gone from year one to year two, while over 90 percent of students with an average or high engagement score had gone from year one to year two (JISC 2017). Several examples of interventions include student-facing dashboards featuring instruments that show the student's progress towards their goals or the rest of the cohort. For example, during the early tests of student's Automated Wellness Engine, attrition at the University of New England was reduced from 18 percent to 12 percent (Wong 2017).

In order to support decision-making, BI provides information and analyses generated from big data for decision-making (Wong 2017; Wong et al. 2018). For example, planning for the allocation of resources and the development of courses can be carried out through information on the frequency of materials reviewed by students and the popularity of courses. Therefore, Grand Rapids College has made better decisions on the delivery of courses to ensure success for students through the big data and BI analytics platform (Wong 2017).

In order to improve cost-effectiveness, the BI could interact with other systems, such as the learning management system (LMS) (Wong 2017; Wong et al. 2018). Instructors can access various types of information online, which provide students with resources and feedback. Analyzes of student progress can also deliver instantly and cost-effectively to staff, students, or parents. For example, Bridgewater College automatically generates notifications and sends students and their parents to recognize the excellent performance of students (Wong et al. 2018). Also, the University of Derby has employed analytics to assure it takes decisions to support black and minority ethnics students and created a manual of good practice for academic staff

that emerged to have enhanced the efficiency of black and minority ethnics students (JISC 2017).

In order to understand the learning behaviors of students, HEIs evaluate various sources of big data from learning management systems and social networks (Wong 2017; Wong et al. 2018). HEIs and academic staff can appreciate the relationships amid students' utilization of resources, learning outcomes, learning behaviors, and characteristics, which helps them to evaluate the effectiveness of pedagogies and instructional designs for improvement. The big data and BI helps to capture the students' behaviors in watching course videos by highlighting the forms of their preferences and behaviors as well as display the portions of videos that were watched most and least often. Learning materials and curriculum can be better designed to address students' preferences and needs. For example, big data and BI adoption in Ball State University showed the consistent predictive power of the analytics on students' academic performance, persistence, retention, and graduation, while at the University of Edinburgh found the pattern of students' engagement in massive open online courses (MOOC) learning activities, which showed the differences in their learning behaviors between enrolments in the same courses (Wong 2017).

In order to provide personalized assistance to students, big data and BI provides students with insightful data about their learning patterns and characteristics, which can make their learning experiences more personal and engaging and facilitate their improvements and reflections while a course is still in progress. Early alerts can generate automatically and sent to students if their academic performance is below a certain standard. The students also encouraged to engage more in personalized learning activities that are conducive to success in their studies. At Albany Technical College, an analysis based on students' study results, demographics, and social data, students at-risk identified for providing counseling individually (JISC 2017). While at Open University Australia, a student obtained from the system recommended content, activities, and a personalized learning environment (Wong 2017).

In order to timely intervention and feedback, the cases showed that the instructors could obtain up-to-date and holistic information about students' study progress so that timely feedback can give, and individualized interventions made. The students' progress a sense of belonging to the learner community through personalized feedback given to them. For example, the application of social network analytics lets lecturers understand the development of the student participation and identify students who are performing poorly or are isolated from the main discussion, and then provide intervention in real-time during a discussion. The analytic is especially crucial for open distance learning (ODL) institutions, where students may use different study modes, and social media is a vital communication channel. For instance, BI adoption at Edith Cowan University allowed students who likely need assistance identified automatically, and then the support staff could efficiently reach them for interventions (Wong 2017).

4. Opportunities

HEIs have the data sets required to benefit from targeted analytics with significant amounts of student information, including registration, academic, and disciplinary documents. Big data and BI in HEIs can be transformative, altering the existing processes of administration, teaching, learning, academic work, contributing to policy and practice outcomes, and helping address contemporary challenges facing HEIs (Liebowitz 2016).

Big data and BI can provide HEIs the predictive tools they need to improve learning outcomes for individual students as well as ways ensuring academic programs are of high-quality standards (Liebowitz 2016; Ta'a et al. 2017). HEIs can tackle student requirements with tailored modules, tasks, reviews, and learning trees in the curriculum that will encourage better and more efficient teaching by developing programs that collect information at every step of the learning procedures of learners.

One of the ways HEIs can utilize big data tools is to analyze the performance and skill level of individual students and create personalized learning experiences that meet their specific learning pathways (Liebowitz 2016). Big data and BI can assist HEIs to improve teaching experience and improve student efficiency across the board when used efficiently, decrease dropout rates, and boost graduation figures (Ong 2016).

Big data's critical input will rely on applying three data models: descriptive, predictive, and prescriptive analytics, which each one's usefulness to guide better decision-making.

4.1 Descriptive analytics

Descriptive analytics seeks to describe and analyze historical information gathered on learners, teaching, research, policies, and other procedures of administration. The aim is to determine sample patterns to report present trends, such as student enrollment, graduation rates, and graduation progressions. HEIs also have the chance to evaluate transactional and interactional information on teaching-learning and research in order to recognize discernible trends and patterns that are likely to initiate a critical dialog on present and future problems. Institutions can examine data in learning management systems with descriptive analytics by looking into the login frequency, page views, the course completion rates of a given program, and the attributes of students who have completed the course versus the contents which are often visited.

4.2 Predictive analytics

Predictive analytics can provide better choices for HEIs and data-oriented decision-making. The purpose of predictive analytics is to assess the probability that occurrences will occur in the future by looking into trends and identifying associations on associated problems. Predictive analytics might show hidden relationships within the information that may not be visible in descriptive models, such as population and completion rates. It can also be used to look at learners who show dangerous habits early in the semester that could cause their class to cease or fail. Teachers can look at an expected completion rate of a specific course, and the contents of the course are directly linked to the achievement of the student.

4.3 Prescriptive analytics

Prescriptive analytics helps HEIs assess their current situation and make informed choices on alternative courses of events based on valid and consistent predictions. It combines analytical results of both descriptive and predictive models to evaluate and find new methods of achieving desirable results while balancing limitations. Barneveld, Arnold and Campbell, (2012) pointed out that prescriptive analytics enables decision-makers to explore and examine the possibilities in the future and to follow up with the best possible step for quickly seizing this foresight. Big data and BI provide HEIs with the ability to leverage current data and to retrieve missing information in order to make better choices and achieve different results.

5. Challenges of adoption

There are several anticipated challenges associated with the adoption of analytic techniques for big data and BI in HEIs (Hanapiyah et al. 2018). Some include difficulties in getting patrons to embrace big data and BI to adopt new procedures and manage change. There is also a vast expense connected with the collection, storage, and development of information algorithms, a process that tends to be time-consuming and complicated. Also, most institutional data systems cannot be interoperable, so the aggregation of administrative information, classroom, and internet information can pose extra difficulties (Daniel & Butson 2013). Also, difficulties with data integration are eminent, especially when information comes in both structured and unstructured formats and needs to be integrated from different sources; most are stored in separate department-managed systems (Wang et al. 2018).

Data cleaning is also probable to lead to information loss when structured information is incorporated. The quality of information gathered and reported is also connected with difficulties. Lack of standardized measures and indicators make international comparison difficult, as the quality of information generated from big data is dependent on the quality of data collected and the robustness of the measures or indicators used.

The PricewaterhouseCoopers (2017) suggested that the successful adoption of big data and BI in HEIs would depend on collaborative initiatives between various departments in a given institution. For example, the involvement of IT services departments in planning for data collection and use is deemed critical, which is compatible with the perspective that the value of big data and BI is based on the capacity to co-create governance structures and the provision of improved policies and strategies (Raut et al. 2019; Santoso & Yulia 2017). Liebowitz (2016) also noted that increased cooperative undertakings on big data and BI projects help all groups to understand the challenge of student performance and persistence. Slade and Prinsloo (2013) proposed that learning analytics should be transparent and flexible in order to make learners available.

There is, however, still a gap between those who know how to obtain information and what information is accessible, and those who know what information is needed and how best to use it, all of which make cooperation hard. Liebowitz (2016) argued that it has always been challenging to create for non-specialists to analyze or to comprehend in convincing ways, restricting their observance and reducing their effect. Liebowitz (2016) also recognized the significance of sharing these thoughts, pointing out that the effect of analytics on instructional planning is negative or neutral. To guarantee that analytics are submitted to those engaged in strategic roles in ways that have the authority to motivate organizational acceptance and cultural change, they support delving into the socio-technical sphere.

When gathering analytics information, Becker (2013) proposed three interactive elements to be studied: location, population, and timing. The location is defined by where and how students have access to the learning space, while the population refers to the characteristics of the group of learners participating in the learning space. The timing can be described by any unit from second or minute to semester or year.

The adoption of big data and BI also raises questions about the ethics of information collection in terms of data quality, privacy, security, and ownership. It also increases the issue of the organizations accountable for taking action based on accessible data (Dietz-Uhler & Hurn

2013). Security and privacy issues pose additional challenges to the adoption of big data and BI in HEIs (Hanapiyah et al. 2018).

At present, methods such as disaster recovery plans, firm password policy, firewalls, encryption, and anti-virus software are still under investigation that decreases the risk of losing or manipulating big data. Also, many HEIs still lack in risk and safety processes for data protection and privacy. For example, Slade and Prinsloo (2013) pointed out that while most HEIs appear to have measures to control and control intellectual property, protect data privacy and control data access, these strategies may not be sufficient to tackle the current problems connected with big data and BI in HEIs. Also, Dringus (2012) argued that making learning analytics transparent as a practice could be used to help deter potential misuse of data. With more and more information to use, adequate learning management, reliable information storage and management, flexible and transparent information extraction, as well as precise and accountable reporting will benefit (Wong et al. 2018).

6. Discussion and Conclusion

Data grows in HEIs, but most of them are spread around desktops, departments, and are available in multiple formats, making retrieval or consolidation hard (Ong 2016). In order to use these data effectively, the ability to analyze various information sets, irrespective of where they originate, and to consolidate data stored in silos within institutions, manage data while ensuring sensitive data across databases is a crucial requirement for the adoption of big data and BI in HEIs (Daniel & Butson 2013; Ong 2016; Wong et al. 2018).

Consolidated information across a single organization from a variety of sources provides a stronger basis for making better choices on main business and technical requirements, decreasing redundancies and waste of valuable time, collecting information from several sources. In other words, data warehousing can be a practical approach to unlock the value of big data and BI in HEIs (Ong 2016). While it can be complex to combine information sets across a multitude of unconnected systems, it provides better broad perspectives that inevitably lead to better predictive modeling capacities. Dringus (2012) proposed that one way to overcome these issues would be to improve institutional transparency by showing the improvements that analytics can assist accomplish.

Big data and BI can assist students, and teachers acknowledge dangerous indications before learning achievement threats materialize (Ong 2016; Wong 2017). Full institutional adoption of analytics, however, needs an explicit organizational strategy and analytics software package usability (Dawson et al. 2010; Wong et al. 2018).

Despite the substantial uncertainties, the continuing growth of Big data and BI means that we need to consider not only the vast opportunities offered for better and more effective decision making in higher education but also explore the ethical challenges in institutionalizing learning analytics as a means to drive and shape student support (Chaurasia et al. 2018).

Work is underway exploring data management and governance structures associated with big data and BI in HEIs. This research is also looking at developing conceptual and theoretical underpinnings of big data and BI in HEIs, as well as developing key performance indicators, metrics, and methods for capturing, processing, and visualizing data. There is also a set of diagnostic tools and an integrated technology-enhanced data analytics framework and a data

warehouse for big data analytics ultimately.

Future research will require the identification and development of strategies that define who is responsible for different elements of organizational data and information such as its precision, accessibility, coherence, comprehensiveness, and maintenance.

The future research will also examine the definition of processes related to how data are kept, repository, backed up and secure, as well as the creation of norms and procedures that define how information is used by authorized employees and execute a set of audit and control procedures to guarantee ongoing compliance with government and industrial law.

7. References

- Avella, JT, Kebritchi, M, Nunn, S, & Kanai, T 2016, "Learning Analytics Methods, Benefits, and Challenges in Higher Education: A Systematic Literature Review," *Online Learning Journal*, vol. 20, no. 2, pp. 13–29.
- Barneveld, A Van, Arnold, KE, & Campbell, JP 2012, *Analytics in Higher Education : Establishing a Common Language*.
- Becker, B 2013, "Learning Analytics: Insights Into the Natural Learning Behavior of Our Students," *Behavioral & Social Sciences Librarian*, vol. 32, no. 1, pp. 63–67.
- Chaurasia, SS, Kodwani, D, Lachhwani, H, & Ketkar, MA 2018, "Big data academic and learning analytics: Connecting the dots for academic excellence in higher education," *International Journal of Educational Management*, vol. 32, no. 6, pp. 1099–1117.
- Daniel, BK & Butson, R 2013, "Technology Enhanced Analytics (TEA) in Higher Education," in, *International Conference on Educational Technologies*, pp.89–96.
- Dawson, S, Heathcote, L, & Poole, G 2010, "Harnessing ICT potential: The adoption and analysis of ICT systems for enhancing the student learning experience," *International Journal of Educational Management*, vol. 24, no. 2, pp. 116–128.
- Dietz-Uhler, B & Hurn, JE 2013, "Using learning analytics to predict (and improve) student success: A faculty perspective," *Journal of Interactive Online Learning*, vol. 12, no. 1, pp. 17–26.
- Dringus, LP 2012, "Learning analytics considered harmful," *Journal of Asynchronous Learning Network*, vol. 16, no. 3, pp. 87–100.
- Ghasemy, M, Hussin, S, Megat Daud, MAK, Md Nor, M, Ghavifekr, S, & Kenayathulla, HB 2018, "Issues in Malaysian Higher Education: A Quantitative Representation of the Top Five Priorities, Values, Challenges, and Solutions From the Viewpoints of Academic Leaders," *SAGE Open*, vol. 8, no. 1.
- Hanapiyah, ZM, Wan Hanafi, WN, & Daud, S 2018, "Issues, Challenges and Opportunities of Big Data Management in Higher Education Institutions in Malaysia," *Indian Journal of Science and Technology*, vol. 11, no. 4, pp. 1–6.
- Hazelkorn, E 2007, "The Impact of League Tables and Ranking Systems on Higher Education Decision Making," *Higher Education Management and Policy*, vol. 19, no. 2.

JISC 2016, *The future of data-driven decision-making: How do we move to a data-led culture in UK research and education? The second in a series of reports to emerge from our horizon scanning project.*, JISC. Available from: <https://www.jisc.ac.uk/reports/the-future-of-data-driven-decision-making>. [30 December 2017].

JISC 2017, *Business intelligence project: A joint project between JISC and Higher Education Statistics Agency (HESA) to develop a business intelligence shared service for UK education*, JISC. Available from: <https://www.jisc.ac.uk/rd/projects/business-intelligence-project>. [30 December 2017].

Larson, D & Chang, V 2016, "A review and future direction of agile, business intelligence, analytics and data science," *International Journal of Information Management*, vol. 36, no. 5, pp. 700–710.

Liebowitz, J 2016, "Thoughts on Recent Trends and Future Research Perspectives in Big Data and Analytics in Higher Education," in BK Daniel (ed), *Big Data and Learning Analytics in Higher Education*, pp.7–18. Springer International Publishing Switzerland 2016.

Olszak, CM 2016, "Toward Better Understanding and Use of Business Intelligence in Organizations," *Information Systems Management*, vol. 33, no. 2, pp. 105–123.

Ong, VK 2016, "Business Intelligence and Big Data Analytics for Higher Education: Cases from UK Higher Education Institutions," *Information Engineering Express*, vol. 2, no. 1, pp. 65–75.

PricewaterhouseCoopers 2017, *HE Matters: Managing Risk*, Pricewaterhouse Cooper. Available from: <https://www.ihgplc.com/files/reports/ar2008/index.asp?pageid=32>. [13 October 2019].

Raut, RD, Mangla, SK, Narwane, VS, Gardas, BB, Priyadarshinee, P, & Narkhede, BE 2019, "Linking big data analytics and operational sustainability practices for sustainable business management," *Journal of Cleaner Production*, vol. 224, pp. 10–24.

Santoso, LW & Yulia 2017, "Data Warehouse with Big Data Technology for Higher Education," *Procedia Computer Science*, vol. 124, pp. 93–99.

Slade, S & Prinsloo, P 2013, "Learning Analytics: Ethical Issues and Dilemmas," *American Behavioral Scientist*, vol. 57, no. 10, pp. 1510–1529.

Ta'a, A, Abu Bakar, MS, Chit, SC, & Mohd Soid, MH 2017, "Business intelligence model for monitoring blended learning usage," *Journal of Telecommunication, Electronic and Computer Engineering*, vol. 9, no. 3-5 Special Issue, pp. 27–30.

Wang, Y, Kung, LA, Wang, WYC, & Cegielski, CG 2018, "An integrated big data analytics-enabled transformation model: Application to health care," *Information and Management*, vol. 55, no. 1, pp. 64–79.

Wong, BTM 2017, “Learning analytics in higher education: an analysis of case studies,”
Asian Association of Open Universities Journal, vol. 12, no. 1, pp. 21–40.

Wong, BTM, Li, KC, & Choi, SPM 2018, “Trends in learning analytics practices: a review of
higher education institutions,” *Interactive Technology and Smart Education*, vol. 15, no. 2,
pp. 132–154.

Big Data Analytics People Capability (BDAPC) And Data-Driven Decision Making (DDDM) In Malaysian HEIs

**Mohamed Azlan Ashaari^{a*}, Azlan Amran^{b*}, Noor Hazlina Ahmad^{c*},
Hazrieffendy Bakri^{d*}, Shahrizal Nazri^{e*}**

^{abde}Graduate School of Business, Universiti Sains Malaysia

Email: azlan@usm.my, azlan_amran@usm.my, hazrieffendy@usm.my, shahrizal@usm.my

^cSchool of Management, Universiti Sains Malaysia

Email: hazlina@usm.my

Abstract

Higher education institutions (HEIs) are aiming to become more data-driven and increase their decision-making efficiency. Nevertheless, there is an insufficient investigation that explores the antecedents of data-driven decision making (DDDM) in the context of Malaysian Higher Education Institutions (HEIs). Therefore, the conceptual paper examines existing literature and utilises the Big Data Analytics Capability (BDAC) dimensions such as Big Data Analytics People Capability (BDAPC) to conceptualize a DDDM framework. The conceptual paper utilises Resource-Based Theory (RBT) to highlight the key resources for BDAC and how these resources are being integrated in order to establish effective DDDM for an excellent performance. The antecedents of DDDM is a relatively new approach that is documented in literature, where literature seems to be diversified in terms of offering theoretical and conceptual frameworks, together with a model that HEIs can utilize. The conceptual paper chooses HEIs that undergo Malaysian Research Assessment Instrument (MyRA) as the focus of an investigation. The key informants for the conceptual paper are the Vice-Chancellors of Malaysian HEIs or equivalent. In conclusion, the contribution of the study is to highlight the influence of BDAPC for DDDM to attain better performance of HEIs in Malaysia as well as assisting the policy-makers in Malaysian higher education sector to understand the role of BDAPC in influencing the DDDM towards achieving the vision and mission set by Ministry of Education (MOE), Malaysia.

Keywords: Big Data Analytics (BDA); Big Data Analytics Capability (BDAC); Big Data Analytics People Capabilities (BDAPC); Data-Driven Decision Making (DDDM) and Malaysian Research Instrument Assessment (MyRA).

1. Introduction

Nowadays, most HEIs are being forced to transform due to several causes which include reduction of financial assistance from their respective governments, changes in market environments, less support from private sectors, rising cost of operations, high regulatory demands from said governments, regulatory bodies, and private sectors for regular supervision of performances, transparency and accountabilities (Hazelkorn 2018; Tulasi 2013). On top of that, the ranking of HEIs is a growing phenomenon around the globe, with ranking systems in place in more than 40 countries and the emergence of international ranking systems that compare institutions across national lines ((Hazelkorn 2018). With the global explosion of rankings comes questions about the resources, utilization, and outcomes of these systems. For instance, HEIs, especially those in the United States, are increasingly called on to use data for their decision-making and to document student and institutional success. Rankings can prompt institutional discussions about what constitutes success and how the institution can better document and report that success (Hazelkorn 2009). In other words, the pressure for better rankings on higher education, institutional experiences, and responses, along with the pressure to explore how the broader national and global environment shapes institutional decision-making and behavior are significantly impacting the global environment of HEIs. All of these circumstances form the core motivation of this study to understand the antecedents and outcomes of DDDM.

In Malaysia, the Ministry of Higher Education (MoHE) is responsible for enhancing the quality of higher education for the people of Malaysia (Da Wan et al. 2015). On top of the roles of nation-building, teaching, research, and service, Malaysian HEIs are expected to embrace the internationalisation agenda as a tool to attract international students and researchers to the HEIs in Malaysia. Therefore, the university ranking is used as a reference. Furthermore, rankings also help in attracting grants, consultancies, and investments to HEIs. In order to do so, Malaysian Research Instrument Assessment (MyRA) was established to encourage HEIs to compete for national prestige as well as improve their performance in the global rankings of HEIs. MyRA is an assessment method used to evaluate the performance of current RUs, as well as other universities competing to become one (Hock-Eam et al. 2016). The Malaysia Education Blueprint (Higher Education) 2015–2025 has set that by 2025, at least one Malaysian university is to be ranked among the best HEIs in the world as the nation's goal. However, there have been concerns voiced about the lack of Malaysian universities in the top 100 rankings, and in fact, one of the strategic responses for Malaysian universities to compete globally was envisaged through the Malaysian Research Universities (MRU) program (Da Wan et al. 2015).

This article examines the role of BDAPC and DDDM in solving the problems facing HEIs today towards achieving higher performance through an effective strategic plan. The article first explores the potential of big data analytics people capability and data-driven decision making in addressing these changing trends. Second, the paper outlines opportunities and challenges connected with big data analytics people's capability and data-driven decision making in HEIs. The article concluded with the description of future directions for big data analytics people capability and data-driven decision-making initiatives.

2. The Big Data Analytics (BDA) and The Data-Driven Decision Making (DDDM)

Numerous phases for the BDA process starting with data capturing and resulting in decision-making can be found in the literature. For example, Janssen et al. (2017) illustrated that there are scholars using six steps; data capturing, data storage, data searching, data sharing, data analysis, and data visualization. In contrast, some scholars only use three steps; data handling, data processing, and data moving. Other scholars proposed five steps; problem definition, data searching, data transformation, data entity resolution, answering the query/solving the problem. Others, however, have used other names for denoting similar steps. Although steps were identified, little attention is paid to who executes these steps and the effects of one step on the other steps. Big data often originates from many sources which are often beyond the control of a single actor like social media and devices. Big data sources have a variety of data quality. Previous study about the use of data shows that data quality influences decision-making effectiveness (Janssen et al. 2017). As such, big data quality might influence decision-making effectiveness. Therefore, an effective big data chain requires capabilities, and capacity for data management and BDA to be built (Garmaki et al. 2016). BDAC includes descriptive, exploratory, inferential, predictive, causal and mechanistic techniques (Wamba et al. 2017). For that reason, various methods are employed, such as natural language processing, text mining, linguistic computation, machine learning, search, and sort algorithms, syntax and lexical analysis, and so on. BDA is often related to predictive analytics which comprises of a variety of techniques that predict future outcomes to uncover patterns and find relationships in data (Wamba et al. 2017). Past research in data processing shows that the organizational capability to process information impacts its performance (Premkumar et al. 2005). Activities for processing big data and BDAC likely influence decision-making quality.

Organizations might have also developed a customized infrastructure, enabling them to take advantage of big data. Raghunathan (1999) defined decision-making quality as the accuracy and correctness of decisions. Decision quality may improve or degrade when information quality and processing improve. As data becomes larger, more complex, and more inexplicable, the limited mental capacities of humans pose difficulties in deciphering and interpreting an unknown environment (Akter et al. 2016). In big data there might be little understanding of what the data means and in which context data is collected. Lack of knowledge about big data sources influences decision-making quality. Decision-makers should be able to interpret the outcomes of BDA and should not be manipulated by fancy graphics (Janssen et al. 2017). Raghunathan (1999) found that decision quality improves if the decision-maker has knowledge about the relationships among problem variables. In contrast, the decision quality of a decision-maker may degrade if the decision-maker does not understand the relationships. Interactions with those who collected and processed data produce better decisions than those without (Janssen et al. 2017). This may equally apply to big data, suggesting that interactions with other people involved in the big data chain result in higher decision-making efficiency. The previous overview shows that the quality of the decision depends on the quality of the inputs and the quality of the process that transforms the inputs into outputs. Factors affecting the decision-making efficiency of big data include the characteristics and quality of the big data sources; the quality of the BDA process, the BDA capacity and capabilities of persons involved in collecting

and processing big data; and the availability of BDA infrastructure. In addition, research in data processing shows that the ability of decision-makers to understand the data and collaborating with others in the big data chain results in better decision quality.

Therefore, by implementing BDAPC and DDDM, HEIs can take significant measures to improve efficiency in numerous areas of their operations. The necessity of utilizing BDAC for DDDM must be engaged as soon as possible for constructing a strategy to achieve excellent performance for HEIs.

4. Opportunities for implementing BDAPC for DDDM in Malaysian HEIs

Aside from the theoretical implications, few other implications can be obtained for practitioners and policy-makers as well. This section discusses the key points derived for HEIs and policy-makers based on the findings of this study. The higher education sector as well as the research and innovation outcome are one of the most important key contributors to the Malaysian GDP for education services which represents approximately 59% of Malaysian gross output for education services in the year 2017 (Department of Statistic Malaysia 2018). It represents the highest contribution to GDP in the education service sector category and by looking at this data, HEIs should initiate a deeper study in order to ensure that this sector is able to continue performing and remaining as the highest contributor to the Malaysian GDP. However, based on the U21 report, Malaysia was ranked 11th highest out of 50 countries, just behind Singapore for government spending on higher education, investment and R&D (Universitas 21 2017). However, this huge investment did not translate into successful outcomes, as Malaysia ranked 39th in terms of research output and institution rankings. In contrast, China allocated the least government expenditure on higher education with the 43rd ranking for expenditure, yet managed to achieve better returns on their investment with a ranking as the 21st in terms of research output and institution rankings. This clearly shows the lack of efficiency in strategic planning related to the Malaysian Government's investment in higher education. Based on that, the implementation of BDAPC is critical for DDDM in the pursuit of attaining better results in MyRA which is related to research output as stated in the U21 report.

In the current dynamic trend, the higher education sector is facing unpredictable demands and other challenges such as getting exposed to environmental change, globalization and stiff competition from competitors. Those challenges required HEIs to always be prepared in facing challenges. Moreover, considering the fact that most HEIs operations have existed in Malaysia for the past 30 years, core resources such as technology, organizational and people capability have been receiving attention from the higher education sector. However, doubts have risen when not all firms can survive during dynamic change and depending on existing HEIs resources alone is still insufficient.

As time goes by, HEIs cannot depend solely on ordinary internal resources to cater to DDDM to gain high performance. BDAPC must be developed as soon as possible for a comprehensive

data-driven strategic plan. Through the implementation of BDAPC for DDDM in order to develop an effective strategic plan, HEIs can grab the opportunity to ensure the performance of HEIs in MyRA continue to grow and can be sustained over time are needed and eventually, Malaysian HEIs can attain a greater ranking as the top HEIs in the world. By doing so, HEIs in Malaysia can attract many top international students to further studies in Malaysia as well as increase the contribution to Malaysia's GDP in the education service sector category. Therefore, DDDM is introduced to act as an effective and efficient link between BDAPC (input) and performance of HEIs (output), which is needed to minimize the impacts that occurred due to changes and uncertainties. Further studies are required to fully understand what are the implementation steps that HEIs should prepare to ensure that they are able to face unexpected changes.

5. Challenges of implementing BDAPC for DDDM in Malaysian HEIs

There are several anticipated challenges associated with the implementation of BDAPC for DDDM in HEIs. Most of the challenges related to the capacity and capability of the existing talent of HEIs. If Malaysian HEIs can deal with this issue, almost a quarter of the challenges can be solved immediately. Therefore, by emphasizing the issue related to the BDAPC, HEIs can develop the culture of DDDM within HEIs as well as crafting the greater pathway to attain better performance in MyRA assessment.

The capacity to utilize big data technologies and tools for DDDM, such as those mentioned above, and to make strategic decisions based on outcomes, is highly dependent on the skills and knowledge of human resources. These can be further divided into technical knowledge (e.g., database management, data retrieval, programming knowledge such as MapReduce, and cloud service management); business knowledge (e.g., decision-making heavily routed within the firm, strategic foresight for big data deployments and application of insights extracted); and business analytics knowledge (e.g., mathematical modelling, simulation and scenario development, and interactive data visualization). In a highly influential article, Davenport & Patil (2012) addressed the important role that the emerging job of the data scientist will have in the context of big data. While one of the most critical aspects of data science is the ability to think analytically about data, such a skill is not only important for the data scientist but for employees throughout the organization (Prescott 2014). In effect, the data scientist is capable of understanding business problems and utilizing relevant data sources to generate insights based on models and visualization tools.

Recognizing the importance of the data scientist for DDDM in contemporary firms, some studies have even proposed methods to redesign IS curriculums (Jacobi et al. 2014). This lack of personnel with the appropriate skills was also noted in numerous studies and constituted a major constraint in realizing the full potential of these technologies (Tambe 2014). A report by McKinsey Global Institute concluded that by 2018, there will be a shortage of talent necessary for organizations to take advantage of big data, with an estimate of 140,000–190,000 positions for which no trained personnel will be available (Domingue et al. 2014). While it is still vague and unclear what the critical skills that a data scientist must have are, some definitions help to

clarify this. According to Mohanty et al. (2013), data scientists are practitioners of the analytics models solving business problems. They incorporate advanced analytical approaches using sophisticated analytics and data visualization tools to discover patterns in data. The core attributes of data scientists are having entrepreneurial and business domain knowledge, computer science skills, effective communication skills, the ability to create valuable and actionable insights, interest and curiosity, and knowledge of statistics and modelling (Chatfield et al. 2014).

Nevertheless, while the centre of attention has been placed on data scientists primarily due to the novelty of the role, other skills and knowledge sets are necessary for employees of firms engaging in BDA for DDDM. Of particular relevance are technical skills such as those of big data engineers, who are able to acquire store, cleanse and code data from multiple sources and of various formats (Mikalef et al. 2017). Similarly, big data architects accommodate such technical knowledge by being responsible for developing blueprint plans of data sources, as well as the appropriate technologies to leverage their potential. Due to the fusion of business and IT departments in BDA firms, the importance of a liaison person has emerged; that is, a person capable of bridging the siloed departments and making them work collaboratively (Akter et al. 2016). The necessary skills for such employees include a good understanding of what each department/unit does, as well as the ability to communicate with each and build fused teams (Gupta & George 2016)(Mikalef et al. 2017).

6. Conclusion

The purpose of the study is to investigate the influence of BDAPC employed in organization that will contribute to effective DDDM as well as improving the performance of HEIs. Earlier investigations found that BDAPC is one of the significant resources that organizations should pay extra attention to as researchers are always stated that the people working in an organization are important assets. The reason is simply organizations that do not have the right skills of BDA people employed in the organization will cause ineffective DDDM which will impact the execution of strategic plans, activities and any task. In BDAPC literature, it is often emphasized that people are the source of competitive advantage in order to achieve organizational performance (Gupta & George 2016; Mikalef et al. 2017).

The operationalization of DDDM in HEIs relies on BDAPC. The implementation of BDAPC was actually set-up and initiated by awareness of the BDA environment as part of the 4.0 Industrial Revolution and the impact of globalization inculcated by the Malaysian government through Malaysia's Ministry of Education (MoE) towards HEIs. Therefore, BDAPC must be seen as a core resource for DDDM that can influence the performance of HEIs. According to Hasan et al. (2016), in summary, the focus of attaining effective DDDM for greater HEIs performance must be given to developing people's capability as well as creating the culture of DDDM. Furthermore, HEIs have to emphasise significant changes in organizational cultures and behaviours rather than technology and ensure readiness among data analytics participants to ensure the new system implementations for decision-making are achievable.

7. References

- Akter, S, Wamba, SF, Gunasekaran, A, Dubey, R, & Childe, SJ 2016, 'How to improve firm performance using big data analytics capability and business strategy alignment?', *International Journal of Production Economics*, vol. 182, pp. 113–131. Available from: <http://dx.doi.org/10.1016/j.ijpe.2016.08.018>.
- Chatfield, AT, Shlemoon, VN, Redublado, W, & Rahman, F 2014, 'Data scientists as game changers in big data environments', in *Proceedings of the 25th Australasian Conference on Information Systems, ACIS 2014*.
- Davenport, TH & Patil, DJ 2012, 'Data scientist: The sexiest job of the 21st century', *Harvard Business Review*.
- Department of Statistics, Malaysia 2018, *Malaysia Economic Report 2017*, viewed 20 March 2018, <https://www.dosm.gov.my/v1/index.php?r=column/cthemByCat&cat=328&bul_id=N1J4L1JWKzIMZTImSERVdS8vMUPJUT09&menu_id=b0pIV1E3RW40VWRTUkZocEhyZ1pLUT09>.
- Domingue, J, D'Aquin, M, Simperl, E, & Mikroyannidis, A 2014, 'The web of data: Bridging the skills gap', *IEEE Intelligent Systems*.
- Da Wan, C, Sirat, M, & Razak, D 2015, 'The Idea of a University: Rethinking the Malaysian Context', *Humanities*, vol. 4, no. 3, pp. 266–282. Available from: <http://www.mdpi.com/2076-0787/4/3/266/>.
- Garmaki, M, Boughzala, I, Fosso Wamba, S, & Fosso, S 2016, 'The Effect of Big Data Analytics Capability on Firm Performance', *Pacific Asia Conference on Information Systems*.
- Gupta, M & George, JF 2016, 'Toward the development of a big data analytics capability', *Information and Management*, vol. 53, no. 8, pp. 1049–1064. Available from: <http://dx.doi.org/10.1016/j.im.2016.07.004>.
- Hasan, NA, Miskon, S, Ahmad, N, Ali, NM, Hashim, H, Abdullah, NS, Alias, RA, & Maarof, MA 2016, 'Business intelligence readiness factors for higher education institution', *Journal of Theoretical and Applied Information Technology*, vol. 89, no. 1, pp. 156–163.
- Hazelkorn, E 2009, 'Impact of Global Rankings on Higher Education Research and the Production of Knowledge Impact of Global Rankings on Higher Education Research and', *Articles*, vol. 4, no. 15.
- Hazelkorn, E 2018, 'Reshaping the world order of higher education: the role and impact of rankings on national and global systems', *Policy Reviews in Higher Education*, vol. 2969, pp. 1–28. Available from: <https://www.tandfonline.com/doi/full/10.1080/23322969.2018.1424562>.
- Hock-Eam, L, Taib, FM, Adiana, N, Abdullah, H, & Siew Hwa, Y 2016, 'How Efficient Are Malaysian Public Universities? a Comparative Analysis Using Data Envelopment Analysis', *Asian Academy of Management Journal*, vol. 21, no. 212, pp. 75–97. Available from: <http://dx.doi.org/10.21315/aamj2016.21.2.4>.

Jacobi, F, Jahn, S, Krawatzek, R, Dinter, B, & Lorenz, A 2014, 'Towards a design model for interdisciplinary information systems curriculum development, as exemplified by big data analytics education', in, *ECIS 2014 Proceedings - 22nd European Conference on Information Systems*.

Janssen, M, van der Voort, H, & Wahyudi, A 2017, 'Factors influencing big data decision-making quality', *Journal of Business Research*, vol. 70, pp. 338–345. Available from: <http://dx.doi.org/10.1016/j.jbusres.2016.08.007>.

Mikalef, P, Pappas, IO, Krogstie, J, & Giannakos, M 2017, 'Big data analytics capabilities: a systematic literature review and research agenda', *Information Systems and e-Business Management*, , no. 1, pp. 1–32.

Mohanty, S, Jagadeesh, M, & Srivatsa, H 2013, *Big data imperatives: Enterprise big data warehouse, BI implementations and analytics*.

Premkumar, G, Ramamurthy, K, & Saunders, CS 2005, 'Information processing view of organizations: An exploratory examination of fit in the context of interorganizational relationships', *Journal of Management Information Systems*.

Prescott, ME 2014, 'Big data and competitive advantage at Nielsen', *Management Decision*.

Raghunathan, S 1999, 'Impact of information quality and decision-maker quality on decision quality: A theoretical model and simulation analysis', *Decision Support Systems*.

Tambe, P 2014, 'Big data investment, skills, and firm value', *Management Science*.

Tulasi, B 2013, 'Significance of Big Data and Analytics in Higher Education', *International Journal of Computer Applications*, vol. 68, no. 14, pp. 21–23. Available from: <http://research.ijcaonline.org/volume68/number14/pxc3887142.pdf>.

Universitas 21 2017, 'US21 Ranking of National Higher Education Systems 2017', , p. 36. Available from: <http://www.universitas21.com/article/projects/?parentID=152>.

Wamba, SF, Gunasekaran, A, Akter, S, Ren, SJ fan, Dubey, R, & Childe, SJ 2017, 'Big data analytics and firm performance: Effects of dynamic capabilities', *Journal of Business Research*, vol. 70, no. August, pp. 356–365. Available from: <http://dx.doi.org/10.1016/j.jbusres.2016.08.009>.

The Influences of Sustainability Leadership on Procurement Practice of Malaysian Higher Education Institutions: A Conceptual Framework

Hazrieffendy Bakri^{a*}, Yuvaraj Ganesan^{b*}, Azlan Amran^{c*}, Mohamed Azlan Ashaari^{d*},
Shahrizal Nazri^{e*}

^{bcd}Graduate School of Business, Universiti Sains Malaysia, Penang, Malaysia
Email: hazrieffendy@usm.my, yuvaraj@usm.my, azlan_amran@usm.my, azlan@usm.my,
shahrizal@usm.my

Abstract

The United Nations Sustainable Development Solutions Network (SDSN) collaborated with Malaysian Higher Education Institutions (Malaysian HEI) to support government policy and promote practical problem-solving related to sustainable development through research, education, and operations such as sustainable procurement practice (SPP). However, there are needs for organizational support for more effective implementation of SPP as there is concern about the sustainable development goals (SDGs) may not be achieved due to obstacle and risk facing by organizations. Furthermore, studies about sustainable procurement practice (SPP) are at the infant stage, especially in the context of Malaysian Higher Education Institutions (HEIs). Therefore, this conceptual paper is to examines the influence of sustainability leadership towards SPP in the context of Malaysian Higher Education Institutions (HEIs). This study provides insight that SPP is much dependent on resources and capabilities within the organization.

Keywords: Sustainable Procurement Practice; Leaders Sustainability Experience; Resource-Based View; Higher Education Institutions.

1. Introduction

A climate change has impacted the nation, the environmental degradation that causes loss of lives, destroyed property, and crippled economic activities. For instance, the Economic Planning Unit (2015) reported that a flood in several states in Peninsular Malaysia in the year 2014 affected 503,302 peoples, and damaging public infrastructure amounted to RM2.9 billion. Furthermore, landslide incidents at Cameron Highland in the year 2013 and 2014, causing 12 deaths damaging infrastructure, costing RM16.5 million of loss. Also, the increase in temperature and affects the health of Malaysian citizens and the tourism industry as people tend to avoid outdoor activities. As a reaction to the climate issues, Malaysia, on 22nd April 2016, has signed the Paris Agreement on climate change and accepted Sustainable Development Goals (SDGs). In conjunction with the SDGs, the United Nations Sustainable Development Solutions Network (SDSN) has been mobilizing academic communities to support government policy and promote practical problem-solving related to SDGs through research, education, and operations (SDSN 2017).

To achieve SDGs, one of the tools used is sustainable procurement practice (SPP). SPP incorporates both the moral and natural environment elements with the addition of promoting good governance (Walker & Brammer 2009). The Malaysian government has promoted the

SPP through 11MP, procurement policies, and promotions such as workshops and conferences in order to increase the SPP. However, according to the SDGs Index and Dashboard Report 2018, the SPP score remains stagnant. In line with 11MP, which targeted to achieve 20% of GGP by 2020, it becomes a considerable challenge for Malaysia to achieve the objective in a short period without support from top management.

This article examines the influence of sustainability leadership in which encompasses of Board of Directors' (BOD) and Chief Executive officers' (CEO) sustainability experience on SPP of Malaysian higher education institutions (HEIs). The article first outlines the SPP that required in order to help to achieve SDGs. Second, the article outlines the potential of leaders' sustainability experiences in influencing the SPP. The article concluded with the description of future direction for

2. Sustainable Procurement Practice (SPP) in HEIs

The SPP is whereby organizations meet their needs for goods, services, works and utilities in a way that achieves value for money regarding generating benefits not only to the organization but also to society and the economy while minimizing damage to the environment throughout the supply chain. SPP is used to pursue the sustainable development objective of organizations and ensure it in line with the SDGs principle in which, having a better society, a better environment, and better governance (Brammer & Walker 2011; Walker & Brammer 2009). SPP can be considered as the primary contributor of SDGs as it can impact the organizations' policies and strategies towards the environment, local economy, and society within the supply chain. The SPP can provide sustainable economic growth and promote sustainable consumptions as listed in the SDGs goals (Islam et al. 2017; Jaafar & Aziz 2016).

In 2014, the Malaysian Government initiated a pilot SPP program in several Ministries to study and monitor demand and supply activities for green products and services. As at the end of 2016, the education sector contributed the most with the procurement value of RM193.6 million (EPU 2017). Therefore, Malaysian HEIs play a significant role in promoting sustainability in many aspects. HEI is an institutional medium for protecting, understanding, spread out, and transfer knowledge from one generation to the next in society. With in-house expertise in an area that is related to the aspect of sustainability, the importance of HEIs to contribute and act proactively in the SDGs are increasing. HEIs can cover a wide range of topics regarding sustainability and contribute their resources to local and global knowledge in creating new solutions to cater to sustainability issues (Levy & Marans 2012). HEIs also is the place where prospect leaders acquire their knowledge as well as for research activities and innovation activities. HEIs play an essential role in inculcating, instill, and spread the sustainability value for future generations to implement sustainable development in their area (Thompson & Green 2005).

However, HEIs is struggled to deal with sustainability issues caused by institutional bureaucracy, an unclear chain of responsibilities, and a high turnover of staff. Even more, the practices are still fractional in which more focus on the societal and environmental aspects of sustainability (Walker & Brammer 2009). Also, McMurray et al. (2014), identified lack of proper guidance and support from the leader as the primary factor of low SPP in Malaysia. Previous studies recommend that to enhance the chance of successful sustainability projects relies on strong leadership, the support of senior administrators, and the adoption of a clear sustainability policy (Velazquez et al. 2005; Zhang et al. 2011). Leadership is a significant

factor in overcoming the barriers in implementing sustainable procurement if senior managers are supportive of sustainability and incorporate sustainable procurement into planning, strategies, and goal-setting; then, the purchasing team will perform sustainable procurement (Brammer & Walker 2011).

From the resource-based perspective, SPP can benefit Malaysian HEIs in terms of competitive advantage. HEIs that able to implement SPP effectively and show an excellent example to the society will able to attract more research grants, students, and collaborations with industry. As government and society gain more interest in implementing comprehensive sustainability, they will seek for universities that can provide consultations and advice from the expert (McMurray et al. 2014). Previous studies regarding SPP are focusing on the factors regarding drivers and barriers to implementing sustainable procurement. It also found that, the support from organization's leader and internal governance mechanism is essential factors in the implementation of sustainable procurement practice (Brammer & Walker 2011; Buniamin et al. 2014; Islam et al. 2017; Mansor et al. 2014; McMurray et al. 2014; Walker & Brammer 2009). In a different context, the study by Dubey, Gunasekaran and Samar Ali (2015) which focus on green supply chain highlight that governance mechanism is essential to be studied in a different field. Therefore, this study focuses on the influence of governance mechanisms such as the leader's sustainability experience and sustainability strategy on SPP.

3. Leaders Sustainability Experiences and SPP

The top management of an organization or leaders such as CEO and BOD are responsible for ensuring the business process aligned with the objective and direction of stakeholders' interest. As leadership identified as the driver of sustainability practices in the organizations, leaders with sustainability-related experiences can help organizations to achieve SDGs through channeling trained peoples, resources and stimulate improvement (Dubey et al. 2015; Robertson & Barling 2012). Even though the CEO and BOD were the top management of organizations, the responsibilities of the CEO and BOD are different from each other. The CEO is responsible for the development and implementing the strategy, making corporate decisions, managing resources and operations, and disseminating information from BOD to the operational level and vice versa (Huang 2013; Walls & Berrone 2015). As for the BOD, as representative of stakeholders, they were responsible for establishing policies, formulate strategy, and advising the CEO (Kim & Kraft 2017).

Moreover, the BOD and CEO are known to play a significant role in catalyzing the sustainability practice in the organization (Huang 2013; Lewis et al. 2014; Walls & Berrone 2015). From the resource-based view perspective, the CEO is a part of internal resources that contribute to the organization's competitive advantage. As the CEO gain experience through its educational background, involvement with NGOs that promote sustainability and professional network, the CEO experience become unique as he or she is more exposed to a various aspect of sustainability (Peters & Romi 2013).

The previous study on sustainability practice found that the success of sustainability practices largely depends on the characteristic of decision-makers such as CEO and BOD environmental knowledge, expertise, and attitude of top management. For instance, the cognitive influence of leaders may lead to the change in the interpretation of institutional pressures relating to sustainability practices (Walls & Hoffman 2013; Jaaffar & Amran, 2017). Robertson and Barling (2012) suggested that research on the role of prominent leaders should be further

investigated on their influence on sustainability practice. Therefore, this study is to look at the effect of CEO and BOD sustainability experiences towards sustainable procurement practice. The previous study on the influence of leadership towards sustainability practice is focusing on the environmental aspect (Dubey et al. 2015; Jaaffar & Amran 2017; Paulraj 2011; Robertson & Barling 2012) and social (Boulouta 2013; Robert et al. 2016).

Therefore, this study focusses on the aspect of sustainable procurement, which consists of environmental, societal, and prosperity. The internal elements of an organization especially cognitive pressure that influence an individual's decision making are essential since it encompasses the rational plans, beliefs, and assumptions shared by leaders to their subordinates (Fini & Toschi 2016; Scott 2016).

4. Proposed Conceptual Framework

This study makes use of Resource-based theory to examines efficiency based differences of organizations based on their resources (Peteraf & Barney 2003). The theory explained the relationship between factors that are influencing the SPP. The organizations may have different resources even though they are in the same industry, and the resources are unique and may not suit other organizations. Therefore, organizations compete against others by their resources and capabilities (Barney 1991). A unique organization's resources are seen as strengths that help the organization to compete better and to accomplish its strategy and make it more difficult for its rivals to compete (Wernerfelt, 1984). The resource-based theory is adapted to provide the theoretical arguments in this study for two reasons. Firstly, it recognizes intangible resources such as organizational culture, which is driven by vision and mission, leader's experiences, partnership, and other intangible resources, which assist the organization in gaining competitive advantages (Irwin, Hoffman and Lamont, 1998). Secondly, it defines societal demands as part of the external environmental forces driving an organization to develop unique resources to remain relevant. In the context of sustainable procurement practice, the resource-based theory explains on strategic management perspective (Carter & Rogers 2008). For instance, in the procurement process, an organization resource will affect a decision on how often to seek out tender and contracts related to sustainability, as well as the type and cost of contracts (Flynn & Davis 2017; Reijonen et al. 2016; Walker & Brammer 2009).

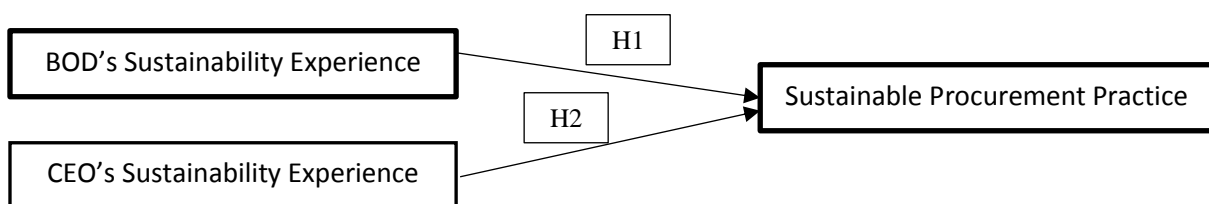


Figure 1: Proposed conceptual framework

The BOD and CEO, as leaders, play an essential managerial role in influencing the implementation of corporate sustainability and tackling sustainability issues as he is responsible for formulating a strategy for organizations (Walls & Hoffman 2012). The previous study found that leaders' sustainability experiences have a significant positive effect on sustainability performance in terms of influencing decisions regarding sustainability. These findings also supported by Lewis et al. (2014) and Huang (2013), which found that leaders' characteristic has a significant positive relationship with sustainability practice. Furthermore, Ortiz et al. (2012) revealed that the leaders that have experience in dealing with suppliers and firms that

support sustainability activities acquired a vast amount of sustainability experience and had a positive association with the firm's adoption of proactive sustainability strategies.

From the perspective of the resource-based view, the leaders also part of the internal resource of the HEIs. The experience, skills, and networking are challenging to obtain and also imitated by others to give an organization a competitive advantage (Amran et al. 2016). Therefore, based on the above findings, it could be concluded that BOD's sustainability experience is an important determinant and has a positive relationship with SPP. Thus the hypothesis can be stated as the following:-

H1: The sustainability experience of the BOD is positively associated with sustainable procurement practices by Malaysian HEI.

H2: The sustainability experience of the CEO is positively associated with sustainable procurement practices by Malaysian HEI.

5. Conclusion

The SPP has become a national agenda towards achieving Agenda 2030. It has been outlined in the SDGs goal, which is monitored and reported. Focusing on the influence of leaders' sustainability experience provides useful insights into SPP by Malaysian HEIs. As complex organizations, the adoption of sustainability may face challenges within their organizations themselves or society. With the help of a leader, aligning the process with a proper strategy to achieve the objective will be impactful.

BOD, as the representative of stakeholders, with sustainability experience, can influence the implantation of SPP. While CEO with sustainability experience, as the executive who makes the strategy and aligning it with operational activities also able to influence the SPP in Malaysian HEI.

This research contributes to the growing body of research addressing sustainable procurement in Malaysian HEIs contexts and the influences of the CEO's & BOD's sustainability-related experience. The outcome of this research could help the leader to put a proper strategy in place in order to implement sustainable procurement. By adopting the framework in this research, the industry not only could understand the focus area for catalyzing the sustainable procurement practice but also grab the opportunities that come along with the SDGs.

6. References

Amran, A, Ooi, SK, Wong, CY, & Hashim, F 2016, *Business strategy for climate change: An ASEAN perspective*, Corporate Social Responsibility and Environmental Management, vol. 227, March 2015, pp. 213–227.

Barney, JB 1991, *Firm resources and sustained competitive advantage*, Journal of Management, vol. 17, no. 1, pp. 99–120.

Boulouta, I 2013, *Hidden connections: the link between board gender diversity and corporate social performance*, Journal of Business Ethics, vol. 113, no. 2, pp. 185–197.

- Brammer, S & Walker, H 2011, *Sustainable procurement in the public sector: an international comparative study*, International Journal of Operations & Production Management, vol. 31, no. 4, pp. 452–476.
- Buniamin, S, Johari, NH, Ahmad, N, & Abdul, FH 2014, *The determinants of green government procurement*, pp. 299–312.
- Carter, CR & Rogers, DS 2008, *A framework of sustainable supply chain management: moving toward new theory*, International Journal of Physical Distribution & Logistics Management, vol. 38, no. 5, pp. 360–387.
- Dubey, R, Gunasekaran, A, & Samar Ali, S 2015, *Exploring the relationship between leadership, operational practices, institutional pressures and environmental performance: A framework for green supply chain*, International Journal of Production Economics, vol. 160, pp. 120–132.
- Economic Planning Unit 2017, *Malaysia sustainable development goals voluntary national review 2017*.
<http://www.epu.gov.my/sites/default/files/Malaysia_VNR_Report_2017.pdf.>
- Fini, R & Toschi, L 2016, *Academic logic and corporate entrepreneurial intentions: A study of the interaction between cognitive and institutional factors in new firms*, International Small Business Journal, vol. 34, no. 5, pp. 637–659.
- Flynn, A & Davis, P 2017, *Investigating the effect of tendering capabilities on SME activity and performance in public contract competitions*, International Small Business Journal, vol. 35, no. 4, pp. 449–469.
- Huang, SK 2013, *The impact of CEO characteristics on corporate sustainable development*, Corporate Social Responsibility and Environmental Management, vol. 20, no. 4, pp. 234–244.
- Islam, MM, Murad, MW, McMurray, AJ, & Abalala, TS 2017, *Aspects of sustainable procurement practices by public and private organizations in Saudi Arabia: an empirical study*, International Journal of Sustainable Development and World Ecology, vol. 24, no. 4.
- Jaaffar, AH & Amran, A 2017, *The influence of leaders' past environmental-related experiences and positive deviance behaviour in green management practices*, vol. 51, no. 51, pp. 1–18.
- Kim, J & Kraft, E 2017, *The effects of dedication to environmental legitimacy on HEI-wide innovativeness and applications for admission: From natural resource based view*, Journal of Cleaner Production, vol. 168, pp. 105–117.
- Levy, BLM & Marans, RW 2012, *Towards a campus culture of environmental sustainability*, International Journal of Sustainability in Higher Education, vol. 13, no. 4, pp. 365–377.
- Lewis, BW, Walls, JL, & Dowell, GWS 2014, *Difference in degrees: CEO characteristics and firm environmental disclosure*, Strategic Management Journal, vol. 35, no. 5, pp. 712–722.
- Mansor, N, Kahlenborn, W, & Adham, KN 2014, *Perolehan hijau kerajaan*, p. 40.

- McMurray, AJ, Islam, MM, Siwar, C, & Fien, J 2014, *Sustainable procurement in Malaysian organizations: Practices, barriers and opportunities*, Journal of Purchasing and Supply Management, vol. 20, no. 3, pp. 195–207.
- Ortiz-de-Mandojana, N, Aragón-Correa, JA, Delgado-Ceballos, J, & Ferrón-Vílchez, V 2012, *The effect of director interlocks on firms' adoption of proactive environmental strategies*, Corporate Governance: An International Review, vol. 20, no. 2, pp. 164–178.
- Paulraj, A 2011, *Understanding the relationships between internal resources and capabilities, sustainable supply management and organizational sustainability*, pp. 19–37.
- Peteraf, MA & Barney, JB 2003, *Unraveling the resource-based tangle*, Managerial and Decision Economics, vol. 24, no. 4, pp. 309–323.
- Peters, GF & Romi, AM 2013, *Does the voluntary adoption of corporate governance mechanisms improve environmental risk disclosures? Evidence from greenhouse gas emission accounting*, Journal of Business Ethics, vol. 125, no. 4, pp. 637–666.
- R. Jaafar, S. Aziz, NR 2016, *The roles of compliance with government procurement policy : moderating the effects between explanatory factors and sustainable public procurement practice*, vol. 48, no. 2016, pp. 89–98.
- Reijonen, H, Tammi, T, & Saastamoinen, J 2016, *SMEs and public sector procurement: does entrepreneurial orientation make a difference?*, International Small Business Journal, vol. 34, no. 4, pp. 468–486.
- Robert, L, Bocquet, R, & Gardet, E 2016, *Intra-organisational drivers of purchasing social responsibility*, European Business Review, vol. 28, no. 3, pp. 352–374.
<<http://www.emeraldinsight.com/doi/10.1108/EBR-08-2015-0083>>
- Robertson, JL & Barling, J 2012, *Greening organizations through leaders' influence on employees' pro-environmental behaviors*, Journal of Organizational Behavior, vol. 17, no. 2, pp. 1–20.
- Scott, L 2016, *Sustainability and climate change driving the SDGs – whose hand is on the steering wheel?*
- SDSN 2017, *Getting Started With the SDGs in universities: a guide for universities, higher education institutions, and the academic sector*, Australia, New Zealand and Pacific Edition, p. 55.
<http://ap-unsdsn.org/wp-content/uploads/2017/08/University-SDG-Guide_web.pdf>
- Thompson, R & Green, W 2005, *When sustainability is not a priority*, International Journal of Sustainability in Higher Education, vol. 6, no. 1, pp. 7–17.
<<http://www.emeraldinsight.com/doi/10.1108/14676370510573104>>
- Velazquez, L, Munguia, N, & Sanchez, M 2005, *Deterring sustainability in higher education institutions*, International Journal of Sustainability in Higher Education, vol. 6, no. 4, pp. 383–391. Available from: <http://www.emeraldinsight.com/doi/10.1108/14676370510623865>.

Walker, H & Brammer, S 2009, *Sustainable procurement in the United Kingdom public sector*, Supply Chain Management: An International Journal, vol. 14, no. 2, pp. 128–137. Available from: <http://www.emeraldinsight.com/doi/10.1108/13598540910941993>.

Walls, JL & Berrone, P 2015, *The power of one to make a difference: how informal and formal CEO power affect environmental sustainability*, Journal of Business Ethics, vol. 145, no. 2, pp. 293–308.

Walls, JL & Hoffman, AJ 2012, *Exceptional boards: environmental experience and positive deviance from institutional norms*, Journal of Organizational Behavior.

Zhang, N, Williams, ID, Kemp, S, & Smith, NF 2011, *Greening academia : developing sustainable waste management at higher education institutions*, Waste Management, vol. 31, no. 7, pp. 1606–1616.

IEP Students' Perceptions When Using Raplexis to Develop Vocabulary in ESL Classroom

Azalan Bayu bin Zakaria ^{a,*}, Juhari Sham bin Jusoh^b

^a Kolej Profesional MARA Bandar Penawar, 81930 Kota Tinggi, Johor (MALAYSIA)

*azalan.zakaria@mara.gov.my

^b Kolej Profesional MARA Indera Mahkota, 25200 Kuantan, Pahang (MALAYSIA)

juhari@mara.gov.my

Abstract

Lack of vocabulary is one of the major problems exists in the second language classroom. It becomes the barrier for the learning process in second language skills such as speaking, reading, writing and listening. Students always complained that they do not know what words to be used in explaining and generating their ideas in speaking, reading or writing activities. The study aims to identify students' perceptions of using Raplexis to develop their vocabulary. In this study, the technique was designed to help students grew and enhanced their vocabulary with the incorporation of rap music and rhymes within the lyric they wrote. The combination of music and vocabulary elements were used to optimize students' ability to learn the vocabulary and at the same time to use them in the right context. Students also can freely choose any rap music that they like when using Raplexis. As a result of the technique used, students gave positive feedbacks towards the technique used. The survey also showed that the Rhyme Zone was the main preference based on its frequency level to complete the task given. Finally, students also suggested few improvements to be made towards Raplexis technique in future.

Keywords: ESL classroom; indirect vocabulary learning; Raplexis technique

1. Introduction

Vocabulary is one of the important aspects in second language acquisition. Inadequate understanding towards vocabulary does not only affect negatively students' knowledge of the words but also lead to the serious inability for them to use skills in their second language including reading, writing, (Blachowicz, Fisher and Ogle 2006), listening and speaking (Richards 2008) and learning grammar aspects (Liu and Jiang 2009) . Gu (1994) also claimed that the size of vocabulary that students possess could significantly influence their second language development for language skills and knowledge of vocabulary, which are interdependent. Therefore, teachers must prioritize the vocabulary aspect as an important element before exposing students to other language skills and knowledge because many previous studies have clearly shown that vocabulary is the key factor in ESL classrooms.

When it comes to vocabulary acquisition, there are few strategies or technique discussed by previous studies which had been used in the second language classroom like rehearsal, words repetition and key word technique such as mnemonic (Gu and Johnson 1996). However, these techniques according to Meara (1980, p.225) do not focus on the use of vocabulary in context or real situation because they "ignore the complex pattern of relationship that characterise a proper, fully formed lexicon. This issue also was discussed in Gu and Johnson (1996) where it suggested that vocabulary should not be learnt only to know its meaning, but teachers should

also focus on sentence construction, logical and emotional information from their context. Lawson and Hogben (1996) also stressed that vocabulary can be successfully acquired when learners can elaborate the word meaning and use it appropriately in other situations. Besides they should also be able to use the words in the future where they can establish a long-term recall and retention of the words learned.

Blachowicz, Fisher and Ogle (2006) listed three characteristics of effective vocabulary instruction which are motivation for students to practise using the words they have learnt, vocabulary learning that promote students to learn new words and environments where students can learn new words independently in different context. Schmitt (2008) highlighted that to ensure the richness of vocabulary students learn in the classroom, all 'learning partners', including students, teachers, and learning materials should be collaborated to master the lexical knowledge. In this study, Raplexis was implemented by active participation of students who completed the task given in the small group, facilitation by the teacher during the learning process, and use of learning tools and materials like rap beat and Rhyme Zone to help students optimizing their exploration to learn new vocabulary. Blachowicz and Fisher (2004) suggested STAR model for teachers in order to design a good vocabulary instruction where it includes the process of selecting teaching materials, teaching the meaning of the words to be used in different context, activating their vocabulary learning process by creating the opportunity for students to use in language learning activities and revisit their words knowledge by assigning students with post-learning activities such as book review, forum, blogging or online discussion in which students can use and practise the words they have learnt intentionally or incidentally on previous lesson.

Choosing or designing vocabulary instruction to optimize students' learning on vocabulary in the second language is challenging because teachers might face few problems such as students' level of proficiency, motivation, and interest to learn the target language. Hence, teachers need to carefully look at the teaching technique they plan to use to enhance students' vocabulary because the outcome might be frustrating. It is because if the learning process does not consider the factors mentioned, students will find it difficult to develop their vocabulary and will impact their perception and motivation to learn second language negatively. Krashen (1981) highlighted the motivation issue through his Affective Filters Hypothesis, which indicates that second language can be successfully acquired if students feel secure especially when they make a mistake when using the vocabulary in the target language. According to Segal (2014, p.3) "music can encourage emotional response of learners because it is engaging and appealing to the affective domains. To accommodate different learners who have different emotions, Raplexis gives the autonomy to learners to choose their favourite rap beat where they can download freely from Youtube which provides wide range of music selections.

In this study, music was chosen to become the tools to increase students' motivation to learn and use the language by writing rap lyric which uses rhymed words in each line (bar). Besides, students also collaborate with their friends in completing the task given and use the apps called Rhyme Zone which function like thesaurus and dictionary to find new vocabulary to be used in their rap lyric. The reason music is used in Raplexis because it can become an effective learning tool for students in lexical enhancement (Joyce, 2011). Besides, rap music genre was selected and used because it brings commonness or universalities to different types of learners based on their choice of favourite music, musical instruments, countries, ethnicities, lifestyle, mood, and feelings (Hill, 2008). All the aspects make it culturally closed, meaningful and can help to boost the students' motivation and who completed the task given.

2. Definition of Terms

2.1 Intensive English Programme

Intensive English Programme (IEP) is pre-diploma programme for students who do not achieve at least C or credit in English for *Sijil Pelajaran Malaysia* (SPM). Most of the students who enrolled this programme got D or E. Based on the grade, the study categorized them as low proficiency levels of students. In IEP, students will learn English intensively where they will be having 32 contact hours per week consist of Reading (8 hours), Writing (8 hours), Grammar (8 hours), Speaking (4 hours) and Listening (4 hours) taught by 5 teachers. To continue their diploma in MARA Professional Colleges, they must pass all the components with at least C grade.

2.2 Raplexis technique

Raplexis technique is designed to empower and enhance students' vocabulary with the incorporation of rap music (rap beat) and the use of words. By using this technique, students need to use rap beat, which they can choose freely from Youtube and finding the rhymed words to be used in the rap lyric they write. The technique was designed to develop students' musical, linguistic and intrapersonal intelligence or skills based on Multiple Intelligence Theory introduced by Gardner (1992)

2.3 Vocabulary

Vocabulary in this study emphasized the students' knowledge of the meaning and how it can be used in the right context. To complete the task given, students need to use at least 20-30 words they never knew and used before within the rap lyric they write on their own.

2.4 Rhyme Zone

Rhyme Zone is the online platform to find rhymed words. It will list the rhymed words according to number of syllables and how strong the word rhymed to one another. Besides, it also provides the words' meanings and how it can be used in a sentence, rap lyric, and poem. In addition, Rhyme Zone also shows the words' Part of Speech as well as related words, synonym, etc. It functions similarly like thesaurus or dictionary.

3. Research Objective and Questions

The aim of the study is to know the students' perception when using Raplexis technique to enhance their vocabulary in a second language classroom. There are three research questions to be answered:

- i) What are students' general perceptions of the use of Raplexis technique to enhance their vocabulary?
- ii) By using Raplexis, what tools or sources the students use the most to enhance vocabulary?
- iii) What improvement (s) suggested by students?

4. Methodology

4.1 Participants

Participants in the study were 40 students who enrolled in the Intensive English Programme at MARA Professional College, Bandar Penawar. Basically, students in this program are those who did not get credit (C) in English paper of *Sijil Pelajaran Malaysia (SPM.)* All of them got either D or E grade for their English paper. There are 21 males and 19 females students who took part in the survey and their aged are between 18-19 years old. Based on their previous exam results, they can be categorized as low proficiency levels of students in the second language. IEP provides intensive learning to the students to improve their reading, writing, speaking, listening and grammar 8 hours each in a week. However, there is no specific focus on vocabulary instructions used in the teaching and learning process. The sampling represents the population because IEP program was operated only in the college and not related to any pre-diploma program in other institutions.

4.2 Research Design

The study is descriptive quantitative research because it emphasized students' general perceptions and the subject was measured only once. The online survey was used to collect the data where 40 students needed to answer it after they had completed the task given.

The questionnaire contains ten questions that emphasized general perceptions, tools used the most and improvements towards Raplexis. They had to answer four alternatives, two multiple answers, two rating or preference questions, 1 multiple choice, and 1 open-ended question. For multiple-choice rating questions, Likert scale was used to get students' perceptions on the use of Raplexis to enhance their vocabulary. In addition, the alternative question aimed to know students' age, gender, and experience in using music in the classroom. On the other hand, multiple answer questions were used to know what inspire them to write the rap lyric and what tools or sources they used the most to find rhymed words. Eventually, an open-ended question was used to know students' suggestions and recommendations to improve this technique in future.

4.3 Procedures

The class contains 40 students were assigned to do the rap project which aimed to integrate all language skills they have studied in reading, writing, speaking and listening classes. In week 1, students were exposed to rap beat, rhymed words and how to flow smoothly in rap. Next, in week 2 to 3, lecturers asked students in a small group to plan their rap performance by choosing their favorite rap beat, the theme and message they want to convey and delegate the task for each member based on bars. Besides, in the same week, students were also introduced with Raplexis technique where lecturer explained how Rhyme Zone and rap beat can be used effectively to complete the task given. Each member needed to come out with at least ten bars or lines of the rap lyric. Lecturers gave one week (in week 4) for students to practice rapping with the rap beat they chose. In week 5, students had to perform their rap performances in front of their classmates. After the performance of each group, lecturer asked about the meaning of the words used, how the words related to their life, what is the main message they want to deliver and so forth. The question-answer session was done to ensure that the students understand the words they used in their lyrics and to know either the words were used in the right context or not. This session was also important to avoid plagiarism among students who

may just copy the lyric on the internet. During the learning process, lecturer acted as a facilitator especially with the use of words in the lyric they wrote.

5. Results

5.1 Students' General Perceptions

Students' general perceptions in this survey focused on whether students felt Raplexis could enhance their vocabulary, is a fun way in vocabulary acquiring vocabulary, good technique to be used in other courses or subjects which used English as a medium and their satisfaction after performing their rap. It also explored their experience using rap in English language learning before this. Table 1 shows the percentages of each question used in the survey.

	Question	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1.	Have you ever used rap before you are introduced with Raplexis?	0%	0%	2.5%	7.5%	90%
2.	Do you think Raplexis enhance your vobabulary?	95%	2.5%	2.5%	0%	0%
3.	Do you think Raplexis is a fun technique to enhance your vocabulary?	50%	37.5%	5%	5%	2.5%
4.	Do you prefer teachers to use Raplexis in other courses/subjects?	27.5%	40%	30%	2.5%	0%
5.	Are you satisfied after performing your rap in front of your classmates?	36.25%	36.25	7.5%	12.5%	7.5%

Table 1: Students' general perception in using Raplexis

It may indicate that rap music was not common to be used in the classroom when most students (97.5%) did not have any experience using rap in language learning. When they are exposed to Raplexis, 97.5% of them agree and strongly agree that the technique can enhance their vocabulary and 87.5% of them agree and strongly agree that the technique is a fun way to enhance their vocabulary in the target language. Some of them in about 7.5% did not perceive Raplexis is a fun technique, maybe because the difficulty to synchronize between the rap beat and the sentences they made. Students also thought that the technique should be used in other subjects or courses which use English as a medium (47.5%). However, students were not sure about it (30%) and disagree (2.5%) if the technique could be used in other subjects perhaps

because the learning objectives for each subject are different from vocabulary instructions. They were also satisfied with rap performance after using the technique (87.5%). However, there were 20% of students did not satisfy with their rap performance. This situation will be explained further by using their feedbacks in open-ended question of the survey.

5.2 Tools and Resources

According to Table 2, Rhyme Zone was the most preferred tool used by students to complete the task. Perhaps it is because its function helps students to find rhymed words and enable to know the meaning and usage of the word in-depth. Friends and teachers also play important roles in completing the assigned task because it was done in a group of three and as it said previously that Raplexis requires teachers or lecturers acted as facilitator during the completion of the task. However there few students who still use Google Translator and other rap lyrics. Even though the percentage was not high, teacher must not encourage them to use both tools because they may wrongly translate their lyrics and got wrong meanings. Plus, students may involve in plagiarism rather than producing their lyric when they use other rap lyrics to complete the task.

		Responses		Percent of Cases
		N	Percent	
Stools(a)	Rhyme Zone	30	38.0%	78.9%
	Teachers	20	25.3%	52.6%
	Friends	18	22.8%	47.4%
	Dictionary/Online dictionary	8	10.1%	21.1%
	Google Translator	2	2.5%	5.3%
	Other rap lyrics	1	1.3%	2.6%
Total		79	100.0%	207.9%

a Dichotomy group tabulated at value 1.

Table 2: Tools and resources used by students in Raplexis

5.3 Technique Improvement

To know what improvement can be made towards the technique, open-ended question was used and transformed to quantitative data. Half of students think that they need more audience during the final rap performance. During the performance, the classmates and lectures were only their audiences to give comments and ask questions. 15% of them said they need more bars (lines) to rap. In the task given, they were required to write only 10 bars each. Exposing more on rapping skills showed 10% and no technical problems (10%) displayed the low percentages. It happens maybe because there are some problems with public address system during their performance. Few students also suggested the focus of task could be given on the pronunciation when rapping and asked to use own rap beat. Both suggestions worth only 5% each. Giving attention to pronunciation could be a good suggestion to improve this technique, but to make own beat is not easy for many people. In Raplexis, it encourages students to choose rap beats in platform like Youtube because it provides wide range of selections which can fulfill students' universalities in music preference. The data also reflected the level of students' satisfaction because of the factors discussed in previous findings.

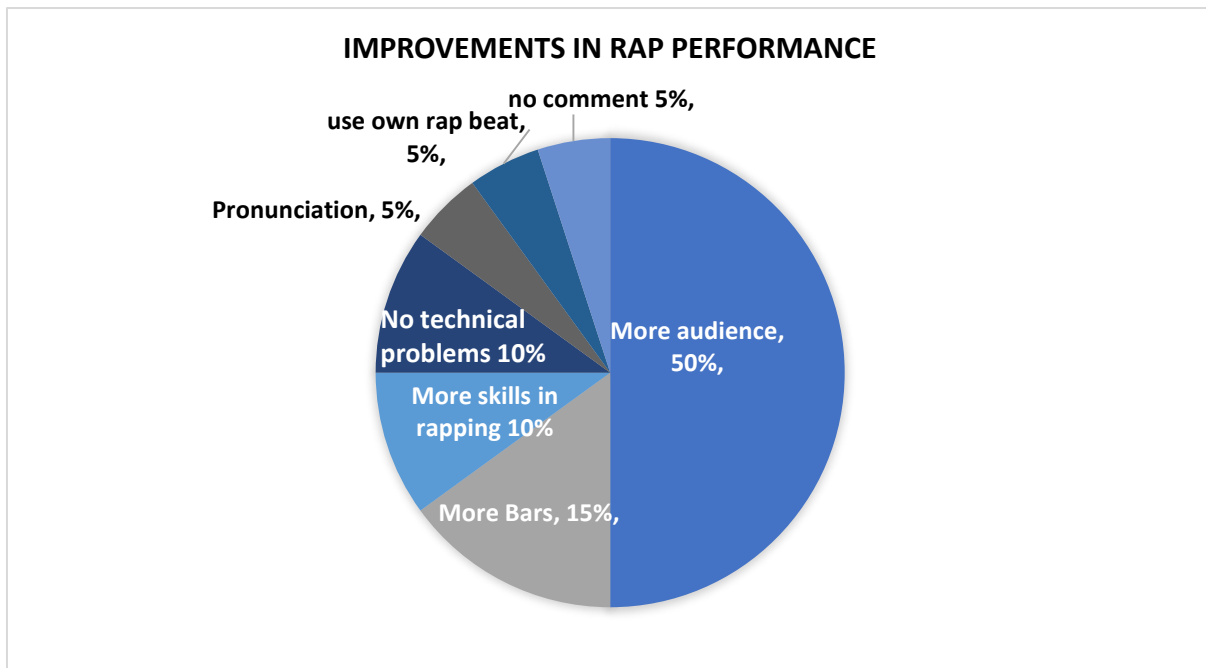


Figure 2: Suggestions for Improvement to Raplexis

6. Conclusions

Raplexis may show that the technique encourages intentional and incidental vocabulary learning, which discussed by Blachowicz and Fisher (2004). It is because it creates the chance for students to use the rhymed words in the lyric sensibly. The process of rap lyric writing will make them explore the meaning of the words chosen and how they can be used in the right context in the lyrics. Besides, it also requires collaboration between students and teachers who enable to assist in completing the task given apart from various tools such as Rhyme Zone and dictionary. However, there is still a research gap in this study because it does not discuss the word's retention. It is suggested for future studies to do a standard vocabulary test after students have been exposed to Raplexis to evaluate its effectiveness in vocabulary instructions. Other than that, teachers' perceptions should be measured because the technique integrates rap music, which may make them feel reluctant to use it in ESL classroom for many reasons. Besides, the class management and environment should be considered by teachers when using the technique for it needs good internet access and adequate space and audience for students to perform their final product. Lastly, Raplexis should be experimented in other language skills as mentioned in survey such as pronunciation (Ratnasari 2007) or previous studies which discussed the positive impact of music towards grammar (Rosová 2007), second language learning via language user's culture (Salcedo, 2002) and others.

References

- Blachowicz, C.L. and Fisher, P., 2004. Vocabulary lessons. *Educational Leadership*, 61(6), pp.66-69.
- Blachowicz, C.L., Fisher, P.J., Ogle, D., 2006. Vocabulary: Questions from the classroom. *Reading Research Quarterly*, 41(4), pp.524-539.

- Gardner, H., 1992. Multiple intelligences (Vol. 5, p. 56). *Minnesota Center for Arts Education*.
- Gu, Y., 1994. Vocabulary learning strategies of good and poor Chinese EFL learners.
- Hill, M.L., 2009. *Beats, rhymes, and classroom life: Hip-hop pedagogy and the politics of identity*. Teachers College Press.
- Johnson, R. and Gu, Y., 1996. Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46(4), pp.643-679.
- Joyce, M.F., 2011. Vocabulary acquisition with kindergarten children using song picture books.
- Krashen, S., 1981. Second language acquisition. *Second Language Learning*, 3(7), pp.19-39.
- Lawson, M.J. and Hogben, D., 1996. The vocabulary-learning strategies of foreign-language students. *Language learning*, 46(1), pp.101-135.
- Liu, D. and Jiang, P., 2009. Using a corpus-based lexicogrammatical approach to grammar instruction in EFL and ESL contexts. *The Modern Language Journal*, 93(1), pp.61-78.
- Meara, P., 1980. Vocabulary acquisition: A neglected aspect of language learning. *Language Teaching*, 13(3-4), pp.221-246.
- Ratnasari, H., 2007. *Songs to Improve the Students' Achievement in Pronouncing English Words (An Action Research of the Year Seventh Students of MTs ANNUR Jepara in the Academic Year 2006/2007)* (Doctoral dissertation, Universitas Negeri Semarang).
- Rosová, V., 2007. *The use of music in teaching English* (Doctoral dissertation, Masarykova univerzita, Pedagogická fakulta).
- Richards, J.C., 2008. *Teaching listening and speaking*. Cambridge, England: Cambridge university press.
- Segal B., 2014. Teaching English as a second language through rap music: A curriculum for secondary school students.
- Salcedo, C.S., 2002. The effects of songs in the foreign language classroom on text recall and involuntary mental rehearsal.
- Schmitt, N., 2008. Instructed second language vocabulary learning. *Language teaching research*, 12(3), pp.329-363.

Pengaruh Kepimpinan Distributif Terhadap Kompetensi Guru Sekolah Menengah

Hairul Azman Bin Mohd Hata* dan Mohamed Yusoff Bin Mohd. Nor (Phd)

Fakulti Pendidikan, Universiti Kebangsaan Malaysia

*Email: hairul.jnj@gmail.com

Abstrak

Pengetua memainkan peranan yang penting dalam menentukan kecemerlangan sesebuah sekolah. Pengetua yang berkualiti diperlukan untuk menerajui sesebuah sekolah bagi meningkatkan tahap profesionalisme guru agar kecemerlangan murid dalam akademik dan sahsiah dapat dicapai. Untuk itu seseorang pengetua perlulah mempunyai kekuatan dari segi pengetahuan, kemahiran dan mempunyai nilai-nilai baik yang mampu mempengaruhi dan seterusnya dapat meningkatkan kompetensi guru di sekolah. Justeru itu, satu kajian telah dijalankan untuk mengenal pasti tahap kepimpinan distributif pengetua dan tahap kompetensi guru. Di samping itu, kajian ini juga bertujuan untuk menganalisis hubungan di antara kepimpinan distributif dan kompetensi guru di Sekolah Menengah negeri Perak. Dimensi kepimpinan distributif yang diukur ialah mempamerkan model, menginspirasikan perkongsian visi, mencabar proses, membenarkan orang lain bertindak dan memberi galakan.. Dimensi kompetensi pula ialah guru sebagai perancang, pengawal, pendorong, pembimbing dan penilai. Kajian ini menggunakan kaedah tinjauan melalui soal selidik sebagai instrumen kajian. Seramai 51 orang guru daripada Sekolah Menengah di negeri Perak terlibat sebagai responden di dalam kajian ini. Data yang diperolehi daripada responden dianalisis menggunakan perisian statistik SPSS 23.0 secara analisis deskriptif dan analisis inferens. Analisis deskriptif (min dan peratusan) digunakan untuk mengenal pasti tahap kepimpinan distributif pengetua dan kompetensi guru. Ujian korelasi Linear Pearson digunakan untuk menentukan hubungan antara kepimpinan distributif (pemboleh ubah bebas) dan kompetensi guru (pemboleh ubah bersandar). Dapatan kajian menunjukkan kepimpinan distributif pengetua berada pada tahap sederhana tinggi (min = 4.17; SP = 0.567) dan tahap kompetensi guru juga berada pada tahap sederhana tinggi (min = 4.44; SD = 0.438). Kajian ini juga mendapati terdapat hubungan positif yang signifikan di antara kepimpinan distributif pengetua dengan kompetensi guru ($r = .450$, $p = 0.05$).

Kata kunci: Kepimpinan distributif; Kompetensi guru; Sekolah menengah

1. Pengenalan

Pengetua kini berada pada era yang mencabar dan menuntut mereka untuk memainkan peranan yang penting untuk mengurus sesebuah sekolah agar melahirkan murid yang cemerlang bukan sahaja dalam bidang akademik dan sahsiah tetapi juga mempunyai tahap akauntabiliti yang tinggi. Bagi menghadapi realiti kepimpinan hari ini, para sarjana telah memperkenalkan konsep kepimpinan kontemporari seperti kepimpinan instruksional, kepimpinan transformasi, kepimpinan transaksional, kepimpinan perkongsian dan kepimpinan distributif sebagai alternatif kepada kepimpinan tradisional seperti autokratik, *laissez-faire* dan demokratik. Kebelakangan ini, kepimpinan distributif mendapat perhatian para sarjana kerana dapat membantu para pengetua menangani pertambahan bebanan kerja yang dihadapi oleh pengetua (Elmore 2000; Spillane 2005).

Kepimpinan distributif kini diakui sebagai salah satu pendekatan yang berjaya membawa kepada pembaharuan kepada sekolah dan pengetua digalakkan mengagihkan tanggungjawab yang dipikulnya kepada pemimpin lain di sekolah. Walaupun istilah kepimpinan distributif baru sahaja didengari dan dikenali, namun pelaksanaannya telah lama diterima pakai sebagai sebahagian pembaharuan yang berlaku dalam pendidikan di negara maju seperti United Kingdom, Amerika Syarikat, Australia, sebahagian daripada Eropah dan New Zealand (Harris 2012). Di Amerika, kepimpinan distributif kini dijadikan sebahagian daripada aspek yang dinilai terhadap para pengetua melalui standard kepimpinan yang baharu (Council of Chief State School Officers [CCSSO], 2008). Begitu juga dalam program penyediaan kepimpinan mereka yang mengambil kira sejauhmana seseorang calon itu mampu melaksanakan kepimpinan distributif terhadap tanggungjawab yang diamanahkan (National Policy Board for Educational Administration [NPBEA] 2011).

Begitu juga dengan Kementerian Pendidikan Malaysia (KPM), yang mana mereka turut memberikan perhatian kepada kepimpinan distributif melalui Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 bagi memperkasa kepimpinan di sekolah. Hal ini bertujuan untuk mencapai hasrat agar setiap sekolah ditempatkan dengan seorang pemimpin yang berkualiti seperti yang terkandung dalam inisiatif kelima PPPM 2013-2025.

Melalui kepimpinan distributif, KPM turut berusaha untuk menangani isu pertambahan beban kerja dan tekanan yang dihadapi oleh pengetua terutamanya dalam pencapaian akademik murid di sekolah. Dalam hal ini, KPM telah menggalakan pemimpin sekolah yang lain seperti Penolong Kanan, Ketua Bidang dan Ketua Panitia untuk bekerjasama dengan guru-guru terlibat dalam pasukan kepimpinan sekolah terutama sekali dalam proses membuat keputusan yang berkaitan akademik dan proses pengajaran dan pembelajaran (PdPc) agar pencapaian akademik murid dapat ditingkatkan (KPM 2013).

Kompetensi guru dikenal pasti oleh para sarjana sebagai satu kompenan utama ke arah kecemerlangan sekolah. Melalui kepimpinan distributif pengetua diharap dapat meningkatkan kompetensi guru bagi pembangunan sekolah dan kecemerlangan murid.

2. Pernyataan Masalah

Kementerian Pendidikan Malaysia (KPM) menyedari akan kepentingan dan keperluan untuk memastikan warga negara memiliki jatidiri dan kebolehan serta dapat menyumbang kepada negara pada masa hadapan. Bagi merealisasikan hasrat tersebut, KPM telah menggubal dasar baharu pendidikan negara melalui kewujudan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 untuk menghasilkan murid yang memiliki enam aspirasi iaitu pengetahuan, kemahiran berfikir, kemahiran memimpin, kemahiran dwibahasa, etika dan kerohanian dan identiti nasional yang sejajar dengan falsafah pendidikan kebangsaan. Bagi memastikan hasrat ini tercapai, KPM berusaha untuk memastikan setiap sekolah diterajui oleh pemimpin yang berprestasi tinggi (KPM 2013). Pemimpin berkompentensi tinggi mestilah memiliki gaya kepimpinan yang dihormati oleh semua pengikut terutamanya oleh guru. Pengetua memainkan peranan yang penting dalam dalam memacu keberkesanan dan kemajuan sekolah (Buckner 2011; Leithwood & Levin 2010). Sekolah sebagai sebuah organisasi yang kompleks

memerlukan seorang pengurus yang mempunyai keupayaan dan kreabiliti serta mengamalkan pengurusan yang cekap dan efektif (Nordin dan Wan Mohd Rani 2003).

Kepelbagaian cabaran dan rencam dalam pendidikan hari ini memerlukan pengetua untuk mengubahsuai gaya kepimpinan mereka sesuai dengan tuntutan pendidikan semasa. Pengetua tidak lagi boleh melaksanakan kepimpinan yang berpusatkan kepada 'one man show'. Sehubungan itu, pengetua perlu melaksanakan perkongsian tanggungjawab dan kuasa yang melibatkan aktiviti dan interaksi tertentu berdasarkan kepada kepelbagaian orang dan situasi (Camburn, Rowan, & Taylor 2004; Spillane 2006). Justeru, pengetua perlu melihat kepada alternatif dalam kepimpinan distributif yang menggalakkan perkongsian kepimpinan kerana kepimpinan distributif dapat menyumbang kepada penambahbaikan sekolah dan pencapaian murid (Chen 2007). Di samping itu, melalui kepimpinan distributif juga, guru berpeluang untuk meningkatkan daya kebolehan dan keupayaan mereka sebagai persediaan untuk menjadi pemimpin masa depan (KPM 2013).

KPM perlu memberi tumpuan untuk mengenal pasti dan membangunkan bakat guru di sekolah agar berkualiti dan memenuhi tuntutan pendidikan semasa agar menjadi sekolah berkesan (Lewis 2015). Bagi tujuan tersebut guru perlu dibekalkan pengetahuan, kemahiran dan nilai positif yang diperlukan dalam pendidikan semasa bagi meningkatkan pencapaian murid (Klenowski & Lunt 2008). Kajian lepas mendapati faktor utama yang mempengaruhi pencapaian murid adalah keberkesanan guru dalam erti kata lain kualiti yang dimiliki oleh seseorang guru (Clotfelter, Ladd & Vigor 2014). Untuk memastikan guru yang berkualiti dihasilkan di setiap sekolah, pengetua perlu mengurus bakat guru dengan mengenal pasti bakat guru, menyediakan latihan bagi meningkatkan keberkesanan guru dan menambahbaik pencapaian murid (Odden 2015).

Menyedari betapa pentingnya gaya kepimpinan dalam mempengaruhi guru dan pengurusan bakat perlu dilaksanakan oleh pengetua untuk menghasilkan guru berkualiti, maka kajian ini dijalankan untuk melihat pelaksanaan amalan kepimpinan distributif pengetua di sekolah. Di samping itu, kajian ini turut menganalisis hubungan di antara kepimpinan distributif dengan kompetensi guru di sekolah menengah.

3. Tujuan Kajian

Tujuan kajian ini dilaksanakan adalah untuk mengenal pasti amalan kepimpinan distributif pengetua dan tahap kompetensi guru di sekolah menengah. Selain itu, kajian ini juga menganalisis hubungan di antara kepimpinan distributif dan kompetensi guru. Dimensi kepimpinan distributif ialah mempamerkan model, menginspirasi perkongsian visi, mencabar proses, membenarkan orang lain bertindak dan memberi galakan. Aspek kompetensi guru ialah guru sebagai perancang, guru sebagai pengawal, guru sebagai pendorong, guru sebagai pembimbing dan guru sebagai penilai.

4. Metodologi Kajian

Kajian ini adalah sebuah kajian kuantitatif yang menggunakan reka bentuk tinjauan (*cross-sectional survey*) yang menjadikan soal selidik sebagai instrumen kajian. Reka bentuk tinjauan digunakan dalam kajian ini bertujuan mengkaji tahap kepimpinan distributif dan kompetensi

guru serta menganalisis hubungan di antara kepemimpinan distributif dan kompetensi guru di Sekolah Menengah berdasarkan soal selidik yang dijawab oleh responden.

Kajian ini menggunakan kaedah persampelan rawak yang merupakan proses mengambil sampel daripada mana-mana individu dalam populasi yang memenuhi kriteria responden kajian. Sampel dalam kajian ini adalah seramai 51 orang guru yang berkhidmat di sekolah menengah di negeri Perak.

Bagi penganalisan data pula, kajian ini menggunakan statistik deskriptif dan inferensi. Statistik deskriptif diaplikasikan bagi mengenal pasti tahap amalan kepemimpinan distributif pengetua dan tahap kompetensi guru. Analisis deskriptif dengan berasaskan pengukuran frekuensi, skor min, sisihan piawai dan peratusan telah diaplikasikan untuk memperolehi data dalam kajian ini. Berdasarkan statistik deskriptif tersebut pengkaji dapat menerangkan frekuensi min dan peratusan bagi semua data yang terdapat dalam instrumen. Analisis inferensi yang melibatkan analisis Korelasi Pearson untuk mendapatkan nilai kolerasi (r) turut digunakan untuk mengkaji hubungan antara kepemimpinan distributif dengan kompetensi guru.

Jadual 1: Interpretasi Skor Min

Julat Skala	Interpretasi Skor Min
1.00 – 1.50	Rendah
1.51 – 2.49	Sederhana Rendah
2.50 – 3.49	Sederhana
3.50 – 4.49	Sederhana Tinggi
4.50 – 5.00	Tinggi

Sumber: Jamil Ahmad (2012)

5. Dapatan Kajian

5.1 Profil Responden

Kajian ini melibatkan 51 responden dalam kalangan guru Sekolah Menengah di negeri Perak yang terdiri daripada 18 (35.30%) guru lelaki dan 33 (64.70%) guru perempuan. Dari segi taraf pendidikan pula majoriti guru mempunyai Ijazah Sarjana Muda iaitu seramai 48 (94.10%) guru manakala 3 (5.90%) guru memiliki Ijazah Sarjana (Master). Manakala dari segi pengalaman mengajar pula, responden yang memiliki pengalaman mengajar kurang daripada 5 tahun adalah seramai 5 (9.80%) guru, 6 – 10 tahun seramai 11 (21.60%) guru, 11 – 15 adalah seramai 13 (25.50%) guru, 16 – 20 tahun seramai 9 (17.60%) guru dan lebih daripada 20 tahun seramai 13 (25.50%) guru.

Jadual 2: Profil Responden

Demografi	Responden	Frekuensi	Peratus
Jantina	Lelaki	18	35.30
	Perempuan	33	64.70
Akademik	Ijazah Sarjana (Master)	3	5.90
	Ijazah Sarjana Muda	48	94.10
Pengalaman	Kurang 5 tahun	5	9.80
	6 – 10 tahun	11	21.60
	11 – 15 tahun	13	25.50
	16 – 20 tahun	9	17.60
	Lebih 20 tahun	13	25.50

5.2 Kepimpinan Distributif Pengetua

Berdasarkan Jadual 3 di bawah didapati tahap kepimpinan distributif pengetua secara keseluruhannya berada pada tahap sederhana tinggi iaitu 4.17 (SD = .576). Dimensi yang paling tinggi minnya ialah menunjukkan contoh iaitu 4.29 (SD = .566). Manakala dimensi yang paling rendah min ialah membolehkan orang lain bertindak iaitu 4.09 (SD = .659). Dimensi lain masih berada pada tahap sederhana tinggi iaitu dimensi menginspirasi perkongsian visi (Min = 4.25, SP = .580), mencabar proses (Min = 4.11, SP = .648) dan memberi galakan (Min = 4.13, SP = .664).

Jadual 3: Tahap Kepimpinan Distributif Pengetua

Dimensi	Skor min	SP	Interpretasi
Menunjukkan contoh	4.29	.566	Sederhana Tinggi
Menginspirasi perkongsian visi	4.25	.580	Sederhana Tinggi
Mencabar proses	4.11	.648	Sederhana Tinggi
Membolehkan orang lain bertindak	4.09	.659	Sederhana Tinggi
Memberi galakan	4.13	.664	Sederhana Tinggi
Kepimpinan Distributif	4.17	.576	Sederhana Tinggi

5.3 Kompetensi Guru

Berdasarkan jadual 4 di bawah didapati kompetensi guru secara keseluruhannya berada pada tahap sederhana tinggi iaitu min 4.44 (SP = .438). Dari aspek kompetensi guru, guru sebagai pembimbing berada di skor min yang tertinggi dengan skor min 4.46 (SP = .454) manakala aspek guru sebagai pengawal berada di kedudukan skor min terendah dengan skor min 4.42 (SP = .471) namun kedua-duanya masih berada pada tahap sederhana tinggi. Aspek lain juga berada pada tahap sederhana tinggi iaitu guru sebagai perancang (Min = 4.37, SP = .568), guru sebagai pendorong (Min = 4.45, SP = .483) dan guru sebagai penilai (Min = 4.44, SP = .508).

Jadual 4: Kompetensi Guru

Dimensi	Skor min	SP	Interpretasi
Guru sebagai perancang	4.37	.568	Sederhana Tinggi
Guru sebagai pengawal	4.42	.471	Sederhana Tinggi
Guru sebagai pendorong	4.45	.483	Sederhana Tinggi
Guru sebagai pembimbing	4.46	.454	Sederhana Tinggi
Guru sebagai penilai	4.44	.508	Sederhana Tinggi
Kompetensi Guru	4.44	.438	Sederhana Tinggi

5.4 Hubungan Kepimpinan Distributif dengan Kompetensi Guru

Objektif ketiga kajian ialah untuk menganalisis hubungan kepimpinan distributif dengan kompetensi guru di Sekolah Menengah. Jadual 5 menunjukkan interpretasi kekuatan hubungan korelasi.

Jadual 5: Interpretasi Korelasi

Julat Skala	Interpretasi Korelasi
.00	Tiada korelasi
.01 – .30	Sangat lemah
.31 – .50	Lemah
.51 – .70	Sederhana
.71 – .90	Kuat
.91 – 1.00	Sangat kuat

Jadual 6 menunjukkan hubungan di antara kepimpinan distributif dengan kompetensi guru. Analisis kajian menunjukkan terdapat hubungan positif yang signifikan di antara kepimpinan distributif dan kompetensi guru ($r = 0.450$; $p=0.005$). Berdasarkan kepada interpretasi korelasi dalam Jadual 5 di atas menunjukkan hubungan di antara kepimpinan distributif dengan kompetensi guru adalah lemah.

Jadual 6: Korelasi antara Kepimpinan Distributif Pengetua dan Kompetensi Guru

		Distributif	Kompetensi
Kepimpinan distributif	Pearson Correlation	1	.450**
	Sig. (2-tailed)		.000
	N	51	51
Kompetensi guru	Pearson Correlation	.450**	1
	Sig. (2-tailed)	.000	
	N	51	51

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

6. Perbincangan

Berdasarkan kepada analisis deskripsi menunjukkan kepimpinan distributif pengetua berada pada tahap sederhana tinggi. Hasil kajian ini adalah selari dengan kajian yang telah dijalankan oleh pengkaji sebelum ini seperti Siva et.al. (2015), Jamalulail et. al. (2013) dan Rosranizah dan Hussin (2015) yang mendapati kepimpinan distributif dalam kalangan pengetua dan guru besar berada pada tahap sederhana tinggi. Walaupun kajian ini dilaksanakan di tempat lain dan

melibatkan sampel yang berbeza tetapi ia menghasilkan keputusan yang hampir sama dengan kajian lepas.

Bagi kompetensi guru pula kajian mendapati ia berada pada tahap sederhana tinggi dengan skor min 4.44. Hal ini adalah selari dengan kajian yang dijalankan oleh Norfariza dan Nur Fadillah (2018) ke atas guru daerah Sepang yang mendapati tahap kompetensi guru berada pada tahap sederhana. Begitu juga kajian yang dijalankan Nor Hasmaliza Hasan dan Zamri Mahamod (2016) ke atas 226 orang guru di sekolah menengah daerah Kuala Terengganu yang mendapati tahap kompetensi guru masih berada pada tahap sederhana.

Dapatan kajian juga menunjukkan terdapat hubungan positif yang signifikan di antara kepimpinan distributif dengan kompetensi guru. Ini menunjukkan pengetua mempunyai pengaruh terhadap kompetensi guru walaupun ia tidak berapa kuat. Segala tindak tanduk pengetua mempengaruhi guru di sekolah. Ini dapat dilihat di dalam dimensi kepimpinan distributif yang mendapati dimensi menunjuk contoh merupakan dimensi yang mempunyai skor min tertinggi (4.29). Ini menunjukkan pengetua menjadi rujukan dan contoh tauladan kepada guru dalam melaksanakan tugas di sekolah. Guru menjadikan pengetua sebagai role model dan hal ini sesuai dengan peranan dan tanggungjawab yang dimainkan oleh pengetua di sekolah.

7. Rumusan

Secara keseluruhannya dapatan kajian menunjukkan bahawa tahap kepimpinan distributif pengetua berdasarkan dimensi mempamer model, menginspirasi perkongsian visi, mencabar proses, membenarkan orang lain bertindak dan memberi galakan adalah sederhana tinggi. Begitu juga tahap kompetensi guru daripada aspek guru sebagai perancang, pengawal, pendorong, pembimbing dan penilai adalah pada tahap sederhana tinggi. Selain itu, dapatan kajian menunjukkan bahawa terdapat hubungan positif yang signifikan (kekuatan korelasi kuat) di antara kepimpinan distributif dan pengurusan bakat oleh pengetua.

Hal ini bertepatan dengan hasrat KPM melalui Pelan Pembangunan Pendidikan Malaysia 2013-2025 bagi memastikan pengetua dan guru besar yang berprestasi tinggi ditempatkan ke sekolah. Selain itu, dapatan kajian ini juga dapat memberikan maklumat tambahan kepada pihak KPM untuk memberi perhatian terhadap kepimpinan distributif dan kompetensi guru di sekolah untuk memastikan hasrat dan matlamat KPM untuk menjadikan pendidikan berkualiti tinggi di negara ini tercapai. Oleh kerana kajian ini adalah kajian kuantitatif, maka penyelidik mencadangkan untuk kajian masa hadapan dijalankan secara kualitatif untuk melihat bagaimana pengetua mengamalkan kepimpinan distributif di sekolah agar kompetensi guru sentiasa berada pada tahap yang tinggi. Selain itu, kajian lanjutan perlu dijalankan di negeri-negeri lain atau di seluruh Malaysia agar dapatan kajian lebih menyeluruh dan dapat digeneralisasikan dengan lebih tepat.

Rujukan

Buckner, K. R. 2011, *Leadership practices of female principals*. Disertasi Ph.D, Capella University.

Camburn, E., Rowan, B., & Taylor, J. E. 2003, Distributed leadership in schools: The case of elementary schools adopting comprehensive school reform models. *Educational Evaluation and Policy Analysis*, 25, 347–373.

Chen, Y. 2007, *Principals' Distributed Leadership Behaviors and Their Impact on Student Achievement in Selected Elementary Schools In Texas*. Dissertation of Educational Administration

Council of Chief State School Officers 2008, Educational leadership policy standards: SLLC 2008. Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008pdf

Elmore, R. 2000, *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute

Harris, A. 2012, Distributed leadership: Implications for the role of the principal. *Journal of Management Development*, 31, 7–17

Jamallulail Abdul Wahab, Aida Hanim A. Hamid, Surayati Zainal & Md Fuad Md Rafik. 2013, The relationship between headteachers' distributed leadership practices and teachers' motivation in national primary schools. *Asian Social Science*; Vol. 9, No. 16

Kementerian Pelajaran Malaysia 2013, *Pelan Pembangunan Pendidikan Malaysia 2013 – 2025*. Putrajaya.

Leithwood, K., & Levin, B. 2010, Understanding how leadership influences student learning. *International Encyclopedia of education* (pp. 45-50). Oxford, UK: Elsevier.

National Policy Board for Educational Administration 2011, Educational leadership program recognition standards: Building level. Arlington, VA: Author. Retrieved from <http://www.ncate.org/Link>

Nordin Hj. Abd Razak & Wan Mohd Rani Abdullah 2003, Amalan bidang pengetua dari perspektif guru. *Digest Pendidik* 3 (1): 23-35

Norfariza Binti Mohd Radzi dan Nur Fadhillah binti Muzammil 2018, Tahap kompetensi guru dalam pelaksanaan kemahiran berfikir aras tinggi di sekolah kebangsaan daerah Sepang, Selangor. *Jurnal Kurikulum & Pengajaran Asia Pasifik*. Bil. 6, Isu 4

Nor Hasmaliza Hasan, & Zamri Mahamod 2016, Persepsi guru Bahasa Melayu sekolah menengah terhadap kemahiran berfikir aras tinggi. *Jurnal Pendidikan Bahasa Melayu*, 6(2), 78-90.

Odden, A. R. 2015, *Strategic management of human capital in education*. New York, NY:Routledge.

Rosnarizah Abdul Halim dan Hussein Hj Ahmad 2015, Kepemimpinan distributif, faktor kontekstual dan efikasi sendiri guru di Malaysia. *Jurnal Pendidikan* Bil. 2(4)

Siva Rabindarang, Khuan Wai Bing & Khoo Yin Yin 2014, The influence of distributed leadership on job stress in technical and vocational education. *International Journal of Academic Research in Business and Social Sciences* Vol. 4, No. 1

Spillane, J. P. 2006, *Distributed Leadership*. San Francisco, CA: Jossey-Bass.

Val Klenowski and Ingrid Lunt 2008, Enhancing Learning at Doctoral Level Through the Use of Reflection? *Assessment and Evaluation in Higher Education*, 33(2), pp. 203-217.

The Effect of Gender and Ethnicity on Selected Topics in Mathematics among Secondary School Students

Hasni Shamsuddin^{a,*}, Jazimah Shamsuddin^b, Azwan Hairi Rabas^c, Nurul Nor Shahda
Abd Talib^d, Ahmad Zamri Khairani^a.

^aSchool of Educational Studies, 11800, Universiti Sains Malaysia
Email: emelhasni@gmail.com

^bSekolah Menengah Sains Tapah, Jalan Pahang, 35000 Tapah, Perak

^cSekolah Menengah Kebangsaan Datuk Haji Ahmad Badawi, Jalan Datuk Haji Ahmad
Badawi, 13200 Kepala Batas, Pulau Pinang

^d[Sekolah Menengah Sains Kepala Batas, 13200 Kepala Batas, Pulau Pinang](#)

Abstract

This study aims to examine the effect of gender and ethnicity on students' performance in the topics of Rational Number, Factors and Multiples, and Algebraic Expressions. A total of 181 secondary school students from eight schools (male = 97, female = 84; Malay = 109, Chinese = 44, Indian = 28) were selected as sample of this study. Their response in a nine-item mixed-format mathematics test was analysed to provide information on their performance on each topic. Results showed that there was no significant difference in the students' performance based on gender, while the Chinese students demonstrated higher mean scores in all topics compared to their Malay and Indian counterparts. We provided a discussion on the results obtained from the perspective of culture.

Keywords: Ethnicity; Form one; Gender; Mathematics; Students' performance.

1. Introduction

Mathematics is a core subject that must be taken by all students who go through the National Education System in Malaysia during their primary and secondary school. Mathematics curriculum aims to develop the knowledge and skills of the students to enable them to think logically, critically, analytically, creatively, and innovatively. The knowledge and skills will guide them to solve problems in their daily lives, further their studies to a higher level, and thus function as a competent workforce. The Mathematics Standard Secondary School Curriculum (KSSM) is essentially a continuation of the knowledge and skills learned at the primary school level. The content covers five main areas, including Numbers and Operations, Measurement and Geometry, Relationship and Algebra, Statistics and Probability, and Discrete Mathematics for five years (Ministry of Education 2016).

The form one Mathematics KSSM is fundamental to be dominated by the students because it contains fundamental topics of Mathematics knowledge and skills. Rational Numbers, Factors and Multiples, and Algebraic Expressions are the essential topics in the learning area of Numbers and Operations, and Relationship and Algebra. The failure in understanding the fundamental Mathematics knowledge might give negative perceptions among students to Mathematics (Najua, Mohd Salleh & Abdul Halim 2017). The situation will affect the performance of the students in the next content level in Mathematics instead of other subjects,

which is related to the fundamental knowledge and skills. For example, the essential knowledge and skills in algebraic expressions are essential in learning Pythagoras Theorem in Mathematics and also in Physics. Furthermore, mastery in fundamental mathematics can increase the students' interest in Mathematics (Clements 2001). Thus, special attention needs to be given in determining the knowledge and skills learned by the students in mathematics because of their different backgrounds and abilities.

2. Literature Review

Differences in gender performance on mathematics tests have long been the focus of research with mixed results were reported. In general, the stereotype that males perform better in mathematics than females were reported by studies such as Penner and Paret (2008), Liu and Wilson (2009), Cvencek, Meltzoff and Greenwald (2011) as well as Beekman and Ober (2015) whereas Tsui (2007) reported no gender difference in her study of eighth grade students. There was also an abundance of studies that showed gender differences in specific areas in mathematics. For instance, a study by Lachance and Mazzocco (2005) indicated limited mathematics differences in spatial reasoning according to gender, but this difference was not observed in spatial skills. Also, Klein, Adi-Japha and Hakak-Benizri (2010) showed that the male students perform better in spatial reasoning and whereas the female performance was better in verbal skill. Concerning the source of the differences, several factors have been identified, such as biological factors (Spelke 2005), learning strategies (Bezzina 2010), and culture (Fryer & Levitt 2010).

Meanwhile, the effect of ethnicity on mathematics achievement has long been the focus of many studies, especially involving White, Black, and Hispanic students. For example, an earlier study by Hall, Davis, Bolen, and Chia (1999) showed that the White perform superior to the Black students. The difference was more significant items related to conceptual understanding than items that involve computation. A similar finding was also reported by McGraw, Lubienski, and Strutchens (2006). Meanwhile, research by Royer and Walles (2007) found that ethnicity does affect mathematics achievement, in which the White students over Black and Hispanic students during the elementary and secondary school years. However, they were quick to acknowledge that the gap between these ethnicity has reduced over time. Apart from the White, Asian American students were also found to outperform their Black and Hispanic counterparts (National Center for Education Statistics 2013).

Meanwhile, research by Birenbaum and Nasser (2006) showed the effect of ethnicity on mathematics achievement in which the Jewish students perform significantly better than the Arab students. In Malaysia, studies on the effect of ethnicity on mathematics achievement were rather scarce and not explicitly conducted to examine the matter. Instead, researchers may use findings from other studies to infer the effect of ethnicity on mathematics achievement. For example, in the study of TIMSS 1999, it was found that the language spoken at home has a significant influence on the students' level of mathematics achievement (Nor Azina & Awang 2007). Since the Malay, Chinese, and Indian students were mostly spoke their mother tongue at home, we may speculate that ethnicity does influence students' mathematics performance.

3. Aims of the Study

This study aims to examine the effect of gender and ethnicity on students' performance in the topics of Ratio Number, Factors and Multiples, and Algebraic Expressions.

4. Research Methods

The sample of this study consisted of 181 Form 1 students (average age = 13 years-old) in the state of Penang. The number of male students was 97 (53.6%), while female students were 84 (46.4%). With regards to ethnicity, the Malay students represented 60.2% (N = 109) of the sample compared to the Chinese (24.3%, N = 44), and the Indian (15.5%, N = 28). We employed a partial credit format to gauge information regarding the students' performance on three important topics, namely, (1) Ratio Number, (2) Factors and Multiples, and (3) Algebraic Expressions. These topics were considered important since they were also specified in the mathematics curriculum in Form 2 as well as in Form 3 (Ministry of Education 2016; Ministry of Education 2017). Examples of items for both formats are given in the following Table 1.

Table 1: Example of Items

No	Topic	No of Items	Example of Item									
1	Rational Number	1	<p>Circle the number which has the highest value</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> -7 -11 0 -1 </div> <p style="text-align: right;">[1mark]</p>									
2	Factors and Multiples	5	<p>The diagram below shows the prime factor for 66. Write another two prime factors in the circle.</p> <div style="text-align: center;"> </div> <p style="text-align: right;">[2marks]</p>									
3	Algebraic Expressions	3	<p>State the coefficients for each of the following algebraic terms</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Algebraic Term</th> <th>Variable</th> <th>Coefficient</th> </tr> </thead> <tbody> <tr> <td>$-\frac{2}{9}rs^2 t$</td> <td>rt</td> <td></td> </tr> <tr> <td>$7gh^2$</td> <td>gh</td> <td></td> </tr> </tbody> </table> <p style="text-align: right;">[2marks]</p>	Algebraic Term	Variable	Coefficient	$-\frac{2}{9}rs^2 t$	rt		$7gh^2$	gh	
Algebraic Term	Variable	Coefficient										
$-\frac{2}{9}rs^2 t$	rt											
$7gh^2$	gh											
Total		9										

Scoring was conducted using the following procedure: For multiple-choice (objective) items, one mark was awarded for the correct answer while no marks were given for the incorrect one, whereas for the partial credit items, the scoring was usually related to the number of steps given to solve the question. Example of scoring for partial credit items is given as follows:

<i>Question:</i>	
Given r and s respectively are 3 and -2, find the value of the algebraic expression below.	
$5r - 3s + s^2$	[2marks]
<i>Scheme of work:</i>	
$5(3) - 3(-2) + (-2)^2$	1 mark
25	1 mark
Total	2 marks

Figure 1: Item Scoring

The data from research instruments analysed by IBM SPSS 23. Descriptive analysis, namely, means, and standard deviations were employed to describe the basic features of the data across different gender and ethnicity. The independent sample t-tests were used to compare the difference in the mean scores of the selected topics between males and females. Meanwhile, the one-way analysis of variance (ANOVA) was applied to study the effect of ethnicity on the students' performance on the selected topics.

5. Research Findings

The following Table 2 shows the mean and standard deviations of the Rational Number, Factors and Multiples, and Algebraic Expressions according to gender and ethnicities. In general, we can see that the male students scored higher than their female counterparts in the topics of Factors and Multiples as well as in Algebraic Expressions. Meanwhile, the Chinese students scored highest in all the topics measured, followed by the Malay and the Indians.

Table 2: The Mean and Standard Deviation in Gender and Ethnicity by the Topics

Demography	Mean (Standard Deviation)		
	Rational Number	Factors and Multiples	Algebraic Expressions
<i>Gender</i>			
Male	.80 (.41)	3.43 (2.30)	2.69 (1.65)
Female	.69 (.47)	3.99 (2.81)	2.98 (1.80)
<i>Ethnicity</i>			
Malay	.73 (.44)	3.38 (2.90)	2.66 (1.68)
Chinese	.93 (.26)	4.77 (2.96)	3.73 (1.638)
Indian	.50 (.51)	3.21 (2.54)	2.04 (1.458)

An independent sample t-test was carried out to compare the effect of gender toward the performance on the selected topic. Result showed that the mean different were statistically not significant for the topic of Rational Numbers [t (166.276) = 1.580, $p = .116$], Factors and Multiples [t (179) = -1.279, $p = .202$], as well as Algebraic Expressions [t (179) = -1.114, $p = .267$]. A one-way ANOVA was employed to test the effect of ethnicity on the students'

performance. Results in Table 3 shows that there were significant differences in the mean score of Rational Numbers [$F(2,178) = 9.248, p = .000$], Factors and Multiples [$F(2,178) = 4.179, p = .017$], and Algebraic Expressions [$F(2,178) = 10.507, p = .000$]. Post-hoc test using Bonferroni (Table 3) showed that the mean score for the Chinese students was significantly higher than that of both the Malay and the Indian groups. The mean score of the Malay students was also significantly higher than the Indian students in the topic of Rational Numbers, but not in the topic of Factors and Multiples and Algebraic Expressions. Further analysis using the Bonferonni post-hoc test showed that, for the rational number and Algebraic Expressions, the Chinese students demonstrated a significantly higher mean score compared to both the Malay and the Indian students. Meanwhile, with regards to the topic of Factors and Multiples, the present study reports that there is a significant difference between the mean score of the Chinese and the Malay, but the difference between the Chinese and the Indian student was not significant.

Table 3: Mean Differences According to Topics

Ethnicity difference	Mean difference (<i>p</i> -value)		
	Rational Number	Factors and Multiples	Algebraic Expressions
Malay - Chinese	-.20 (.024*)	-1.40 (.019*)	-1.07 (.001*)
Malay - Indian	.23 (.024*)	.16 (.962)	.62 (.171)
Chinese - Indian	.43 (.000*)	1.56 (.066)	1.69 (.000*)

*significant at $p = .05$

6. Discussions

The purpose of this study is to examine the effect of gender and ethnicity on students' performance in the topics of Ratio Number, Factors and Multiples, and Algebraic Expressions. Results from the independent sample t-tests showed that there was no significant difference between the male and the female students on the topics mentioned above. The result is not in line with the study of TIMSS 2015, which conclude that the female students perform better compared to the male. One possible reason that may help to explain this finding was the difference in types of mathematics skills assessed in the tests. In this study, we focus more on measuring students' performance on items that were associated with specific learning outcomes specified in the curriculum specifications.

In contrast, items in the TIMSS benchmark test focusses more on the higher-order mathematics skills such as problem-solving, reasoning, making connections, etc. As such, we speculate that the difference in students' performance might occur in the cognitive skills (such as problem-solving, metacognitive skills, etc.) in attempting to solve questions between two gender rather than the difference in how they perceived instruction from the teachers. Nevertheless, it is important to investigate why understanding instruction did not translate into the ability to solve high order thinking among the male students.

Meanwhile, we also found that the Chinese students showed significantly higher mean scores compared to the Malay student in all three topics. In explaining these results, we tend to agree with Yoong, Santhiram, Fatimah, Lim, and Munirah's (1997) hypothesis that the cultural advantages may be the reason behind this since the number system in the Chinese language is simpler compared to the Malay language. For example, while number system of one to ten in Chinese only consists of only one syllable in *yi, er, san, si, wu, liu, qi, ba, ju, and shi* (Hanyu

pinyin version), while the Malay language contains up to three syllables in *sa-tu*, *du-a*, *ti-ga*, *em-pat*, *li-ma*, *e-nam*, *tu-juh*, *la-pan*, *sem-bi-lan*, and *se-pu-luh*. As such, the addition of eight and nine is equal to *shi-qi* (2 syllables) in Chinese, while it is a whopping four syllables and two words of *tu-juh be-las* in the Malay language. It can be seen that the number system becomes more complicated and more difficult to comprehend when the number is getting bigger in the Malay language compared to the Chinese language.

Nevertheless, Sam (2003) cautions that a more in-depth study needs to be conducted to confirm the hypothesis, especially when her research shows that Malay pupils in Chinese schools that use the Chinese number system also face some difficulties in counting. She then argues that besides language, the school's environment is also an important, influential factor. She observes that in Chinese schools, the environment encourages learning mathematics, especially the computational skills when there is more homework, more quizzes, as well as many drills and practice sessions.

While there seem to be satisfactory explanations on the superiority of the Chinese students, the same cannot be said when it comes to explaining the Indian students. This is partly because of the scarcity of research on examining the performance of the Indian students in Mathematics. As such, it is about time to look into this matter, maybe by looking through the cultural as well as the socioeconomic aspects as well as providing some baseline data regarding the performance of the Indian students in mathematics in comparison with their Malay and Chinese counterparts.

7. Conclusion

The present study can provide some insights regarding students' performance in the topics of Ratio Number, Factors and Multiples, and Algebraic Expressions. In this study, we found that there is no significant difference between the male and the female students in each topic. Besides, we found that ethnicity affects the students' performance with the Chinese students outperform both the Malay and the Indian students.

8. References

- Beekman, JA & Ober, D 2015, 'Gender gap trends on mathematics exams positive girls and young women for STEM careers', *School Science and Mathematics*, vol. 115, pp. 35-50.
- Bezzina, FH 2010, 'Investigating gender differences in mathematics performance and in self-regulated learning: an empirical study from Malta', *Equality, Diversity, and Inclusion: An International Journal*, vol. 29, no.7, pp. 669-693.
- Birenbaum, M & Nasser, F 2006, 'Ethnic and gender differences in mathematics achievement and in dispositions towards the study of mathematics', *Learning and Instruction*, vol.16, no1, pp. 26-40.
- Clements, DH 2001, 'Mathematics in the preschool', *Teaching Children Mathematics*, vol.7, pp. 270-275.

- Cvencek, D, Meltzoff, AN & Greenwald, AG 2011, 'Math-gender stereotypes in elementary school children', *Child Development*, vol. 82, pp. 766-779.
- Fryer, R & Levitt, S 2010, 'An empirical analysis of the gender gap in mathematics', *American Economic Journal: Applied Economics*, vol. 2, no.2, pp. 210-240.
- Hall, CW, Davis, NB, Bolen, LM & Chia, R 1999, 'Gender and racial differences in mathematical performance', *The Journal of Social Psychology*, vol. 139, no. 6, pp. 677-689.
- Klein, PS, Adi-Japha, E & Hakak-Benizri, S 2010, 'Mathematical thinking of kindergarten boys and girls: similar achievement, different contributing processes', *Educational Studies in Mathematics*, vol. 73, pp. 233-246.
- Lachance, JA & Mazzocco, MMM 2005, 'A longitudinal analysis of sex differences in math and spatial skills in primary school age children', *Learning and Individual Differences*, vol. 16, pp. 195-216.
- Liu, OL & Wilson, M 2009, 'Gender differences in large-scale math assessments: PISA trend 2000 and 2003', *Applied Measurement in Education*, vol. 22, pp. 164-184.
- McGraw, R, Lubienski, ST & Strutchens, ME 2006, 'A closer look at gender in NAEP mathematics achievement and affect data: intersections with achievement, race/ethnicity, and socioeconomic status', *Journal for Research in Mathematics Education*, vol. 37, no. 2, pp. 129-150.
- Ministry of Education 2016, *Dokumen standard kurikulum dan pentaksiran matematik tingkatan 1(English version)*, Putrajaya, Kementerian Pendidikan Malaysia.
- Ministry of Education 2016, *Dokumen standard kurikulum dan pentaksiran matematik tingkatan 2*, Putrajaya, Kementerian Pendidikan Malaysia.
- Ministry of Education 2017, *Dokumen standard kurikulum dan pentaksiran matematik tingkatan 3*, Putrajaya, Kementerian Pendidikan Malaysia.
- Najua Syuhada, AA, Mohd Salleh, A & Abdul Halim, A 2017, 'Hindering factors in mastering higher-order thinkings skills: application of Rasch measurement model', *Man In India*, vol. 97, no. 19, pp. 275-280.
- National Center for Education Statistics 2013, *The nation's report card*, Washington, DC: Institute of Education Sciences, US Department of Education.
- Nor Azina, I & Awang, H 2007, 'Differentials in mathematics achievement among eighth-grade students in Malaysia', *International Journal of Science and Mathematics Education*, vol. 6, no.3, pp. 559-571.
- Penner, AM & Paret, M 2008, 'Gender differences in mathematics achievement: exploring the early grades and the extremes', *Social Science Research*, vol. 37, pp. 239-253.

Royer, JM & Walles, R 2007, 'Influences of gender, ethnicity, and motivation on mathematical performance', in DB Berch & MMM. Mazocco (Eds.), *Why is math so hard for some children? The nature and origins of mathematical learning difficulties and disabilities*, Paul H Brookes Publishing, Baltimore, MD, US, pp. 349-367.

Sam, LC 2003, 'Cultural differences and mathematics learning in Malaysia', *The Mathematics Educator*, vol. 7, no.1, pp. 110-122.

Spelke, ES 2005, 'Sex differences in intrinsic aptitude for mathematics and science? a critical review', *American Psychologist*, vol. 60, no. 9, pp. 950-958.

Tsui, M 2007, 'Gender and mathematics achievement in China and the United States', *Gender Issues*, vol.24, pp. 1-11.

Yoong, S, Santhiram, R, Fatimah, S, Lim, CS & Munirah, G 1997, *Basic number concepts acquisitions in mathematics learning: an exploratory cross-cultural study*, Research Report.

Self-study Preparation via Articulate Storyline/Rise Improves Students' Motivation

Juhari Sham bin Jusoh ^{a *}, Azalan Bayu bin Zakaria ^{b **}

^a Kolej Profesional MARA Indera Mahkota, 25200 Kuantan Pahang (MALAYSIA)

* juhari@mara.gov.my

^b Kolej Profesional MARA Bandar Penawar, 81930 Kota Tinggi Johor (MALAYSIA)

** azalan.zakaria@mara.gov.my

Abstract

This paper analysed the effectiveness of using self-study applications namely Articulate storyline or Articulate rise to activate students' motivation and engagement in their preparation before entering the lecture of learning English as a Second Language (ESL) at a college. A survey method was used in this study with the purpose to find out and investigate the students' perspective on using this application. The sample consisted 60 college students who are undergoing diploma level of study. A questionnaire was distributed to the students and informal interview was done to find out what their perceptions of using this approach as a tool of self-study preparation before they enter the English class. The findings indicated that articulate storyline and articulate rise were effective boosting students' motivation as the best self-study preparation to be engaged with before entering the English as a Second Language (ESL) classroom.

Keywords: Motivation; Self-study; ESL.

1. Introduction

There are many definitions of e-learning. According to Garisson and Anderson (2003), as cited in Muhammad Rais and Yusup Hashim (2004), e-learning is a network or online learning that takes place in a formal context and uses a range of multimedia technologies. It is a learning system that is supported by electronic hardware and software either online (synchronous) or offline (asynchronous).

The Self-Study option gives students the ultimate flexibility. Use the convenient customization tools to design a study plan that fits into students' schedule, while Johan (2014) in his article stated that e-learning or electronic learning is used to provide instructional programmes to students who are separated by distance and from the instructors or teachers. It uses the internet, computers, networking and multimedia technologies.

Peter Langley (2015) in his article on *10 most common study problems for student and how to beat them* listed the top ten related issues faced by students. Among those common issued stated by the author, selected several issues are the most problems that can be seen among students in this study. This is based on the researcher's observation among his students and also informal interview was conducted to reconfirm and to figure out why students were always having these kinds of problems.

Getting organised is key to finding enough time for all their revision, and balancing studying with the fun stuff in life can be difficult. Building a revision plan helps students to manage their study time more effectively. It gives them a clear idea of the subjects and topics they should prepare for the lesson and helps students to organise their studies around their life.

Apart from organisation, students also do not know how to get to their revision organised around their social life and they are unsure about what they need to know for the exam. They need to plan what they need to do before they enter the class lesson. Here **planning** with preparation is something that can benefit them in their studies.

Revising is essential but many students fail to put their new-found knowledge into practice. Hence this will lead them **losing track** of what they have covered for their lesson syllabus. As a result, it will end up with the **boredom** issue. It is going to happen at some point. Many students will get bored and will then relate and affect psychology and emotional issues. Students will not be motivated due to their not enough well-preparation and fail to have a good plan in their studies. Eventually, **no motivation** is a consequence after they have lost and fail to have all that they should have in their study.

Organisation, planning, revising, losing track, boredom and no motivation are the common issues were discussing in his article that researcher found are the common issues and problem as well among researcher's students. Besides, the lesson that they received formally in the classroom, it is a good thing that students are equipped with the customised tool that they can utilize it for their self-study preparation.

Safiyeh Harandi (2015), in her article on e-learning described that e-learning has a significant role in instruction of students in higher education. Further she added that e-learning has become a crucial component of teaching in universities.

N. Garavan, Carbery, O'Malley, & O'Donnell (2010), explained in their article that there are some theories such as reasoned action (TRAs) and planned behavior that have been used as structures for studying the motivational and contextual elements that impact partaking in instruction activities.

E-learning has become a typical style of giving instruction in the educational world especially in higher learning institutions such as colleges and universities in every part of the world. Because of these progressions, there is an expanding requirement for adaptable redemption of instruction. E-learning indicates the utilization of ICT by instructors and students that consists of conventional training, such as courses, ad-hoc training, selected learning objects, formalization through document collections and community formation which can be achieved via social software.

This study aims to analyze the effectiveness of using Articulate Storyline or Articulate Rise as a self-study preparation to improve students' motivation and engagement in learning English as a Second Language (ESL) at a college. A researcher wants to find out what are students' perceptions on the use of Articulate as a self-study tool for ESL Classroom. To further up this study researcher also finds out how e-learning tools, namely Articulate Storyline or Articulate Rise can activate students' motivation and engagement in learning English as a Second Language (ESL).

2. Methodology

2.1 Research Design

In this study, sixty students (60) were chosen as the sample for the research. They are diploma students in semester one with an average level of English proficiency. This can be seen through their result in SPM that scored only credit. The selection of these students was based on the convenient sampling as they were chosen based on the fact that they are studying in the researcher's workplace that is Kolej Profesional MARA, where the study was conducted.

The approach for data gathering was adapted from a method developed by Goodnough and Woods (2002) through these questionnaire items for a study of "Students and Teacher Perceptions of Mind Mapping". The questionnaire was used for the research due to the purpose of the survey, i.e. to find out students' perception of using self-study preparation tool before entering the ESL classroom.

The researcher distributed the questionnaire to 60 students after they had their self-study preparation through the e-learning tool namely Articulate Storyline or Articulate Rise. This was to find out students' perception of Articulate Storyline or Articulate Rise as a convenient tool for their self-study before entering the ESL classroom. The responses would enable the researcher to answer research question of the study.

According to Najib (1999), as cited in Mumtaz and Mahadir (2007), there are reasons that questionnaires are popular instrument for data collection. This is because questionnaires have some advantages over other data collection methods. This questionnaire is divided into two sections. The first section is on demographic factor, whereby the students are asked to write their SPM Grade for English.

For the second section, the students were asked to indicate either "yes" or "no" for their answer. The researcher used the close-ended type of questions because it is easy for low proficiency students to understand them. There is a total of 12 questions in this section and all are related to the students' perception towards Articulate Storyline or Articulate Rise. The analysis was done using quantitative method. Percentages and means were used to analyse the data and identify students' perception towards Articulate Storyline or Articulate Rise as their self-study preparation tool.

2.2 Research Instrument

Table 1. Overview of the Questionnaire Items

Section	No	Topic
A (Questions 1–2)	2	Students' background
B (Questions 1–12)	12	Students' general perceptions on Articulate

2.3 Conceptual Framework

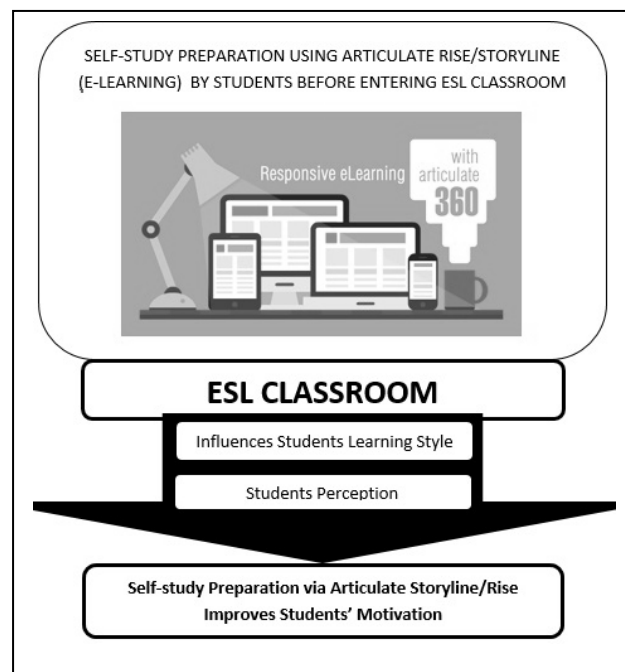


Figure 1. Conceptual Framework of the Study

Figure 1 shows the conceptual framework of the study with the concept that is based on Johan (2014) in his article stated that e-learning or electronic learning is used to provide instructional programmes to students who are separated by distance and from the instructors or teachers. Kim & Frick W (2011) mentioned that e-learning uses the internet, computers, networking and multimedia technologies. Furthermore, at the same time, it also embedded the promoting motivation to learn is one of the main principles for efficient education. Garavan et al. (2010) describes that motivation to learn reveals that a student desires to take part in, and learn from, a training activity.

Students' perceptions of the use of this self-study preparation tool, which is Articulate Storyline or Articulate Rise before entering the ESL Classroom can be determined. This conceptual

framework also explains students' motivations contributing to students' learning English. This study is an attempt to investigate students' perception of using self-study preparation programmed tool such as Articulate Storyline or Articulate Rise. This can be determined by the survey on students' satisfaction distributed. This conceptual framework also states that the implication for students' learning preparation for the lesson before they enter their ESL classroom

Most specifically, this study tries to answer the following research question: what are students' perceptions of the use of Articulate as a self-study tool for ESL Classroom? And How e-learning tool namely Articulate Storyline or Articulate Rise can activate students' motivation and engagement in learning English as a Second Language (ESL)?

3. Findings and Discussion

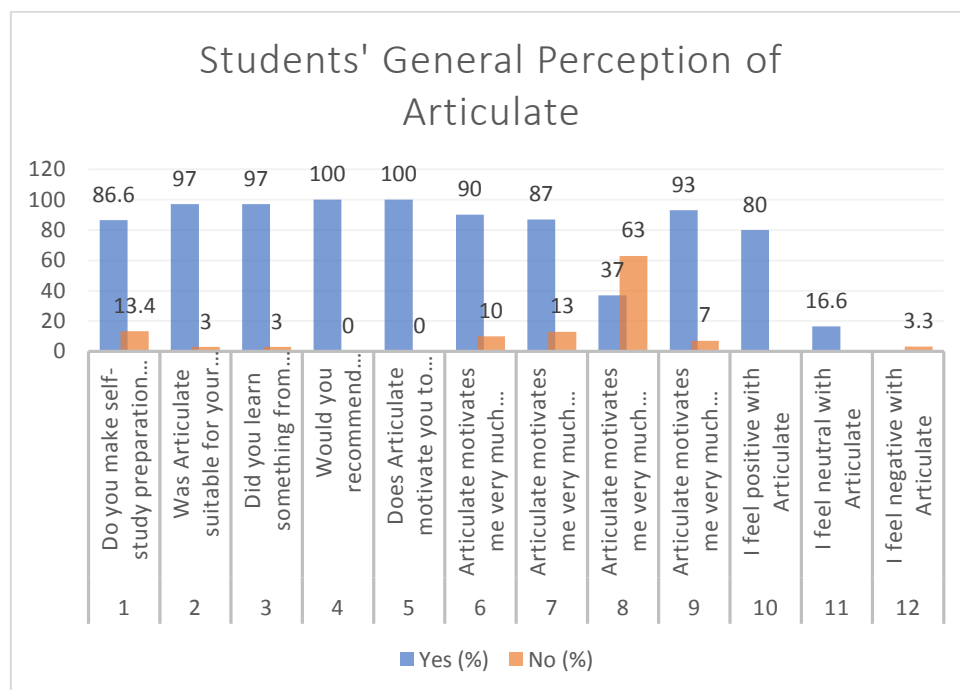


Figure 2. Students General Perception

Table 2. Students' General Perceptions of Articulate

No.	Items	Yes (%)	No (%)
1	Do you make self-study preparation before entering the class?	86.6	13.4
2	Was Articulate suitable for your self-study?	97	3
3	Do you learn your lesson from Articulate?	97	3
4	Would you recommend Articulate?	100	0

5	Does Articulate motivate you to enter the class?	100	0
6	Articulate motivates me very much because I can have self-study preparation	90	10
7	Articulate motivates me very much because I can master my knowledge	87	13
8	Articulate motivates me very much because I know what specific topic is to be taught	37	63
9	Articulate motivates me very much because I can know the purpose	93	7
10	I feel positive with Articulate	80	0
11	I feel neutral with Articulate	16.6	0
12	I feel negative with Articulate	3.3	0

It was interesting to know that to what extent, the students have self-study preparation before entering the class so that the items revealed the score that almost 90% of students. The majority of the students have the experiences on self-study preparation but Articulate for them is the first time.

As to trigger the opinion of students' feedback on Articulate, there were almost all (97%) students said yes that Articulate was suitable for self-study. The vast majority also can be seen for item no three of the questionnaire that agreed that students had learned their lesson through this e-learning tool. It showed majority students said yes that they learned their lesson by using this application. What is more is all students or 100% of them recommended Articulate as one of many ways of interesting learning style.

The researcher also indicated certain questions in the items to find out their intrinsic motivation towards the games in their ESL classroom. All students agreed that Articulate motivated them to come to the class. To clarify and to figure out to what extent that these students feel motivated in Articulate is a way of self-study preparation. The result also indicated that almost all of the students were strongly engaged with the Articulate because of the readiness to have a lesson with prior knowledge before entering the class or before lecture starts.

The results were reversed in the case of mastery that is master's in students' knowledge. More than half of the students were very interested in developing competence. This indicated that Articulate helped them understanding more about the lesson.

The majority of those who evaluate Articulate got the positive feeling that is 80% of students. A tiny proportion of which 3.3% felt that Articulate was negative. While the rest scored 16.6% that felt neutral. Apparently, the Articulate Storyline or Articulate Rise helped the students' learning process which can boost their motivation. This questionnaire addressed the key question of the research, evaluating how motivating the Articulate storyline/rise could be.

The very significant finding from this study was the mastery that master in their knowledge. It showed the effectiveness of using Articulate as one of the teaching methods or a tool. This also indicated that even though the way may be a bit complicated and novice, the students seem to be open and eager to learn through the use of an e-learning tool. The high level of this type of learning recommendation suggests as well that innovative approach by using technology in

education is better than common chalk and talk traditional teaching and the subsequent practice involving numerous and monotonous exercises, such as filling the gaps, completing sentences with appropriate verb forms, matching forms, or choosing the correct option in multiple-choice exercises.

This demonstrates that Articulate in the ESL classroom able to result in good output in which students have a sufficient readiness and mind-setting of what would be taught. They would also have prior knowledge with the respective topic of the lesson on particular day.

4. Implication

Electronic learning or ‘e-learning’ has been an influential mode of learning today especially now Malaysia towards 21st century learning. It is proven that e-learning could provide greater flexibilities on self-study courses among the students and students can access the learning at any place and time. A customised or programmed self-study preparation tool can be the best tool or resource for preparation before enter the specific class or lesson.

This tool can be more effective and since it is considered as an integration of technologies in teaching and learning and will be able for students to learn effectively at the same time.

However there are educators who still need to play their roles, they have to perform their tasks in order for the learning process to happen. Educators also need to invent and design the learning lesson that can meet students need in the syllabus. They also have to provide and build the opportunity for the students to learn the content at their own pace.

Apart from educators and students, administrators should support them for developing self-study preparation modules in their area of specialization and not only increase the level of achievement but also help in retaining the content for longer time.

This self-study tool would increase self-confidence in the students because these provide immediate feedback to the students during the learning process. The process of self-evaluation helps the students to revise again and again which is helpful in retaining the content for longer time. It is undeniable that self-study preparation tools can make the students active, interactive and independent learners during the process of learning in the classroom, which they have been equipped with what they have covered through the lesson in self-study preparation tool – Articulate Storyline or Articulate Rise – foremostly.

5. Conclusion

Students enjoy the lesson if they had prior knowledge of what they are going to receive in the class. Thus, self-study preparation is the best solution before they enter the ESL classroom. This study indicated that the Articulate Storyline and Articulate Rise were effective boosting students’ motivation as the best self-study preparation to be engaged with before entering the English as a Second Language (ESL) classroom.

References

1. Garrison, D.R., & Anderson, T 2003, *e-learning in the 21st century: A framework for research and practice*. New York, Routledge.
2. Cheng K, 2006, 'A Research Study on Students' Level of Acceptance in Applying E-Learning for Business Courses – A Case Study on a Technical College in Taiwan'. *Journal of American Academy of Business*, vol. 11, pp. 169-190.
3. Garavan, Carbery, O'Malley, & O'Donnell, 2010, 'Understanding Participation In E-Learning In Organizations: A Large Scale Empirical Study Of Employees'. *International Journal of Training and Development*, vol. 14 (3), pp 155-168.
4. Johan, 2014, 'A study on the student's perspective on the effectiveness of using e-learning'. *Procedia Social and Behavioural Science*, vol. 123, pp. 139-144.
5. Kim Kyong-Jee and W. Frick Theodore, 2011, 'Changes in Student Motivation during Online Learning', *Journal of Educational Computing Research*, vol. 44(11), pp. 1-23.
6. Kanchan, 2016, *Effectiveness of Self Learning Modules on The Achievement and Retention of Under Graduate Students in Commerce*. Kurukshetra, Kurukshetra University.
7. Samir M, 2014, 'E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education'. *International Journal of Emerging Technologies in Learning*, vol. 9 (4), pp. 20-26.
8. Peter Langley (2015) 'Most common study problems for students and how to beat them'. *Independent*, 14 October 2015 viewed 28 January 2019, <<https://www.independent.co.uk/student/student-life/Studies>>.
9. Sanja, 2015, 'Assessing Students' Perception Of E-Learning In Blended Environment: An Experimental Study'. *Procedia Social and Behavioural Science*, vol. 191, pp. 323-329.
10. Safiyeh 2015, *Effects Of E-Learning On Students' Motivation*. *Procedia Social and Behavioural Science*, vol. 181, pp. 423-430.

Students' Perceptions on the Application and Effectiveness of Kahoot in Mathematics Learning Environment

Vimala A/P Muniandy
SJK(T) Ramakrishna
Email: vimala311@yahoo.com.my

Abstract

The purpose of this study was to examine the students' perceptions of the application and the effectiveness of Kahoot in a Mathematics learning environment. A quantitative research design was used and the dependent variables were students' perceptions of the Kahoot application and the effectiveness of Kahoot while the independent variable was the Kahoot learning tool. The sample consisted of 80 standard four- students from primary Tamil school in Penang. The study proved that Kahoot games-based learning is best practice in the 21st- century learning environment. It is a bringing positive and good perception of the application and the effectiveness of Kahoot in a Mathematics learning environment. Kahoot provides more permanent learning compared to learning in a traditional class environment. Kahoot's approach gives a positive effect on students' perception of the application and the effectiveness of Kahoot in Mathematics learning among year four students.

Keywords: Kahoot; Perception; Application; Effectiveness

Introduction

21st-century classroom and teachers' pedagogy are closely intertwined. Educators should strive to pursue a technological age full of challenges. If teachers do not move, they will be missed and become a teacher left behind. According to (Zamri 2012), teaching and learning in the 21st century are still teacher-centered, but teachers play a more important role to actively engage students in learning activities. To ensure the learning process takes place more conducive and in line with the needs of the 21st Century Learning, little instructional changes need to be done.

All students have different learning styles and the teachers need to vary instruction to create learning experiences for each student, Icard (2014). The teachers need to consider the possibilities and benefits that can be gained by using different resources during their classroom instruction. It can be a challenging task for teachers to find effective, competitive learning games that engage students (Chien-Hung et al. 2014). It is almost impossible for teachers to run a classroom without using technology applications in order to engage learners with class activities. Most teachers design their lessons with the help of technology in creating an engaging learning atmosphere Medvedovska et al. (2016).

Bitner and Bitner (2002) stated that the use of technology assessment in the classroom does present its difficulties and concerns. The use of educational games as learning tools is found to support the development of students' cognitive, motivational, emotional and social outlook (Papastergiou 2009; Siegle 2015). According to Holmes and Gee (2016), the gamification process is not new in education; the technologies that are supporting these interventions have

been evolving from single-use to collaborative and distributed contexts. Many higher education institutions have begun to use Kahoot as classroom activities Pugh et al. (2002). According to Malaysian Educational Blueprint 2013-2025, the educational ministry wants to ensure that it prepares students with the skills required to meet the challenges of a world that are being transformed by the Science, Technology, Engineering, and Mathematics (STEM). The new curriculum emphasizes higher-order thinking skills such as analyzing, critical thinking, hypothesizing and decision making. It will also encourage project-based and inquiry-based learning for instance, through the increased use of laboratory work, student-directed inquiry and ICT games-based instructional materials (PPPM 2013 -2025).

Kahoot is a very interesting platform whereby students can play it online and can compete among themselves. It is a fun game-based learning platform that quizzes, survey questionnaires and also online discussions can be conducted. The teacher can create own quizzes using targeted language and can play it online whereby the questions will be screened on LCD and students have to click their answers on their mobiles or desktops.

According to Abd. Aziz Abd. Talib (2007), Kahoot is interactive learning that emphasizes pedagogy by involving active thinking of students with lesson content that emphasizes the attention, retention, and goals of student learning. This approach also provides immediate feedback that students can independently use new knowledge to solve problems and they have more options related to the assignment. Kahoot is very easy to use by any teachers. Kahoot is an online quiz question created by subject teachers. The teachers just need to register and have own account for free before creating the questions. Kahoot makes classes interesting when students answer quizzes online and display scores continue to appear on the front screen of the class. Those who precede the quiz will be able to see directly and this will make students like lost control. Quiz questions create by the teachers can stimulate student interest during teaching and learning. This application can be used through computers, tablet, and smartphones. Kahoot is an interactive learning method that contains elements competition. It encourages teachers and students to interact face-to-face in the learning game settings fun. Changes in education encourage teachers to conduct teaching sessions in the classroom by exploring interactive learning activities, Nailul Azmi Ismail (2016).

Literature Review

According to Thomas (2014) Kahoot is beneficial for both students and teachers because it engages students in formative assessment, diagnostic assessment, research projects, and presentations. Besides that, Nailulu Azmi Ismail & Zaleha Ahmad (2017) stated that the use of Kahoot successfully fostering a learning culture as well as empowering the teaching of education in line with the 21st-century education goals. According to Singer (2016), the features available on the application attracted the attention of students to use in the learning and teaching process. It was supported by (Carolyn M. 2017; Julia LaRasa 2017) and mentioned that Kahoot apps give a positive experience that makes the class filled with activities for all students and encourages students actively take part in learning. Research done by Joseph Pede (2017) on the effect the use of acquisition vocabulary. The findings indicated that all students able to increase the vocabulary scores using the Kahoot application. Icard (2014) indicated that game-based learning had been used as a best practice to engage students in reviewing class content where students are critically thinking and engaged student's learning in a fun way. According to Icard (2014), Kahoot is a digital game that not only fosters a fun learning environment but also challenges students in the learning process.

Siti Maziah Mustapa et al. (2010) has stated in her study that learners mentioned engaging class contents such as interesting topics and fun activities as the third most important factor which influences their active participation in language learning. From this, we can understand that learners are looking for active classroom sessions to be engaged in such as games, role-plays and collaborative activities which can make them communicate and socialize more rather than sitting and doing writing tasks alone.

Research Objectives

1. To investigate primary Tamil school students' perceptions of Kahoot application in Mathematics learning environment.
2. To investigate primary Tamil school students' perceptions of the effectiveness of Kahoot application in Mathematics learning environment.

Research Questions

1. How do primary Tamil school students' perceptions of Kahoot application in Mathematics learning environment?
2. What is the difference between primary Tamil school students' perceptions on the effectiveness of Kahoot application in Mathematics learning environment?

Methodology

Research Design

The quantitative research design was used to carry out this study. The aim of this study is to identify the students' perceptions of the application and the effectiveness of Kahoot in the Mathematics learning environment. The sample surveyed consists of students in Tamil primary schools in Penang.

Participants

The sample consisted of 80 primary Tamil school students from year 4. According to (Fraenkel 2006; Wallen 2006), the minimum number of samples required for the study is 30 samples. They voluntarily completed the questionnaires. The samples were from Tamil school students located in Penang.

Instruments

A questionnaire-based survey was conducted on year four students. In this study two instruments were used. The instruments were adapted from Student Perceptions on Gamification Method and The Effectiveness of Kahoot Application to promote active learning by (Bicen, H. 2018; Kocakoyun, S. 2018). This instrument used a 5-point Likert scale that ranges from 1=strongly disagree, 2=disagree, 3= disagree, 4=agree and 5=strongly agree. A validity and reliability study of the scale was performed, and the Cronbach alpha value for internal consistency was 0.94. The reliability of these two instruments is within acceptable ranges (Ho 2006; Pallant 2007).

Data collection occurred via random distribution. The researcher distributed the survey questionnaire to primary Tamil school students. The distribution was handled by the researcher. The researcher selected year four students from two classes for Mathematics lessons. In this study, the teaching syllabus was the same between the two classes. For the experimental classroom, the teacher shared the course content questions in the classroom with the Kahoot online question and answer technique to repeat and reinforce the topics for the last 20 minutes of each lesson. During the lesson, the game is projected on the board by the computer connected to the projection in a way that all the students can see. Students were used Chromebook to answer the quizzes. The game will start with the participation of students when clicked on launch. Students will get higher points depending on their speed. In the beginning, only the question is shown for 5 seconds and students are expected to think. After that, picture, video or answer options depending on the question are shown and then the timer starts. Four different shapes in four different colors will be seen on the devices of students representing multiple-choice questions. When they click on the button with their right answers, the timer will continue for their friends to answer. When the time ends, the results will be automatically shown in the classroom. The information bar that indicates the number of students who choose each answer choice also gave the number of students who answered the question incorrectly or confused the answers. Teachers can start a classroom discussion and can give feedback on why these questions are answered wrong after each activity. In the case of the traditional classroom teacher will teach the same topic with the class. During the class, they will give a presentation on their answer and which is discussed in class. For assessment on this topic, there are a quiz and a test that require students to do in their exercise book. Thus, both classes are doing the quiz and test at the same time in class.

Result and Discussion

Table 1: Student Perceptions of the Kahoot Method in Mathematics Learning Environment

	Item	Mean	SD
1.	Kahoot method increases my interest in the Mathematics lesson.	4.55	.60
2.	I study more to become more successful via Kahoot	4.37	.72
3.	I want Kahoot methods to be used in other lessons as well.	4.38	.66
4.	Kahoot methods are fun.	4.33	.65
5.	Rewards associated with Kahoot motivate me.	4.33	.57
6.	Use of a learning method blended with a Kahoot method helped me to understand the lesson better.	4.34	.69
7.	Kahoot methods increase classroom competition.	4.39	.58
8.	The Kahoot method allows me to see my achievement status and improve myself in the areas that I am weak in.	4.34	.62
9.	Each question I correctly answer improves my self-confidence.	4.36	.60
10.	Kahoot methods help me to become more ambitious for success.	4.35	.63
11.	Kahoot methods make me take on more responsibilities to become more successful in the Mathematics lesson.	4.40	.62

12.	Being placed in competition with other students in the classroom via a Kahoot method increases my motivation.	4.38	.61
13.	Winning badges through a Kahoot method makes me feel important.	4.27	.72
14.	I force myself to learn when using Kahoot methods to improve group achievement.	4.31	.67
15.	The formation of a competitive environment increases my motivation in the classroom.	4.44	.64

The responses given by students to questions about Student Perceptions on the Kahoot Method in Mathematics Learning Environment are shown in Table 1. Kahoot method was used in Mathematics lessons together with the Kahoot application. Examination of the data showed that the Kahoot method increased the interest of students in the Mathematics lesson ($M=4.55$, $SD=.60$), and students studied more to become successful via Kahoot method ($M=4.37$, $SD=.72$). Besides that, students want Kahoot methods to be used in other lessons as well ($M=4.38$, $SD=.66$). Data also have shown that the Kahoot method was fun ($M= 4.33$, $SD=.65$). The rewards associated with Kahoot motivated the students ($M=4.33$, $SD=.57$). Besides that, Using a blended learning method enabled the students to understand the lesson better ($M=4.34$, $SD=.69$) and also the Kahoot method increase classroom competition ($M=4.39$, $SD=.58$).

In addition, the Kahoot method allows students to see their achievement status and it will improve them in the area that they are the week in ($M=4.34$, $SD=.62$). Each question answered correctly by the students improves their self-confidence ($M=4.36$, $SD=.60$) and it help them to become more ambitious for success ($M=4.35$, $SD=.63$). Students felt that they took responsibility for becoming more successful in the lesson utilizing the Kahoot method ($M=4.40$, $SD=.62$). Winning badges made students feel important ($M=4.27$, $SD=.73$) and each question they correctly answered improved their motivation ($M=4.38$, $SD=.61$). Students forced themselves to increase group achievement ($M=4.31$, $SD=.67$) and the formation of a competitive environment had increase student's motivation in the classroom ($M=4.44$, $SD=.64$).

Effectiveness of Kahoot Application

Table 2: Effectiveness of Kahoot Application in Mathematics Learning Environment

	Item	Mean	SD
1.	Lessons performed with Kahoot enable permanent learning compared to learning memory in traditional classroom environments.	4.46	.60
2.	Kahoot increases interest in the lesson.	4.43	.62
3.	Kahoot improves success.	4.52	.55
4.	Activities created using Kahoot are more interesting.	4.44	.56
5.	Using Kahoot makes for more effective collaborative learning.	4.50	.64
6.	Kahoot increases the effectiveness of the lessons.	4.49	.59
7.	Using Kahoot in education increases student motivation.	4.44	.68

8.	Kahoot enables active learning.	4.52	.58
9.	Kahoot provides permanent learning in classroom activities.	4.60	.54
10.	Kahoot improves the rapid-thinking abilities of students.	4.46	.67
11.	The use of Kahoot in the classroom encourages learners.	4.51	.57
12.	Sharing activities via social media increases motivation.	4.37	.67
13.	The active use of Kahoot builds students' courage to participate in activities.	4.48	.65
14.	Activities performed using the Kahoot application allow for easy learning of the topic.	4.54	.54
15.	Kahoot gives students the opportunity to deliver richer content.	4.48	.63

The data presented in Table 2 suggest that the lessons carried out using Kahoot provide more permanent learning compared to learning in a traditional classroom environment (M=4.46, SD=.60). The data also show that Kahoot enhances student interest in the lesson (M=4.43, SD=.62) and has an effect on student success (M=4.52, SD=.55). Creating activities using Kahoot is more interesting (M=4.44, SD=.56) and using Kahoot leads to positive collaborative learning opportunities (M=4.50, SD=.64).

Besides that, Kahoot increases the effectiveness of the lesson (M=4.49, SD=.59). Using Kahoot in education increases motivation (M=4.44, SD=.68) and Kahoot provides active learning among the students (M=4.52, SD=.58). Using Kahoot during classroom activities encourages students (M=4.51, SD=.57) Kahoot also provides permanent learning in classroom activities (M=4.60, SD=.54), Kahoot improves the rapid-thinking skills of students (M=4.46, SD=.67). Sharing activities on social media increases student motivation (M=4.37, SD=.67) and active use of Kahoot boosts the courage of students to participate in activities (M=4.48, SD=.65). The activities performed using Kahoot application enable students to learn more easily (M=4.54, SD=.54). Finally, Kahoot gives students the opportunity to deliver richer content.

Thomas (2014), Kahoot allows fast and easy access and is recommended for educators. He stated that creating activities with Kahoot is beneficial because it can be used to review old lesson content. He also noted that Kahoot can be used in many different fields and for different forms of evaluation, including research projects and presentations. (Turan 2015; Goktas 2015) observed that one of the students' most enjoyed elements in flipped classrooms is the Kahoot gamification application. In light of this, it can be concluded that gamification activities should be considered when designing lessons

Conclusion

The data indicate that the Kahoot method increases the student interest in the lesson and encourages students to become more ambitious for success. Simultaneously, the inclusion of the Kahoot approached has a positive effect on student motivation. The students who felt that collaboration was very important during Kahoot supported and helped each other in learning.

The students also stated that the reward system in Kahoot increased motivation. Students were able to see their achievement status through Kahoot and improve themselves in the topics in

which they are deficient. Moreover, these findings suggest that Kahoot can be effectively integrated into lessons. The ease of using Kahoot is one of its greatest advantages. Students stated that gamification could be easily used in all fields and they reported that this method increased students studying before coming to class. Incorporating a gamification method in the classroom effectively makes students more ambitious, leading them to study harder. Teachers can organize lessons that include Kahoot methods in the learning environment which motivate students to participate by bringing a competitive feeling to the environment. The ability of the teacher to attract students' attention is an important driver of student motivation.

Kahoot is user-friendly and benefits to both educators and students. Game-based learning like Kahoot is a best practice in education that promotes learning is essential for educators in the twenty-first century. Educators can use it for assessment purposes. A conclusion, it is proved that the Kahoot game-based learning platform able to bring in a positive attitude and good perception among the students in learning Mathematics. On the other hand, the students were also giving more attention and importance in mastering the Mathematics lesson.

References

Abd. Aziz Abd. Talib. (2007). *Pedagogi Bahasa Melayu: Prinsip, kaedah dan teknik*. Edisi Keempat. Kuala Lumpur: Utusan Publication & Distributors Sdn. Bhd

Bicen, H., & Kocakoyun, S. (2018). *International Journal of Emerging Technologies in Learning (IJET)*, 13(02), 72–93. <https://doi.org/10.3991/ijet.v13i02.7467>

Bitner, N., & Bitner, J. O. E. (2002). *Integrating Technology into the Classroom : Eight Keys to Success*, 10, 95–100.

Chien-Hung, L., Yu-Chang, L., Bin-Shyan, J., & Yen-Teh, H. (2014). Adding social elements to game-based learning. *International Journal of Emerging Technologies in Learning*, 9(3), 12-15. doi:10.3991/ijet.v9i3.3294

Holmes, JB, & Gee, ER. (2016). *A framework for understanding game-based teaching and learning*. On the Horizon, 24(1), 1–16.

Icard, S. B. (2014). Educational technology best practices. *International Journal of Instructional Technology and Distance Learning*. 11(3), 37-41. Retrieved from http://itdl.org/Journal/Mar_14/Mar14.pdf#page=41

Fraenkel, J., & Wallen, N. (2006). *How to design and evaluate research in education*. (Edisi kedua). San Francisco, CA: McGraw-Hill.

Medvedovska, D., Skarlupina, Y., & Turchina, T. (2016). *Integrating online educational applications in the classroom*. European Humanities Studies: State and Society.

Nailul Azmi Ismail & Zaleha Ahmad Zaleha (2016). *Keberkesanan Penggunaan Quizlet dan Kahoot IT dalam Memperkasakan Pengajaran Guru dan Memperkaya Pembelajaran Murid*. Seminar Bahasa Melayu.

M. Papastergiou, “Digital Game-Based Learning in high school Computer Science education:

Impact on educational effectiveness and student motivation,” Comput. Educ., vol. 52, no. 1, Jan. 2009.

Pallant, J. (2007). *SPSS survival manual—A step by step guide to data analysis using SPSS for windows* (3rd ed.). Maidenhead: Open University Press.

Pede, J. (2017). *The effects of the online game Kahoot on science vocabulary acquisition* (Doctoral dissertation, Rowan University).

Plump, C. M., & LaRosa, J. (2017). *Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices*. *Management Teaching Review*, 2(2), 151-158 <https://doi.org/10.1177/2379298116689783>

Kementerian Pendidikan Malaysia (KPM). (2015). *Pelan Pembangunan Pendidikan Malaysia 2015-2025 (Pendidikan Tinggi)*, 2025, 1–12. Diakses pada 21 Feb 2016, diperolehi daripada <http://doi.org/10.1016/j.tate.2010.08.007>

Pugh, K., Sheldon, S., & Byers, J. O. E. L. (2002). *Conditions for Classroom Technology Innovations*, 104(3), 482–515.

Siegle, D. (2015). *Technology: Learning can be fun and games*. *Gifted Child Today*, 38(3), 192–197 <https://doi.org/10.1177/1076217515583744>

Singer, N. (2016). *Kahoot App Brings Urgency of a Quiz Show to the Classroom*. *The New York Times*.

SM Mustapha, NSNA Rahman, MM Yunus. *Factors influencing classroom participation: a case study of Malaysian undergraduate students*. *Procedia-Social and Behavioral Sciences* 9, 2010, 1079-1084

Turan, Z., & Goktas, Y. (2015) *A new approach in higher education : the students' views on flipped classroom method*. *Journal of Higher Education and Science*, 5(2), 156. <http://doi.org/10.5961/jhes.2015.118>

Thomas, C. (2014). *Kahoot!* Retrieved January 17, 2015, from <https://www.graphite.org/website/kahoot>

Zamri Mahamod (2012). *Inovasi P&P dalam Pendidikan Bahasa Melayu*. Tanjung Malim ISSN: 2180-4842. Vol. 5, Bil.2 (Nov. 2015): 22-30 30: Universiti Pendidikan Sultan Idris.

Demand for Electricity in Akungba-Akoko, Ondo State, Nigeria

Osuntuyi Busayo Victor

Economic Programme, School of Social Sciences, Universiti Sains Malaysia

Email: bussyconnect@gmail.com

Abstract

The paper examined the demand for electricity in Akunba-Akoko area of Ondo State, Nigeria, to ascertain the availability of electricity and estimate the cost of providing alternative sources of electricity in the study area. Data were collected from 100 electricity consumers through the administration of a well-structured questionnaire. The paper used a simple descriptive analysis. The findings of the paper revealed that electricity supply is epileptic in the study area, which made the electricity consumers look for alternative sources. According to the findings of the paper, the majority of the respondents own generators, with few of them owning power inverters and solar panels. The results further revealed that electricity consumers spent an average of twelve thousand to twenty-one thousand Naira (₦12,000 – ₦21,000) on alternative sources of electricity monthly. This amount, according to the findings, is higher than what they would have paid if electricity supply were regular in the study area. The amount they would have paid as the paper revealed is estimated to be between ₦1000 – ₦3000 for pre-paid consumers and ₦2000- ₦5000 for post-paid consumers. The paper concluded that electricity supply is erratic in the study area and therefore recommended that the Benin Electricity Distribution Company should ensure that power supply is always available and make sure that pre-paid meters are provided for all electricity consumers in the study area.

Keywords: Electricity demand; Alternative source; Generator; Meter; Power supply

1. Introduction

Electricity plays essential roles in the socio-economic well-being of every society. It is used in the household and also serves as a critical factor for industrial productions, communication, enjoyment of leisure in both developed and developing countries, such as the ones in Africa. Africa is blessed with an array of energy resources, but the severity of electricity shortage is well established in Africa, with its attendant effects on the people (African Development Bank, 2019; Njoh et al., 2019). The situation is even gloomier for sub-Saharan Africa (SSA), where only 24% of the population has access to electricity, with a meagre electricity per capita consumption of 124kW-hours annually (Abanda, 2012). Electricity constitutes 7% of final energy consumption in the region compared with 18% globally and 19% in North Africa. Available records showed that in 2012, the service sector accounted for about 20% of the total electricity consumption in SSA, household accounted for about 27%, and industrial sector electricity consumption constituted about 50%, with most of the industries concentrated in South-Africa, Mozambique, Ghana and Nigeria (International Energy Agency, 2014).

Electricity generation in Nigeria dates back to 1886 when two generating plants were installed to serve the Lagos Colony. Several developments and reforms have taken place in the Nigerian power sector since then. These reforms have led to the establishment of the Nigerian Electricity

Supply Company in 1929, the Electricity Corporation of Nigeria (ECN) in 1951, the National Electric Power Authority (NEPA) in 1972 and the unbundling of NEPA which resulted in a renaming to Power Holding Company of Nigeria (PHCN) in 2005 (Osakwe, 2017). Presently, there are three sub-sectors in the Nigerian power sector, namely; Generation Companies (GENCOs), Transmission Company (TRANSCO) and Distribution Companies (DISCOs). Also, part of the reforms was the establishment of the National Integrated Power Project (NIPP) and the granting of licences to different Independent Power Producers (IPPs) to boost electricity generation capacity (Oyewo, Aghahosseini, Bogdanov, & Breyer, 2018). Currently, there are twenty-two gas and three hydro on-grid generating plants operating in the Nigerian power sector with a total installed capacity of 12,522 MW, and available capacity of 7141MW. This capacity is undoubtedly too small, considering the potential of Nigeria for both conventional and renewable energy (Ogbonnaya, Abeykoon, Damo, & Turan, 2019).

Nigeria's electricity need is on the increase, and its increasing population is not adequately considered in the electricity development program (Oyedepo, 2012). Despite the long existence of electricity and reforms in the Nigerian power sector, the country is still suffering from massive under-capacity in electricity generation. Nigeria on-grid power generation capacity is dominated by natural gas power stations with 86% capacity and three large hydropower plants with 14% capacity, while the off-grid generation is from diesel and petrol generators. This situation has often resulted in frequent load shedding, power outages and the inability of the power sector to meet the electricity demand of the people. This unmet power demand has driven electricity consumers towards the use of backup generators. Nigeria, therefore, faces challenges with access to electricity (Akuru, Onukwube, Okoro, & Obe, 2017; Roche, Ude, & Donald-Ofoegbu, 2017).

In addition to these, available record from the Nigerian Electricity Regulatory Commission, reveals that only about 45% of electricity customers have meters. About 54% of them are still unmetered (Daily Trust, 2017). The inability of the DISCOs to provide meters for electricity consumers has often resulted in over-billing, refusal of consumers to pay bills, which in turn often resulted in disconnecting them from electricity service (Olaniyan, McLellan, Ogata, & Tezuka, 2018; Vanguard News, 2017).

The above is the situation of electricity supply across the States in Nigeria. In Ondo State, for instance, electricity supply has been epileptic for some time now, particularly in the Northern part of the state. The area comprises of Ose Local government, Owo Local government and the four Local governments of Akoko region, where Akungba-Akungba-Akoko is located. Akungba-Akoko has been suffering from an erratic power supply for many years. The Benin Electricity Distribution Company (BEDC) which is saddled with the responsibility of supplying electricity to this area has not been able to satisfy the demand of electricity consumers in the area, which has made households in this area to depend on alternative sources of electricity. Although there are many studies on demand for electricity in Nigeria, the evidence of such studies for Akungba-Akoko is rare. There is the need, therefore, to fill this gap.

2. Brief Review of Literature

The study of Borozan (2013) examined the relationship between energy consumption and real gross domestic product (GDP) for the periods of 1992 to 2010 in Croatia. The paper employed the bivariate Vector Autoregression (VAR) and Granger causality tests. The empirical analysis showed a unidirectional causality running from total energy consumption to economic growth, and that total energy consumption is an essential component determining economic growth in Croatia. Similarly, Solarin & Shahbaz (2013) investigated the causal relationship between economic growth, urbanisation and electricity consumption in Angola for the periods of 1971 to 2009. The study employed the Autoregressive Distributed Lag (ARDL) bounds test and the Vector Error Correction Model (VECM) Granger causality test. The findings of the study indicated the existence of long-run relationships and bidirectional causality between electricity consumption and economic growth.

In the same vein, Tang & Tan (2013) employed VECM to investigate the causal link between economic growth, electricity consumption and Brent oil price for Algeria for 1971–2010. The empirical results showed that there is evidence of short-run and a strong long-run bi-directional causality between electricity consumption and economic growth in Algeria. The results are similar to those of Ibrahiem (2015) which found bidirectional causality between electricity consumption and economic growth for Cote d'Ivoire between 1971 to 2008; and those of Iyke (2015) which found a distinct causality from electricity consumption to economic growth for Nigeria for the periods of 1971 to 2011. Unlike the existing studies, Apergis, Chang, Gupta, & Ziramba (2016), investigated the long-run relationship among electricity consumption, entrepreneurship and industrial output in Singapore's manufacturing sector. The study found that the adjustment of electricity consumption to shocks from industrial production and entrepreneurship is slow. Furthermore, the results revealed a bidirectional causality between entrepreneurship and electricity consumption, and between electricity consumption and industrial production.

In a panel context, Ouedraogo (2013) examined the long-run relationship between economic growth and energy access, for fifteen countries in Africa from 1980 to 2008 and found unidirectional causality running from electricity consumption to economic growth in the long-run. Also, the study of AlKhars (2019) reviewed articles published in five well-known energy journals: Applied Energy, Energy, Energy Economics, Energy Policy, and Renewable and Sustainable Energy Reviews on the electricity sector in Gulf Cooperation Council (GCC) countries for the periods of 1983 to 2018. The review provided an overview of the studies over time, analysed the authorship details, keywords and length of the publications in these countries.

In a survey study in Western China, Niu, Jia, Ye, Dai, & Li (2016) analysed the impact of many factors on residential electricity consumption. The results showed that electricity consumption per capita, per capita income, diversity of the electrical appliances, price of appliances and household size were found to be closely related. Still, in China, Shao (2017) did an extensive overview of the literature surrounding the relationship between electricity consumption and economic growth in China. The study examined the situation of China's electricity consumption, economic growth and development from three dimensions of time, region and industry. The study suggested the development of a suitable integrated methodological framework to enable China to explore the nexus from a broader view.

In a recent study, Olaniyan et al., (2018) estimated the current and future residential electricity demand in Nigeria, as well as the capacity required to generate and achieve 100% electricity

access. Median residential electricity consumption was estimated at 18–27 kWh per capita but varied between the Northeast and Southwest geographical zones of the country. On the other hand, Oyewo et al., (2018) used linear optimisation model to simulate a cost-optimised transition pathway towards 100% renewable energy-based power system for Nigeria. The results revealed that the integration of a renewable energy technology mix with a wide variety of storage technologies is the most viable electricity option for Nigeria in the nearest future.

3. Methodology and Discussion of Results

This study employs the survey approach to examine the demand for electricity in Akungba-Akoko. The study used a random sample method to collect data from one hundred electricity consumers through the administration of a well-structured questionnaire. Simple descriptive analysis was used to analyse the data.

The findings reveal that electricity supply in the study area is epileptic, as most of the respondents claimed. According to them, electricity is supplied two to three days per week in the area, which they claimed does not last for more than six hours most times. About 61% of the respondents said they are not satisfied with the electricity supply to their areas. Findings further reveal that 11% of the respondents have pre-paid meters, 79% have post-paid meters, while the remaining do not have meters. Most of the pre-paid meter users paid less than ₦1000 per month on electricity consumption, due to erratic supply of electricity in the area, as the charges on their pre-paid cards are based on usage. The cost is higher for post-paid users as most of them claimed to have been paying between ₦1000- ₦3000 due to what they called arbitrary charges, while few said they paid more due to the appliances they used. Those without meters are given estimated billing with a minimum amount of ₦2000 per month, but they were sometimes charged up to ₦10,000 or more, depending on the type of building they have.

Furthermore, the findings of the paper reveal that about 57% of respondents have alternative sources of electricity supply to their homes to ensure stable electricity supply as a result of the epileptic power supply from BDC, which oversees electricity supply in the area. Majority of them have generating sets, while a few others have either power inverters or solar panels. Most of those with generators own the smallest size popularly called "*I pass my neighbour*", while a few others have either the medium-size or the big one. The findings further reveal that the respondents use their generators between three to five hours per day and use 2-7 litres of fuel, depending on the size of their generators. The respondents spend between ₦500 to ₦2000 on servicing their generators per month. Those with inverters or solar panels do not spend as much, except for the initial cost of acquiring them, which they claimed is expensive.

With the current price of Premium Motor Spirit (PMS) at ₦145 per liter, it is estimated that households in the study area would incur an average of ₦12,000 to ₦21,000 monthly to provide alternative sources of electricity. This amount is higher than the ₦1000 to ₦3000, which pre-paid consumers would have paid, and the ₦2000 to ₦5000, which post-paid consumers would have paid if electricity supply were regular in the study area.

4. Conclusion

This study examined the availability of electricity and estimated the cost of providing an alternative source of electricity in Akungba – Akoko area of Ondo State. The findings of the study established that supply from Benin Electricity Distribution Company has been in short of demand in the area. Most respondents could not enjoy electricity for more than three times a

week, with less than six hours of availability. The epileptic nature of power supply in Akungba-Akoko might be attributed to various factors. Further findings revealed that the household sourced for electricity through other means which include inverters, solar panels, and generating sets, the cost of which is too high, considering the economic situation of the area. The paper, therefore, recommends that the government should provide other viable alternative sources of electricity for the people of the area, at a more reduced cost. The government should also provide adequate finance for research to hasten the development of renewable energy in the area. The study also recommends that the BEDC should ensure that power supply is always available and that the amount given to post-paid meters users commensurate with what they use to avoid arbitrary charges. The BEDC should also make sure that pre-paid meters are provided for electricity consumers in the study area.

References

- Akuru, U. B. *et al.* (2017) 'Towards 100% renewable energy in Nigeria', *Renewable and Sustainable Energy Reviews*. Elsevier Ltd, 71(November 2016), pp. 943–953. doi: 10.1016/j.rser.2016.12.123.
- AlKhars, M. A. (2019) 'Survey and analysis of the quantitative methods used in electricity research on GCC countries: 1983–2018', *Heliyon*. Elsevier Ltd. doi: 10.1016/j.heliyon.2019.e02634.
- Apergis, N. *et al.* (2016) 'Hydroelectricity consumption and economic growth nexus: Evidence from a panel of ten largest hydroelectricity consumers', *Renewable and Sustainable Energy Reviews*. Elsevier Ltd, pp. 318–325. doi: 10.1016/j.rser.2016.04.075.
- Borozan, D. (2013) 'Exploring the relationship between energy consumption and GDP: Evidence from Croatia', *Energy Policy*, 59, pp. 373–381. doi: 10.1016/j.enpol.2013.03.061.
- Ibrahiem, D. M. (2015) 'Renewable Electricity Consumption, Foreign Direct Investment and Economic Growth in Egypt: An ARDL Approach', *Procedia Economics and Finance*. Elsevier BV, 30, pp. 313–323. doi: 10.1016/s2212-5671(15)01299-x.
- Iyke, B. N. (2015) 'Electricity consumption and economic growth in Nigeria: A revisit of the energy-growth debate', *Energy Economics*. Elsevier B.V., 51, pp. 166–176. doi: 10.1016/j.eneco.2015.05.024.
- Niu, S. *et al.* (2016) 'Does electricity consumption improve residential living status in less developed regions? An empirical analysis using the quantile regression approach', *Energy*. Elsevier Ltd, 95, pp. 550–560. doi: 10.1016/j.energy.2015.12.029.
- Ogbonnaya, C. *et al.* (2019) 'The current and emerging renewable energy technologies for power generation in Nigeria: A review', *Thermal Science and Engineering Progress*. Elsevier, 13(April), p. 100390. doi: 10.1016/j.tsep.2019.100390.
- Olaniyan, K. *et al.* (2018) 'Estimating residential electricity consumption in Nigeria to support energy transitions', *Sustainability (Switzerland)*, 10(5). doi: 10.3390/su10051440.
- Osakwe, P. N. (2017) *Unlocking the potential of the power sector for industrialization and poverty alleviation in Nigeria*. Available at: <http://data.worldbank.org/data-catalog/world-> (Accessed: 15 November 2019).

Ouedraogo, N. S. (2013) 'Energy consumption and economic growth: Evidence from the economic community of West African States (ECOWAS)', *Energy Economics*. Elsevier B.V., 36, pp. 637–647. doi: 10.1016/j.eneco.2012.11.011.

Oyedepo, S. O. (2012) 'Energy and sustainable development in Nigeria: The way forward', *Energy, Sustainability and Society*. Energy, Sustainability and Society, 2(1), pp. 1–17. doi: 10.1186/2192-0567-2-15.

Oyewo, A. S. *et al.* (2018) 'Pathways to a fully sustainable electricity supply for Nigeria in the mid-term future', *Energy Conversion and Management*. Elsevier, 178(August), pp. 44–64. doi: 10.1016/j.enconman.2018.10.036.

Roche, M., Ude, N. and Donald-Ofoegbu, I. (2017) *True Cost of Electricity: Comparison of Costs of Electricity Generation in Nigeria, Nigerian Economic Summit Group and Heinrich Böll Stiftung Nigeria*. Available at:
https://ng.boell.org/sites/default/files/true_cost_of_power_technical_report_final.pdf.

Shao, Z. (2017) 'On electricity consumption and economic growth in China', *Renewable and Sustainable Energy Reviews*. Elsevier Ltd, pp. 353–368. doi: 10.1016/j.rser.2017.03.071.

Solarin, S. A. and Shahbaz, M. (2013) 'Trivariate causality between economic growth, urbanisation and electricity consumption in Angola: Cointegration and causality analysis', *Energy Policy*, 60, pp. 876–884. doi: 10.1016/j.enpol.2013.05.058.

Tang, C. F. and Tan, E. C. (2013) 'Exploring the nexus of electricity consumption, economic growth, energy prices and technology innovation in Malaysia', *Applied Energy*. Elsevier Ltd, 104, pp. 297–305. doi: 10.1016/j.apenergy.2012.10.061.

Corruption and the Quality of Governance: An Empirical Analysis of SAARC Countries

Imran Ali^{a,*}, Saidatulakmal Mohd^b

School of Social Sciences, Universiti Sains Malaysia

*Email: imranalimoroojo@gmail.com, eieyddda@usm.my

Abstract

This study uses annual data for SAARC countries that covers the period 1996-2018, to explore the causality between corruption and quality of governance. Autoregressive Distributed Lag (ARDL) model has been used because one variable (quality of governance) was stationary (I(0)) but corruption as non-stationary (I(1)). Result suggests that there is two-way causality running from corruption to governance quality and from governance quality to corruption. Based on findings, it concludes that as the level of corruption increases in SAARC countries, the governance quality decreases. On the other hand, estimations also confirm that as the governance quality increases which ultimately reduces corruption. This study provides two policy suggestions to the SAARC countries; firstly they should concentrate on corruption, which will improve the quality of governance automatically. Secondly, they should focus more on governance quality, which ultimately alleviates overall corruption in the country.

Keywords: Corruption index; Good governance; Autoregressive distributed lag; Causality.

1. Introduction

Most economists define corruption as “misuse of public office for private benefit”, and according to this definition corruption will only be perpetrated by public offers (including politicians and bureaucrats) (Nye (1967); and Khan (2004)). Furthermore, most of the previous studies have confirmed that corruption has adverse impact on most of growth and development indicators (Mo, 2001; Hodge *et al.*, 2009; Pellegrini, 2011). However, literature is not on same page when it discusses the impact of corruption on government institutions because some scholars stated opposite of it (Leff, 1964; Huntington, 1968; Lui, 1985; and Huang, 2016) and tried to justify the positive influence of corruption on different government sectors.

The recent report of World Governance Index (2018) highlighted that most developed countries are enjoying good governance and on the other hand, the less developed countries are experiencing bad governance system. Similarly, Transparency International (2018) listed 180 countries and confirmed that highly developed countries as most clean countries (less corrupt) and less developed countries as most corrupt countries. These reports somehow giving an indication of whether there is an association between corruption and governance.

Control of corruption could lead to good governance because both are opposing forces, since the main objective of good governance is to serve the interest of the overall society, but corruption serves the interest of selected people of the society (Balboa and Medalla, 2006; and Cetiner, Muslija, and Satrovic, 2018). Secondly, controlling corruption and improving the quality of governance are long-term phenomena; these require years and some case decades to

get significant results. On the other hand, Saha (2014), has proved that good governance is a key strategy to combat corruption.

The introduction of this study has highlighted that some scholars are blaming corruption for bad governance and some scholars are blaming bad governance for causing higher corruption. Hence this study will try to explore the causality as well as the reverse causality between corruption and quality of governance in SAARC countries, namely Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri-Lanka. The findings of this study proceed as follows. Section 2 of this study reviews the literature which discusses the theoretical as well as empirical argument related to the relationship between corruption and the quality of governance. Section 3 discusses the data and describes the methodology and interprets the results of this study. Section 4 provides the conclusion and the policy suggestion based on empirical evidence of this study.

2. Literature Review

Most Economists and social scientists agree that corruption is a major obstacle to the development and social progress of the developing countries (Blackburn, Bose, & Haque, (2006); and Khan, (2004)). Because corruption causes inefficient offices and inefficient offices increase the wrong public relations, which cause new social and economic problems in society (Santiso (2001); and Popova and Podolyakina, (2014)).

Secondly, the debate about governance quality is among the most emerging topic within scholars in the last three decades. In 1989, World Bank reported the first time about the crisis of governance and its sensitivity (Leftwich, 1993; Santiso, 2001). Furthermore, the quality of governance can measure by its management and distribution of human, natural, economic and financial resources (Aminuzzaman, 2006). Furthermore, Saha (2014) stated that the absence of law and human rights, lack of “freedom of press,” transparency, accountability, public opinion in the decision-making process are the fundamental indicators of bad governance which ultimately seeds corruption.

According to Faisal and Jafri (2017), quality of governance depends on three things such as transparency, performance, and cooperation with civil society (public). Furthermore, they addressed that corruption is a prominent element that hurts the quality of governance. Similarly, Rose-Ackerman (1997) corruption is the fundamental cause of some such as lack of transparency and accountability in government institutions and other social issues and crimes such as exploitation of property rights and money laundering.

On the other hand, Kaufmann et al. (2000) have reversed this argument; they stated that corruption is an issue of governance. They argued that corruption is a symptom of bad governance; a country cannot be corruption free without improving governance quality. Hence higher corruption is a basic failure of governance and good governance is the most prominent tool to combat corruption. This statement was supported by Saha (2014), who tried to explore the impact of good governance on corruption. He found that good governance is a key strategy to combat corruption.

Kaufmann and Wei (2000) tried to explore empirically the link between corruption and governance. They found that as the level of corruption was increased the quality of government officials (bureaucrats) was decreased. A similar type of statement has been given by Méon and

Sekkat (2005). They stated that corruption promotes inefficiency in public servants and that ultimately creates artificial bureaucratic blocks that act against the interest of civil society.

Moreover, the government has monopoly power and bad governance leads to the absence of accountability which ultimately causes more corruption, meaning that there is the possibility of reverse causality between corruption and the quality of governance (Klitgaard, 1998). Because the quality of governance is the most important tool which can be used to control corruption (Hough, 2013). On the other hand, Kidd and Richter (2003) have highlighted the difference between governance quality of developed and less developed countries; they also mentioned that Asian countries are underperformance because of corrupt practices in the government sector.

3. Data, Methodology and Estimation Results

This study is using a panel data set of eight Asian (SAARC) countries, namely Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri-Lanka. The data source of both variables (corruption and quality of governance) is World Governance Index (WGI). WGI provides aggregate and individual governance indicators for more than 200 countries and territories. It provides the data in 6 different dimensions of governance over the period from 1996 to 2018.

The first step for the long-run relationship is to make sure that data is stationary because many macroeconomic variables are non-stationary. Non-stationary data provides misleading or spurious results. To tackle this problem this study is using Augmented Dickey-Fuller test (ADF) which was developed by Dickey and Fuller (1981). In practice, when absolute Augmented Dickey-Fuller (ADF) value is less than its critical value shows that the series is non-stationary. Similarly, when absolute ADF value is more than its critical value shows that the series is stationary. It confirms that one variable (quality of governance) was integrated of order zero (I(0)), meaning that it was stationary, but corruption was integrated of order one (I(1)), meaning that corruption is non-stationary.

When the data is integrated of order zero and one (I(0) and I(1)), the literature suggests Autoregressive Distributed lags (ARDL) model which was developed by Pesaran et al. (2000) and Pesaran Shin and Smith (2001), which helps in finding whether the variables in the model are cointegrated or not. The advantage of the ARDL model is that it provides whether any variable stands as a single long-run relationship equation or not. Secondly, it reparameterizes cointegrated vector(s) into error correction model (ECM) and those reparameterizes outcomes give short-run dynamics as well as long-run relationships. As this study is using two variables (corruption and quality of governance), so Autoregressive Distributed lags (ARDL) model for two variables can be developed as stated below when the dependent variable is governance quality and explanatory variables are corruption, lags of corruption, and lags of governance quality.

$$\Delta GQ_{it} = \alpha_0 + \sum_{i=1}^p \delta_i \Delta GQ_{it-i} + \sum_{i=1}^p \gamma_i \Delta COR_{it-i} + \lambda_1 GQ_{it-1} + \lambda_2 COR_{it-1} + \mu_{it} \quad (1)$$

Where in the equation above, GQ stands for governance quality and COR stands for corruption and the first part with coefficient β , and γ are explaining the short-run dynamics of the model, and next part with coefficient λ_1 and λ_2 are representing the long-run relationship. The null hypothesis of the ARDL model is that there is no long-run relationship, meaning that $\lambda_1 + \lambda_2 = 0$. Similarly, the alternative hypothesis is that there is a long-run relationship meaning that the sum of λ s is not equal to zero ($\lambda_1 + \lambda_2 \neq 0$). Equation (2) shows the dependent variable is corruption and explanatory variables are governance quality, lags of corruption, and lags of governance quality

$$\Delta COR_{it} = \beta_0 + \sum_{i=1}^p \Psi_i \Delta COR_{it-i} + \sum_{i=1}^p \Omega_i \Delta GQ_{it-i} + \pi_1 COR_{it-1} + \pi_2 GQ_{it-1} + \mu_{it} \quad (2)$$

In the equation above, the first part with Ψ and Ω is explaining the short-run dynamics of the model, and the next part with π_1 and π_2 are representing the long-run relationship. The null hypothesis of ARDL model is that there is no long-run relationship, meaning that $\pi_1 + \pi_2 = 0$. Similarly, the alternative hypothesis is that there is long-run relationship meaning that sum of π s is not equal to zero ($\pi_1 + \pi_2 \neq 0$).

Table.1: Causality from Corruption to Governance Quality

VARIABLES	ADJ	Long-Run	Short-Run
Lagged Governance quality	-0.152*** (0.0374)		
Corruption		0.673*** (0.114)	
Lagged Corruption			0.273*** (0.0527)
Constant			0.00109 (0.0149)
Observations	180	180	180
R-squared	0.289	0.289	0.289

Standard errors in parentheses *** p<0.01, ** p<0.05, * p<0.1

Source: Retrieved from STATA

Table .1 is the estimation result of equation (1), and it shows the summarized results of short-run dynamics and the long-run relationship between corruption and governance quality. ADJ is the long-term adjustment or error correction, which is statistically significant at P-value 1%, and is negative, meaning that there is long-term convergence between corruption and quality of governance. On the other hand, this study reveals that the quality of governance is affected adversely in long-run as well as in short-run (it shows positive coefficients because of corruption index it varies from -2.5 to 2.5 and -2.5 shows more corruption and 2.5 show less corruption), having statistically significant with P-value 1% in both case i.e., short-run

dynamics and in the long-run relationship.

Table.2: Causality from Governance Quality to Corruption

VARIABLES	ADJ	Long-Run	Short-Run
Lagged Corruption	-0.163*** (0.0412)		
Governance Quality		1.026*** (0.171)	
Lagged Governance quality			0.498*** (0.0912)
Constant			-0.0211 (0.0198)
Observations	180	180	180
R-squared	0.285	0.285	0.285

Standard errors in parentheses *** p<0.01, ** p<0.05, * p<0.1

Source: Retrieved from STATA

Table .2 is the summarized results of equation (2), which shows short-run dynamics and the long-run relationship between corruption and governance quality. ADJ is the long-term adjustment or error correction which is statistically significant at P-value 1 %, and is negative, meaning that there is long-term convergence between corruption and quality of governance. On the other hand, this study reveals that quality of governance effect adversely in long-run as well as in short-run, having statistically significant with P-value 1% (in both short-run as well as in long-run).

4. Conclusion

This study is an attempt to fill a gap in previous studies by exploring the relationship between corruption and the quality of governance. The main objective of this study was to explore the long-run relationship between corruption and governance quality, most importantly to find reverse causality between them. To achieve this objective, Autoregressive Distributed lags (ARDL) model has been used because one variable (governance quality) was integrated of order zero (I(0)) and corruption was integrated of order one (I(1)). The results of this study support most of the previous studies. The outcomes confirm that there is two-way causality running from corruption to governance quality and from governance quality to corruption. Based on estimated results, this study gives two conclusions. Firstly, corruption in long-run affects adversely on the quality of governance. Secondly, when the quality of governance improves which reduces the corruption in SAARC countries. Hence there are two policy suggests for SAARC countries, they should concentrate more on quality of governance, which will reduce overall corruption automatically or ignore governance quality and they focus more on overall corruption which ultimately improves the quality of governance.

References

- Aminuzzaman, S 2006, *Governance and Development: Bangladesh and Regional Experience*:s Shrabon Prokashani Dhaka, M.ed.
- Balboa, J, & Medalla, E 2006, *Anti-corruption and governance: The Philippine experience*: APEC Study Center Consortium.
- Blackburn, K, Bose, N, & Emranul, M 2006, *The incidence and persistence of corruption in economic development*: Journal of Economic Dynamics and Control, vol. 30 no. 12, pp. 2447–2467. doi: 10.1016/j.jedc.2005.07.007.
- Cetiner, O, Muslija, A & Satrovic, E 2018, *Whether control of corruption matters for happiness: evidence from panel data analysis*: Pressacademia, vol. 7, no. 1, pp. 381–387. doi: 10.17261/pressacademia.2018.921.
- Dickey, DA & Fuller, WA 1981, *Likelihood Ratio Statistics for Autoregressive Time Series with a Unit Root*: Econometrica, vol. 49, no. 4, p. 1057. doi: 10.2307/1912517.
- Faisal, F & Jafri, AR 2017, *Corruption as a Source of Failure of Good Governance and Management in Pakistan : Proposed Remedial Measures*: Jpuhs, 30(1), pp. 57–75.
- Hodge, A et al. 2009, *Exploring the links between corruption and growth*.
- Hough, D 2013, *Corruption, anti-corruption and governance*. Available at: <https://books.google.com/books?hl=en&lr=&id=DbrStbXs9HMC&oi=fnd&pg=PP1&dq=corruption+and+governance&ots=vo8Pzrj0Pe&sig=0s63XZrgOXipCR-nJi9e0AWYxQA>.
- Huang, CJ 2016, *Is corruption bad for economic growth? Evidence from Asia-Pacific countries*: North American Journal of Economics and Finance, 35, pp. 247–256. doi: 10.1016/j.najef.2015.10.013.
- Huntington, S 1968, *Political order in changing*: New haven Yale University Press
- Kaufmann, D et al. 2000, *Measuring governance, corruption, and state capture: How firms and bureaucrats shape the business environment in transition economies*: World Bank Policy Research Working Paper. The World Bank (Policy Research Working Papers), (2312), pp. 1–47. doi: 10.2139/ssrn.236214.
- Kaufmann, D & Wei, S 2000, *Does 'grease money' speed up the wheels of commerce?*: International Monetary Fund Policy Working Paper.
- Khan, M 2004, *Corruption, governance and economic development*: The New Development Economics. New Delhi, pp. 1–20. Available at: <http://core.kmi.open.ac.uk/download/pdf/2792086.pdf> .
- Kidd, J & Richter, F 2003, *Corruption and governance in Asia*. Available at: <https://link.springer.com/content/pdf/10.1057/9780230503540.pdf> .
- Klitgaard, R 1998, *Strategies against corruption*: Presentation at Agencia Española de Cooperación Internacional Foro Iberoamericano sobre el Combate a la Corrupción, Santa Cruz de la Sierra, Jun, pp. 15–16.

- Leff, NH 1964, *Economic Development Through Bureaucratic Corruption*: American Behavioral Scientist, vol. 8, no. 3, pp. 8–14. doi: 10.1177/000276426400800303.
- Leftwich, A 1993, *Governance, democracy and development in the Third World*: Third World Quarterly, vol. 14, no. 3, pp. 605–624. doi: 10.1080/01436599308420345.
- Lui, FT 1985, *An equilibrium queuing model of bribery*: Journal of Political Economy. University of Chicago Press, vol. 93, no. 4, pp. 760–781. doi: 10.1086/261329.
- Méon, PG & Sekkat, K 2005, *Does corruption grease or sand the wheels of growth?*: Public Choice, pp. 69–97. doi: 10.1007/s11127-005-3988-0.
- Mo, PH. 2001, *Corruption and Economic Growth*: Journal of Comparative Economics. Academic Press Inc., vol. 29, no. 1, pp. 66–79. doi: 10.1006/jcec.2000.1703.
- Nye, JS 1967, *Corruption and Political Development: A Cost-Benefit Analysis*: American Political Science Review, vol. 61, no 2, pp. 417–427. doi: 10.2307/1953254.
- Pellegrini, L 2011, *Economic Analysis of Corruption*: in *Corruption, Development and the Environment*. Dordrecht: Springer Netherlands, pp. 13–27. doi: 10.1007/978-94-007-0599-9_2.
- Pesaran, MH, Shin, Y & Smith, RJ 2000, *Structural analysis of vector error correction models with exogenous I(1) variables*: Journal of Econometrics, vol. 97, no. 2, pp. 293–343. doi: 10.1016/S0304-4076(99)00073-1.
- Pesaran, MH, Shin, Y & Smith, RJ 2001, *Bounds testing approaches to the analysis of level relationships*: Journal of Applied Econometrics, vol. 16, no 3, pp. 289–326. doi: 10.1002/jae.616.
- Popova, Y & Podolyakina, N 2014, *Pervasive Impact of Corruption on Social System and Economic Growth*: Procedia - Social and Behavioral Sciences, vol. 110, pp. 727–737. doi: 10.1016/j.sbspro.2013.12.917.
- Rose-Ackerman, S 1997, *Corruption: Causes, consequences and cures*: Trends in Organized Crime, vol. 3, no. 1, pp. 109–111. doi: 10.1007/s12117-997-1155-3.
- Saha, SK 2014, *Corruption and Good Governance : The Case of Bangladesh*: SUST Journal of Social Sciences, vol. 22, no. 2, pp. 45–52. Available at: <https://www.researchgate.net/publication/318404670>.
- Santiso, C 2001, *Good Governance and Aid Effectiveness : The World Bank and Conditionality*: The Georgetown Public Policy Review, vol. 7, no. 1, pp. 1–22. doi: 10.5897/AJBM09.111.

The Economic and Institutional Determinants of International Tourism Demand in The Ecowas Region

Sodiq Olaiwola Jimoh¹, Nusirat Ojuolape Gold²

¹Department of Economics, Kwara State Univerisity, Malete, Nigeria
Email: sodiqjimoh7@gmail.com

²School of Management, Universiti Sains Malaysia^a Department of Accounting and Finance, Kwara State University, Malete, Nigeria^b
Email: Nusirat.gold@student.usm.my

Abstract

This study examines the economic and institutional determinants of international tourism demand in the Economic of West African States (ECOWAS) region. The study employs a static panel regression model using annual data between the year 2000 and 2015. The empirical result suggests that the real effective exchange rate, level of corruption, income of international tourists, the relative price of tourism, and political instability have a significant impact on the level of tourism demand in the ECOWAS region. The study recommends improvement in the level of security, exchange rate stability, and a joint fight against corruption by all member states, among others.

Keywords: Tourism demand; Real effective exchange rate; Corruption, Institutions.

1. Introduction

Authorities across the globe in recent time have started to realize the importance of tourism to the economy of the nation because tourism sector as a vast industry plays a vital role in driving economic development. As a substantial industry, it provides enormous ancillary services, the economic impact of which tends to be felt largely in all other sectors of the economy. Owing to its role as a commercial industry, it also contributes immensely to the income of the nation likewise generate employment opportunity, an attribute which for many regions is an important source of welfare for citizens especially nations who rely on tourism income for revenue generation.

Tourism attract many people to a country who in turn spend willingly for services rendered to them and contribute to the covers of the industry which in turn bring about economic development. This is evidenced in the 2017 report of the United Nation world trade organization where it stated that income from tourism alone account for approximately 30% of world's trade in services making the annual growth rate of the sector to rise considerably.

West Africa is a good place for tourist attraction given its richness in resource and abundance of mother natures' wealth with vast unique features. Given this feature, one would expect huge return from tourism receipts of West Africa states but however the reverse is the case. The low return might have been due to the several challenges plaguing the region among which are outbreak of Ebola disease, Boko haram crisis, Xenophobia, inadequate security as well as inefficient means of transportation. A buildup of which can result to lower income for the tourism sector.

Following a report from the African business (2019) gathered from African Development Bank monitor, tourism receipts as a percentage of GDP for West African states is low at around 2.1% if compared with the 3% and 4.5% from its counterpart states Southern and Eastern Africa respectively. The report further stated that of the 1.2 billion global tourism arrivals in 2016, only 62.9 million can be linked to tourism arrival in Africa, which is relatively a small portion of the International tourism market. This has raised a concern on tourism demands in West Africa and as such the topic needs to be revisited given the huge tourist potential, ample nature endowment and beautiful sites existing in the region expected to drive tourism receipts.

Furthermore, Economic Community of West African States (ECOWAS) has among its several objectives ensuring sustainable growth and development within the region. It has recorded fruitful efforts in the performance of different sectors across nations but less is still recorded in the tourism sector. This could complement other revenues and unleash some of the potentials of the region to international investors if dealt with appropriately.

Based on the above, this study investigates the economic and institutional factors influencing low demand for tourism in West Africa states in order to proffer an opportunity for West African nations, policymakers and industry representatives to take advantage of this opportunity and turn their plans into reality through concerted reforms. This study adds to the existing knowledge by considering the role of corruption, political stability, and the level of insecurity within the West African Region. The study also considers relative price of tourism and real effective exchange rate as against the absolute price and nominal exchange rate used by previous studies.

2. Literature Review

Tourism is expected to play a role in the growth and development of a nation most especially resource abundant nations like West African states and other developed part of the world. Several studies have tried to examine the factors that influence the tourism demand over the years. Kusni, Kadir, & Nayan, (2013) examined the economic and non-economic determinants of tourism demand for Malaysia by tourists from OECD countries between 1995 and 2009. The study captured the economic determinants with the price of tourism in Malaysia, the GDP of OECD (income), and price of substitute's tourism (Thailand and Singapore). The non-economic factors found are health issues and global economic crisis. The study employed fixed and random effect panel regression to analyse the effect of the explanatory variables on the number of tourist arrivals to Malaysia from the OECD countries. The study revealed that Malaysia tourism is price inelastic, it responds negatively to any spread of infectious disease, responds positively with an increase in price of Singapore tourism, and responds negatively to a global economic crisis. González & Moral (1995) used the structural time series model in their study to analyse the international determinants of tourism demand between January 1979 and December 1991 by regressing clients' price of tourism, competitors' price of tourism and tourism taste against the demand for Spain's tourism. Their result indicates that tourism demand in Spain is more sensitive to client price and substitute's price than the taste of the tourists.

Kosnan, Ismail, & Kaliappan (2013) used a Gravity model to examine the determinants of international tourism demand in Malaysia between 1998 and 2009. The study revealed that the size of country has a positive and significant impact on the tourism receipt of Malaysia, the distance of Malaysian neighbouring countries has a negative and significant impact on the tourism demand in Malaysia, the depreciation of Ringgit against International currency and the cost of living in Malaysia attracts more International tourists to Malaysia, while the level of infrastructure in Malaysia has a positive and significant impact on tourism receipt in Malaysia.

Nevertheless, Cao, Li, & Song, (2017) used a Global Vector Autoregressive model to quantify and examine the cross- country co-movement of tourism demand and the response of China's economy to shocks. The study revealed that any negative shock on China's income and price would lead to fluctuations in the twenty-four countries tourism demand to china and their prices in the short run.

In addition, Dogru, Sirakaya-Turk, & Crouch, (2017) used a Fully Modified Panel OLS to examine the international determinants of tourism demand to Turkey. The study suggests that the use of exchange rate and price as mutually independent variables may lead to multicollinearity, that relative price and substitute price doesn't justify the purchasing power of the International tourists and that country specific heterogeneity must be considered in modelling panel tourism demand. Bankole & Babatunde, (2009) used an ARDL Bound testing approach to examine the determinants of tourism demand in Nigeria. The result shows that the world GDP, transport cost, relative price and political stability have significant impact on tourism demand in Nigeria. Contrary to this, Okon, (2014) analysed the social determinants of tourism demand in Nigeria between the year 1990 and 2012. Naudé & Saayman, (2005) used panel data between the year 1996 and 2000 to analyse the determinants of tourism demand in 43 African countries. The study found that the level infrastructure, political stability, marketing and information, and level of development are the key significant determinants of tourism demand in Africa region while income of region and cost of transportation does not have a significant impact on tourism demand in Africa.

3 Methodology

3.1 Nature and Sources of Data

The study employed secondary data between the year 2000 and 2015 for all sixteen countries in West African region. Tourism demand which was proxied by tourism receipt, relative price proxied by the ratio of CPI of West African countries and the rest of the world, political stability index, corruption index, infrastructure, Gross Domestic product of West Africa and nominal effective exchange rates were sourced from the World Bank database 2018 while the world GDP excluding west Africa was sourced from International Monetary Fund (IMF) database (2018).

3.2 Theoretical Framework and Model Specifications

Based on the literature review, the basic demand model and the gravity model are the common models used in estimating the determinants of tourism demand. The demand theory suggests that demand for a commodity is influenced by its price, price of substitute, income of the buyer, and taste among others while gravity explains how income of two countries and distance explains the trade flow between the two countries. Some previous researchers used the later because tourism is an international commodity while some key determinants of the former cannot be dismissed in modelling tourism demand. This study considers the factors suggested by these theories and empirical studies. This study modifies Dogru et al., (2017) model by examining the economic and institutional determinants of tourism demand in West African Region. The key contribution of this work to the existing studies is the inclusion of institutional variables corruption index and political stability index, the use of relative prices and real effective exchange rate as against the absolute prices and nominal exchange rate used by

previous studies. Also, previous studies have been using tourism receipts and number of tourist arrivals interchangeably, this study uses tourism receipts due to its role in the computation of gross domestic product of a nation.

$$TD_{it} = \beta_0 + \beta_1 Y_w + \beta_2 RP_{it} + \beta_3 PS_{it} + \beta_4 CORR_{it} + \beta_5 REER_{it} + \beta_1 DSEC_{it} + \mu_{it} \quad (1)$$

Where TD represents the total number of tourist arrivals to West Africa from other regions in the world, Y represents the income of rest of the world excluding West Africa, RP represents the relative price of tourism within West Africa, REER represents the real effective exchange rate, PS represents political stability, CORR is the corruption index, and DSEC is the dummy variable for the level of insecurity in the West African region.

Table 1: Variables Description

S/N	Variable description	Acronym	Units	Source
1	Tourism receipts	TD	Current US \$	World Development indicators (2018)
2	Global GDP less West Africa GDP	Y	Current US \$	World Development indicators (2018)
3	Real effective exchange rate	REER	Rate	International Monetary Fund data (IMF) 2018
4	Corruption Index	Corruption	Index	World Development indicators (2018)
5	Insecurity	DSEC	Dummy	Manual Computation
6	Political Stability Index	PS	Index	World Development indicators (2018)
7	Relative Tourism Price	PR	Rate	World Development indicators (2018)

Source: Authors Computation

3.3 Estimation Technique

Static Panel regression analysis (Pooled, fixed, and random effect) was used to estimate the determinants of tourism demand in West Africa, the Hausman test was used to select the best model among the pooled, fixed and random effect results. The choice of this technique is due to the panel data involving the pooling of cross-sectional data across a time frame. The technique is better to estimate tourism demand model since each of the countries in West Africa received tourists from different part of the world. Hence, the technique account for heterogeneity differences among the countries.

Table 2: Empirical Results

Dependent Variable: lnTD

VARIABLES	(1) Pooled	(2) FE	(3) RE
lnY	0.219*** (0.0740)	0.211** (0.0859)	0.219*** (0.0740)
RP	-0.0416 (0.0253)	-0.0465* (0.0269)	-0.0416 (0.0253)
REER	-0.000258*** (5.88e-05)	-0.000262*** (6.24e-05)	-0.000258*** (5.88e-05)
PS	0.0154 (0.135)	-0.0843 (0.164)	0.0154 (0.135)
CORRUPTION	-12.22* (6.266)	-17.49** (8.165)	-12.22* (6.266)
DSEC	0.0303** (0.0119)	0.0324** (0.0126)	0.0303** (0.0119)
Constant	15.12*** (2.310)	16.73*** (2.907)	15.12*** (2.310)
Observations	222	222	222
R-squared	0.405	0.370	0.416
Number of years		16	16

Note: Standard errors in parentheses, *** p<0.01, ** p<0.05, * p<0.1, Hausman Stat: 0.9030

Table 2 above shows the result of the Pooled, Fixed effect and Random effect regression. Prior to the estimation of this result, the Hausman test was conducted to determine the appropriate model between fixed and random effect. The probability value of the Hausman statistic is 0.9030 which is greater than 0.05 suggests that random effect is preferred. The random effect results show that the income of tourists to West African states (lnY) has a positive and significant impact on tourism demand in West Africa, a percentage increase in the tourists' income will increase tourism receipt in West Africa by 0.02 US dollars. Relative price (RP) of tourism as a proxy of cost of living in West Africa has a negative impact on tourism receipt, although, not too significant. The real effective exchange rate (REER) has a negative and significant impact on tourism receipt in West Africa, a unit depreciation of West African currency against US dollars will have a slight improvement in the tourist receipt. The result shows that political stability (PS) does not significantly affect the demand for tourism in West African region. Corruption also has a negative and significant impact on tourism receipt during the year under review, an increase in the level of corruption will reduce the tourist receipts in West African region by 0.12 percent. The level of Insecurity shows a positive and significant impact on tourism receipt during the year under review. This implies that a more secured environment will improve the tourism demand in that environment. The coefficient of determination (R-squared) shows that 41 percent variation in tourism demand in West Africa is explained by the explanatory variables used in this study.

4. Discussion and Conclusion

This study examined the economic and institutional determinants of tourism demand in West African region. Panel data covering all sixteen states in West African was used between the year 2000 and 2015. Random Effect Panel was appropriate and interpreted. The result shows that income of tourists, corruption, real effective exchange rate and the level of Insecurity all influenced the tourism demand in West Africa. The study used relative price and real effective exchange rate as against the consumer price index and nominal exchange rate used by previous studies because the duo determines the real purchasing power of the International tourists in the region. The exchange rate fluctuation in the non-CFA zone of West African region have contributed majorly to the decrease in tourism demand in West African. The rising level of corruption in the region has not only discourage foreign investors but has also reduce the tourism demand to Africa from different part of the world. The recent insecurity in Africa, vis-a vis Boko Haram insurgencies, transition of political power, Xenophobia among others have also influenced the tourism demand within the West Africa region.

Based on the above findings, this study concludes that tourism demand is not only influenced by economic factors but also influenced by institutional factors such as corruption and the level of insecurity. It then recommends that the region should adopt a single currency to stabilize prices in order to attract international tourists to the region, all countries within the region should work together and independently on how to combat corruption within the region, and the head of states should guarantee protection of life and properties of people living within the region. By doing these, International tourists and investors will see anywhere in West African region as a place to visit and this would contribute majorly to the Gross Domestic Product of the region at large.

5. References

- Africa Business 2019, 'Reviving tourism in West Africa', viewed 18 September 2019, <https://africanbusinessmagazine.com/region/west-africa/reviving-tourism-in-west-africa>.
- Bankole, A. and Babatunde, A. 2009 'A Bound Testing Analysis of Tourism Demand in Nigeria', *Economic and Financial Review*, 47(3), p. 1. doi: 10.32728/ric.2018.41/1.
- Cao, Z., Li, G. and Song, H. 2017 'Modelling the interdependence of tourism demand: The global vector autoregressive approach', *Annals of Tourism Research*. Elsevier Ltd, 67, pp. 1–13. doi: 10.1016/j.annals.2017.07.019.
- Dogru, T., Sirakaya-Turk, E. and Crouch, G. I. 2017 'Remodeling international tourism demand: Old theory and new evidence', *Tourism Management*. Elsevier Ltd, 60, pp. 47–55. doi: 10.1016/j.tourman.2016.11.010.
- González, P. and Moral, P. 1995 'An analysis of the international tourism demand in Spain', *International Journal of Forecasting*, 11(2), pp. 233–251. doi: 10.1016/0169-2070(94)00570-3.
- Kosnan, S. S. A., Ismail, N. W. and Kaliappan, S. R. 2013 'Determinants of international tourism in malaysia: Evidence from gravity model', *Jurnal Ekonomi Malaysia*, 47(1), pp. 131–138.
- Kusni, A., Kadir, N. and Nayan, S. 2013 'International Tourism Demand in Malaysia by

Tourists from OECD Countries: A Panel Data Econometric Analysis', *Procedia Economics and Finance*, 7(13), pp. 28–34. doi: 10.1016/s2212-5671(13)00214-1.

Naudé, W. A. and Saayman, A. 2005 'Determinants of tourist arrivals in Africa: A panel data regression analysis', *Tourism Economics*, 11(3), pp. 365–391. doi: 10.5367/000000005774352962.

Okon, E. O. 2014 'Inbound Tourism and Social Factors in Nigeria : Evidence from an Ardl-Ecm Model', *Asian Journal of Economics and Empirical Research*, 1(2), pp. 40–47.

United Nation World Trade Organization Tourism Highlights (2017). World Tourism Organization (accessed September 2019)

Fertility, Education, and Female Labour Participation: Comparative Evidence from Malaysia and Nigeria

Waliu Olawale SHITTU

PhD Student, School of Social Sciences, Universiti Sains Malaysia. E-mail:
walesh.economist@gmail.com

Abstract

The study observes the relationship among fertility, female education, and labour force participation as a comparative analysis between Nigeria and Malaysia. It covers the period from 1990 to 2015 as a basis for comparison between the countries. The ADF test of unit root and ARDL Bounds test were employed in examining the stationarity properties and long-run relationship among the chosen variables, while also addressing any possible endogeneity; while the Granger Causality test was used to observe the direction of causality among the variables. The findings in each of the countries indicate that there is a negative relationship between fertility and female labour participation, with causality running from female labour participation through fertility in Malaysia, and bi-directional causality between the two variables in Nigeria – hence, upholding the *Role Incompatibility Hypothesis*. The results also support the existence of a positive relationship between female education and labour force participation in each country case; and existence of a uni-directional causality running from labour participation through education, and from female education through labour participation in Malaysia and Nigeria, respectively.

Keywords: female labour participation; fertility; Nigeria; Malaysia; ARDL

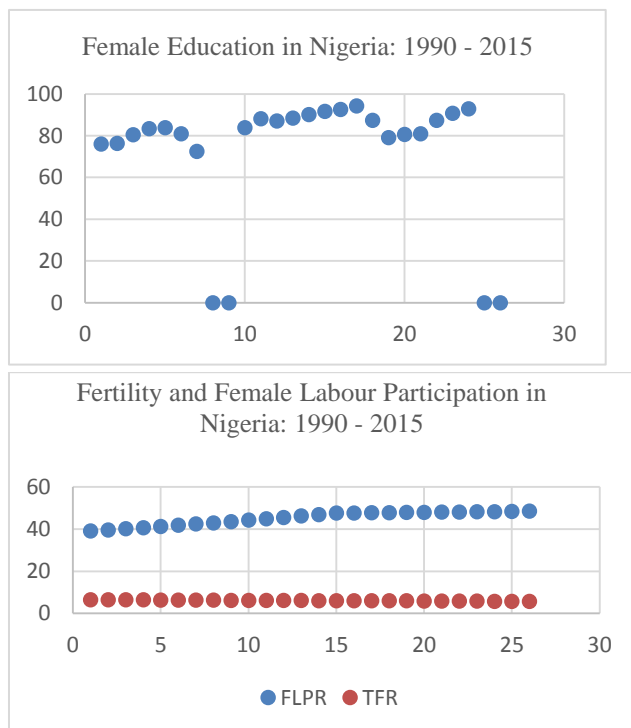
JEL Classification: J13; J21; J22

1.0 Background of the Study

Many economies have experienced an upward trend in the rate of women labour force participation vis-a-vees falling fertility rates. Economic and social developments have led to a rise in the private costs of children while increasingly making children a public good. Better job opportunities and higher wages for women raised the opportunity cost of children; the growth of transfer payments, such as social security or public health systems; and taxation of future generations through reliance on public debt have raised the public benefits of children (Troske & Voicu, 2010).

The Natural Rate of Unemployment Hypothesis states that while fluctuations in demand and/or supply can cause deviations in the actual unemployment rate from the natural rate of unemployment, in the long-run the unemployment rate will revert to its equilibrium level. The Unemployment Hysteresis, on the contrary, states that cyclical fluctuations will have permanent effects on the level of unemployment (Blanchard & Summers, 1986). The fertility decisions are determined by the number of child-bearing and considered among the household consumption expenditure.

In Figure 1.1, the Nigerian female labour participation rate depicts upward trends for most of the periods (an instance of a rising trend from 47.94 percent in 2010 to 48.41 percent in 2015); with a corresponding decline in fertility (from 5.84 percent in 2010 to 5.59 percent in 2015), while the level of female education exhibits both upward and downward trends in the entire period under consideration (1990 - 2015). Malaysia has completed her population transition and has entered the modern population reproduction stage, characterized by a low birth, population growth and mortality rates. The continuous decline of total fertility rate and change of family size have exerted a direct effect on the growth of total manpower and the age structure of the economy (Siah & Lee, 2015). As explained in Figure 1.1, the rate of Malaysian female participation witnessed a sharp decline in 1994 and maintains a rising trend thereafter, with a resulting falling fertility; while the level of female education rises and falls – but witnessed a major improvement from the 1990 level. Specifically, the Malaysian female participation rate witnessed a sharp increase from 46.5 percent in 2010 to 54.1 percent in 2015, with a corresponding decline in fertility rate from about 2.0 percent in 2010 to 1.93 percent in 2015. Within these periods, the level of Malaysian female education, measured by the proportion of female school enrollment to the total, rose from 100.57 to 101.88 (World Bank, 2016). In both country-cases, a decreasing fertility is associated with a rising female participation rate given a rising female education from inception.



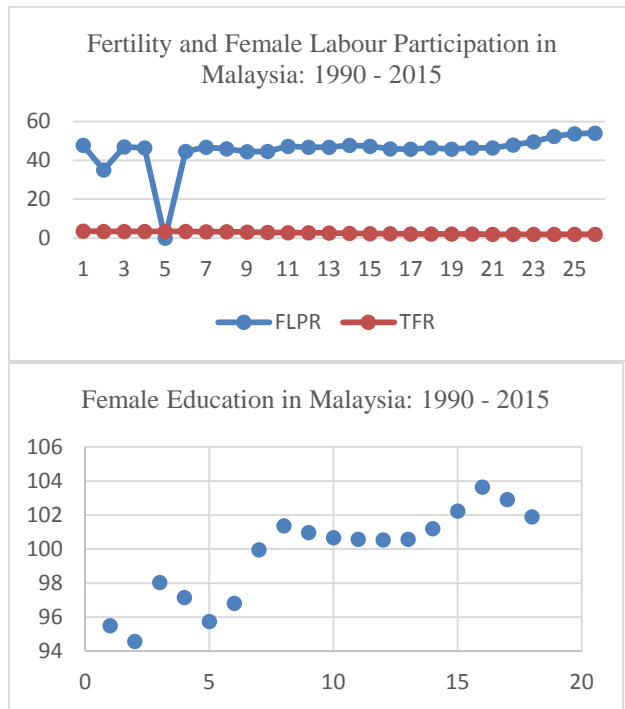


Figure 1.1
Fertility, Education, and labour participation in Nigeria and Malaysia

The objective of this study is to observe the empirical relationship among fertility, female education, and labour force participation of married women. This is, to the best of our knowledge, the first of such comparatives between Nigeria and Malaysia. Understanding the underlying fertility decisions is important since they affect population growth, labour force composition, and social security systems; and therefore, economic outcomes (Siegel, 2017). To address any possible endogeneity of fertility, the study employs the Autoregressive Distributed Lag (ARDL) technique in order to estimate both the magnitude and direction of the relationship between the variables in the two countries.

The structure of the paper is organized as follows: Section 2 details the review of related and relevant literature; Section 3 explains the methodology employed in the study; Section 4 presents the empirical results; while Section 5 presents the conclusion and recommendation.

2. Review of Relevant Literature

In studying the impact of fertility on female labour participation, it is essential to develop an understanding of interconnectivity between fertility, education, rate of female labour participation in an economy. A number of studies, over the last two decades, have shed lights on the short-run and long-run association of fertility with labour participation in an economy. Even though there are considerable agreements and disagreements among researchers on the real impact of fertility on participation of married women; wherein some uphold a negative association while others support a direct influence, the focus has been largely on particular areas of fertility – such as education, age, birthplace, and childcare availability (Lee & Lee, 2014; Bettendorf, Jongen & Muller, 2015; Azmat & González, 2010; Zhang, 2017; Alam & Mamun, 2016; Troske & Voicu, 2010); labour allowance, female employment, economic status, total

divorce rate, working hours, and child-bearing (Engelhardt & Prskawetz 2004; Tsani, Paroussos, Fragiadakis, Charalambidis & Capros, 2013); number of siblings, education of siblings, parents' education and Race (Troske & Voicu, 2010); support from spouse, financial ability, other support and family commitments (Tan & Subramaniam, 2013); real GDP per capita, square of real GDP per capita, ratio of M2 to GDP, ratio of domestic credit to the private sector to GDP, ratio of M3 to GDP (Idris, Habibullah & Haji Din, 2017). We present the summaries of previous studies on the relationship between fertility, education, and female labour participation across the globe.

Table 2.1

Literature Table: The relationship among Fertility, Education, and Female Labour Participation

S/NO	Study	Country/time period	Dependent variable	Model/method	Findings – relationship of explanatory variables with explained variable
1	Engelhardt and Prskawetz (2004)	23 OECD countries (1960-2000)	Female Employment	Aggregate descriptive representations	Labour Allowance(+) Female Employment(-) Economic Status (+) Total divorce rate(+) working hours(weak) Child Bearing Cost(weak)
2	Azmat and González (2010)	Spanish Labour Force (1992 to 2008)	Female Labour Participation	OLS and Interaction	Age (+) High School & Univ(-) Immigrant(-) Unemployment Rate(-) Hourly Wages(-) House Price(+) Age * High school(+) Age * University(+)
3	Idris, Habibullah and Haji Din(2017)	Malaysia(1975 to 2013)	Fertility	Autoregressive distributed lag (ARDL)	Real GDP per capita(+) Real GDP per capita ² (-) Ratio of M2 to GDP(-) Ratio of domestic credit to the private sector to GDP(-) Ratio of M3 to GDP(+) Ratio of household consumption expenditure to GDP(+) ECM(-) and Sig.
4	Bettendorf, Jongen and Muller (2015)	Netherland (2004-2009)	Female Labour Participation	DD strategy	Hours worked (+) Age (-) Mothers with a youngest child 0–11 years of age(+) Single(+)
5	Grogan (2013)	Former Soviet Union (1999-2007)	Labour Participation	Multivariate analyses	Male first born (-) AGE(+) higher-school(-)

6	Lee and Lee (2014)	Japan(1971–2009)	Female labor Participation	Autoregressive distributed lag (ARDL)	Childcare availability (-) Childcare capacity (-) Total Fertility Rate (-)
7	Zhang (2017)	Taiwan (22,300,929 individuals across 6,495,751)	Women's labor force participation	OLS and IV regression	Number of children(-ve) Twins (+), Age (+) Age squared (-), Years of Schooling (-), Minority (+) Husband (+), Elderly (+) Total fertility rate (-ve). There is causality running from Female Labour Participation to Fertility between 1980–2005 and 1995 to 2005 respectively.
8	Mishra and Smyth (2010)	28 OECD countries	female labor force participation rate	FMOLS and Panel Granger causality	Fear of failure(Not Supported) Lack of resource(Supported) Family concern(Supported) The traditional society(Supported) GDP(-ve) Unemployment(+ve) Urban(+ve) Primary net(+ve) Secondary_net(+ve) Tertiary_net(+ve) Fertility(-ve)
9	Kian and Chun (2016)	Malaysia	Women Entrepreneurs hip	Exploratory Method	Female labour force participation(-Ve) Mortality(+Ve) There is long run causality from IV to DV.
10	Tsani, Paroussos, Fragiadakis, Charalambidis and Capros (2013)	160 South Mediterranean countries(1960–2008)	female labor force participation rate	A two-step approach of econometric and general equilibrium modelling	Female labour force participation(-Ve) Mortality(+Ve) There is long run causality from IV to DV.
11	Siah and Lee (2015)	Malaysia(1970-2010)	Fertility	Autoregressive distributed lag (ARDL) modelling approach and Granger causality test	Female labour force participation(-Ve) Mortality(+Ve) There is long run causality from IV to DV.
12	Alam and Mamun (2016)	Cross sectional data from civilian population aged 18 years and less than 65 years /2011	Labour force participation	A cross-sectional simultaneous equations model	Education(+Ve) Age(+ve) (Age)2(-ve) Birthplace(-ve) Regional(+ve) Marital status(-ve)
13	Troske and Voicu (2010)	The data from Non-military sample (1979–2004)	Fertility	Markov chain Monte Carlo techniques.	Number of siblings (+Ve) Education of Siblings (-Ve) Parents' education(+Ve) Race (Insignificant)

14	Tan and Subramaniam (2013)	457 undergraduates from Universiti Teknologi MARA, Malaysia	Female Labour Force Participation	A self-administered structured questionnaire; quantitative analysis	Support From Spouse (Not Supported) Financial Ability (Supported) Other Support (Supported) Family Commitment (Supported)
15	Shastri (2015)	23 OECD (1965 – 2013)	female labor force participation rate	Fixed Effect	Fertility(-Ve) GDP(+Ve)

In the light of the above studies, we observe inconsistency in findings among scholars on the linkage between fertility, female education, and labour participation. However, studies have not focused on investigating the impacts of fertility and education on female labour participation – especially by comparing emerging economies, such as Malaysia and Nigeria (some of Southeast Asia’s and Africa’s largest economies). This study covers this gap by comparing the relationship among fertility, female education, and labour force participation rate between Malaysia and Nigeria.

3. Research Methodology

3.1 Model Specification

Smith (1981) proposes that the decisions on the ratio of female labour participation and family size depend on the proposition that couples lead a utility-maximizing life-time plans in relation to consumption, market and non-market activities, as well as fertility; subject to income and time constraints – at least at the initial stage of their life. The income constraint assumes equality between the total life-time expenditure and income. Also, the time constraint supposes that the life-span after marriage is divided between market and non-market activities. Conversely, Human Capital Theory (Mincer, 1958; Becker, 1964) states that there is possibility of a better labour market outcome given a higher level of education; such that an individual is assumed to be better-off in the labour market if he has a higher the level of educational attainments.

In line with these theories, the relationship between fertility (TFR), education (SER), and female labour participation rate (FLPR) in the countries under consideration is specified in equations [3.1] and [3.2];

$$[3.1] \quad FLPR = f(TFR, SER, FUNEM)$$

$$[3.2] \quad FLPR_t = \beta_0 + \beta_1 TFR_t + \beta_2 SER_t + \beta_3 FUNEM_t + \varepsilon_t$$

The dependent variable is FLPR, which defines the rate of female, of working ages (15-64 years), participation in active employment in each country; the TFR is the quantity of children that a woman tends to give birth to if she lives for the whole of her childbearing years, with children born according to age-specific fertility rates in a definite year; SER, measured by primary school enrollment rate, is the ratio of total enrollment, regardless of age, to the population of the age group that officially corresponds to the level of education shown (World Bank, 2016). β_i ($i=0, 1, 2, 3$) is the representative parameter for the intercept and slope

coefficients; FUNEM represents the rate of female unemployment, which is selected as a model control variable based on its relationship with FLPR, and some previous studies (Grogan, 2013; Zhang, 2017); ε_{it} is the stochastic term, which captures the impacts of other variables which are not included in the model. It is a white-noise error term, whose mean is zero with constant variance and covariance; t is the time-series (in years).

3.2 Augmented Dickey-Fuller Test

In econometric techniques, the first step is checking the sequence, such that the null hypothesis ($\rho=1$: not stationary) is established against the alternative hypothesis ($\rho<1$: stationary). This test is a pre-examination procedure to ascertain the stationarity (or otherwise) of the data – the suitability of the data for estimation – and to avoid spurious regression. As such, the Augmented version of the Dickey-Fuller (ADF, 1979) regression examines the existence of unit root Y_t such that:

$$[3.3] \quad \Delta Y_t = \alpha + \lambda t + \gamma Y_{t-1} + \sum_{i=1}^k \beta_i \Delta Y_{t-i} + \varepsilon_t,$$

where: Y represents each of the FLPR, TFR, SER, and FUNEM.

3.3 ARDL Bounds Test

The Bounds test is proposed by Pesaran, Shin and Smith (2001) in ARDL procedures; it is used in testing the presence of cointegration in economic variables. The choice of this method over the orthodox techniques (Johansen, 1988; Engle & Granger, 1987) is principally due to its better small sample feature. Similarly, while other cointegration approaches assume the integration of the series in the same order, the ARDL permits any order of integration. Following Lee and Lee (2014), the unrestricted Error Correction Mechanism (ECM) may be used within the Bounds testing context, such that:

$$[3.4] \quad \Delta FLPR_t = \alpha_{0FLPR} + \sum_{i=1}^n \alpha_{iFLPR} \Delta FLPR_{t-i} + \sum_{i=1}^n \alpha_{iFLPR} \Delta SER_{t-i} + \sum_{i=1}^n \alpha_{iFLPR} \Delta TFR_{t-i} + \sum_{i=1}^n \alpha_{iFLPR} \Delta FUNEM_{t-i} + e_{1t}$$

$$[3.5] \quad \Delta TFR_t = \alpha_{0TFR} + \sum_{i=1}^n \alpha_{iTFR} \Delta TFR_{t-i} + \sum_{i=1}^n \alpha_{iTFR} \Delta SER_{t-i} + \sum_{i=1}^n \alpha_{iTFR} \Delta FLPR_{t-i} + \sum_{i=1}^n \alpha_{iTFR} \Delta FUNEM_{t-i} + e_{2t}$$

$$[3.6] \quad \Delta FUNEM_t = \alpha_{0FUNEM} + \sum_{i=1}^n \alpha_{iFUNEM} \Delta FUNEM_{t-i} + \sum_{i=1}^n \alpha_{iFUNEM} \Delta SER_{t-i} + \sum_{i=1}^n \alpha_{iFUNEM} \Delta FLPR_{t-i} + \sum_{i=1}^n \alpha_{iFUNEM} \Delta TFR_{t-i} + e_{3t}$$

$$[3.7] \quad \Delta SER_t = \alpha_{0SER} + \sum_{i=1}^n \alpha_{iSER} \Delta TFR_{t-i} + \sum_{i=1}^n \alpha_{iSER} \Delta SER_{t-i} + \sum_{i=1}^n \alpha_{iSER} \Delta FLPR_{t-i} + \sum_{i=1}^n \alpha_{iSER} \Delta FUNEM_{t-i} + e_{2t}$$

where Δ is the first-difference operator; all the variables are as defined earlier.

3.4 Autoregressive Distributed Lag (ARDL)

In the determination of the long-run relationship among the variables in equations [3.4] through [3.7], the F-statistic is employed to conclude if the coefficients of one-lagged level of the variables has a joint significance. Hence, the long-run ARDL equation is as follows;

$$[3.8] \quad FLPR^* = \alpha_0 + \sum_{i=1}^p \alpha_i FLPR^*_{t-i} + \sum_{j=0}^q \alpha_j TFR^*_{t-j} + \sum_{k=0}^r \alpha_k SER^*_{t-k} + \sum_{l=0}^s \alpha_l FUNEM^*_{t-l} + e_{1t}$$

$$[3.9] \quad TFR^* = \alpha_0 + \sum_{i=1}^p \alpha_i TFR^*_{t-i} + \sum_{j=0}^q \alpha_j FLPR^*_{t-j} + \sum_{k=0}^r \alpha_k SER^*_{t-k} + \sum_{l=0}^s \alpha_l FUNEM^*_{t-l} + e_{2t}$$

$$[3.10] \quad SER^* = \alpha_0 + \sum_{i=1}^p \alpha_i SER^*_{t-i} + \sum_{j=0}^q \alpha_j TFR^*_{t-j} + \sum_{k=0}^r \alpha_k FLPR^*_{t-k} + \sum_{l=0}^s \alpha_l FUNEM^*_{t-l} + e_{3t}$$

$$[3.11] \quad FUNEM^* = \alpha_0 + \sum_{i=1}^p \alpha_i FUNEM^*_{t-i} + \sum_{j=0}^q \alpha_j FLPR^*_{t-j} + \sum_{k=0}^r \alpha_k SER^*_{t-k} + \sum_{l=0}^s \alpha_l TFR^*_{t-l} + e_{4t}$$

where e_{1t} , e_{2t} , e_{3t} and e_{4t} are serially uncorrelated.

The coefficient of the long-run, stable relationship is determined by the cointegrating equation, which measures the speed of convergence. This suggests that the coefficient of the Error Correction Term (ECT) must be significant and negative; thereby, implying returns to equilibrium (Pesaran et al., 2001). Given that ARDL is a form of dynamic model, as a result of significance of time-series properties in macro analysis, the ECM, as a representation of the equation of interest, is employed. The advantages of this ECM over the static models are that the short-run behaviour of a model can be easily distinguished from that of its long-run; the speed of convergence of an economy to long-run equilibrium can be easily understood; and the cointegration test in the ECM can be carried out by observing the statistical significance of ECT (Pesaran & Shin, 1998; Olawale & Hassan, 2016).

3.5 Data Sources

The secondary data sources, composed of annual data on TFR, FLPR, SER, and FUNEM are used in this study. The data span 26 years; obtained from the World Bank's World Development Indicators (WDI), International Labour Organisation (ILO), Malaysian Ministry of Human Resources, as well as Nigeria's National Bureau of Statistics.

4. Empirical Analysis

4.1 Descriptive Analysis

Table 4.1 presents the summary statistics of the series in order to investigate the association among fertility, education, and female labour participation in Malaysia and Nigeria. The study employed Female Labour Participation Rate (FLPR), Fertility (TFR), Female Education (SER), and Rate of Female Unemployment (FUNEM). The mean of these variables in Nigeria — FLPR, TFR, SER, and FUNEM — are 45.142, 6.047, 10.731, and 34.654 respectively; and 62.962, 2.623, 37.538, 13.500, respectively, for Malaysia.

Table 4.1
Descriptive Analysis

Variable	Nigeria				Malaysia			
	Mean	Std. Dev.	Min	Max	Mean	Std. Dev.	Min	Max
FLPR	45.142	3.211	39.026	48.407	62.962	7.085	52	74
TFR	6.047	0.245	5.587	6.490	2.623	0.607	1.931	3.515
SER	10.731	7.302	1	23	37.538	10.370	1	51
FUNEM	34.654	9.956	1	48	13.5	7.649	1	26

4.2 Test of Stationarity

The results of the unit root tests conducted for the four variables are presented in Table 4.2; it shows the test of stationarity of time series variables in Nigeria and Malaysia.

Table 4.2
Unit Root Analysis

Variable	Nigeria		Malaysia	
	Level	First Difference	Level	First Difference
FLPR	-4.120*** (0.001)	—	—	-6.084*** (0.000)
SER	—	-3.380** (0.054)	—	-4.531*** (0.001)
TFR	-3.645** (0.026)	—	-9.880*** (0.000)	—
FUNEM	—	-3.367* (0.056)	-3.386** (0.053)	—

Note: the probability values are presented in the parenthesis ()
***, ** & * denotes significance at 1%, 5% & 10% levels of significance respectively

We performed the unit root test for the investigated series of interest in order to determine the respective order of integration. It is also important to note that no variable exceeds integration order I(1) in order to avoid ‘spurious regression’. Furthermore, it is essential to check the order of integration of the variables to select the appropriate econometric model. The results of panel unit-root tests, presented in Table 4.2, clearly show mixed results, since some variables are stationary at level and others at first-difference. This validates the suitability of the ARDL (p, q) approach to be applied in analysing the data obtained.

4.3 ARDL Bounds Test

Table 4.3
ARDL Bounds Analysis

	Nigeria	Malaysia	Remarks
F-Statistic	15.921>3.770*	4.287>3.770*	Reject H ₀
	15.921>4.350**	—	Reject H ₀
	15.921>4.890***	—	Reject H ₀
	15.921>5.610****	—	Reject H ₀
t-Statistic	-3.568<-3.460*	-3.929<-3.460*	Reject H ₀
	—	3.929<-3.780**	Reject H ₀

H₀: No level relationship; Reject H₀ if F>critical value for I(1); Reject H₀ if t<critical value for I(1)
****, ***, ** & * denotes significance at 1%, 2.5%, 5% & 10% levels of significance respectively

The obtained F-statistic for cointegration test is presented in Table 4.3. The estimated F-statistic (F-statistic = 15.921) is greater than the upper bound critical values, as explained in Pesaran et al. (2001) and Narayan (2005). Thus, we reject the null hypothesis (of no co-integration) and proceeded with our ARDL model. Having obtained the evidence of long-run relationship among the variables, there is indication that fertility and education cause female labour participation in the long-run, in both Malaysia and Nigeria. This is in line with Idris, Habibullah and Haji Din, (2017) and Mishra and Smyth (2010), who obtained that fertility, education and female labour participation are interconnected in the long-run.

All these results are higher than the upper bounds of the bounds test critical value at 1 percent, 5 percent, and 10 percent respectively. Thus, we conclude that there exists a long-run cointegrating relationship among the variables when the regressions are normalized on fertility, female education, rate of female unemployment, and female labour participation. Our result is immune from the problem of endogeneity, since Pesaran, et al. (2001) also solve such a problem by taking enough lag orders.

4.4 Granger Causality Test

To estimate the presence and direction of causality among the target variables, the Panel Granger Causality Analysis is presented in Table 4.4.

Table 4.4
Granger Causality Analysis

Equation	Excluded	Chi2	
		Nigeria	Malaysia
FLPR	TFR	18.535***	22.018***
	SER	3.846	5.202*
	FUNEM	0.472	16.627***
	ALL	20.579***	28.368***
TFR	FLPR	10.973***	0.372
	SER	9.296***	1.663
	FUNEM	12.708***	33.299***
	ALL	41.700***	39.689***
SER	FLPR	5.753*	0.433
	TFR	4.355	2.831
	FUNEM	0.371	0.639
	ALL	13.663**	7.122

Note: ***, ** & * denote significance at 1%, 5% & 10% levels respectively

The results of the Granger Causality test explain the presence of a bi-directional causality running from FLPR through TFR with a feedback in Nigeria; and uni-directional causality running from FLPR through TFR in Malaysia. This is evident from the rejection of the null hypothesis at 1 percent level of significance in each country-case. Also, there is a uni-directional causality running from FLPR through SER, and running from SER through FLPR in Malaysia and Nigeria, respectively. In addition, there is a uni-directional causality running from TFR through SER in Nigeria, and independence between the variables in Malaysia.

4.5 Coefficient Estimation

Table 4.5
Coefficient Estimation
Dependent Variable = FLPR

Variable	Nigeria	Malaysia
	ARDL	ARDL
TFR	-10.354*** (0.000)	-8.287*** (0.004)
SER	0.060*** (0.013)	0.567** (0.017)
FUNEM	-0.032 (0.246)	-0.369 (0.111)
ECT	-0.268*** (0.002)	-0.870*** (0.001)
TFR (SR)	27.911*** (0.000)	—
Adj. R ²	0.76	0.39
N	25	25
Autocorr: F-Stat	1.56	0.96
Obs*R ²	10.17	5.00
RESET: t-Stat	0.06	0.22
F-Stat	0.00	0.05
Jarque-Bera Test	0.99 (0.61)	3.17 (0.21)

Note: the probability values are presented in the parenthesis ()
***&** denotes significance at 1% & 5% levels of significance respectively

Table 4.5 reveals that 26.8 percent is the rate of convergence running from fertility and education to female labour participation in Nigeria, and 87 percent in Malaysia. This shows that fertility and education are more sensitive variables in Malaysia than Nigeria; even though they are crucial in augmenting the economic potentials of female labour participation in both countries.

The long-run impact of TFR on FLPR is statistically significant and negative for both countries; even though it has a higher impact on Nigeria. As presented in the table, the results show that, *ceteris paribus*, FLPR decreases by 10.35 percent in Nigeria and 8.29 percent in Malaysia, if the birth per woman increases by 1. This implies that increased fertility in both countries causes reduction in FLPR; thus, upholding the *Role Incompatibility Hypothesis*. This finding is also similar to those obtained by Rica and Ferrero (2003) and Mishra and Smyth (2010). These findings, therefore, support the proposition that the presence of children and available family to care for, especially with large membership, tends to create a deterrent for female to take active roles in paid jobs. Likewise, the negative connection explains the impacts of a falling rate of fertility; thus, raising active married women participation in paid employment. Additionally, Siah and Lee (2015) concludes that the incidence of children (or the opportunity costs associated with child-bearing) likely discourages others from pursuing paid employment as a result of inadequate work-family supports in the society.

In the relationship between SER and FLPR, the coefficient of SER is significant and positive in both country-cases. This explains that for 1 percent rise in SER, FLPR increases by 0.06 percent in Nigeria, and 0.57 percent in Malaysia. This follows Mincer's (1958) and Becker's (1964) *Human Capital Theory*, as well as results obtained by Tsani et al. (2013) and Mishra and Smyth (2010). Hence, the positive relationship portrays that enhancing higher education

reverses any tendency for paid-job apartheid among female of working ages, and fasten the rate of increase in the level of participation among female of working ages. The economic reasoning for such a result is quite appealing; fixed capital formation optimises the sub-optimum capital–labour ratio in Nigeria and Malaysia, which in turn increases labour productivity within the classical Cobb–Douglas framework.

The overall model fitness for the ARDL regression is statistically satisfactory since it satisfies the model validity tests; including tests for serial correlation, normality, and Ramsy’s Regression Specification Test (RESET). Finally, Figures 4.1 and 4.2 present the graphs of CUSUM and CUSUMSQ employed in testing for model parameter stability, as proposed by Chow (1960) and Brown et al. (1975). The value of CUSUM and CUSUMSQ plot is within the critical boundaries at 5% significance level. Thus, the long-run and short-run coefficients in the error correction model are stable over the sampled periods.

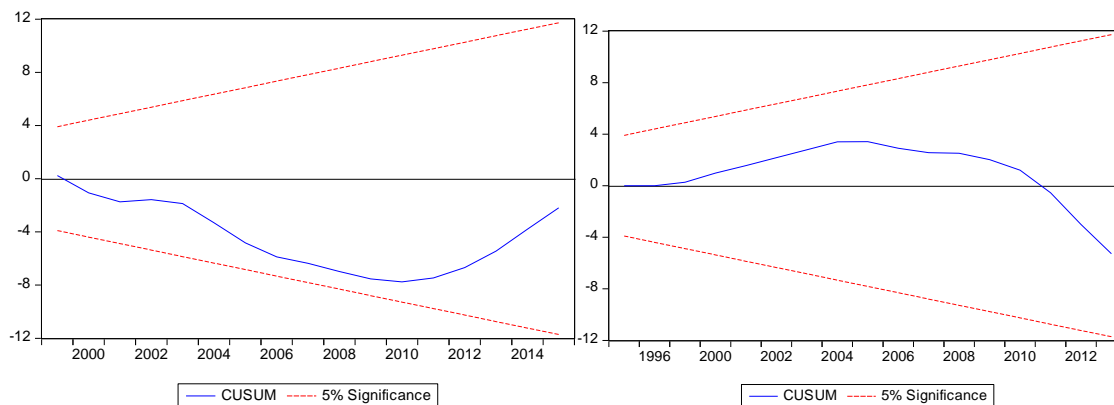


Fig. 4.1
Stability Test (Malaysia)

Fig. 4.2
Stability Test (Nigeria)

5. Summary and Conclusion

The study examines the relationship among fertility, education, and female labour participation – as a comparative analysis between Nigeria and Malaysia. Data spanning 26 years (from 1990 to 2015) were obtained from various sources for the countries; and the long-run estimation techniques as well as Granger-Causality test were employed in analysing the data obtained. The findings in each of the countries indicate that there is a negative relationship between fertility and female labour participation, with causality running from female labour participation through fertility in Malaysia, and bi-directional causality between the two variables in Nigeria – hence, upholding the *Role Incompatibility Hypothesis*. The results also support the existence of a positive relationship between female education and labour force participation in each country-case; and existence of a uni-directional causality running from labour participation through education, and from female education through labour participation in Malaysia and Nigeria, respectively. This supports the *Human Capital Theory*, which upholds that there is possibility of a better labour market outcome given a higher level of education.

In the areas of future research, we recommend comparing the same relationship between other countries, such as European and Middle-Eastern countries.

Reference

- Alam, K., & Mamun, S. A. K. (2016). The relationship between labour force status and educational attainment: Evidence from a system of simultaneous equations model. *Economic Analysis and Policy*, 52, 55-65.
- Azmat, G., & González, L. (2010). Targeting fertility and female participation through the income tax. *Labour Economics*, 17(3), 487-502.
- Becker, G.S. (1964). Human Capital. Columbia University, New York.
- Bettendorf, L. J., Jongen, E. L., & Muller, P. (2015). Childcare subsidies and labour supply—Evidence from a large Dutch reform. *Labour Economics*, 36, 112-123.
- Brown, R. L., Durbin, J., & Evans, J. M. (1975). Techniques for testing the constancy of regression relationships over time. *Journal of the Royal Statistical Society. Series B (Methodological)*, 149-192.
- Chow, G. (1960). Test of equality between sets of coefficients in two linear regressions. *Econometrica* 28, 591–605.
- Dickey, D. A., & Fuller, W. A. (1979). Distribution of the estimators for autoregressive time series with a unit root. *Journal of the American statistical association*, 74(366a), 427-431.
- Engelhardt, H., & Prskawetz, A. (2004). On the changing correlation between fertility and female employment over space and time. *European Journal of Population/Revue européenne de Démographie*, 20(1), 35-62.
- Engle, R. F., & Granger, C. W. (1987). Co-integration and error correction: representation, estimation, and testing. *Econometrica: Journal of the Econometric Society*, 251-276.
- Grogan, L. (2013). Household formation rules, fertility and female labour supply: Evidence from post-communist countries. *Journal of Comparative Economics*, 41(4), 1167-1183.
- Idris, A. R., Habibullah, M. S., & Din, B. H. (2017). Does financial development contribute to fertility decline in Malaysia? An Empirical Investigation. *Proceedings of International Conference on Economics 2017 (ICE 2017)*, ISBN 978-967-0521-99-2, P396 - P410.
- International Labor Organisation, ILO. (2016). Key indicators of the labour market. Geneva: *International Labor Organization*.
- Kian, T. P., Mi, C. X., & Chun, C. C. E. (2016). An Exploratory Study on the Factors That Influence the Declination of Women Entrepreneurship. *International Business Management*, 10(18), 4098-4106.
- Lee, G. H., & Lee, S. P. (2014). Childcare availability, fertility and female labor force participation in Japan. *Journal of the Japanese and International Economies*, 32, 71-85.
- Mincer, J. (1958). Investment in human capital and personal income distribution. *Journal of Political Economy*, 66 (4), 281–302.

- Mishra, V., & Smyth, R. (2010). Female labor force participation and total fertility rates in the OECD: New evidence from panel cointegration and Granger causality testing. *Journal of Economics and Business*, 62(1), 48-64.
- Olawale, S. W., & Hassan, S. (2016). The size of government and external debt: A panel analysis of five SSA countries. *International Journal of Economic Perspectives*, 10(4), 685-694. Retrieved from <http://eserv.uum.edu.my/docview/1964462757?accountid=42599>.
- Pesaran, M. H., & Shin, Y. (1998). An autoregressive distributed-lag modelling approach to cointegration analysis. *Econometric Society Monographs*, 31, 371-413.
- Pesaran, M.H., Shin, Y., & Smith, R. (2001). Bounds testing approaches to the analysis of level relationships. *Journal of Applied Econometrics*. 16 (3), 289–326.
- Shastri, V. (2015). The Changing Relationship between Fertility and Female Employment. Thesis Submitted to the Department of Economics, Claremont University.
- Siah, A. K., & Lee, G. H. (2015). Female labour force participation, infant mortality and fertility in Malaysia. *Journal of the Asia Pacific Economy*, 20(4), 613-629.
- Siegel, C. (2017). Female relative wages, household specialization and fertility. *Review of Economic Dynamics*, 24, 152-174.
- Smith, S. K. (1981). Determinants of female labor force participation and family size in Mexico City. *Economic Development and Cultural Change*, 30(1), 129-152.
- Tan, P. L., & Subramaniam, G. (2013). Perception of undergraduates towards female labour force participation. *Procedia-Social and Behavioral Sciences*, 105, 383-390.
- Troske, K. R., & Voicu, A. (2010). Joint estimation of sequential labor force participation and fertility decisions using Markov chain Monte Carlo techniques. *Labour Economics*, 17(1), 150-169.
- Tsani, S., Paroussos, L., Fragiadakis, C., Charalambidis, I., & Capros, P. (2013). Female labour force participation and economic growth in the South Mediterranean countries. *Economics Letters*, 120(2), 323-328.
- World Bank. (2016). World development indicators. Washington, DC: World Bank. Retrieved from <http://databank.worldbank.org/ddp/home.do>
- Zhang, J. (2017). A dilemma of fertility and female labor supply: Identification using Taiwanese twins. *China Economic Review*, 43, 47-63.

Human Capital, Unemployment, Poverty and Sustainable Development Goals: A Review for the United Nations Sustainable Goals

Yusuf Bala Zaria ^a, Dr. Nor Asmat Ismail ^{b*}

^a MCS K/gora Niger State, Nigeria.

Email: yusufbalazaria90@gmail.com

^b Universiti Sains Malaysia.

norasmt@usm.my

Abstract

This study is a conceptual overview of the main three sustainable development goals like human capital development (education), unemployment, and poverty, which are the most three challenges faced by 193 member countries of the United Nations Sustainable Development Goals. The SDGs goals were randomly chosen to reexamine their relationship by finding out how they are affecting the social, and economic needs otherwise environmental, which way for an objection. We understood that they are the most three pressing issues out of the social and economic challenges of the seventeen goals formed by the United Nations. Of course, it consists of the failing state of human capital development (education) because of the persistent unemployment, which is the root cause of poor livelihood of the people in the member countries. Under this study, we sought out how these member nations can accelerate unification and partnership through improving human capital to reduce unemployment and alleviate poverty. It seems that the most outstanding solutions are suggestive of reconsidering enhancing the developing of human capital to suppress unemployment and to improve purchasing power parity which will influence living standard among their members. Further researchers are expected or recommend using the statistical methodology in finding a causal relationship and develop analytical measures to prove variables existence and significant level of sustainability in developmental goals towards the alleviation of poverty or successive implementation of sustainable development goals.

Keywords: *Human Capital; Education; Unemployment; Poverty; Sustainable Development Goals*

1. Introduction

Recently, the income crisis is what the emerging, developing and developed countries are facing, (Šileika A. Bekerytė, 2013). Thus, human capital, unemployment and poverty are the main challenges that causes nationwide income instability and weakening the development of global resources and national growth. However, the issues of human capital or education, unemployment, poverty and livelihood have become the social and economic problems of the United Nations too. Some countries, apart from this unity of the world, make allies to survive by forming comprehensive plans and shouldering achievable policies that could guide them to exist as one. Thus, our study observes that concentrating on good quality education right from the primary stage can effectively reduce unemployment, poverty and enhance income. Because, it is enough to prove that, they are considering the necessary foundation of life, (Etor, Mbon, & Ekanem, 2013). Also, Sweetland, (1996) stipulates that human capital such as education will improvise people's creativity in many dimensions, most notably in craftsmanship, revenue and livelihood. Benefits of social capital development, employment and quality of life evolved from specialized areas of economics, like welfare economics, growth theory and development economics. With these, this study is supporting human capital development and employment of any kind that brings about good earning and quality of life. And, one of the most critical areas that make these nations come together again is to fight the obstacles through the

continuation of sustainable development goals after the failure of millennium development goals, although it make success to certain level (Long, 2015). MDGs consist of 191 member states agreed on eight objectives to be achieved by 2015² and SDGs is known as global goals which follows subsequently³. A range of purposes is declared with specific targets and indicators to attract world progress in development, such as job creation to enhance income and alleviate poverty through the improvement of living standard as the fundamental goals. As earlier mentioned, those three goals sail and heighten the attention of the study to weigh them by finding out, how far can the united nations attain them. Besides, looking at the theory, policy and empirical evidence attach to the sustainable development goals have given us clues on how to suggest ways to combat and reduce the issues of unemployment and poverty among the united nations or worldwide. Similarly, Sustainable Development Goal (SDGs) implies the unification of 193 member countries that come together intending to weed off many social, economic and environmental obstacles. More so, they are aiming to resolve the sole agenda of “Transforming Our World”. The programmes of these member countries include 17 sustainable development goals and 169 targets as a roadmap to ending poverty, joblessness, education, health, gender equality and impacting on the entire members economy. Building a dignified life for all humanity and leaving no one behind is the fortress and motto that energizes the corporation. The members consider it as a clarion call to intensify partnership and efforts in sharing prosperity, empower people’s livelihood, to ensure peace and to heal the planet for the benefit of humanity and its generations, (Mr. Ban Ki-moon)⁴.

Unanimously, the new agenda of sustainable goals would be concentratively central on the united nations soil and their immediate environment in the form of social and economic partnership assistance that will run up from 2015 to 2030. It means all activities, programmes, policies, objectives will be design and implements within the entire member countries. Speeding up solutions and ensure their accomplishment before 2030, although there are tremendous achievements of most of the goals during MDGs. According to Gherghina, (2017) in his study on drivers of sustainable economic growth, he finds out the rate of progress in human capital development (education) inconsistent, and gross national income has a rare effect on development goals or quality of life. It is an indication that employment is still tricky, unobtainable and scant, which defined poverty.

This study has examined the whole agenda, and it surprisingly uproots the most critical task of the sustainable development goals agenda, which are a high rate of illiteracy, unemployment and poverty. Base on that, the sustainable plan should more be emphasizing on including empowering people’s in skills acquisition to enhance their livelihood. Ability in training acquisition practices in most of the nations is feeble. We realize that unemployment and poverty are the significant causes for the unbefitting living standard, and which is the concern of the pack.

Therefore, the policy guiding the package portrays that reduce unemployment, the concern nations should embrace the global improvement of human power could reduce poverty. By placing a minimum of \$1.25 to \$1.90 demographic headcount as poverty line or purchasing power parity on each member nation as support to unite the countries reduce health and financial

² These member states of the MDGs signed a pack in September 2000 to wedge an agreement to combat illiteracy which will reduce the chances of poverty, hunger, disease, environmental degradation, etc.

³ They are integrated to succeed MDGs by continuation with similar agenda of social, economic and environmental sustainability.

⁴ Mr. Ban Ki-Moon is the United Nations Secretary-General. He is among the pioneers and served from January 2007 up till December 2016. A South Korean politician and diplomat.

hardship⁵. Arbitrary, the SDGs went ahead by suggesting the rate and hoping that it will be accomplishable in future. Because, it is explainable under goal three that, the ratio is assuring for a brighter future by providing health and quality of wellbeing for every member nation.

But, the idea behind the notion of purchasing power parity or international poverty line has to do with nationality differences in the level of economic activities in realizing the sustainable development goals, (Hassanain, 2004). Each country will have to work diligently and desirably to feature out more plans to reduce illiteracy, unemployment and poverty by giving much considerable amount of resources and time for income parity. And, seemingly, the befitting approach is through developing human capital to rhyme with the tune of sustainability. What causes poverty is when the nation does not make plans to support or empower its citizens right of livelihood, it ends off at the pit of sufferers. For every country to judge its capacity for reduction of poverty and foster avenue to create employment most importantly is to concentrate fully on building human capacity. Human capital as one of the prerequisites for nations development and economic indicators that capture other elements of growth, such as unemployment and standard of living it should be an awaking point to make the united nations give much emphasis on them. Developing human capacity in a sphere of action will be the move towards creating employment and reduction of poverty within the united nation's unions. As reported by Tomáš (2011), countries of the united nations could review the expenditure on education as recommended before 2030, which is mainly contributing to the backwardness of employment and poverty in these countries.

More so, sustainable development goals have elucidated on the concern of rampant illiteracy, unemployment and poverty amongst the united nations. It has been considering as its top objective target to focus on alleviating from 2015 to 2030 and meeting up with the agreement of unemployment assistance and benefits for the jobless and disabled persons which has been recently speculated to be slower than expected (United Nation, 2017). Actualizing these terms for illiteracy, unemployment and reduction of poverty are the objectives of this study which will require a new dimensional approach by the member countries to achieve before the appointed time by accomplishing the enumerating goals to successful sustainability. Member countries may need to remind their leaders or those representing them at the local, state and national level to demonstrate the practice of our people first to implement and achieve the goals sustainably. All the leaders, representatives and the govern most remove the habit of selfishness to selfless service and sacrifices for the success of the agenda.

The remainder of this study is structured as follows.

2. Underpinning theory on human capital, unemployment, poverty and sustainable development goals

Schultz, (1961) observes that the doctrine of human capital (education), employment and poverty is established to inquire about the significant portion for human capital to enhance the excellent living standard of people as conventional means of social and economic measurement. Secondly, a substantial part of personal income growth is accounting for human capital or education, unemployment and poverty. These could also be among the reason united nations adopted to pursue the achievement of sustainability in developmental goals due to an inconsiderable decrease in national output which is more significant than an environmental issue.

⁵ Available at: <https://www.worldbank.org/en/topic/poverty/brief/global-poverty-line-faq>

According to (Doyle and Stiglitz, 2014) who postulates that in the millennium declarations⁶ it assumes that every member country will concentrate on these three issues to resolve on the finding solution of illiteracy, unemployment and poverty through tightening effort on social capital development. Because, these three points are the primary key to approach all other agenda, without human capital development or reduction of unemployment and poverty alleviation would not be possible or easy to achieve. Failure for a stable hold to reduce unemployment and poverty remarkably brought about the extension of the MDGs to SDGs to foster a comprehensive vision of human development and as a measurable way toward realizing the goals.

As the world leaders gathered during the summit of 2015 adopt the new suite of developmental goals (SDGs) for socio-economic plans. To guide the policymakers of member countries how to decide on its implementation and accomplishment before the next half-decade. Its unarguably evident that the goals are the most global straight forward agenda since the UN charter in 1945. At that particular point in time, the world praises united nations universal transformative and integrated programme agenda that heralds a historic turning point to be witnessed by the world, (Longford Malcom, 2016). Supported also by (Wenar Leif, 2006) that, the member nations should reestablish the system of international aid such as unified purchasing power parity to enable and assist each with development effort financially and in whatever form. However, reduction of unemployment and alleviation of poverty each member country must seek the attention of others, because the fight against those challenges affect both. Specifically, to improve on the socio-economic activities of the member nations after which to inculcate the habit of accountability.

Also, the study is with the support that, purchasing power parity will be the forefront and guiding principle of the united nations developmental goal, because it is a vision on humanity progress to maintain parity in business transactions, import and export exchange, employment creation, etc. More so, while it comes to improving the living standard of the countries (Hassanain, 2004). They are the constraints while it comes to reducing the chances of achieving sustainable development goals. Therefore, making the motion of sustainable development goals to function and be successful the extent and nature of nationality difference level should be set aside by demonstrating equality in economic, social and political activities.

3. Policy Perspectives on human capital, unemployment, poverty and sustainable development goals

In the policy perspective, it is highlighting the value of plans set out by all the nation of the world member or not a member of the united nations that, bring about total liberation to folks. It will transform human being from ignorance and misery of life once educated as a reason for happiness. It could make individuals useful to themselves their generation and beyond. As rightly noted by (Daguerre, 2004; Šileika A. Bekerytė.J, 2013) that, education will nurture an individual by helping him to be developed physically, morally, mentally, spiritually and emotionally. On the other facet of the coin, providing him with a suitable environment to brace him with new knowledge, skills and attitudes that will enable them to be useful to himself and the nation. In the same vein, as targets and indicators of sustainable development goals which are sets of policies and plans adopted by the General Assembly. These policies and plans

⁶ Eradicate extreme poverty and hunger means to create employment which is the opposite of poverty because without provision to work or facilities to acquire mental and physical skills, no means of livelihood. Besides, the goals said, to achieve universal primary education which is also equivalent to human capital development. SDGs as the extension declaration is to guide policymakers of member country on the next decade on how to approach the intended goals.

purported by the general assembly are resolutions and regulations arranged in seventeen heads along with their sub-heads in which out of these seventeen the study is reviewing three as the most valuable ones. The attention of the study is still on the human capital development, reduction of unemployment, and alleviating poverty as a subject to focus. Under the policies, it reads that sustainable development goals and targets are created to integrate a unified economic, social and environmental plan of actions to strengthen universal peace and prosperity for people as well as their immediate environment. All the plans formulated will be a guiding principle of the member countries acting in a collaborative partnership of the agenda to improve human capital, reduce unemployment and alleviate poverty in all its forms and dimension. General Assembly made it mandatory for each member country to be following the set of Inter-Agency and Expert Group guidelines to serve as indicators in tracking economic, social and environmental development. At any time, the 2030 agenda for sustainable development goals high-level political forum will be discussing and informed by an annual progress report on the SDGs. The report contains a proper understanding of sustainable development goals which may require both short- and long-term view of its achievement.

The target has been attentively set and widely agreed by the international communities both within and outside the united nations on specific pressing issues as mentioned earlier that accomplishing them will require the cooperation of all the member nations to realize the achievement. Because upon all other preceded developmental goals, no any other purposes set out that preceded this present SDGs in priority.

4. Empirical Evidence on human capital, unemployment, poverty and sustainable development goals

Upon all the united nations plan to achieve the developmental goals before 2030, much is in waiting especially the human resources such as social capital development, employment, low poverty, and befitting living condition. Because no plan can be meet its execution or become accomplishable without involving human as a source, neglecting to enhance people living status is equivalent to nothing. As evidence, according to Armeanu,(2017) that, human capital as one of the most decisive factors driving the set goals of a particular corporate or nation growth rate is knowledge or training. The experience or preparation of a country can come in multiple aspects; it could be knowledge as in basic primary education or training on a specialized craft to be self-dependent or contributing to the growth of the nation. In practical, it would provide the right livelihood and a better environment (Tomáš, 2011).

Moreover, achieving sustainability is social and economic functions. So many gaps have existed both in theory and practice concerning sustainable development goals. This study is addressing the conceptual weakness of durable quality of people's lives in the United Nations as reported by Eizenberg, (2017) who categorically stated that social development is a debate before integrated as a developmental goal. In totality, this study has now fully considered human capital, unemployment and poverty as developmental goals which need to be specific for sustainability.

5. Conceptual and theoretical framework on human capital, unemployment, poverty and sustainable development goals

The conceptual and theoretical framework of sustainable development goals is rare, but critical review proves that in literature is vague and lacking operative definition due to its cumbersomeness, (Qizilbash, 2001; Jabareen, 2008; Ernstman and Wals, 2013). Therefore, to reduce the vagueness, we establish a conceptual theory to explains the acceptance of human capital, unemployment and poverty alleviation to be recognized as concepts and variables under

social and economic theoretical paradigm to predict sustainability, (Foley, Bogue and Onakuse, 2016). In the description, the terms or concepts are generally acceptable as labels for relative information predictors on equity, global agenda, integrative management, etc. In scientific knowledge, the ideas of sustainable development goals are validated to mean social, economic and environmental perception, (Koroneos and Rokos, 2012). On the theory, it will be assuming that sustainability cannot be limited to growth instead enhance it. Similarly, sustainability is relative to improving the survival and well-being or success in elevating human lives as sustainable development to global ethics. As supported by Kiaušienė, (2015), our conceptual and theoretical framework is that human capital development, employment, reduction of poverty will play a vital role in a constricted economy like that of the United Nations. Especially, United Nations which are emerging economy and sometimes, the most ambitious part of life is to protect oneself from poorness and that of the institution or government.

We believe that inadequate human capital development, unemployment and poverty are factual problems that can bring some trouble into the existence of an individual and that of his society, nation or environment. With this as a clue for the united nations to succeed in their goal for alleviating poverty. Should give their possible best in relating a genuinely social, environmental and economic equality. To bridge the gap for forming a standard policy to link their activities for sustainable development. Even, the IAEG-SDGs thought of the unification these have proven to us that, if the united nation formalizes their social, economic and environmental activities generally will be witnessing a rapid reduction of joblessness and poverty within their midst. The belief is that all member nation should adhere to the policies adopted to ensure effectivity for the accomplishment of the three primary goals within the shortest possible time.

6. Discussion and Implications

The integration of sustainable development goals is essential, especially the issue of human capital or social development which encompasses all other purposes, is weak. Finding out the enumerated goals of inadequate human capital formation, which is the root cause of unemployment and poverty, decides this study to review by remodelling the three most critical primary goals. We discover that it needs more emphasis, especially the direction of intervention by the member countries through influencing purchasing power parity to facilitate ease of national transactions which will create jobs or reduce poverty. Most significantly having something in common to hasten the realization of the goals will foster inter-regional activities. Concisely, considering unification will accelerate the implementation of purchasing power parity to ease the accomplishment of SDGs goal. But the implication is that it is going to be a long-term process before achieving the goals. Since, most of the member countries are not socially, economically and environmentally well build and competent; therefore, they will need assistance from the other country members to catch up.

References

- Armeanu, D. Ș., Vintilă, G. and Gherghina, Ș. C. (2017) 'Empirical Study Towards the Drivers of Sustainable Economic Growth in EU-28 Countries', *Sustainability (Switzerland)*, 10(1), pp. 1–22. doi: 10.3390/su10010004.
- Daguerre, A. (2004) 'Importing Workfare : Policy Transfer of Social and Labour Market Policies from USA to Britain under New Labour', *Social Policy and Administration*, 38(1), pp. 41–56. doi: doi/pdf/10.1111/j.1467-9515.2004.00375.x.
- Doyle, M. W. and Stiglitz, J. E. (2014) 'Eliminating Extreme Inequality: A Sustainable

- Development Goal, 2015-2030', *Ethics and International Affairs*, 28(1), pp. 5–13. doi: 10.1017/S0892679414000021.
- Ernstman, N. and Wals, A. E. J. (2013) 'Locative Meaning-making: An Arts-based Approach to Learning for Sustainable Development', *Sustainability (Switzerland)*, 5(4), pp. 1645–1660. doi: 10.3390/su5041645.
- Eizenberg, E. and Jabareen, Y. (2017) 'Social Sustainability: A New Conceptual Framework', *Sustainability (Switzerland)*, 9(1), pp. 1–16. doi: 10.3390/su9010068.
- Etor, C. R., Mbon, U. F. and Ekanem, E. E. (2013) 'Primary Education as a Foundation for Qualitative Higher Education in Nigeria', *Journal of education and learning*, 2(2), pp. 155–164. doi: 10.5539/jel.v2n2p155.
- Foley, H., Bogue, J. and Onakuse, S. (2016) 'New Conceptual Framework for Sustainability', *Irish Studies in International Affairs*, 27, pp. 145–163. doi: 10.3318/ISIA.2016.27.11.
- Hassanain, K. (2004) 'Purchasing Power Parity and Cross-sectional Dependency. An African Panel', *South African Journal of Economics*, 72(2), pp. 238–257. Available at: <https://www.africabib.org/http.php?RID=273239384>.
- Jabareen, Y. (2008) 'A New Conceptual Framework for Sustainable Development', *Environment, Development and Sustainability*, 10(2), pp. 179–192. doi: 10.1007/s10668-006-9058-z.
- Kiaušienė, I. (2015) 'Comparative Assessment of Women Unemployment and Poverty in European Union', *Intellectual Economics*, 9(2), pp. 91–101. doi: 10.1016/j.intele.2015.12.001.
- Koroneos, C. J. and Rokos, D. (2012) 'Sustainable and Integrated Development-A Critical Analysis', *Sustainability*, 4(1), pp. 141–153. doi: 10.3390/su4010141.
- Long, G. (2015) 'The Idea of Universality in the Sustainable Development Goals', *Ethics and International Affairs*, 29(2), pp. 203–222. doi: 10.1017/S0892679415000076.
- Longford Malcom (2016) 'Lost in Transformation? The Politics of Sustainable Development Goals', *Ethics & International Affairs*, 30(2), pp. 176–176. doi: 10.1017/S0892679416000058.
- Qizilbash, M. (2001) 'Sustainable Development: Concepts and Rankings', *Journal of Development Studies*, 37(3), pp. 134–161. doi: 10.1080/00220380412331322001.
- Schultz W Theodore (1961) 'American Economic Association Investment in Human Capital', *The American Economic Review*, 51(1), pp. 1–17. Available at: <https://www.jstor.org/stable/pdf/1818907.pdf>.
- Šileika A. Bekerytė.J (2013) 'The Theoretical Issues of Unemployment, Poverty and Crime Coherence in the Terms of Sustainable Development', *Journal of Security and Sustainability Issues*, 2(3), pp. 59–70. doi: doi.org/10.9770/jssi.2013.2.3(5).
- Sweetland, S. R. (1996) 'Human Capital Theory: Foundations of a Field of Inquiry', *Review of Educational Research*, 66(3), pp. 341–359. doi: 10.3102/00346543066003341.
- Tomáš, V. (2011) 'National Competitiveness and Expenditure on Education, Research and Development', *Journal of Competitiveness*, 2011(2), pp. 3–10. doi: docview/1315218679?pq-origsite=gscholar.

United Nation (2017) *Work of the Statistical Commission Pertaining to the 2030 Agenda for Sustainable Development (A/RES/71/313), Annex (6 July 2017)*. Available at: http://ggim.un.org/documents/A_RES_71_313.pdf.

Wenar Leif (2006) 'Accountability in International Development Aid.', *Ethics & International Affairs*, 20(1), pp. 1–23. Available at: doi:10.1111/j.1747-7093.2006.00001.x.

Kelestarian Pakatan Rakyat dalam Politik Malaysia: 2008 - 2015

Mohd Zamirul bin Mohd Dzaki

UOW Malaysia KDU Penang University College, Malaysia

Email: mohd.zamirul@kdupg.edu.my

Abstrak

Pakatan Rakyat adalah parti gabungan pembangkang yang terbesar ditubuhkan pada 1 April 2008. Perbezaan ideologi politik dan persetujuan politik khususnya antara Parti Islam SeMalaysia (PAS) dengan Parti Tindakan Demokratik (DAP) tidak menghalang mereka untuk bekerjasama dengan Parti Keadilan Rakyat (PKR) bagi membentuk satu gabungan politik. Walaupun menyedari akan perbezaan yang wujud antara mereka khususnya antara PAS dan DAP, mereka masih boleh terus bekerjasama hingga Pakatan Rakyat tersebut mencapai kejayaan terbesar dalam sejarah parti pembangkang di Malaysia dalam Pilihan Raya Umum ke-13 (PRU-13) tahun 2013. Kajian berbentuk kualitatif ini dijalankan bagi mengenalpasti strategi – strategi yang digunakan oleh Pakatan Rakyat dalam mengekalkan kelestarian bersama antara semua parti dalam gabungan tersebut. Seramai 17 orang informan yang terdiri daripada ahli politik PKR, PAS, DAP dan United Malay National Organisation (UMNO), golongan aktivis politik dan ahli akademik dalam bidang sains politik ditemubual bagi mendapatkan pemahaman mengenai strategi kelestarian kerjasama ini. Hasil dapatan temubual menunjukkan bahawa kejayaan Pakatan Rakyat ini adalah disebabkan mereka mempunyai matlamat politik yang sama dan ketokohan kepimpinan. Berkongsi matlamat yang sama membolehkan semua pihak yang berbeza parti politik dan ideologi mampu mengeneppikan perbezaan yang wujud demi mencapai satu matlamat yang dikongsi bersama. Matlamat DAP, PAS dan PKR dalam Pakatan Rakyat dalam menghadapi PRU-12 adalah untuk mewujudkan satu lawan satu dalam pilihan raya tersebut dan seterusnya mereka berkongsi matlamat yang sama untuk menawan Putrajaya dan membentuk kerajaan persekutuan pada PRU-13. Kesimpulannya, matlamat politik yang sama dan ketokohan pemimpin mampu membentuk kelestarian kerjasama dalam Pakatan Rakyat.

Kata Kunci: Pakatan; Rakyat; Ideologi; Matlamat; Pemimpin; Politik; Kelestarian.

Pendahuluan

Kerjasama PKR, PAS dan DAP telah mencipta sejarah dengan menang 82 daripada 222 kerusi parlimen dan menafikan majoriti dua pertiga BN dalam PRU-12 tahun 2008. Bukan itu sahaja, pembangkang juga berjaya menguasai kerajaan negeri Kedah, Kelantan, Pulau Pinang, Perak dan Selangor serta menang 10 daripada 11 kerusi parlimen dalam Wilayah Persekutuan Kuala Lumpur (Teik 2016). Menurut Samad (2013) kejayaan kerjasama politik PKR, PAS dan DAP ini menghasilkan satu gabungan parti politik pembangkang sebelum era PRU-14 yang dikenali sebagai Pakatan Rakyat. Buat kali pertama dalam sejarah, satu gabungan parti politik yang berbilang kaum dan agama serta fahaman dapat dihasilkan yang bertindak bukan sekadar untuk menghadapi BN dalam pilihan raya, tetapi lebih jauh dari itu. Gabungan ini juga membuktikan kemampuan mereka memerintah beberapa buah negeri sebagai satu kerajaan gabungan baru dalam arena politik Malaysia. Pada PRU-13 yang disifatkan sebagai ibu kepada 13 siri pilihan raya di Malaysia oleh Besar et al. (2014) menyaksikan Pakatan Rakyat yang terdiri dari gabungan PKR, PAS dan DAP berjaya menguasai 12 daripada 14 kerusi parlimen di kawasan bandar adalah sesuatu yang menakjubkan, secara keseluruhannya Pakatan Rakyat berjaya menambah bilangan kerusi parlimen daripada 82 kepada 89 kerusi dalam PRU-13.

Permasalahan dan Objektif

Sejarah politik Malaysia telah membuktikan PKR, PAS dan DAP pernah duduk bersama dalam sebuah gabungan yang mantap yang dikenali sebagai Pakatan Rakyat. PAS dan DAP yang jelas berlainan ideologi pernah duduk bersama dalam satu barisan ahli Majlis Mesyuarat kerajaan negeri di Selangor dan Pulau Pinang. Chen (2008) mendakwa satu yang mengejutkan apabila DAP sanggup mendirikan kerajaan campuran bersama PAS di Selangor, Perak dan Pulau Pinang.

Dalam tempoh Pakatan Rakyat terbentuk ianya dilihat sebagai sebuah gabungan parti – parti pembangkang yang terkuat pernah wujud dalam perjalanan politik Malaysia sebelum era PRU-14 (Izzuddin, M. 2015). Ketiga – tiga parti ini boleh bekerjasama walaupun pada dasarnya mereka menyedari yang terdapat perbezaan yang ketara antara mereka terutamanya dalam soal ideologi. Dua objektif kajian telah ditimbulkan bagi mencari jawapan kepada permasalahan ini.

- i- Bagaimana perbezaan ideologi yang wujud dalam Pakatan Rakyat dapat diuruskan.
- ii- Mengenalpasti strategi yang digunakan oleh Pakatan Rakyat dalam mengekalkan kelestariannya.

Metodologi Kajian

Kajian kualitatif ini menggunakan kaedah kajian kepustakaan dan temubual bagi mendapatkan data bagi menjawab persoalan kajian mengenai strategi yang dilakukan dalam menjayakan kelestarian kerjasama Pakatan Rakyat dari PRU-12 hingga PRU-13. Seramai 17 informan telah ditemubual. Pecahan jumlah infoman yang ditemu bual ialah ahli politik seramai 11 orang, aktivis politik seramai 3 orang dan ahli akademik seramai 3 orang. Demi menjaga kerahsiaan infoman, kajian ini memilih untuk menggantikan nama – nama infoman dengan menggunakan kod khas seperti yang dinyatakan dibawah berdasarkan kepada jenis kumpulan infoman tersebut.

1. **Ahli Politik = A.P** (Infoman dari Ahli Politik pertama akan menggunakan kod A.P.1 dan yang kedua menggunakan A.P.2 dan seterusnya mengikut susunan nombor)
2. **Aktivis = A.T** (Infoman dari aktivis pertama akan menggunakan kod A.T.1 dan yang kedua menggunakan A.T.2 dan seterusnya mengikut susunan nombor)
3. **Ahli Akademik = A.A** (Infoman dari Ahli Akademik pertama akan menggunakan kod A.A.1 dan yang kedua menggunakan A.A.2 dan seterusnya mengikut susunan nombor)

Pengurusan perbezaan ideologi dalam Pakatan Rakyat

PAS dan DAP yang mempunyai sejarah pernah bercakaran kerana krisis ideologi akhirnya bersetuju dengan cadangan satu lawan satu dalam PRU-12 tahun 2008. Merungkai perkara ini A.P.1 yang merupakan salah seorang pemimpin DAP mengakui bukan mudah untuk mendapatkan persetujuan daripada PAS dalam isu pembahagian kerusi menjelang PRU-12 tahun 2008. Apa yang lebih menarik, tambah A.P.1 lagi rundingan antara DAP dan PAS pada waktu itu tidak berlaku secara terus. Sebaliknya PKR memainkan peranan sebagai orang tengah bagi menjalankan rundingan antara DAP dan PAS. Ali et al. (2016) menyatakan perbezaan ideologi yang ketara antara PAS dan DAP membuatkan dua parti ini tidak boleh berada dalam satu kumpulan gabungan. Namun dalam PRU-12 dan 13 tahun 2008 dan 2013 menunjukkan DAP dan PAS boleh untuk bekerjasama. Ini bertepatan dengan teori “gabungan politik” yang

dikemukakan oleh Gelman (2003) yang mengatakan dengan mewujudkan gabungan politik dapat meningkatkan jumlah undi sesuatu parti politik dalam pilihan raya.

Bagi A.P.1, individu yang memainkan peranan penting yang boleh membawa DAP dan PAS untuk duduk bersama hingga tertubuhnya Pakatan Rakyat ialah Anwar Ibrahim. Pendapat A.P.1 ini senada dengan Omar (2015) yang juga mengatakan Anwar Ibrahim adalah individu yang bertanggungjawab mencari formula merapatkan saf dalam Pakatan Rakyat. Tanpa Anwar Ibrahim tidak mungkin PAS dan DAP yang berlainan ideologi dan saling mencurigai dapat duduk bersama. Anwar Ibrahim dikatakan telah menjadi perantara antara DAP dan PAS hingga akhirnya berlaku pertembungan satu lawan satu antara parti pembangkang dan BN yang mana banyak memberi kesan positif kepada parti pembangkang ketika itu. Dalam PRU-12 tahun 2008 pembangkang menang 82 daripada 222 kerusi perliman dan menafikan majoriti dua pertiga BN. Bukan itu sahaja pembangkang juga berjaya menguasai kerajaan negeri Kedah, Kelantan, Pulau Pinang, Perak dan Selangor serta memegang 10 daripada 11 kerusi parlimen dalam Wilayah Persekutuan Kuala Lumpur (Teik 2016).

Walaupun ketiga – tiga parti dalam Pakatan Rakyat itu mempunyai beberapa titik pertemuan yang membolehkan mereka bergerak bersama. Tetapi tidak boleh dinafikan bahawa ideologi mereka tetap berbeza. Hamid (2017) mengatakan DAP walaupun mereka mempunyai ideologi yang tersendiri tetapi DAP tidak bertindak menyembah ideologi mereka. Ideologi hanya dijadikan sebagai panduan untuk parti DAP bergerak. Perkara ini membolehkan DAP mengubah strategi dan taktik mengikut keadaan tanpa terlalu terikat dengan ideologi. Walau bagaimanapun, sewaktu DAP menjalinkan hubungan dengan PAS pada era Pakatan Rakyat dan BA, DAP tidak bertindak mengenyahkan ideologinya, tetapi kerjasama itu terjalin adalah berdasarkan dasar bersama untuk melawan UMNO dan BN sekaligus dapat membentuk kerajaan baru serta dapat mereformasikan negara.

Dalam membincangkan berkenaan soal perbezaan ideologi ini lagi, seorang ahli akademik A.A.2, mengatakan PAS dapat mengurangkan ideologi tegar Islam mereka selepas kemasukan pemimpin – pemimpin yang berlatarbelakangkan *Islamic Representative Council* (IRC). Kumpulan ini adalah bekas gerakan pelajar dari United Kingdom. Antara pemimpin ini adalah seperti Dr Dzulkefly Ahmad, Saari Sungib dan beberapa lagi bekas pemimpin yang hari ini kebanyakannya menyertai parti AMANAH. Golongan ini kebanyakannya berpendidikan dari Barat. Mereka ini menyertai PAS secara beramai – ramai selepas era pemecatan Anwar Ibrahim daripada kerajaan tahun 1998. Sewaktu golongan ini menjadi sebahagian daripada kepimpinan PAS mereka banyak membangunkan gaya pemikiran parti PAS kearah yang lebih moden dan pragmatik. A.A.2 menambah, golongan ini telah telah mengemaskini tarbiah PAS yang sebelum itu dilihat agak tegar dengan ideologi Islamnya. Perubahan ini membuatkan PAS dapat menjalinkan kerjasama dengan parti – parti lain seperti DAP dan PKR sehingga berjaya terbentuknya Pakatan Rakyat.

A.P.7 mengatakan Anwar Ibrahim yang telah bebas dari penjara pada tahun 2004 merupakan aktor penting yang bertindak sebagai “gam” yang membawa parti – parti pembangkang untuk duduk bersama sekali lagi selepas kegagalan BA. Anwar telah bertindak sebagai jururunding dalam hal ini. Pendapat ini juga disokong oleh A.A.1 yang merupakan seorang penganalisis politik. Bagi A.A.1 walaupun Anwar bebas pada tahun 2004 dan masih tidak boleh bertanding dalam pilihan raya tetapi pada waktu itu Anwar telah dianggap sebagai pemimpin kepada ketiga – tiga parti iaitu DAP, PAS dan PKR secara tidak rasmi. Kehadiran Anwar Ibrahim itu boleh diterima oleh ketiga – tiga parti walaupun mereka belum membentuk satu gabungan politik.

Ketokohan Anwar Ibrahim dari sudut kepimpinan dalam menerajui Pakatan Rakyat pada waktu itu turut diakui oleh banyak infoman. A.P.7 mengatakan yang Anwar Ibrahim mampu menyelesaikan konflik antara PAS dan DAP melalui Majlis Presiden Pakatan Rakyat. Antara konflik yang berjaya diselesaikan dengan ketokohan kepimpinan Anwar Ibrahim adalah perbezaan ideologi antara PAS dan DAP berkenaan Hudud dan Negara Islam. Perkara ini diakui oleh infoman A.P.2 sendiri.

Menurut A.P.2 lagi, kepimpinan Anwar Ibrahim sentiasa diuji dengan pelbagai isu yang dibangkitkan oleh parti – parti komponen dalam Pakatan Rakyat. Misalnya sewaktu Selangor dibawah pemerintahan Tan Sri Khalid, terdapat cubaan untuk membuat polisi menamatkan keistimewaan harga pembelian rumah yang bernilai lebih satu juta kepada Bumiputera. Perkara ini dibangkitkan oleh Tan Kok Wai yang merupakan Timbalan Pengerusi DAP pada satu Mesyuarat Presiden Pakatan Rakyat. Anwar Ibrahim dengan tegas memberi amaran kepada Tan Kok Wai agar tidak membangkitkan isu itu. Bagi Anwar jika isu itu dibangkitkan, ianya akan memberi imej anti-Melayu yang lebih buruk kepada DAP itu sendiri dan ianya bukan sesuatu yang sesuai untuk dibincangkan. Hujah tegas Anwar Ibrahim ini diterima oleh DAP dan isu tersebut terus tidak lagi berbangkit dalam Pakatan Rakyat. Dalam menguruskan isu – isu sensitif dalam kalangan rakyat khususnya pada kaca mata orang Melayu seperti institusi kakitangan awam, birokrasi, perkara 153, FELDA, Tabung Haji, MARA dan semua yang berkaitan dengan orang Melayu, Anwar Ibrahim telah menggariskan sempadan antara DAP, PAS dan PKR. Anwar hanya membenarkan pemimpin Melayu daripada PAS dan PKR sahaja untuk bercakap berkenaan isu dalam institusi Melayu ini.

Oleh itu, dapat diperhatikan pemimpin seperti Rafizi Ramli yang menggalas tugas untuk membongkar skandal dan salah urus dalam Tabung Haji, FELDA, MARA dan beberapa institusi yang berkaitan dengan Melayu. Isu – isu lain seperti 1MDB digalas oleh pemimpin daripada DAP seperti Tony Pua kerana 1MDB bukan institusi eksklusif Melayu. Situasi ini menunjukkan Anwar Ibrahim itu seorang pemimpin yang mampu mengawal setiap parti – parti komponen yang berada dalam Pakatan Rakyat sekaligus berjaya mewujudkan kelestarian Pakatan Rakyat itu sendiri. Bagi A.T.1, untuk memastikan gabungan pembangkang seperti Pakatan Rakyat kekal ianya mesti mempunyai pemimpin yang mampu memegang tangan semua parti komponen dalam gabungan untuk duduk bersama dan berbincang. Satu konsensus perlu ada dalam gabungan dan konsensus itu perlu dihormati. Pendapat ini selari dengan infoman A.T.3 yang mengatakan pemimpin yang dominan adalah lebih penting dari parti yang dominan.

A.T.3 mengakui bahawa Anwar Ibrahim seorang pemimpin yang sentiasa *respond* dan mampu memberi reaksi yang berbeza dalam semua benda. Anwar Ibrahim tahu bagaimana menangani sesuatu dengan cepat. Ini dapat dilihat dalam cara Anwar menguruskan perbezaan pendapat dalam Pakatan Rakyat terutamanya antara DAP dan PAS. Sebelum kedatangan Dr Mahathir kepada blok pembangkang pada sebelum pilihan raya tahun 2018, Anwar Ibrahim dilihat sebagai watak penting yang mampu mengemudi fraksi – fraksi besar dan kecil bagi melawan UMNO dan BN. Pemimpin perlu mempunyai komitmen yang dibentuk dan mempunyai matlamat gabungan yang jelas serta mampu untuk berkongsi matlamat tersebut dengan keseluruhan anggota gabungan adalah antara faktor penting mengukuhkan sesebuah gabungan (Butterfoss & Kegler 2002).

Dalam memperkatakan soal kepimpinan, A.A.3 mengakui kombinasi Nik Abdul Aziz dan Anwar Ibrahim pada waktu itu adalah yang terbaik dalam mengukuhkan Pakatan Rakyat.

Persetujuan PAS untuk bersama dalam Pakatan Rakyat adalah usaha daripada Nik Abdul Aziz yang bertindak sebagai *spiritual leader* dan penggeraknya adalah Anwar Ibrahim. Selain daya kepimpinan yang perlu ada pada pemimpin utama dalam Pakatan Rakyat seperti Anwar Ibrahim dan Nik Abdul Aziz, barisan kepimpinan yang hebat juga dilihat ada pada setiap parti komponen Pakatan Rakyat pada waktu itu dan ianya membuatkan Pakatan Rakyat mampu bertahan dengan baik khususnya dalam PRU-13 tahun 2013. Mengikuti A.P.7, pada tahun 2008 PAS bersetuju dengan DAP untuk mengadakan satu lawan satu dalam PRU-12 tahun 2008 adalah disebabkan barisan kepimpinan PAS pada waktu itu terdiri dari golongan *moderate* dan progresif. Golongan yang kebanyakannya bukan dari kumpulan ulama ini berfikir lebih terbuka dalam menilai dan menentukan strategi politik.

Perubahan pendekatan PAS jelas kelihatan apabila buat julung – julung kalinya PAS bersetuju menggugurkan slogan penubuhan Negara Islam, sebaliknya mengutamakan hal – hal yang disepakati bersama secara konsensus seperti demokrasi, keadilan dan pemerintahan yang baik dalam usaha mereka menentang BN (Mutalib & Zakaria 2015). Tambah A.P.1 lagi, kemasukan golongan bukan ulama ke dalam PAS ini bermula pada tahun 1999 bilamana Fadhil Noor yang merupakan Presiden PAS pada waktu itu membawa masuk individu seperti Kamaruddin Jaafar, Nasharuddin Mat Isa, Hatta Ramli, Syed Azman dan ramai lagi ke dalam PAS. Sebahagian daripada mereka ini mungkin telah menjadi ahli PAS tetapi tidak pernah aktif. Fadhil Noor telah membawa mereka untuk masuk bertanding dalam pilihan raya tahun 1999 dan PAS menang 27 kerusi parlimen dan kebanyakan mereka ialah golongan bukan ulama dan kawasan yang banyak dimenangi adalah di kawasan Pantai Barat Semenanjung Malaysia.

Tambah A.P.5, pada tahun 2006 Lim Guan Eng telah mengambil alih pentadbiran dalam DAP. Dengan kepimpinan baru dibawah Lim Guan Eng corak perjalanan politik DAP juga telah berubah daripada budaya tradisional DAP yang dilihat lebih kecinaan kepada lebih terbuka. Sewaktu Lim Guan Eng memimpin DAP, beliau juga telah membawa masuk pemimpin muda yang progresif seperti Tony Pua, Ong Kian Ming dan beberapa lagi. Perubahan gaya kepimpinan ini membuatkan DAP itu lebih mudah diterima oleh golongan kelas menengah. Barisan kepimpinan yang dalam DAP ini lebih terbuka dalam menjalinkan hubungan dengan parti komponen lain dalam Pakatan Rakyat khususnya dengan PAS. Maka sebab itulah sekitar tahun 2008 hingga ke pilihan raya tahun 2013 hubungan dalam Pakatan Rakyat itu berlangsung dengan baik.

Tambah A.P.5 lagi, situasi yang sama berlaku pada PAS dengan kemasukan bukan ulama Melayu seperti Dr Dzulkefly Ahmad dan Dr Hatta kesan daripada gelombang reformasi tahun 1998. Mereka ini bukan ahli tradisional PAS tetapi berjaya membuatkan PAS pada waktu itu berubah secara keseluruhan. Golongan bukan ulama ini masuk kedalam PAS bukan hanya semata – mata sebagai ahli tetapi terlibat membarisi kepimpinan PAS pada waktu itu. Apa yang disampaikan oleh A.P.5 ini senada dengan apa yang diperkatakan oleh A.A.2. PAS telah berubah daripada sebuah parti politik sampingan dalam arena politik Malaysia kepada parti politik yang lebih bersifat arus perdana. Dapat diperhatikan disini perubahan dalam PAS dan DAP itu berlaku secara serentak. Situasi ini yang memudahkan PAS dan DAP untuk bekerjasama dalam Pakatan Rakyat khusus dalam pilihan raya tahun 2013.

A.P.4 juga sependapat dengan beberapa infoman lain dengan mengatakan perubahan barisan kepimpinan dalam PAS pada sekitar tahun 2000 hingga 2013 itu telah menyumbang kepada kejayaan Pakatan Rakyat. Sewaktu zaman kegemilangan Pakatan Rakyat, pemimpin seperti Dr Dzulkefly Ahmad dan Khalid Samad berada di dalam PAS. Mereka ini adalah golongan bukan

ulama yang tidak terikat dengan budaya tradisional PAS. A.P.4 mengatakan lagi pemimpin – pemimpin bukan ulama dalam PAS pada waktu itu membangkitkan isu yang lebih bersifat menyeluruh dan bukan hanya berlegar tentang isu agama atau Hudud semata – mata. Dr Dzulkefly Ahmad selalu menyentuh polisi atau dasar yang berkaitan dengan ekonomi yang sangat penting kepada kesejahteraan negara. A.P.4 menegaskan faktor kepemimpinan sangat penting dalam menyumbang kepada Pakatan Rakyat. A.A.3 turut berpendapat kepemimpinan Nik Abdul Aziz di dalam PAS telah memainkan peranan penting terhadap terbentuknya Pakatan Rakyat dan kemampuan Pakatan Rakyat itu untuk bertahan untuk satu tempoh masa. Ketokohan Nik Abdul Aziz dan rasa hormat yang tinggi oleh semua kepimpinan dan ahli PAS terhadap Nik Abdul Aziz membuatkan tidak ada mana – mana pihak dari dalam PAS waktu itu membantah apa yang diperkatakan oleh Nik Abdul Aziz.

Strategi kelestarian Pakatan Rakyat 2008 – 2015

Tambah A.P.2 lagi, kunci Pakatan Rakyat boleh bertahan dari tahun 2008 hingga tahun 2015 walaupun dalam keadaan mereka penuh dengan perbezaan ialah, semua parti – parti yang ada dalam Pakatan Rakyat tersebut tidak bercakap soal perbezaan sebaliknya mereka mengfokuskan kepada perkara yang membawa persamaan. Dalam menghadapi situasi perlu bekerjasama dalam keadaan berbeza ini ianya memerlukan kebolehan untuk meletakkan keutamaan dalam setiap tindakan. Menurut A.P.2 lagi, sewaktu Pakatan Rakyat dibentuk dan melalui zaman – zaman kegemilangannya, gabungan Pakatan Rakyat ini tidak diikat dengan komitmen sama ada perlu atau tidak mereka melaksanakan Hudud sebagai matlamat nombor satu. Bagi mereka membincangkan soal perbezaan akan membawa kepada perpecahan dan konflik antara parti gabungan. Oleh itu perbezaan antara parti – parti dalam Pakatan Rakyat pada waktu itu adalah diuruskan dengan meletakkan keutamaan pada isu – isu yang boleh dipersetujui secara bersama. Strøm dan McClean (2015) menyatakan sesuatu gabungan politik boleh menjadi satu institusi yang mantap apabila mempunyai kemampuan untuk menyelesaikan masalah dan konflik yang timbul dengan baik. Semua masalah yang timbul perlu diselesaikan secara bersama oleh semua komponen parti gabungan yang terlibat. Perkara ini mampu membuatkan sesebuah gabungan itu untuk bertahan.

Keterbukaan dan kematangan barisan pemimpin dalam Pakatan Rakyat itu dilihat mampu menguruskan konflik dengan cara yang baik. Salah satu perkara yang menyebabkan pengurusan konflik itu berjaya menurut A.T.1 yang merupakan ahli dan aktivis PKR, ialah kerana komunikasi antara parti – parti komponen Pakatan Rakyat itu wujud. Tambah beliau parti – parti komponen Pakatan Rakyat sewaktu zaman kegemilangannya sering mengadakan pertemuan dan mesyuarat bagi menyelesaikan sesuatu perkara yang timbul. Dalam konteks Pakatan Rakyat ini apabila komunikasi sering berjalan antara parti – parti komponen gabungan tersebut dapat bertahan dan meneruskan kelestariannya. Perkara ini juga dipersetujui oleh salah seorang pemimpin PAS iaitu A.P.3, beliau juga mengatakan pada awalnya konflik dalam Pakatan Rakyat itu dapat diuruskan dengan baik apabila setiap masalah atau perkara yang timbul akan dirunding dalam bentuk perbincangan khusus dalam Mesyuarat Majlis Presiden Pakatan Rakyat. Grimsson (1977) menyatakan syarat pertama untuk mewujudkan sesuatu persetujuan dalam sesebuah gabungan adalah perundingan, selepas itu diikuti dengan pengagihan tugas. Ini menunjukkan jika proses perundingan tidak mampu dijalankan bermakna kata putus terhadap sesuatu keputusan yang melibatkan gabungan tersebut tidak boleh diambil. Akibatnya gabungan tersebut akan terbantut dan menjadi tidak aktif. Kesan yang lebih buruk lagi ianya akan membawa kepada pembubaran sesuatu gabungan tersebut.

Indridason (2002) mengatakan kegagalan menguruskan isu dalam parti sering kali membuatkan sesuatu gabungan terpaksa dibubarkan. Kegagalan tersebut akan membawa kepada konflik dalaman seterusnya akan merebak hingga menjejaskan gabungan politik yang dibentuk. Dalam konteks Pakatan Rakyat mereka dilihat berjaya memastikan pengurusan konflik ini dilakukan dengan baik. Selain faktor kemampuan komunikasi dan berhubung dengan baik ialah titik pertemuan yang ada pada setiap parti – parti komponen dalam Pakatan Rakyat itu sendiri. Titik pertemuan menjadi tema seterusnya dalam kejayaan Pakatan Rakyat meneruskan kelestariannya. Bagi A.P.4 yang merupakan salah seorang pemimpin DAP menyatakan sewaktu Pakatan Rakyat itu wujud, ketiga – tiga parti mempunyai satu *common policy framework* yang mengandungi perkara – perkara yang dipertujui secara bersama oleh semua parti komponen dalam Pakatan Rakyat.

Ini bermaksud ketiga – tiga parti komponen dalam Pakatan Rakyat mempunyai isu – isu yang masing – masing perjuangkan walaupun sebelum mereka menyertai Pakatan Rakyat dan isu – isu ini adalah sama bagi ketiga – tiga parti. Antara isunya adalah seperti penghapusan rasuah, menolak penyalahgunaan kuasa kerajaan, kebebasan badan kehakiman, kebebasan media, hak bersuara dan beberapa perkara lagi. Jadi isu – isu inilah yang menjadi titik pertemuan antara ketiga – tiga parti hingga membolehkan mereka duduk bersama untuk berbincang dan seterusnya mewujudkan satu gabungan politik iaitu Pakatan Rakyat. Menurut A.P.5 daripada DAP, dengan adanya titik pertemuan ini ianya membolehkan Pakatan Rakyat itu memilih isu apa yang boleh dijadikan sebagai keutamaan dalam Pakatan Rakyat. Jadi arah tuju Pakatan Rakyat itu kelihatan jelas berkenaan apa yang mereka perjuangkan. Pakatan Rakyat mengamalkan konsensus dalam mendapat sesuatu persetujuan walaupun dalam keadaan mereka berlainan ideologi.

Aderibighe (2015) melihat konsesus adalah satu proses untuk menghasilkan satu kesepakatan yang dipersetujui secara bersama antara kelompok atau individu setelah adanya perdebatan dan penelitian yang dilakukan secara kolektif dalam usaha untuk mencapai sesuatu persetujuan. Pakatan Rakyat dilihat telah melepasi perkara ini bila mana banyak perkara mereka berjaya putus secara konsensus seperti isu Hudud dan Negara Islam yang dibangkitkan oleh PAS. Rundingan dan perdebatan yang dilakukan dalam Mesyuarat Majlis Presiden Pakatan Rakyat telah menghasilkan satu keputusan secara konsensus iaitu menumpukan kepada isu bersama yang menjadi titik pertemuan semua parti. Titik persaman ini telah membawa kepada persetujuan bersama yang diakui oleh kebanyakan infoman. A.P.4 mengatakan memang wujud perkara yang tidak disepakati dalam dalam Pakatan Rakyat tetapi perkara – perkara yang telah dipersetujui secara bersama yang telah mempunyai konsensus ianya patut dipatuhi.

Tumpuan Pakatan Rakyat pada waktu itu adalah memberi perhatian yang khusus kepada *common policy framework* yang mengikat kesemua parti – parti komponen. Bagi A.P.4, beliau juga bersetuju dan berpegang kepada prinsip konsensus dalam Pakatan Rakyat. Keputusan konsensus dibuat berdasarkan permaufakatan dan persetujuan oleh semua parti yang terlibat dalam Pakatan Rakyat. Jika ada satu parti yang tidak bersetuju dengan sesuatu cadangan yang dibangkitkan maka isu itu tidak akan dipersetujui. Matlamat besar PAS adalah undang – undang syariah Negara Islam dan sebagainya tetapi menurut A.P.5 untuk mencapai semua itu ianya perlu fokus kepada perkara – perkara yang menjadi agenda bersama terlebih dahulu. Tambah A.P.5, isu seperti Hudud tidak termasuk dalam konsensus Pakatan Rakyat kerana ianya tidak mendapat persetujuan ketiga – tiga parti komponen. Selepas keputusan dibuat kesemua parti mestilah berpegang kepada keputusan tersebut.

Rumusan

Rumusan terhadap dapatan kajian yang dijalankan ialah kejayaan Pakatan Rakyat untuk berlestari dari tahun 2008 hingga ke 2015 adalah disebabkan mereka mempunyai matlamat politik yang sama pada waktu itu dan ketokohan kepimpinan. Berkongsi matlamat yang sama membolehkan semua pihak yang berbeza boleh mengeneppikan perbezaan yang wujud demi mencapai satu matlamat yang dikongsi bersama. Matlamat DAP, PAS dan PKR dalam Pakatan Rakyat dalam menghadapi PRU-12 adalah untuk mewujudkan satu lawan satu dalam pilihan raya tersebut dan seterusnya mereka berkongsi matlamat yang sama untuk menawan Putrajaya dan membentuk kerajaan persekutuan pada PRU-13. Seterusnya ketokohan yang ada pada pemimpin mampu membuatkan gabungan politik Pakatan Rakyat untuk bertahan untuk satu tempoh masa walaupun mereka mempunyai perbezaan khususnya dari sudut ideologi. Dua tokoh yang dilihat menyumbang kepada kelestarian Pakatan Rakyat ini ialah Anwar Ibrahim dan Nik Aziz Nik Mat. Ini boleh dilihat bilamana Pakatan Rakyat itu berpecah apabila dua tokoh ini tidak lagi memimpin Pakatan Rakyat.

Rujukan

- Aderibigbe, M. O. 2015, Consent, consensus and the leviathan: A critical study of Hobbes political theory for the contemporary society. *Open Journal of Philosophy*, 5(6), 384 – 390.
- Ali, M. A. M., Ismail, M. M., Yusof, A. R. M., Azzis, M. S. A., Tajari, A., & Zainudin, N. 2016, Integrasi parti dan pola pengundian. Kajian di Kuala Lumpur semasa pra – PRU ke 14. *Research Journal of Social Sciences*, 9(3): 66 – 77.
- Besar, J. A., Fauzi, R., Ghazali, A. S., Abdullah, M. A., Ali, M., & Yusof, A. R. M. 2014, PRU (PRU) 2013 di Malaysia: Suatu analisis ‘tsunami politik bandar’. *Geografia: Malaysian Journal of Society and Space*, 10(4), 28 – 38.
- Butterfoss, F., & Kegler, M. 2002, Toward a comprehensive understanding of community coalitions: Moving from practice to theory. In R. DiClemente, R. Crosby, & M. Kegler (Eds.), *Emerging theories in health promotion practice and research*. (pp. 157 – 193). San Francisco: Jossey – Bass.
- Chen, L. B. 2008, Jun 4, Bolehkah Pakatan tubuh kerajaan? Dicapai pada 24 November 2016 daripada <https://www.malaysiakini.com/columns/83896>.
- Gelman, A. 2003, Forming voting blocs and coalitions as a prisoner's dilemma: A possible theoretical explanation for political instability. *Journals in Economic Analysis & Policy*, 2(1).
- Grímsson, Ó. R. 1977, *The Icelandic multilevel coalition system*. Reykjavík: Félagsvísinn – dadeild Háskóla Íslands.

- Hamid, W. H. 2017, Pentingkah ideologi? Dicapai pada 23 Julai 2018, daripada [https://www.roketkini.com/2017/03/21/pentingkah – ideologi/](https://www.roketkini.com/2017/03/21/pentingkah-ideologi/)
- Indridason, I. H. 2002, *A theory of coalitions and clientelism: Coalition politics in Iceland, 1945- 2000. European Journal of Political Research*, 44(3), 439–464.
- Mutalib, M. F. M. A., & Zakaria, W. F. A. W. 2015, Pasca – islamisme dalam PAS: analisis terhadap kesan Tahalluf Siyasi. *International Journal of Islamic Thought (IJIT)*, 8, 52 – 60.
- Omar, M. S. 2015, Kalau Anwar ke penjara, Pas akan bergaduh besar? Dicapai pada 20 November 2016, daripada [http://msomelayu.blogspot.my/2015/02/kalau – anwar – ke – penjara– pas – akan.html](http://msomelayu.blogspot.my/2015/02/kalau-anwar-ke-penjara-pas-akan.html).
- Samad, K. 2013, Waspada usaha pecahkan PR. Dicapai pada 24 November 2016, daripada [http://www.khalidsamad.com/2013/06/waspada – usaha – pecahkan pr.html](http://www.khalidsamad.com/2013/06/waspada-usaha-pecahkan-pr.html).
- Strøm, K. W., & McClean, C. 2015, Minority Governments and Coalition Management. *Conference on Institutional Determinants of Legislative Coalition Management*, November 16 – 19.
- Teik, K. B. 2016, Networks in pursuit of a “two – coalition system” in Malaysia: Pakatan Rakyat’s mobilization of dissent between reformasi and the tsunami. *Politic Network in Malaysia*, 5(1), 73 – 91.

Environmental Security and Conflict of the Indigenous: A Review Article

Norul Khairunnisa Razali ^{a,b*}, Siti Zuliha Razali ^a

^aSchool of Social Sciences, Universiti Sains Malaysia

^bSchool of International Studies, Universiti Utara Malaysia

*Email: norulkhairunnisa@gmail.com

Abstract

The environment is undeniably known as a life support system of every human society. The changes in the environment caused by natural or human-made activities, therefore, can be an important source of conflict. It can either be the contributing factor or the implication of conflict. In this context, the indigenous who have a close relationship with the natural environment become the ones that affected the most. In response to the topic, this review paper aimed at exploring the issue of environmental security, investigating the nature and interrelations between environmental security and conflict of the indigenous. The paper also aimed at providing knowledge on the concept of environmental security by discussing the definitions by past scholars. A review of five academic databases such as Wiley Online Library, Scopus, Google Scholar, ScienceDirect, and Emerald, is conducted towards achieving the aims of the paper. The result of the review indicated several interrelations between environmental security and conflict of the indigenous in terms of resource scarcity and environmental degradation. With environmental degradation and resource, scarcity comes increasing insecurity, and that is likely to become worse as time goes, and so conflict outcomes among the indigenous are likely to accelerate in the future.

Keywords: Environmental Security; Conflict; Indigenous.

Introduction

The concept of environmental security is often relating to the vulnerable changes of environment that are considered crucial to individuals, groups, and countries (Barnett 2007). Apparently over the years, environment has consequently become the target of human-made vulnerabilities. Continuous exploitation of forests for the purpose of economic expansion and demographic are majorly responsible for the eradication of land and soil, water, as well as wildlife species and the decline of natural resources. The poor regardless of their inhabitant, are most likely to get exposed and affected by environmental disaster and environmental related conflict based on their losses and position to cope and adapt. These minorities, particularly the indigenous peoples who are already suffering from shortages of resources that they depend on for their survival forces them to continue getting into the issues as they have less capability in social and political power as compared to the others. Constant pressure on the ecological, social, political, and economic environment thus often escalates to the rise of tension among these affected groups, which may lead to the incident of conflict (Wenning et al. 2007).

1.1 Literature Review

A concept of environmental security has been stated by the United Nations of Environment Programme (UNEP) as the area of study and practice that interrogates the interrelation between the environment, natural resources, conflict, and peacebuilding (Akiyode 2013). The concept was recognized in order to vocal out the issue of environmental vulnerability to a higher level of politics, which is security studies (Buhaug, Gleditsch & Theisen 2008). There are numerous

studies from the past which consecutively draw different reactions and debates from various scholars on the definition of environmental security (Sabala 2013). While there is a general agreement on how the concept of environmental security relates to the vulnerable environmental changes that are considered crucial to individuals, groups, and countries, apparently, there is no mutual definition of environmental security (Barnett 2007).

The revised academic proposed the definition of environmental security as the capability of a person or group to avoid or adapt to the changes of environment so that their dependence on natural resources is not significantly affected (Barnett 2007). Environmental security is also viewed in terms of people exposed to environmental change caused by human-made vulnerabilities as well as natural disasters (Upreti, Bhattarai & Wagle 2013). The pioneer of environmental scarcity theory, Homer-Dixon (1991), proved that human-made vulnerability is a crucial form of supply induces scarcity. The deforestation activities destabilize soils and changing local hydrological cycles, which in turn disrupts the key eco-system links. The fact of the high accessibility and the inexpensive value of fuel woods in remote and black areas particularly, making it worse and consequently become unavoidable. Thus far, the scarcities of resources due to those factors often induce social stresses.

Akokpari (2007) indicated the causes of environmental security which can be broadly classified under two main headings; natural and human-made. Natural occurrences such as earthquakes are undeniably beyond human control. Human-made vulnerabilities such as deforestations, on the contrary, can be an important form of supply induced scarcity (Dixon & Percival 1998). Ide (2015) later proposed the newest concept of environmental security that relates the concept of scarcity. The presume idea behind the concept is the situation where natural resources in particular areas are inadequate to fulfill the human needs in which become the contributing elements to the existence of environmental insecurity and violent conflict.

Conflict on the other side is more popularly described as “a struggle over values and claims to scarce status, power, and resources” (Jeong 2008). It is defined as a dispute over control, access, and use of resources between different users (Canter & Ndegwa 2002). The potential for conflict to occur comes when there is an opposite interest, values, or needs that influence the relationships with others. In a broader context, conflict can be compared with an intense form of competition. Competition is considered to be an underlying rule of the game for survival, regulated by the surrounding environment, between and within species in search of food, shelter, and other limited resources. It is said to occur when two or more groups engage in a struggle over values and claims to status, power, and resources in which the aims of the opponents are to neutralize, injure or eliminate the rivals (Jeong 2008). It as well is said to be an existing state of disagreement or hostility between two or more people, according to Folarin (2015). By this, it means, two or more parties do not have an accord and areas such on two different parallels on the same issue.

2. Methodology

A review of the literature was conducted using several electronic databases: Wiley Online Library, Scopus, Google Scholar, ScienceDirect, and Emerald. Search terms used to search the relevant articles were: “environmental security”, “conflict”, “indigenous”, “environmental degradations”, “resource scarcity”, and “*Orang Asli*”. The search was restricted to studies relevant to environmental security and conflict but was not restricted by countries and language. The screening of potentially relevant studies then was done independently based on the consensus of the authors.

Databases	Timespan	Search fields	Language
Wiley Online Library	All year	All field	English
Scopus	All year	All field	English
Google Scholar	All year	All field	English and Malay
ScienceDirect	All year	All field	English
Emerald	All year	All field	English

Table 1: Search strategies according to the related databases

3. Results of the Search and Types of Study

Based on the search, few articles that fulfilled the fields were selected for reviews. Two studies interrogate the relationships of environmental security and conflict based on the factor of environmental degradations (Matthew et al. 2010; Halle, Dabelko, Lonergan & Matthew 2000) and three studies specifically focus on the case of environmental security and conflict of the indigenous in Malaysia (Isa 2017; Blakkerly 2015; Zulhilmi, Abidin & Seow 2013). Another three studies relate environmental security and conflict of the indigenous with the concept of resource scarcity (Sabala 2013; Mahlakeng 2015; Homer-Dixon 1991).

3.1 The Relationship between Environmental Security and Conflict of the Indigenous

Environmental Degradation

According to the studies by Halle, Dabelko, Lonergan, & Matthew (2000) and Matthew (2010), there is a consciousness that environmental degradation can and does exaggerate, develop or cause conflict and instability. The studies highlight environmental changes and degradations as the main conditions discussed in a way on how they relate to environmental security and conflict.

A study conducted by Isa (2017) specifically justifies how environmental degradation relates to the interrelations between environmental security and conflict of the indigenous by taking into consideration the highly reported environmental conflict between the indigenous, the developers and the state government in Malaysia, particularly in the state of Kelantan. Malaysia, as such, among one of country with highest rates of deforestation in the world. Most of the land is cleared for palm oil or rubber plantations, which have played a major role in Malaysia's economic growth. Particularly, land development undertaken by the Kelantan government and consequent destruction of the environment due to the logging activities has left the indigenous in the states of reeling. The logging businesses have long had a presence in the Kelantan's region, but the rate of deforestation has increased in the past decade as private companies clear-cut the forests. As a result of persistent logging, rivers run dry, and food sources are pressurized, threatening the way of life for the indigenous in affected areas.

Another study done by Blakkerly (2015) shows the issue of the environmental conflict as a result of the environmental degradations in the habitat of the indigenous in Kelantan. Continuous degradations of the environment have resulted in indigenous involved were left homeless and the search for forest resources for their livelihood (Zulhilmi, Abidin & Seow 2013). The indigenous in Kelantan has the fourth highest population among the indigenous peoples in Malaysia with 7.6 percent recorded (Isa 2017). The state, however, has recorded the highest cases of conflict regarding the issues of environment, particularly in Gua Musang (Pos Balar, Pos Bihai, Pos Hau, Kuala Betis and Lojing) (Blakkarly 2015).

Resource Scarcity

A study conducted by Sabala (2013) claims the links between environmental insecurity and conflict or its element, such as environmental scarcity which also known as conflicts over resource scarcity (Sabala 2013). Another study conducted by Mahlakeng (2015) states, conflict takes place over a resource if that resource is shared and perceived to be scarce. A resource is viewed to be scarce if its supply is not sufficient to meet the local demand. Population pressures, combined with natural resource scarcity, contribute to violence, especially in its local or civil formulations. Another study done by Homer-Dixon (1991) proved that human-made vulnerability is a crucial form of supply induces scarcity. The deforestation activities destabilize soils and changing local hydrological cycles, which in turn disrupts the key eco-system links. The fact of the high accessibility and the inexpensive value of fuel woods in remote and black areas particularly, making it worse and consequently become unavoidable in those areas. Thus far, the scarcities of resources due to those factors often induce social stresses. Homer-Dion (1991) published a lot of empirical works linking environmental changes with violent outcomes and proposed a preliminary theoretical framework to explain these linkages. According to Homer-Dixon, environmental scarcity can directly or indirectly lead to higher-level of violent conflict occurrence, for instance, ethnic conflict and insurgencies when they combined with other key factors, such as inequality, migration, and the functioning of social interactions.

4. Discussions and Conclusion

Several studies have claimed that resource scarcity and environmental degradation are key factors for understanding national and international insecurities in the form of violent conflict (Dinar 2011). The fundamental root of environment and conflict linkages, the environmental drivers such as sources scarcity and environmental degradation can be important sources of conflict, communicates a clear and common message to a wide variety of conflict specialists, according to Kameri-Mbote (2005). With environmental degradation comes increasing scarcity, and that is likely to become worse as time goes, and so violent outcomes are likely to accelerate in the future.

The act of the state authority in allowing the logging in a forest is a mockery to the concept of forest reserves. The act of clearing the forest and depriving the indigenous of their land, on which they depend for their livelihood and cultural practices, is tantamount to cultural genocides. Hence, the needs to understand the complexity of both environmental and social processes are crucial to safeguard the welfare of the vulnerable groups and their habitats, and the obvious point that the unfortunate groups in isolated and rural areas are frequently most affected to both environmental changes and disruptions caused by the political violence (Dalby 2008).

Having said that these indigenous are just trying to survive, hoping for their hopes in a world that feed off those hopes and dreams, these are the painful reality that really needs to be concerned. In these cases, there is a need for the indigenous to have the capability to manage stresses to their needs, rights, and values. When these elements are likely to be undermined and they do not have options to avoid environmental changes or stress, they can be said as environmentally insecure. Scarcities of recourses and competitions over them are, to a large extent is a man-made phenomenon. Adequate governance thus is crucial in tackling the scarcity and conflict as poor governance may cause environmental degradation and escalation of violence.

5. References

- Akiyode, O.O 2013, Implications of Urbanization on Environmental Security in Developing Economy Countries: A Case Study of Nigeria. *Journal of Sustainable Development in Africa*, vol. 15, pp. 3.
- Baechler, G 1998, Why Environmental Transformation Causes Violence: A Synthesis. *Environmental Change and Security Project Report*, vol. 4, no. 1, pp. 24-44.
- Barnett, J 2007, Environmental Security and Peace. *Journal of Human Security*, vol. 3, no. 1, pp. 4. DOI:10.3316/JHS0301004
- Blakkarly, J 2015, Malaysia's Indigenous Hit Hard by the Deforestation.
- Buhaug, H., Gleditsch, N. P., & Theisen, O. M 2008, Implications of Climate Change for Armed Conflict. *Centre for the Study of Civil War, International Peace Research Institute, Oslo (PRIO)*.
- Canter, M. J., & Ndegwa, S. N 2002, Environmental scarcity and conflict: A Contrary Case from Lake Victoria. *Global Environmental Politics*, vol. 2, no. 3, pp. 40-62.
- Dalby, S 2008, Security and environment linkages revisited. *Globalization and Environmental Challenges: Reconceptualizing Security in the 21st Century*, pp. 165-172.
- Dinar, S 2011, "Resource Scarcity and Environmental Degradation: Analyzing International Conflict and Cooperation". In *Beyond Resource Wars: Scarcity, Environmental Degradation, and International Cooperation*, edited by S.Dinar, 3.22. Cambridge, MA: MIT Press, 2011.
- Folarin, S. F 2013, Types and causes of conflict. In K. Soremekun, S. Folarin, D. Gberevbie, & D. Moses (Eds.), *Readings in Peace and Conflict Studies*, pp. 15-29.
- Halle, M., Dabelko, G., Lonergan, S., & Matthew, R 2000, State-of-the-Art Review of Environment, Security and Development Co-operation. *The World Conservation Union*, vol. 43.
- Homer-Dixon, T. F 1991, On the Threshold: Environmental Changes as Causes of Acute Conflict. *International security*, vol. 16, no. 2, pp. 76-116. DOI:10.2307/2539061
- Homer-Dixon, T.F 1999, Environment, Scarcity and Violence. *Princeton, NJ. Princeton University Press*.
- Ide, T 2015, Why do Conflicts over Scarce Renewable Resources turn Violent? A Qualitative Comparative Analysis. *Global Environmental Change*, vol. 33, pp. 61-70.
- Isa, Y.M. 2017, Why the Orang Asli Blockade in Kelantan Matters.
- Jeong, H. W 2008, Understanding Conflict and Conflict Analysis. *SAGE Publication Inc*.
- Kameri-Mbote, P 2005, Environment and Conflict Linkages in the Great Lakes Region. *International Environmental Law Research Centre*.
- Mahlakeng, M. K 2015, Environmental Conflicts: The Case of the Nile River Basin (*Doctoral dissertation, University of the Free State*). Retrieved from scholar.ufs.ac.za: 8080/xmlui/bitstream/handle/11660/2303/MahlakengMK.pdf
- Matthew, R. A., Brklacich, M., & McDonald, B 2003, Global Environmental Change and Human Security: Gaps in Research on Social Vulnerability and Conflict. *UNEP*.

- Sabala, K. M 2013, Conflict, Environmental Security and Governance, Among Pastoralists in Kenya: A Case Study of the Turkana Community.
- Short, C., Nielson, P., Brown, M. M., & Wolfensohn, J. D 2002, Linking Poverty Reduction and Environmental Management.
- Upreti, B. R., Bhattarai, R., & Wagle, G. S. (2013). Human Security in Nepal: Concepts, Issues and Challenges. *Nepal Institute for Policy Studies and South Asia Regional Coordination Office of NCCR North South*.
- Wenning, R. J., Apitz, S. E., Belluck, D. A., Chiesa, S., Figueira, J., Filip, Z., & Mannini, A 2007, Environmental Security. In *Environmental Security in Harbors and Coastal Areas*. Springer Netherlands, pp. 19-36.
- Zulhilmi, Z., Abidin, Z., & Seow, T. W 2013, Issues of customary land for Orang Asli in Malaysia. Retrieved from http://eprints.uthm.edu.my/5828/1/16._Zainal_Zulhimi.pdf

Falsafah Pendidikan Kebangsaan dan Konsep Kewarganegaraan Inklusif: Antara Normatif dan Realiti Suatu Tinjauan Awal

Nurfarhana Che Awang^{a*}, Azmil Tayeb^b

Pusat Pengajian Sains Kemasyarakatan, Universiti Sains Malaysia, Pulau Pinang

*Email: farhanacheawang@gmail.com, azmil@usm.my

Abstrak

Penerapan terhadap nilai kewarganegaraan inklusif dalam kurikulum pendidikan memainkan peranan penting dalam memberi hala tuju terhadap pembangunan dan pembentukan negara bangsa selari dengan citra negara seperti yang dikehendaki oleh FPK. Kertas ini memperihalkan tentang konsep kewarganegaraan inklusif dan Falsafah Pendidikan Kebangsaan (FPK) dalam kurikulum pendidikan di Malaysia. Perbincangan meliputi bagaimana konsep dan nilai kewarganegaraan inklusif yang terangkum secara normatif dalam FPK diterapkan dalam kurikulum pendidikan (Pendidikan Sivik dan Kewarganegaraan (PSK), dan mata pelajaran Sejarah) diperingkat pelaksanaan dasar agar bertepatan dan selari dengan matlamat FPK. Justeru, reka bentuk kajian ini akan mendasarkan sepenuhnya kepada data-data sekunder meliputi dokumen-dokumen seperti kajian-kajian lampau, surat khabar, buku teks, artikel dan sebagainya kerana kajian ini bersifat suatu tinjauan awal. Dapatan tentatif kajian menunjukkan bahawa terdapat perbezaan dan ketidaksiharan yang wujud di antara peringkat formulasi dasar dengan peringkat pelaksanaan dasar pendidikan dengan matlamat falsafah pendidikan kebangsaan.

Kata Kunci: Kewarganegaraan inklusif; Falsafah Pendidikan Kebangsaan; Normatif atau realiti, Pelaksanaan dasar.

Pengenalan

Sebelum tahun 1974, pelaksanaan Dasar Pelajaran Kebangsaan yang ditubuhkan seperti Penyata Razak, Laporan Rahman Talib dan Dasar Pendidikan 1970 secara jelas kesemuanya tertumpu kepada ‘perpaduan rakyat dan penghasilan tenaga kerja mahir’ (Saharia Ismail 2015). Namun demikian, selepas pembubalan Falsafah Pendidikan Negara (FPN) dan disusuli dengan langkah memantapkan lagi sistem pendidikan negara, FPN telah digubal kepada Falsafah Pendidikan Kebangsaan (FPK) pada tahun 1996, di mana penggubalan tersebut telah memberi suatu gambaran keseluruhan terhadap Sistem Pendidikan Kebangsaan dengan memperlihatkan matlamat utama FPK adalah untuk melahirkan warganegara yang memiliki sahsiah yang baik, seimbang, sepadu dari aspek jasmani, emosi, rohani dan intelek (JERI) berlandaskan kepada Rukun Negara (Tajul Ariffin Noordin 1993).

Sejajar dengan aliran globalisasi yang melanda dunia, Malaysia juga tidak ketinggalan dalam melalui trend globalisasi yang telah memberi suatu perspektif dan cabaran baru dalam

pelaksanaan pendidikan di Malaysia agar ia tetap sejajar dan selari dengan matlamat (FPK). Justeru itu, cabaran bagi FPK pada masa kini adalah dalam konteks kurikulum iaitu cubaan untuk merealisasikan konsep bersepadu dalam semua aspek pendidikan. Bahkan kurikulum juga suatu meliputi keseluruhan proses pembelajaran; penentuan matlamat dan objektif; membina pembelajaran yang relevan mengikut pendedaran masa; pemikiran kaedah pengajaran; dan penilaian tentang keberkesanan sehingga kepada maklum balas ke arah penambaan (Rosnani Hashim 2001). Malahan, kesepaduan juga meliputi aspek kesepaduan dalam matlamat pendidikan kurikulum, kaedah pembelajaran, kemahiran ko-kurikulum, dan nilai-nilai murni (Tajul Ariffin Noordin dan Nor'Aini Dan 2002). Aspek Falsafah Pendidikan Kebangsaan juga terkandung di dalam kerangka matlamat kurikulum seperti pedagogi, sukatan pembelajaran dan mata pelajaran dapat dilihat melalui komponen utama pendidikan seperti penggubalan kurikulum, kaedah pengajaran-pembelajaran, dan instrumen pentafsiran berasaskan sekolah yang memperlihatkan cabaran dalam penerapan perpaduan sebagai hasrat pendidikan dan nilai sepunya masyarakat Malaysia serta kesamarataan sistem nilai yang mendasari nilai-nilai murni yang diterapkan di sekolah (Amin Senin dan Roziah Abdullah 2019). Sehubungan itu, meneliti nilai-nilai daripada konteks matlamat FPN dan FPK jelas menunjukkan bahawa nilai-nilai kewarganegaraan inklusif terangkum di dalam Falsafah Pendidikan Kebangsaan yang di manifestasikan ke dalam sistem dan dasar pendidikan negara (Pendidikan Sivik dan Kewarganegaraan (PSK) dan Sejarah).

Elemen asas yang membawa kepada penggubalan Falsafah Pendidikan Negara dan pembentukan Falsafah Pendidikan Kebangsaan adalah Rukun Negara yang menekankan pendidikan ke arah mewujudkan perpaduan kaum, Sejarah telah mencatatkan bahawa matlamat penggubalan Rukun Negara adalah terbahagi kepada empat perkara; pertama, untuk mencapai perpaduan yang lebih erat dalam kalangan seluruh masyarakat; kedua, memelihara satu cara hidup demokratik; ketiga, mencipta satu masyarakat yang adil; kemakmuran negara akan dapat dinikmati bersama-sama secara adil dan saksama; keempat, menjamin satu cara yang liberal terhadap tradisi kebudayaan yang kaya dengan berbagai-bagai corak; dan kelima, membina satu masyarakat progresif yang akan menggunakan sains dan teknologi moden (Kementerian Pendidikan Malaysia 1992). Oleh yang demikian, elemen-elemen dalam FPK secara normatif telah terkandung dan memiliki nilai-nilai kewarganegaraan inklusif, Hal ini, dapat dilihat melalui keperhubungan atau interaksi secara ideal di antara matlamat Falsafah Pendidikan Kebangsaan dengan nilai kewarganegaraan inklusif iaitu keadilan (*Justice*), pengiktirafan (*Recognitions*), penentuan nasib sendiri (*Self-Determination*) dan solidariti (*Solidarity*) (Naila Kaber 2005), malahan nilai-nilai ini juga telah terangkum secara normatif dalam dasar pendidikan kebangsaan yang boleh dilihat melalui objektif pendidikan seperti mata pelajaran Pendidikan Sivik dan Kewarganegaraan (PSK), dan Sejarah di dalam rangka Kurikulum Sepadu Sekolah Menengah (KSSM) (Kementerian Pendidikan Malaysia 2014).

Justeru, perbincangan terhadap nilai kewarganegaraan inklusif dalam Falsafah Pendidikan Kebangsaan harus dilihat dengan lebih terperinci di dalam pendidikan di Malaysia agar kurikulum dan falsafah pendidikan bergerak seiring dan melambangkan kepada sebuah demografi masyarakat yang majmuk. Sehubungan itu juga, wujud persoalan sejauh mana nilai-nilai FPK ini diterjemahkan ke dalam konteks kurikulum pendidikan yang lebih bersifat inklusif dalam membolehkan guru-guru dan murid-murid memahami serta mempelajari secara jelas nilai-nilai yang tertanam dalam FPK, iaitu melalui pengajaran-pembelajaran harian di dalam bilik darjah, dan juga melalui pentafsiran berasaskan sekolah yang mana turut menjadi salah satu daripada instrumen penterjemah perkembangan murid secara holistik iaitu dari segi jasmani, emosi, rohani dan intelek. Bahkan sebagai sebuah negara Malaysia yang bersifat

pluralistik, seharusnya pemahaman terhadap kewarganegaraan inklusif perlu jelas dalam mengekalkan keharmonian dalam membentuk bangsa Malaysia yang baru.

Metodologi Kajian

Kajian ini menggunakan reka bentuk analisis dokumen yang mendasarkan sepenuhnya kepada data-data sekunder meliputi dokumen-dokumen seperti kajian-kajian lampau, surat khabar, buku teks, artikel, Dokumen Kurikulum, Falsafah Pendidikan Kebangsaan dan sebagainya kerana kajian ini bersifat suatu tinjauan awal.

Perbincangan

Di Malaysia Falsafah Pendidikan Kebangsaan digubal untuk menentukan arah tuju dan panduan kepada pendidikan di Malaysia. Bahkan FPK digubal dengan mengandungi idea dan pandangan yang rasional terhadap pendidikan agar dapat melahirkan sebuah warganegara yang baik selaras dengan matlamat utama FPK. Justeru itu, dalam memastikan hasrat dan matlamat FPK tercapai, Kementerian Pendidikan Malaysia (KPM) telah menggubal mata pelajaran Pendidikan Sivik dan Kewarganegaraan (PSK) dan Sejarah dengan bertujuan untuk memberi kesedaran kepada murid tentang peranan, hak dan tanggungjawab mereka kepada masyarakat dan negara. Bahkan, Pendidikan Sivik dan Kewarganegaraan juga mampu untuk melahirkan anggota masyarakat dan warganegara yang bersatu padu, patriotik serta menyumbang kepada kesejahteraan masyarakat, negara dan dunia (Kurikulum Mata Pelajaran PSK).

Namun demikian, berdasarkan dapatan kajian berkaitan isu kompetensi murid terhadap kewarganegaraan berada ditahap yang lemah (Mohd Mahzan et.al. 2015). Isu ini memperlihatkan kegagalan terhadap peranan mata pelajaran Pendidikan Kewarganegaraan dan Sivik (PSK) dan mata pelajaran Sejarah dalam melahirkan nilai perasaan kebangsaan kepada negara kerana disebabkan oleh faktor-faktor pengetahuan guru dalam mata pelajaran tersebut (Zahara, 1995 dan Chang, 2005). Malahan fenomena ketiadaan penghayatan daripada guru-guru terhadap nilai falsafah pendidikan tidak berlandaskan hakikat dan kebenaran. Malahan, kesilapan ini terjadi kerana kurikulum terlalu menekankan kepada aspek penguasaan akademik dan peperiksaan; regimentasi dalam pembelajaran; dan dedikasi guru. Hal demikian juga, pendidikan juga dilihat sebagai suatu yang tidak menyeronokkan dan berorientasikan peperiksaan yang turut menyebabkan tertanamnya konsep dalam pemikiran murid-murid bahawa pendidikan di sekolah hanyalah untuk lulus peperiksaan dan mengakibatkan mata pelajaran seperti pendidikan Moral, Sivik, Pendidikan Agama Islam, Pendidikan Seni dan sebagainya dipandang sebagai tidak penting untuk dipelajari.

Kesinambungan daripada itu, hasil kajian turut menunjukkan bahawa terdapat beberapa isu yang timbul dalam pengajaran dan pembelajaran pendidikan Sejarah. Di mana pengajaran guru bersifat *teacher-centred* dan tidak berkesan terhadap objektif pembelajaran, dan wujud komen berkaitan dengan pengajaran pendidikan Sejarah lebih bersifat indoktrinasi, tidak kreatif dan wujud limitasi interaksi antara pelajar dan guru yang terbatas sehingga menjadikan pembelajaran bersifat "*rigid*" atau tidak fleksible dalam pendidikan serta bersifat "*Malay centric*" (Abdul Razaq et.al. 2010). Lanjutan daripada itu, isu-isu yang melibatkan pedagogi guru turut diperbincangkan, iaitu kebanyakan guru yang mengajar pendidikan Sejarah merupakan guru yang tidak memiliki latihan yang profesional, tidak memiliki pengalaman

yang mencukupi dan perkara ini menjadikan guru-guru lemah dalam ilmu pedagogi (Abdul Rahim Rashid 2000).

Tambahan pula, terdapat juga kajian lampau yang menyatakan bahawa pengajaran mata pelajaran Sejarah gagal disebabkan oleh kegagalan guru-guru yang tidak berupaya untuk membawa murid memahami, menilai dan mentafsir nilai-nilai terhadap penyelesaian konflik (Siti Salbiah Ahmad 1995; Hamidah et.al. 2011 dan Balakrishnan 2004). Manakala, isu kekurangan terhadap penerapan nilai dan pengetahuan kewarganegaraan merupakan penyumbang yang akan memberi kesan terhadap semangat patriotisme dalam kalangan pelajar. Sehubungan itu juga, hal ini turut terjadi kerana disebabkan oleh ketiadaan penghayatan murid terhadap nilai-nilai kewarganegaraan dengan baik yang memberi kesan kepada murid, hal ini dapat dilihat di mana hanya 48% sahaja pelajar yang sanggup mengibarkan bendera pada musim kemerdekaan (Mohd Zahari Yusoff et. al. 2006).

Selain itu, pelbagai isu telah timbul dan memperlihatkan kegagalan terhadap penyemaian nilai-nilai kewarganegaraan dan nilai patriotisme dalam kurikulum pendidikan, keadaan ini boleh dilihat melalui satu petikan akhbar Mingguan Malaysia yang bertarikh 14 Ogos 2005. Di mana, dalam petikan akhbar tersebut telah menyentuh tentang formula 'Kontrak Sosial' yang seharusnya tidak dipertikaikan oleh mana-mana pihak, kerana ia telah jelas termaktub dalam Perlembagaan negara. Sehubungan itu, hakikat demikian telah memaparkan seolah-olah 'Kontrak Sosial' tidak lagi relevan untuk digunakan pada hari ini dan keistimewaan yang dimiliki oleh golongan Bumiputera seolah menyingung perasaan masyarakat Cina dan India yang jelas boleh dilihat melalui ucapan yang dilontarkan oleh Lim Keng Yaik yang merupakan Presiden kepada Parti Gerakan.

Hatta demikian, tahun demi tahun telah memperlihatkan kemunculan pelbagai isu-isu pertikaian yang berkaitan dengan perkara-perkara sensitif antara kaum. Justeru itu, masyarakat seharusnya telah jelas terhadap isu yang dilindungi di dalam Perlembagaan negara iaitu perkara yang melibatkan agama Islam, kedaulatan raja-raja dan sebagainya. Ironinya, kes-kes dan isu pertikaian berkaitan perkara ini masih tetap belaku dalam masyarakat, keadaan ini dapat dilihat menerusi petikan Akhbar Harian bertarikh 18 Februari 2009 yang melaporkan tentang kes pertikaian berkaitan dengan proses pengambilan keputusan antara Sultan Azlan Shah dengan Karpal Singh yang ingin menyaman Sultan akibat daripada keputusan pilihanraya. Hakikat demikian, keadaan ini bertentangan dengan Perlembagaan dan nilai adat orang Melayu yang menjunjung ketaat kepada institusi raja. Sementara itu, terdapat juga sesetengah golongan turut menyamai amalan Bumiputeranisme dengan dasar Aparteid (Awang Kasmurie Awang Kitot 2009). Rentetan daripada isu-isu yang dipertikaikan, menyebabkan Khairy Jamaluddin turut membidas terutamanya hal yang berkaitan dengan 'Kontrak Sosial' dan menyifatkan bahawa masih ramai rakyat Malaysia yang tidak memahami tentang makna 'Kontrak sosial' (Sautun Nahdah 2006).

Hasil daripada kajian yang telah dijalankan, menunjukkan bahawa terdapat lompong dalam aspek yang berkaitan dengan nilai patriotisme belia (Wasitah Mohd Yusof 2016). Bahkan, isu kegusaran terhadap nilai patriotisme dalam kalangan belia juga turut di kaji oleh Institut Pemikiran Tun Dr Mahathir, dan hasil kajian mereka turut menunjukkan bahawa nilai patriotisme dalam kalangan generasi kini kian tipis dan akan mengugat keadaan keamanan, keharmonian dan kemerdekaan yang dikecapi pada 50 tahun akan datang (Ahmad Zaharuddin Sani Ahmad Sabri 2015).

Analisis tentatif Kajian

Berdasarkan kepada hasil kajian daripada analisis dokumen-dokumen sekunder, kajian ini mendapati bahawa wujudnya ketidakselarisan matlamat antara FPK dan Kurikulum Pendidikan dalam konteks formulasi, dan pelaksanaan dasar yang menyebabkan matlamat FPK tidak tercapai. Hal ini demikian, kerana secara normatifnya mata pelajaran Sejarah memiliki nilai yang mampu memupuk dan memperkukuhkan semangat setia negara, dan jati diri sebagai seorang warganegara. Manakala mata pelajaran Sejarah juga memiliki nilai penghayatan sejarah tanah air dan sejarah luar yang mampu membantu pelajar memahami masyarakat, negara dan dunia.

Sehubungan itu, nilai dalam mata pelajaran Sejarah seperti ilmu, kebijaksanaan, keadilan, penghayatan patriotisme sebagai seorang warganegara dan perkara ini sangat relevan dalam memupuk nilai-nilai kemasyarakatan, intelektual dan sosial dalam mencorakkan perkembangan pelajar yang lebih seimbang dan ia telakar dalam kehendak Falsafah Pendidikan Kebangsaan (Lewestein 1963).

Untuk mata pelajaran Sivik dan Kewarganegaraan, ia memiliki nilai yang mampu lahirkan pelajar yang patriotik dan bertanggungjawab sebagai warganegara, serta memiliki nilai pengetahuan yang perlu ada pada murid iaitu tentang peranan sebagai seorang warganegara dalam melaksanakan hak dan tanggungjawab. Malahan, PSK mampu memberi kesedaran kepada setiap murid tentang peri kepentingan peranan warganegara kepada masyarakat, negara dan dunia (Lee Lewas 2012).

Justeru, hasil kajian tinjauan awal dan perbincangan di atas menunjukkan jurang dan perbezaan yang wujud antara peringkat formulasi dan pelaksanaan dasar kurikulum pendidikan. Di mana, hasil kajian awal memperlihatkan matlamat FPK dan kurikulum pendidikan mata pelajaran PSK dan Sejarah gagal memberi kefahaman terhadap nilai patriotisme dan kewarganegaraan dalam kalangan pelajar. Hal demikian, kerana pada dasarnya matlamat FPK dan objektif kedua-dua mata pelajaran ini digubal untuk bertujuan melahirkan insan yang baik dan sempurna sebagai warganegara Malaysia (KPM 2001).

Selain itu juga, nilai-nilai ini telah dimanifestasikan ke dalam kurikulum pendidikan PSK dan Sejarah untuk memberi kesedaran kepada murid tentang peranan, hak dan tanggungjawab kepada negara, dan masyarakat; dan melahirkan masyarakat yang bersatu padu, patriotik dan kesejahteraan kepada seluruh masyarakat, negara dan dunia (Kurikulum Mata Pelajaran PSK). Sehubungan itu juga, nilai-nilai ini bertepatan dengan kurikulum mata pelajaran pendidikan Sejarah yang turut ingin melahirkan warganegara yang miliki semangat kesetiaan kepada negara dalam cubaan untuk memupuk semangat dan jati diri sebagai warga Malaysia melalui penyematan dan penghayatan dan nilai sejarah tanah air dan perpaduan kekitiaan antara kaum (Kurikulum Mata Pelajaran Sejarah).

Namun begitu, dapatan kajian memperlihatkan ketidakcapaian objektif FPK dalam kurikulum mata pelajaran PSK dan Sejarah yang berpunca daripada peringkat implementasian dasar. Hal ini dapat dilihat, apabila terdapat isu tentang kompetensi kewarganegaraan berkurang menyebabkan tingkahlaku demokratik warganegara berkurang dan ia dikaitkan dengan kurikulum pendidikan seperti pedagogi, penggunaan buku teks, aspek pengetahuan guru dan elemen-elemen ini penyumbang kepada kompetensi kewarganegaraan pelajar (Mohd Mahadee dan Mansor 2013).

Justeru itu juga, isu berkaitan faktor pengajaran yang lemah di sekolah menyumbang kepada penyerapan terhadap nilai-nilai dan pengetahuan kepada negara oleh generasi muda (Zahara 1995 dan Chan 2005). Hal ini demikian kerana, ketidakcapaian matlamat FPK juga boleh dikaitkan dengan kelemahan dan kesediaan guru dalam kemahiran membuat interpretasi tentang kronologi, menerokai bukti terhadap kandungan pembelajaran, cara pengajaran dan pedagogi yang bersifat tradisional dan pendekatan pengajaran dan interaksi yang tidak aktif (Zahara dan Nik Azleena 2007; Abdul Razaq et. al, 2009; dan Chang 2005).

Hasil kajian jelas menunjukkan bahawa matlamat FPK tidak dapat dicapai kerana wujudnya permasalahan pada peringkat pelaksanaan dalam dasar pendidikan. Sehubungan itu, berdasarkan analisis di atas turut melihat bahawa kekurangan konsep patriotisme dalam pendidikan yang memperlihatkan wujud perselisihan faham antara konsep ini dengan konsep normatif kewarganegaraan. Oleh itu telah mewujudkan persoalan, mengapakah perselisihan faham ini berlaku dalam memahami konsep patriotisme dalam 'Kontrak Sosial' dan adakah konsep-konsep ini telah terpahat atau sebaliknya dalam diri masyarakat? Justeru itu, kemungkinan pemahamann terhadap konsep-konsep patriotisme dan kewarganegaraan inklusif telah berbeza dan berkemungkinan berubah-ubah mengikut faktor-faktor kefahaman yang mendasari individu seperti ideologi politik, etnik, budaya, agama dan sebagainya dalam setiap masyarakat dan kumpulan-kumpulan, ataupun berkemungkinan pemahamannya tidak selari dengan konsep normatif kewarganegaraan inklusif.

Kesimpulan

Kerelevanan atau keselarian antara Falsafah Pendidikan Kebangsaan dengan Dasar Kurikulum Pendidikan merupakan suatu perkara yang penting dalam konteks formulasi dan pelaksanaan dasar. Hal ini demikian, kerana pelaksanaan dasar memainkan peranan penting dalam mencapai agenda dan aspirasi negara, malahan bersangkutan paut dengan Falsafah Pendidikan Kebangsaan yang telah digubal untuk berhalu tuju kepada sistem dan rancangan pendidikan iaitu berlandaskan kepada Rukun Negara untuk melahirkan insan yang memiliki ciri-ciri yang baik seimbang dan harmonis daripada pelbagai aspek agar dapat berbakti kepada agama, bangsa dan negara (Kementerian Pendidikan Malaysia 1988).

Maka dengan itu mendasarkan kepada penemuan awal kajian, kajian ini berhasrat untuk mengkaji dan ingin melihat dengan lebih luas dari sudut kajian kewarganegaraan inklusif. Iaitu sejauh manakah pelaksanaan dasar pendidikan dalam konteks kurikulum mengambil kira nilai kewarganegaraan inklusif yang terangkum secara normatif dalam falsafah pendidikan? dan bagaimanakah dasar ini diaplikasikan selari dengan matlamat FPK di peringkat pelaksanaan dasar seperti dalam kurikulum dan infrastruktur di sekolah menengah atas yang melambangkan kepada demografi masyarakat majmuk di Malaysia? Persoalan-persoalan ini harus diterokai dan di kaji kerana ia memberikan signifikasi kepada perkembangan pendidikan di Malaysia serta membantu Malaysia membina negara bangsa Malaysia melalui saluran pendidikan nasional negara dalam melahirkan masyarakat yang adil, saksama, menghormati antara satu sama lain dalam kemajmukan.

Rujukan

Amin Senin and Roziyah Abdullah (2019). Pendidikan nilai dalam konteks Falsafah Pendidikan Negara: Refleksi pelaksanaan di sekolah-sekolah Malaysia. Dalam: Dzulkifli Abdul Razak dan Rosnani Hashim, ed., *Pentafsiran baharu Falsafah Pendidikan Kebangsaan dan*

pelaksanaannya pasca 2020. Selangor: IIUM Press International Islamic University Malaysia, ms. 209-221.

Awang Kitot, A. (2009). *Pendidikan Sejarah di Malaysia: Isu Penerapan Nilai Kewarganegaraan dan Patriotisme*. Universiti Kebangsaan Malaysia.

Abdul Razaq Ahmad, Ahamad Rahim, Ahmad Ali Seman and Mohd Johdi Salleh (2010). Malaysian Secondary School History Curriculum and Its Contribution Towards Racial Integration. *Procedia School and Behavioural Sciences Elsevier*.

Abdul Rahim Abd Rashid (2000). *Model dan pendekatan pengajaran Sejarah KBSM*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Ahmad Zaharuddin Sani Ahmad Sabri (2015). Bersatu hati bina negara sejahtera. *Berita Harian Online*. [online] Boleh dilayari: <https://www.bharian.com.my/node/78583> [Dilayari pada 24 Nov. 2019].

Balakrishnan, V. (2004). Rebirth of Civics and Citizenship Education in Malaysia. *Masalah Pendidikan*, 27(221-228).

Chang, L. (2005). Pendekatan Pendidikan Sivik dan Kewarganegaraan dalam Milenium baru. *Masalah Pendidikan*, 28, ms.195-204.

Hamidah Abd Rahman, Hamidah Abdul Rahman, Norlin Ahmad, Nor Akmar Nordin, Norashikin Mahmud, Rozianan Shaari and Shah Rollah Abdul Wahab (2011). Kajian Tinjauan Hubungan Etnik Dalam Kalangan Pelajar Tahun Satu di Kampus Johor Bharu, Universiti Teknologi Malaysia (UTM). *Jurnal Teknologi Malaysia*, 54, ms.65-76.

Kementerian Pendidikan Malaysia (1992). *Buku penerangan kurikulum bersepadu sekolah menengah*. Kuala Lumpur: Pusat Perkembangan Kurikulum.

Kementerian Pendidikan Malaysia (1988). *Falsafah Pendidikan Negara*. Kuala Lumpur: Pusat Perkembangan Kurikulum.

Kementerian Pendidikan Malaysia (2001). *Falsafah Pendidikan Kebangsaan, Matlamat dan Misi*: Kementerian Pelajaran Malaysia

Kementerian Pendidikan Malaysia (2014). *Kurikulum Standard Sekolah Rendah Dokumen Standard Kurikulum dan Pentafsiran*. Kuala Lumpur: Bahagian Pembangunan Kurikulum Kementerian Pendidikan Malaysia.

Kabeer, N. (2005). *Introduction: The search for inclusive citizenship, meaning and expression in an inter-connected World*.

Lewas, L. (2012). *Apakah Itu Pendidikan Sivik Dan Kewarganegaraan*. [online] Scribd. Boleh dilayari: <http://www.scribd.com/doc/49401325/Apakah-Itu-Pendidikan-Sivik-Dan-Kewarganegaraan> [Diakses pada 24 Jul. 2019].

Lewenstein, M. (1963). *Teaching social studies in junior and senior high schools, and ends and means approach*. Chicago: Rand McNally.

Mohd Mahadee Ismail and Mansor Mohd Noor (2013). Manifestasi Pendidikan Sivik Dalam Kalangan Alumni Program Latihan Khidmat Negara. 8, ms.73-106.

Mohd Zahari Yusoff, Muhammad Shukri Salleh dan Meer Zhar Farouk Amir Razli (2019). Persepsi Patriotisme di Kalangan Mahasiswa Tinjauan dari Sudut Pemikiran Mahasiswa High Achiever UiTM Cawangan Kelantan. *Universiti Teknologi Malaysia*.

Mohd Mahzan Awang, Abdul Razaq Ahmad dan Amla Mohd Salleh. (2015). *Kompetensi Kewarganegaraan di Malaysia*. LRGS/BU2011/UKM/CMN/01. Laporan Penyelidikan Program Kesepaduan Sosial.

Rosnani Hashim (2001). Kurikulum Pendidikan Dari Perspektif Islam Dalam Konteks Pendidikan di Malaysia. *Pendidikan Islam*, 9.

Siti Salbiah Ahmad Shaari (1995). Satu Kajian Kes, Politeknik Sultan Abdul Halim Mu'adzam Shah. *Tidak diterbitkan*, p. Di dalam Sitti Hasnah Bandu et. al (2016).

Saharia Ismail (2015). Pembangunan Insan dalam Falsafah Pendidikan Kebangsaan. *Human Development in National Education Philosophy*, 8(2).

Sautun Nahdah (2006). *Hizbut Tahrin Malaysia*.

Tajul Ariffin Noordin (1993). *Perspektif falsafah dan pendidikan di Malaysia*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

Tajul Ariffin Noordin and Nor' Aini Dan (2002). *Pendidikan dan pembangunan manusia: pendekatan bersepadu*. Selangor: Bangi As-Syabab Media.

Wasitah Mohd Yusof (2016). Pupuk nilai patriotisme belia secara berterusan. *Berita Harian Online*. [online] Available at:
https://dosm.gov.my/v1/uploads/files/5_Gallery/2_Media/4_Stats%40media/1_General%20News/2016/Berita_Harian_210316-Pupuk_nilai_patriotisme_belia_secara_berterusan.pdf
[Dilayari pada 19 Oct. 2019].

Zahara Aziz (1995). *Kajian pembentukan instrumen mengukur tahap perpaduan negara*. Kuala Lumpur: Jabatan Perpaduan Negara.

Zahara Aziz dan Nik Azleena (2007). Kajian Tinjauan Kesediaan Guru-Guru Sejarah Menerapkan Kemahiran Pemikiran Sejarah Kepada Pelajar. *Aliran Dalam Pendidikan Menjelang Abad ke 21*, Pendidikan 32, ms.119-137.

International Regulators Reviews on Operational Risk Management, Global Fines and Sanctions Violations

Nizam Shah Allabasc

University Tun Abdul Razak (UNIRAZAK), Malaysia
Email: nizam_shah@hotmail.com | Telephone: +6019 2658445

Abstract

This study examines the response from international regulators for operational risk management are reviewed in this part of the study. The international review able to measure on in what way and management support influences of the four outcome that improves, namely; the safety of assets and infrastructure, customer satisfaction, cost reduction, employee performance. It also studies on the record-breaking fines imposed on banking and financial institutions by regulators globally on cases of fines for Anti-Money Laundering (AML) and sanctions violation, and describing the recent operational risk loss events that happen all over the world. Besides, issues identified in this study were valid enough to disclose a major moral hazard risk and operational risk implication to the bank and financial institutions. The results obtained from this study are necessary owing to the operational loss and the reputational risks faced by the nation and financial organisation.

Keywords: Risk management; Operational risk; AML, Sanctions

Introduction

The operational risk practices are controlled through proper management policies and procedures including adequate books, channels and records with basic internal accounting control, a strong compliance, internal audit function which independent of the trading and revenue side of the business, clear limits on personnel, and risk management and control policies. Required proper management oversight, as well as the fundamental risk management and control practices of separating backroom and trading functions, been in place, the losses at Barings and Daiwa could perhaps have been avoided, or at the very least, minimized. The obvious importance of maintaining proper operational risk management and control is underscored by these financial failures.

With the governance and supervisory spotlight on Operational Risk Management, there has been continually cumulative consideration keen to the quantification of Operational Risk prospective overwhelming influence has been shown by numerous big operational losses in the capacity of safety of assets and infrastructure, customer satisfaction, cost reduction, employee performance. Since the size of the above actions and their worrying impact on the monetary community as well as the rising like hood of operational risk damages due to an ever-growing difficulty of products and processes, a sound monitoring and quantification of operational risk losses becomes progressively essential.

According to Albania on the regulator statement from Bank of Albania (BoA), firstly on operational risk managed to identify the core and supporting functions that BoA runs for exercising its role and achieving its objectives. Then, created consolidated and centralized chart for BoA's functions, responsibility and a segregation of duties which means an improvement

of BoA's governance. However, BoA improved the risk management process, but not address the issue comprehensively enough. Conclusion for BoA, the confidence will be improved, the institution will be more responsible, and the governance will be stronger and power.

Based on Canada Regulator Statement, Office of the Superintendent of Financial institutions Canada (OSFI), comprehend the main of protecting their data, their system and their customers from cyber-attacks and treats. In 2013, OSFI released the cyber-security self-assessment guidance to facilitate and contribute to dialogue and conversation between financial institutions it regulates and supervises, OSFI and their service providers. However, there is some issues and weakest links are often found outside of an institution perimeter, collaborating with key partners, and investing in employee training and awareness, therefore, OSFI should starting well placed to deal with cyber-attack when they occur.

The Central Bank of Finland or called as Bank of Finland or Suomen Pankki in Finnish, Nordic still exist as the national monetary authority, but many functions have been taken over by the European Central Bank (ECB). However, Central Bank of Finland on the management of operational risk focuses on honing the governance of the organization towards excellence, and the good governance will be reducing the uncertainty. The challenge is to prioritize the analysis and risk control measures right, however, it is complex and difficult to measure, operational risk may too easily lose in that competition for the time and attention of boards and management teams. Therefore, the regulators are not only to focus on best standards but also find ways to enforce a systemic view, making sure that network effects-the shared benefits of good risk management-are adequately considered.

The central bank in French Republic called as Bank of France or known in French as the Banque de France. According to Bank of France, a cyber-attack is not potential risk but also operational risk. Cyber risk is not only of a technical nature but suggests a governance framework able to protect critical information and recover accurate data in case of attack, and cyber threats should promote notably the role of governance and cyber risk culture within organisations. Therefore, it shows that information sharing among the stakeholders, comprising financial institutions and market infrastructures, financial supervisors and national security agencies, is of utmost importance to avoid contagion phenomena and facilitate global resilience.

The Deutsche Bundesbank is the central bank of the Federal Republic of Germany. Referring to the Deutsche Bundesbank, the operational risks included three risk categories which are conduct risk, IT risk, and identify and assess risk. The "conduct risk" occurs in the European Systemic Risk Board (ESRB) in the period of 2009 to 2014 alone, global losses from internal misconduct at banks amounted to approximately 200 billion euros. Moreover, the institutions fail to adjust to digitalization and its inherent challenges, there is IT risk. Bank finance is detecting major deficits relating specifically to identify and assess the operating risks at many institutions. Operational risks may become severe in all parts of the organization, because decisions are made and processes practical thru a bank's division.

The Hong Kong Monetary Authority (HKMA) in China is Hong Kong's currency board and the de facto central bank. In the new era, the application and development of Fintech will definitely be the focus of this ongoing digital revolution. The increasing reliant on technology in the delivery of financial services, cyber threats growing as systematic risk to financial market infrastructure and the financial service industry. HKMA will continue to relentlessly enhance

market infrastructure, investor protection, promote innovation and ensure the balance between novel products and services and investors understanding and tolerance of risks.

The Central Bank of Ireland in United Kingdom or called Banc Ceannais na hEireann is Ireland's central bank, and as such part of the ESCB. A 2015 PWC survey by the central bank found a 38% increase in the number of cybersecurity incidents detected compared to the previous year. Therefore, the adequate investment in information security needs to be made by all financial firms to achieve a robust and effective business aligned IT strategy. Lastly, Boards and senior management must ensure that their firm has a plan to identify and address any resourcing and capability gaps and take the risk such as cybersecurity risk, IT risk and technical risk as the heart of financial services business and has strategic implications for organisations.

The Bank of Japan (BoJ) is the central bank in Japan. However, the Japanese Financial Service Authority (JSFA) is a Japanese government agency and an integrated financial regulator responsible for overseeing banking, securities, exchange and insurance sectors in order to ensure the stability of the financial system of Japan. There are two challenges of the financial institutions such as add more value for their customer and fully serve clients through business cycle. These challenges are easy to highlight but it is hard to solve. Global community including regulators, financial institutions and professional, they are intending to contribute to improving efficiency in financial markets, reducing risk and crises, and trading costs and the solution. JSFA are eager to continue tackling the cyber security issues, and discuss who might provide the clues to pave the way for a new paradigm for managing operation risks in the japan financial institutions.

In Macau, People's Republic of China is under Macao Special Administrative Region. The Monetary Authority of Macao (AMCM) is the sole regulator of the financial sector has exercised a lot of effort to strengthen corporate governance and the management of risk by financial institutions in order to cope with the changing economic and financial environment. The AMCM understandings that financial supervision plays an important role in order to put in place and strengthen risk management systems and build confidence in the sector. AMCM said that the abovementioned principles, laws and regulations could form a policy framework which could effectively assist the financial sector to enhance their corporate governance and their management functions of risks.

Norges Bank is the central bank of Norway. Separately from having traditional central bank responsibilities such as monetary stability and price constancy, it also managed the Government Pension Fund of Norway, a stabilisation fund that world's largest independent wealth fund. The inflation has been mainly low and stable since inflation targeting was introduced in 2001. The aim of leading against the wind is to achieve a sustainable path for inflation, output and employment. The main task of monetary policy is to provide the economy with a nominal anchor for example, when inflation is firmly anchored, monetary policy can also contribute to real economic stability.

The Central Bank of the United Arab Emirates is located in Abu Dhabi, is the state institution accountable for supervision and managing the currency, financial policy and banking regulations in the United Arab Emirates (UAE). Financial institutions in UAE are all about their people, operational risks exist because people make mistakes. A healthy culture recognizes mistakes for what they are; that encourages individual to learn from mistakes, encourages staff to escalate their concerns; adjusts controls to mitigate the risks of mistakes being repeated.

Regulator as supervisors should work with financial institutions to encourage this sort of culture and to prevent the re-emergence of the more excessive practices of recent years.

The Federal Reserve System is the central banking and investment system of the United States of America (USA). The history of central banking in the USA encompasses various bank regulations, from early wildcat practices through the present on Federal Reserve System in the USA. To understand the new regulatory paradigm, there is seven key political developments and dynamics at play such as capital, liquidity, rate repurchase (RRP), the uniform fiduciary standard, foreign banking organisation (FBOs), anti-money laundering (AML), and cybersecurity. Notwithstanding the new approach to financial regulation in Washington, firms should not assume that key requirements will be significantly amended or repealed. There is industry acceptance that many of the practices to comply with these regulations are essential for establishing strong risk and capital management regimes, which provide institution specific and macro benefits.

Based on regulator reviews on the above countries in 2016, its seen as inspection on the impact of regulatory and management support of each country improves the safety of assets and infrastructure, customer satisfaction, cost reduction, employee performance.

Literature Review

Mahathir Mohamad (2019), mentioned everybody shall to show their part against financial crime so that Malaysia can transform into a value-driven developed nation. Furthermore, shared prosperity can only be achieved through shared responsibility. Thus, the monetary institutions and citizens have a vital role to play as well in preserving the integrity of Malaysia's economic system.

Nor Shamsiah (2019), specified regulator in Malaysia have executed many policies, guidelines and enforcements to protect the financial system against money laundering and terrorism financing risk. Banking and Financial Institutions are responsible as corporate citizens and shall play their parts to safeguard the economy and monetary system.

According to Tom Groenfeldt (2018), between 2009 and 2012 more than 50,000 regulations guidelines were published across the G20 (Group of 20), with almost 50,000 supervisory updates being made in 2015 alone.

Financial Conduct Authority (2018), sanctions are regulatory, government or governmental orders that prohibit a firm from carrying out transactions with a sanctioned person or organisation, and in some cases prohibit a firm from providing and financial services at all.

Nizam Shah Allabasc et al. (2017), stated the operational risk creates a small part of a bank's risk profile which includes unpredicted measures that might possibly source the failure of the whole bank. Operational risks management are necessary due to reduces the operational loss and the reputational risks faced by the financial organisation.

Karambu et al. (2017), mentioned on assessing the effect of corporate risk management disclosure on financial performance of listed firms in Kenya whereby risk disclosures were found to have positive effects but with no significant difference on mean financial performance. However, there is a significant relationship between risk disclosure and financial performance.

Alexandra Rosi (2015), explained some banks and financial institutions seem to be purposefully de-risking their client portfolio by terminating accounts of Politically Exposed Persons (PEPs) due to the improved resource and compliance costs associated with reviewing and continuing these relationships. It has been challenging for banks and financial institutions to keep up with the volume of false positives. This are caused by crude rules based on very simple matching criteria, plotted against uncleansed customer data, imperfect list record, common changes to sanctions lists, poorly designed and formatted customer information data, misspellings, aliases and possible growth in third party references lists.

In addition, Ion Croitoru (2014) explained that the exposure to operational risk in organisations could have an upward or downward risk appetite depending on the volume and complexity of transactions carried out, the quality and reliability of systems used in the internal control systems implemented. Therefore, all risks associated objectives, activities or actions taken shall be identified and recorded.

Lamarque, Eric et al. (2009), explained that reputational risk is almost impossible to evaluate financial consequences precisely, but it is not considered as an operational risk. Additionally, the banking theory has not considered reputational risk in its analysis of bank risk management.

Methodology

Operational risk is exceptional in environment and only can be described to a certain extend. They are not repetitive in nature; hence the traditional statistics cannot be applied. It is a descriptive study describing the events that happen all over the world. These events specially are on significant losses happening to a bank which is causes billions dollars of losses.

Findings and Implications

The risk discusses to operation has not entered into the contract in good reliance, which has provided misleading information about an encouragement to take uncommon risks in a distracted effort to produce a revenue before the bond settles or about its assets, liabilities or credit capacity. According to Bernanke (2013) US Federal Reserve Chairman, mentioned US on the attempt to make the monetary structure safer and shall certainly challenge the problem of moral hazard globally. Moreover, Bonner (2007) has stated in Daily Reckoning that Citigroup's Chief Financial Officer, Gary Crittenden recognised Citi's huge losses and damages broadcasted in November 2007 the stable existence the victim of unexpected actions.

The Table 1 and Figure 1 explains on the record-breaking fines imposed on financial institutions based on moral hazard risk in international impact, reflect on top agenda of regulators globally. It illustrates on cases of fines for Anti-Money Laundering (AML) and sanctions violations as at 2015. The total amount levied was USD14.26 billion which involved nine financial institutions globally, such as MoneyGram, Barclays, Lloyds Banking Group, ABN AMBRO, Credit Suisse, ING, Standard Chartered, HSBC and BNP Paribas. On the three-top line, shows BNP Paribas fines amounting USD8.97 billion, HSBC fines amounting USD1.2 billion and Standard Chartered amounting USD967 million.

Table 1 Fines for AML and Sanctions Violations in 2015

Financial Institutions	USD Amount Levied
MoneyGram	100,000,000.00
Barclays	298,000,000
Lloyds Banking Groups	350,000,000
ABN AMBRO	500,000,000
Credit Suisse	536,000,000
ING	619,000,000
Standard Chartered	967,000,000
HSBC	1,920,000,000
BNP Paribas	8,970,000,000
Total	14,260,000,000.00

Source: Deloitte & Touche Financial Advisory Services Pte Ltd, 2015



Figure 1 Examples of Fines for AML and Sanctions Violations (in USD million)

Source: Deloitte & Touche Financial Advisory Services Pte Ltd, 2015

The Figure 2 explains on the trend of increasing regulatory scrutiny and penalty which shows the trend of fines and penalties from 2003 to 2014. It shows with 150 number of fines in 2003 amounting lower than USD25 million to USD 8.97 billion with less than 50 number of fines.

The above two examples and trends of fines in recent years shows that officials have intensely trodden up execution of AML and Counter Financing Terrorism (CFT) laws and procedures. Now, it's not unusual to see the US Justice Department and regulators broadcast multi-million-dollar illegal or domestic penalties as clearances for AML events. Occasionally the compliance associated penalties surpass countless hundreds of millions of dollars with a 2014 sentence for BNP Paribas AML fine execution and sanctions of USD8.97 billion.

Conclusion

International supervisory and regulators progressively arranged the significance of severe AML regulation execution to efficiently and competently to prevent money laundering and counter financing of terrorism movements. This has taken figure in the form of a more violent execution model with histories financial consequences charged, mainly by United State of America supervisory and regulators. Most consequence growths and trends during 2015 for banking and

financial institutions with respect to US Bank Secrecy Act, AML and US sanction programs, including sanctions administered by US Department of the Treasury's Office of Foreign Assets Control.

Moreover, banking and financial institutions, shall implement the control measure to mitigate AML risks of the customers identified in the risk assessment stage by have adequate policies, controls and procedures to manage and mitigate risks that have been identified. Followed by monitor the implementation of those policies, controls, procedures, and to review and enhance them if necessary and to take enhanced measures to manage and mitigate the risks where higher risks are identified. To enhance the operational and moral hazard risk management by less the penalties, the monetary industry worldwide is now implementing and acceptance new additional technologies such as, electronic KYC (eKYC) via facial recognition, smartphone applications and learning to create a single platform for client engagement and understandings.

The banks and financial institutions efficiently manage the funds and accumulate millions of dollars of profit in a year. Moral hazard risk associated with operational risk events occur due to the lack of regulatory measures and unexpectedly causing significant losses to the banks. The profits earned are wiped out by a single operational risk event. If two or three events happen in a year, the banks tend to show net losses instead of net profits. The millions of good deeds are wiped through one or two operational risk events.

Acknowledgement

The author research titled a robust comparison between Islamic and conventional banks' on operational risks and this journal was supported by MyBrain15, which is a program introduced by the Malaysian Ministry of Higher Education (MOHE) which finances postgraduate student's education. Portions of this study were presented in abstract form at the 11TH Social Sciences Postgraduate International Seminar (SSPIS2019), Universiti Sains Malaysia, Penang, Malaysia on the 4th December 2019.

References

Allabasc, Nizam Shah and Ramasamy, Ravindran (2017) *Operational Risk Implications; A Case Study of Locally Incorporated European Bank*. In: Social Sciences Postgraduate International Seminar (SSPIS) 2017. School of Social Sciences, USM, Pulau Pinang, Malaysia, pp. 417-424. ISBN 9789671544013

Alexandra Rosi (2015), How to Audit Controls to Manage Financial Crime Compliance (FCC) Risks Associated with Politically Exposed Persons, Association of Certified Anti-Money Laundering Specialist (ACAMS), USA. Access at: <http://www.acams.org/wp-content/uploads/2015/08/How-to-Audit-Controls-to-Manage-FCC-Risks-Associated-with-PEPs-A-Rosi.pdf>

Bernanke, Ben S. (2013), Communication and Monetary Policy, speech delivered at the National Economists Club Annual Dinner, Herbert Stein Memorial Lecture, Washington, D.C., on 19th November 2013

Bonner, B (2007). "Goldman Sachs was wrong and 2 million families may lose their homes." Added to dailyreckoning.com.au on November 14, 2007.

Financial Conduct Authority (2018), Financial Sanctions, London United Kingdom, Access: <https://www.fca.org.uk/firms/financial-crime/financial-sanctions>

Ion Croitoru, (2014), Operational Risk Management and Monitoring, Internal Auditing and Risk Management, Athenaeum University of Bucharest, Vol. 36(1), Pages 21-31, December 2014.

Karambu Kiende Gatimbu, Henry Kimathi, Joseph Masinde Wabwire, (2017), Effect of Corporate Risk Management Disclosure on Financial Performance of Non-Financial Service Firms Listed at Nairobi Securities Exchange, Kenya, International Journal of Business Continuity and Risk Management, Inderscience Enterprises Ltd, vol. 7(2), pages 95-102.

Lamarque, Éric, Maurer, Frantz, (2009), Operational Risk in Banks: Designing A Supervision and Control Framework, French Journal of Management. February 2009, Issue 191, p93-108.

Tun Dr Mahathir Bin Mohamad (2019), Special Address by Prime Minister of Malaysia at The 11th International Conference On Financial Crime and Terrorism Financing (IFCTF) 2019 Building Trust and Transparency: Collaborate, Accelerate, Strengthen On 5 November 2019, Malaysia. Access: <https://www.pmo.gov.my/wp-content/uploads/2019/11/Media-Copy-Special-Address-by-YAB-PM-at-the-11th-IFCTF-2019-on-5-November-2019-1.pdf>

Nor Shamsiah Mohd Yunus (2019), Key Address by Governor of Central Bank of Malaysia at The 11th International Conference On Financial Crime and Terrorism Financing (IFCTF) 2019 Building Trust and Transparency: Collaborate, Accelerate, Strengthen On 5 November 2019, Malaysia. Access: https://www.bnm.gov.my/index.php?ch=en_speech&pg=en_speech&ac=842

Tom Groenfeldt (2018), Taming The High Costs of Compliance with Tech, Forbes Media, USA Access: <https://www.forbes.com/sites/tomgroenfeldt/2018/03/22/taming-the-high-costs-of-compliance-with-tech/#796acec55d3f>

Body Image, Skin Bleaching, and Perceptions: A Review

Shamirda Mohamed Padzil^{a,*}, Norzarina Mohd Zaharim^b

School of Social Sciences, Universiti Sains Malaysia

*Email: shamirda@student.usm.my

Abstract

Body image is a self-perception and belief in how one perceives one's appearance. An individual with a positive body image feels more confident and comfortable in his/her skin compared to one with less positive body image. Currently, there is a trend where women skin bleached themselves using products that can harm their health. Despite being aware of the risks, they persist in using skin bleaching products. Therefore, this paper will discuss the perceptions that contribute to skin bleaching to generate better understanding of the causes and effects of using skin bleaching products.

Keywords: Body image; Skin bleaching; Perceptions.

Introduction

Body image is a perception of self, their belief, and how they perceive their own body and appearance. Generally, people who feel more positively about their body report greater comfort and confidence in their interpersonal interactions, whereas those who feel more negatively about their body report greater discomfort and avoidance of social situations (Tantleff-Dunn & Lindner 2011).

Attractive physical appearance is associated with greater popularity and lower levels of loneliness as it provides greater feelings of social connectedness (Tantleff-Dunn & Lindner 2011).

Positive body image is associated with body acceptance and appreciation. These individuals like how they look and are comfortable in their own bodies. This is shown in their confidence level and high self-esteem, especially in social situations. They are good at coping with stress and are able to accept constructive criticisms as a stepping stone to achieve their goals. Negative body image is associated with public self-consciousness, introversion, social anxiety, poor general and social self-esteem, and low confidence in interpersonal interactions (Tantleff-Dunn & Lindner 2011).

How we feel about ourselves and our bodies can impact both our behaviors in social interactions, as well as our perceptions of the behaviors of others. For instance, individuals with positive body image will look more approachable and can accept rejections from others as part of normal reaction, but individuals with negative body image will distance themselves and be seen as aloof, and these will affect their perceptions where they feel like people dislike them or pity them if they were approached. Thus, this is what meant by Tantleff-Dunn & Lindner (2011) where self-perceptions can shape our perceptions of other's reactions to us, or in some circumstances, can impact the type of reactions we received.

The three sociocultural influences that have been identified as important transmitters of sociocultural ideals are parents, peers, and the media (Tiggemann 2011).

Schutz & Paxton (2007) found that girls with high body dissatisfaction reported higher levels of social anxiety and insecurity. These included with peers' reactions received, such as alienation which lead to perceptions that their appearance i.e. thinness and fair skin tone was important in interpersonal relationships.

Society's beauty standards displayed in media such as in women's fashion magazines and on television will reveal an excessive amount of young, large-eyed, fair and clear-skinned women. Miss India beauty pageant finalists were criticised as "all looks the same" when their picture showed the lack of diversity in skin colours. This has highlighted India's obsession with having a fair skin tone. However, according to the pageants' grooming expert Shamita Singha, it was just a digital modification (Pandey 2019). As much as that was probably true, it is undeniable that the obsession for the white skin tone is increasing. In Malaysia, it was reflected in the domination of skin bleaching products in Asian skincare market with 60% of sales (Leong 2006). Without demand, there is no supply. The demand of the skin bleaching products showed a severe body dissatisfaction and negative body image. This situation can potentially lead to unhealthy pursuit of "perfectness" such as skin bleaching product consumption that probably contains mercury that can cause skin problems and affect the consumers' health in the long term.

Skin Bleaching

Skin bleaching is the use of natural or synthetic products to reduce the physiological skin tone and is frequently used in the USA, Asia, and Africa. This preference for a lighter complexion is not only limited to Negroids but also among Asians (Olumide et al. 2008). The numbers of people practicing voluntary depigmentation vary from 25% to 67%, depending on the studies. The use of skin bleaching cosmetics is more important among young women between 30 to 44 years (72.5%), married (72.2%), analphabets (75%), and working (77.6%) (Wone et al. cited in Machangu Ona 2017). Skin bleaching is now practiced by younger women although adult women aged 20-40 years were particularly documented in previous studies. Ungku also pointed out that beauty treatments, slimming courses, and plastic surgeries had now become common among the working class (Nation 2009).

Whitening creams and pills are widely popular in Thailand, where a pale pigmentation is upheld as the standard of beauty. A study in Yaoundé (Bissek, Chaby, & Tabah et al. 2011) showed that the phenomenon of skin bleaching is more widespread in females than males. The fact that skin bleaching started very early in teenagers indicates a serious threat to the health of adolescents. Plus, because it is low-cost made it more accessible to those committed to this practice.

A study in Malaysia reported that female university students selected bleaching cosmetic products with respect to their monthly income (Control of Cosmetic Products in Malaysia cited in Rusmadi, Ismail, & Praveena 2015). The growing phenomenon of skin bleaching probably raised from the stigma and perceptions of society's beauty standard, as displayed in the media nowadays. Skin lightening products are a huge market in Malaysia. The sales of skin lightening products increase 100% every year for the past five years in Malaysia (Shome 2012). A Synovate regional survey in 2004 revealed that 61% of women in Malaysia believed they looked younger with a fair complexion (Daniel 2007).

A study on Mali stated that women, specifically students (45%), frequently experienced complications related to lightening agents (Alghambdi 2010). On the other hand, serious health threats of skin bleaching, especially with steroid-containing products such as kidney disease

and diabetes, were rarely mentioned by the respondents. The use of skin lightening products is common among female students, and some of these products can cause skin problems such as skin peeling, acne and itching. Ravichandaran (2013) stated that plenty of cases reported of side effects caused by lightening creams were among women in the age group of 20 to 30 years old.

Perceptions Contribute to Skin Bleaching

Negative distortion of one's body image was found to be much greater in females than in males (Hargreaves & Tiggemann 2005). In females, negative body image influenced by a variety of factors, such as body mass, social comparisons, and appearance conversations with friends (Jones, Vigfusdottir & Lee 2004).

According to (Robinson 2011), to understand the motivation behind the practice of skin bleaching, first, we must foresee the perceptions of having lighter or fairer skin. According to a research by Bissek, Chaby, & Tabah et al. (2011), in terms of the perceptions of skin bleaching, 50% of the 158 students were convinced that it was a practice to beautify the skin, while 34.2% associated it with being fashionable and 5.8% thought it was a practice aimed at seducing men while 55.3% admitted the practice as precarious.

Rusmadi, Ismail, & Praveena (2015) studies on woman's perceptions on skin bleaching stated that lighter skin brings higher self-esteem (53.8%), lighter skin is more beautiful and looks healthier (51.9%) and men consider women with lighter skin to be more beautiful (32.7%). Self-esteem was associated with body satisfaction (Xu et al. 2010). If the individual is strongly dissatisfied with his or her body, it will affect the body image and eventually lowering self-esteem (Lowery et al. 2005).

A study by Askari et.al (cited in Rusmadi, Ismail & Praveena 2015) shows that 82% of respondents have the perception that men consider women with lighter skin to be more beautiful, 70.5% lighter skin tone increases woman's chance of getting married and 59% think that lighter skin tone is more beautiful. From this, we can see that the sociocultural might play an important role in reshaping the perceptions of skin bleaching and lighter skin tone.

Another study done by Hamed et al. (2010) shows that top three most common perceptions are that lighter skin tone increases woman's chance of getting married (63.4%), men consider woman with lighter skin to be more beautiful (62.6%) and lighter skin tone is more beautiful (62.3%).

Based on the studies, most of the respondents are fully aware of the health risks they might bear in practice of skin bleaching products consumption. A majority of both undergraduates 94.6% and postgraduate students 91.6% are aware of the health effects caused by skin bleaching products (Rusmadi, Ismail & Praveena 2015).

This is consistent with a study in South Africa, where 89% of the respondents agreed that skin bleaching could cause negative effects on their skin. 34.9% of respondents in this study had skin problems from the application of skin bleaching products (Dlova et al. 2014)

Dlova et al. (2014) have reported 23% of Africans and 11% of Indians aged between 18 to 70 years old had skin damage from the application of skin bleaching products.

In 2010, a Togolese study reported that participants routinely bleached their skin to be attractive, fashionable and because they like their "fair skin" (Kpanake et al. 2010). Similar results were reported by Rusmadi, Ismail & Praveena (2015) in Malaysia among university

students. Most of the respondents had perceptions that lighter skin provides high self-esteem (53.8%) and looks beautiful and healthier (51.9%).

Conclusion

Negative body image can cause great disabilities in various aspects of life. Many factors and reasons can prompt the negative body image, where preoccupation and negative self-talk, toxic environment, and irrelevant beauty standard set by media being one of the main culprits. Most of skin bleaching products' users have a good knowledge regarding the danger of using skin bleaching products. However, despite knowing and being aware of that, it does not stop them from using it as they believe lighter skin tone can increase their self-esteem compared to having darker skin tone.

References

- Alghamdi, KM 2010, 'The use of topical bleaching agents among women: a cross-sectional study of knowledge, attitude and practices', *Journal of the European Academy of Dermatology and Venereology*, vol. 24, no. 10, pp. 1214–1219, viewed 18 October 2019, PubMed.gov database.
- Asean + 2016, 'Thai ad for skin lightening pills draws dark looks', *The Star Online*, 9 January, viewed 18 October 2019, <<https://www.thestar.com.my/news/regional/2016/01/09/thai-ad-for-skin-lightening-pills-draws-dark-looks/>>.
- Bissek, ACZK, Chaby, G, Tabah, EN, Kouotou, E, Fonsah, JY, Lok, C, Njamnshi, AK, Muna, WFT 2011, 'Skin care habits of dermatology patients in Yaounde-Cameroon', *The Open Dermatology Journal*, vol. 5, pp. 15-20, viewed 18 October 2019, Open Access Database, <<https://pdfs.semanticscholar.org/2ad2/66b529572a569e5a7ddcd8c1894d7e96e362.pdf>>.
- Daniel, M 2007 'The fight over whiter skin', *The Star Online*, 24 March, viewed 18 October 2019, <<http://www.thestar.com.my/>>.
- Wone, I, Tal-Dia, A, Diallo, OF, Badiane, M, Touré, K & Diallo, I 2000, 'Prevalence of the use of skin bleaching cosmetics in two areas in Dakar (Sénégal)', *Dakar Medical*, vol. 45, no. 2, pp. 154-157, viewed 18 October 2019, PubMed.gov database.
- Dlova, N, Hamed, SH, Tsoka-Gwegweni, J, Grobler, A & Hift, R 2014, 'Women's perceptions of the benefits and risks of skin-lightening creams in two South African communities', *Journal of Cosmetic Dermatology*, vol. 13, no. 3, pp. 236-241, viewed 18 October 2019, PubMed.gov database.
- Hamed, SH, Tayyem, R, Nimer, N & AlKhatib, HS 2010 'Skin-lightening practice among women living in Jordan: prevalence, determinants, and user's awareness,' *International Journal of Dermatology*, vol. 49, no. 4, pp. 414–420, viewed 18 October 2019, PubMed.gov database.
- Hargreaves, D & Tiggemann, M 2005. 'Idealized Media Images and Adolescent Body Image: "Comparing" Boys and Girls', *Body image*. vol. 1, no. 4, pp. 351-361, viewed 18 October 2019, PubMed.gov database, DOI 10.1016/j.bodyim.2004.10.002.

- Jones, DC, Vigfusdottir, TH & Lee, Y 2004, 'Body image and the appearance culture among adolescent girls and boys: an examination of friend conversations, peer criticism, appearance magazines, and the internalization of appearance ideals', *Journal of Adolescent Research*, vol. 19, no. 3, pp. 323-339, viewed 18 October 2019, SAGE Journals database, DOI 10.1177/0743558403258847.
- Kpanake, L, Munoz S, Maria, T & Mullet, E 2010, 'Skin bleaching among Togolese: a preliminary inventory of motives', *Journal of Black Psychology*, vol. 36, no. 3, pp. 350 - 368, viewed 18 October 2019, SAGE Journals database, DOI10.1177/0095798409353759.
- Leong, S, 2006, 'Who's the fairest of them all? Television ads for skin-whitening cosmetics in Hong Kong', *Asian Ethnicity*, vol. 7, no. 2, pp. 167-181, viewed 18 October 2019, ResearchGate Database, DOI 10.1080/14631360600736215.
- Lowery, SE, Kurpius, S, Befort, C, Blanks, EH, Sollenberger, S, Nicpon, MF & Huser, L 2005, 'Body image, self-esteem, and health-related behaviors among male and female first year college students', *Journal of College Student Development*, vol. 46, no. 6, pp. 612 - 623, viewed 18 October 2019, Experts.asu database, <https://doi.org/10.1353/csd.2005.0062>.
- Machangu Ona, IN 2017, *Extent of use of skin bleaching agents and associated factors among female college students in Ilala District, Daressalaam*, thesis, Tanzania, Muhimbili University of Health and Allied Sciences, viewed 18 October 2019, pdfs.semanticscholar.org database.
- Nation 2009, 'Clinic turns down teens request for skin whitening', *The Star Online*, 16 October, viewed on 18 October 2019, <<https://www.thestar.com.my/news/nation/2009/10/16/clinic-turns-down-teens-request-for-skinwhitening/>>.
- Olumide, YM, Akinkugbe, AO, Altraide, D, Mohammed, T, Ahamefule, N, Ayanlowo, S, Onyekonwu, C & Essen, N 2008, Complications of chronic use of skin lightening cosmetics, *International Journal of Dermatology*, vol. 47, no. 4, pp. 344-353, viewed 18 October 2019, PubMed.gov database.
- Pandey, G. 2019. 'Miss India contest: why do all the finalist 'look the same?'' *BBC News website*, 30 May, viewed 16 October 2019, <https://www.bbc.com/news/world-asia-india48442662?ocid=socialflow_facebook&ns_mchannel=social&ns_campaign=bbcnews&ns_source=facebook>.
- Ravichandran, N, 2013, 'Skin whitening creams can cause long-term damage, doctors warn', *Mail Online India*, 5 August, viewed 18 October 2019, <<http://www.dailymail.co.uk/>>.
- Robinson, PA, 2011, Skin bleaching in Jamaica: A colonial legacy. *ProQuest Dissertations and Theses*, (May).
- Rusmadi, SZ, Ismail, SNS, & Praveena, SM, 2015, 'Preliminary study on the skin lightening practice and health symptoms among female students in Malaysia', *Journal of Environmental and Public Health*, viewed 18 October 2019, Hindawi database, DOI 10.1155/2015/591790.

- Schutz, HK & Paxton, SJ, 2007, 'Friendship quality, body dissatisfaction, dieting, and disordered eating in adolescent girls', *British Journal of Clinical Psychology*, vol. 46, pp. 67-83, viewed 18 October 2019, APA PsychNET database.
- Shome, D, 2012, 'Why you should be wary of skin-lightening products', The Health Site, viewed 18 October 2019, <<http://www.thehealthsite.com/beauty/why-you-should-be-wary-of-skin-lightening-products/>>.
- Tantleff-Dunn, S & Lindner, DM 2011, 'Body image and social functioning', in Cash, TF & Smolak, L (ed.), *Body image: A handbook of science, practice and prevention*, Guildford Press, New York.
- Tiggemann, M 2011, 'Sociocultural perspectives on human appearance and body image', in Cash, TF & Smolak, L (ed.), *Body image: A handbook of science, practice and prevention*, Guildford Press, New York.
- Xu, X, Mellor, D, Kiehne, M, Ricciardelli, LA, MacCabe, MP, Xu, Y, 2010, 'Body dissatisfaction, engagement in body change behaviors and socialcultural influences on body image among Chinese adolescents', *Body Image*, vol. 7, no. 2, pp. 156-164, viewed 18 October 2019, Science Direct database.

Exploring Relationship Patterns In Polygamous Families

Muhammad Ajib Abd Razak, Intan Hashimah Mohd Hashim & Syazwani Drani

Pusat Pengajian Sains Kemasyarakatan, Universiti Sains Malaysia, 11800 Pulau Pinang

[Email: muhdajib@ukm.edu.my](mailto:muhdajib@ukm.edu.my), hashimah@usm.my, syazwanid@usm.my

Abstract

Polygamy is a well-known marriage practice among the Malay community in Malaysia. This practice is however still taboo, clouded by negative perceptions from the public about the difficulty in attaining happiness from a polygamous marriage. In light of this, this study examines relationship patterns in polygamous families. Two families were recruited to participate in the study. They consist of 10 respondents, specifically a husband, first, second, third and fourth wife, as well as the oldest child of the first wife. Data was collected using in-depth interviews. A thematic analysis was conducted and data analyzed through several coding methods. The findings highlight four relationship patterns used by the polygamous families in this study. These patterns are as follows; kindness and friendliness; straightforward despite some dissatisfaction; sharing and transparency; and consistent support. The forms of relationships that manifest in polygamous families will be discussed in the context of the strategies and methods used by family members to achieve harmony and happiness in their household. The findings of this study could facilitate marriage and family therapists in understanding holistic polygamous family issues and their implications for future studies.

Keywords: Relationship; Polygamy; Patterns; Family

Introduction

Polygamy is defined as a marital system that involves a man or woman marrying more than one partner at the same time (Hamdan, Auerbach & Apter 2009). When a man marries more than one wife, this is known as polygyny (Al-Krenawi & Slonim-Nevo 2008). Zeitzen (2008) explains that the term polygamy derives from the Greek poly (many) and gamos (marry), thereby denoting a marriage in which more than one spouse is involved. Polygamy is legally practiced in various countries, especially in the Middle East, Africa and Asia, and particularly in countries which practice Islamic Law (Elbedour, Onwuegbuzie, Caridine & Abu-Saad 2002). These days, polygamy is commonly portrayed as a controversial marriage system that contributes to various issues among a family's members. Polygamy is a hotly debated practice which is open to widespread misunderstandings (Brooks 2009). Contemporary studies have shown that the practice of polygamy tends to have more harmful than positive outcomes. For example, relationships with first wives are often characterized by unresolved conflicts, tension and even hate (Slonim-Nevo & Al-Krenawi 2006). Such marriages also often feature an unequal distribution of household and emotional resources (Adam & Mburugu 1994) and can lead to family financial problems (Freddy 2010; Al-Krenawi 1999).

Most research on polygyny has focused on children and adolescents in terms of their academic achievements, as well as the impact on their emotional well-being, mental health and behavior.

Research has also looked at the mental health impact on women (first and second wives) in such marriages, along with the psychosocial well-being of husbands. Previous studies have commonly focused on the impact of each member on one another, rather than trying to gain an understanding about relationship patterns and family functioning within polygamous families. Al-Sharfi, Pfeffer and Miller (2016) suggest that further investigation of the role of mediating variables, both positive and negative, is needed to understand the whole context of the nature of polygamous families. There has also been limited research into exploring possible factors that could contribute to better functioning within polygamous families. One possible factor pertains to the positive relationships which can be practiced within a family. A polygamous family that employs more positive elements in their relationships, such as respect, support, trust and joyful companionship, may function better. These elements have yet to be fully focused on. Much of the research has instead concentrated on the perceptions of families members about polygamy (Slonim-Nevo & Al-Krenawi 2006) and factors related to the marital satisfaction of women in polygamous marriages (Troy 2008). Although there have been systematic reviews of the effects of polygamy on children and adolescents (Al-Sharfi, Pfeffer & Miller 2016) and the impact of polygamy on women's mental health (Shepard 2013), there remains a lack of primary research focusing on relationship patterns and family functioning in polygamous families.

Objectives

The aims of this study were to identify and examine patterns of relationships in polygamous families. Relationship patterns, as understood by the researcher, refer to forms of family relationships as dimensions and sub-domains of expression, cohesion, and conflict in describing how a family works (Margola et al. 2017). Meanwhile, Moos and Moos (1981) and Moos (1990) describe forms of relationships as interpersonal relationships of family members that involve unity, communication and conflict resolution. Relationships are also defined by elements of communication (Boreng 2017), family conflict and social support (Almutairi 2017) as well as intimacy (Kulik & Kitaichik 2014).

Methodology

The researcher chose a qualitative approach due to the elusive nature of the study's design given the vagueness as to what and how the study should be conducted at its onset (Trochim 2006). According to Robson (2011), a qualitative study design evolves, develops and 'opens' as the research progresses. Qualitative research is the study of questions or statements, not hypotheses. As such, it simplifies the research process to obtain data effectively and seamlessly. According to Trochim (2006), qualitative research involves inductive reasoning to understand specific situations including history and individual experiences. This qualitative approach can also provide researchers with real-life experiences for exploring, identifying and understanding respondents more closely, and thereby gaining accurate information in line with the objectives of the study. A qualitative approach using phenomenological design will be used in this study. Phenomenological research is increasingly being used in the social sciences (Morse 1994). A phenomenological study is designed to understand the essence of experience as a phenomenon (Morse 1994). Creswell (2007), meanwhile, defines phenomenology as the 'meaning' of individual experiences in sharing a 'concept or phenomenon'.

Data Collection

The researcher found the respondents through social media platforms such as Malaysia's *Kelab*

Poligami Harmoni , then contacted their husbands in advance for an appointment. Subsequently, with the consent of the husband, the researcher was able to interview the relevant wives and children. To find the next respondents, the researcher used the snowball method. Interviews were conducted face-to-face and in person. The location of the interview was at the respondent's own residence. Before the interview began, respondents needed to complete an informed consent form stating their willingness to participate in this study. The entire interview session took one to two hours. The interview questions were also reviewed by the ethics committee of the University of Science Malaysia (USM) to ensure they were appropriate for using with the respondents.

Findings and Discussion

Table 1: Demographic characteristics of the interview participants.

Names (Pseudo)	Age	Years Married	Occupation	Position
Aman	51	26	Businessman	Husband
Iman	37	15	Lawyer	Husband
Ani	51	9	Teacher	First Wife
Siti	37	15	Teacher	First Wife
Khadijah	36	9	Teacher	Second Wife
Nani	36	4	Teacher	Second Wife
Yatie	42	4	Businesswoman	Third Wife
Mira	31	2	Housewife	Fourth Wife
Hana	26	-	Marketing Staff	Son of first wife
Riana	14	-	Student	Son of first wife

Relationship Patterns

Kindness and friendliness

Generally, the nature of the relationship between the husband and wives and children in the cases of the respondents Aman and Iman was warm and welcoming. Some family members described the family relationships as positive and marked by healthy growth, even though at the beginning the polygamous marriage in question was full of issues, problems and household conflicts. According to the respondent Aman, his relationships with his first and second wives are improving and becoming more positive. He added that these relationships are friendly, even blooming, and that his polygamous marriage prevents monotony. Below are some excerpts from the interview:

“...how is the relationship? emmm...I feel that my relationships with my wives are positive and even blooming...most people of my age who choose monogamy find it monotonous...polygamous marriage is more relaxing and we feel rejuvenated...” (Aman, husband)

Likewise, according to the respondent Iman, his relationships with his first, second, third and

fourth wives are good and friendly, even though at the beginning of the polygamous marriage, there were many undeniable problems and conflicts that arose - especially with the first wife. High emotions and jealousy were among the main obstacles for the husband in trying to ease the situation and create harmony between his first wife and other wives. Below are some excerpts from the interview:

‘...In terms of the relationship with the first wife, at the beginning of the marriage, there were a few problems. But she is a normal women, she is sensitive, emotional, and in my view there are no women who are willing to simply accept the new marriage of their husband. Also, she was jealous because she loves her husband so much. If she didn’t, she would just ignore me and let me do whatever I want. So she loves being in this marriage...’ (Iman, husband)

According to the respondent Ani, the relationships between her husband and his co-wives were outstanding but essentially normal. Any conflicts and misunderstandings that arise in the family relationships, especially among the co-wives, serve to make the marriage more mature. Love, understanding and trust are the keys to ensuring friendly, good and harmonious relationships. Below are some excerpts from the interview:

‘...the relationship pattern are quite normal... someone said that it's not ideal, with conflicts happening. But this is normal, and we are just fine. It means that we love and understand each other. These are the most important things in this relationship, along with the trust that exists between us...’ (Ani, first wife)

The statements from Aman, Iman and Ani show that their relationships are currently good, after having gone through some initial conflicts and family issues. Good and friendly relationships have been achieved after learning from the many mistakes they made and their respective shortcomings, allowing them to quickly resolve any problems that arise in the family. Slonim-Nevo and Al-Krenawi (2006) state that a well-functioning polygamous family should avoid conflict and resolve problems quickly, while maintaining an understanding of the needs of each couple. Similarly, the findings of Al-Krenawi & Kanat Maymon (2017) suggest that some susceptible family members are at risk for mental health problems like stress if they live in a state of conflict for too long and this conflict is not properly resolved. The implication is that damaged relationships between family members contribute to poor family functioning.

Straightforward despite some dissatisfaction

In terms of communication, family members in polygamous marriages are more likely to adopt a neutral approach and not hold back any feelings towards their spouse. They tend to be straightforward, making sure there are no misunderstandings and resolving any issues immediately so as to make each other feel better. Below are some excerpts from the study respondents:

I was straightforward, open and clear, especially with my co-wives...ermmm..at the beginning of the marriages. we sat down frequently is we had any feelings of dissatisfaction ..often I would call my partner to talk and discuss things if she felt unsatisfied...I would say please talk and be straightforward with me.. Don’t stay alone - just tell the truth about how you feel. I was so worried that they weren’t telling me their feelings and that this might destroy the

relationship...’’ (Nisah)

Okay ... I felt a bit of resentment sometimes. I might as well tell you that I like being quiet. I feel like being quiet is better. So, for me, some things my sister said would be a bit confusing. Sometimes I would stay upset and even sulk occasionally, and maybe she noticed that sometimes (Ayu)

Expressive and straightforward communication is key to a good relationship between the first wife and co-wives. Previous studies by Al-Krenawi and Graham (1999) and Madhavan (2002) have found that spouses who are open, expressive, and honest are able to deal with things like jealousy and negative thoughts in a proper way. Being honest makes family members happy and stops them from being paranoid. According to the respondents Nisah and Ayu, they are usually expressive and straightforward in discussing issues such as night rotations, time allocations with husband, children’s affairs, household expenses, ways of serving and chatting with spouses, and household chores.

Sharing and transparency

According to the respondent Aman, to achieve harmonious and friendly relationships in polygamous marriages, men need to be 100 percent transparent with nothing hidden between the husband and his wives. Everything needs to be shared and expressed together, even if it is slightly sensitive. Calmness and peace of mind are attained by being transparent and non-secretive. This will also prevent suspicions and feelings of deception among couples from arising. Meanwhile, the third wife respondent Yatie said that transparency and sharing between husband and wife can generate lots of discussion and suggestions, as well as ideas that can enrich the family system. Below are some excerpts from the study respondents:

‘...Very, very transparent. If you are 100 percent transparent and always willing to talk, your household will not have any tangled threads. My marriage has lasted almost 26-27 years because we do not sweep things under the carpet if we not satisfied. We settle them immediately. It doesn’t matter if one of my wives is crying, feeling sad or angry with me, or if they can’t sleep - the most important things is that all issues are settled nicely... (Aman)

‘...It depends on the circumstances. If the problem needs to be shared with my husband, he will discuss it in detail and in-depth. When we have discussions, we always get valuable ideas and methods for solving the problem that has arisen. We also tend to share any issues concerning what is happening around me...’’(Yatie)

These findings reveal that polygamous families prioritize sharing at all times, as well as transparency. This enables husbands and wives to strengthen the bonds between them. Previous studies have found that wives in polygamous households have lower levels of happiness, lower self-esteem, and greater loneliness if they are isolated and do not have good relationships with their fellow wives (Al-Krenawi 2001).

Consistent Support

Some of the family members who participated find that being supportive makes them stronger in their polygamous marriage. Emotional support, words of encouragement, advice and

religious guidance are powerful elements in helping to reinforce family members' relationships. Below are some excerpts from the study respondents:

“...Ermm ... support? .. I get 100% in everything I do. My father has always supported me and encouraged me to do everything in a proper way. For example, I wanted to get involved in business, but wasn't sure about what kind of business. Anyhow, since I opened this business, my father and his wives have always supported me. Even if I get in trouble, my family always helps me...”(Hana)

“...Okay... ermmmm. my husband and co-wives give a lot of support to me if I am feeling down and upset, especially in my career and what I'm doing right now. If I'm scared and lost, he advises even if his attitude is quite aggressive. This means that he wants me to understand the real story and situation. He is not soft spoken, but strict in guiding me and making me more rational...”(Khadijah)

“...In my view, one should look at the stories of the prophet Ibrahim AS and the prophet Nabi Khidir AS.. They are about obedience without condition. My wives will support me whatever my situation. If I need help, my wives try to help because of the concept of obedience between husband and wife...(Iman)

“Hmm... now we are in the comfort zone. We already know each other well and don't have a lot of problems. There were just some issues and problems at beginning, which is normal like in other families. When a husband wants to marry another woman, his wife will feel disappointed and struggle to control her emotions. I need to ask myself why I must accept this.. Why must I give her permission? Why am I willing to live in polygamy? When I ask myself those questions, I find that I have two choices - whether to live in happiness or sadness...(Ani)

Support in the context of polygamy is about the husband giving emotional backing to his wives, wives giving emotional backing to their husband, and wives giving emotional backing to their children. The results of this study found that first and second wives received a lot of strict support aimed at changing their way of thinking from negative to positive and making them more rational. Previous studies have also shown that first and second wives often experience stress and low quality of happiness because they often think negatively about themselves and blame their husbands for worrying about their family's future (Al-Krenawi & Slonim-Nevo 2008). Support in the form of words of encouragement and generosity is widely provided by the respondents to ensure that husbands and wives alike do not deviate from true Islamic law and that polygamy is not abused. A study by Hassaouneh (2001) found that there is a lot of abuse in polygamous families because husbands do not carry out their role properly and abuse the power they have to manipulate their wives.

Conclusion

In conclusion, there are four relationship patterns used by the polygamous families in this study. These patterns are as follows; kindness and friendliness; straightforward despite some dissatisfaction; sharing and transparency; and consistent support. These four patterns are the major contributors to harmony and intimacy among polygamous family members. Public perceptions and views of polygamous families are often problematic, always conflicting, and need to be corrected. This is because many of the problems and issues that arise in polygamous

families are just like those in monogamous families. Nonetheless, polygamous family members are constantly striving and working to improve and resolve these issues so that everyone can live happily and harmoniously. Al-Krenawi (2010) states that in order for polygamous families to function properly, it is necessary to find good ways to improve the relationships between families members. In this way, the practice of polygamy will be seen as positive and reflect the cohesiveness typically associated with monogamous families. Improving relationship patterns will contribute to enhancing the resilience and success of the practice of polygamy (Chisholm & Burbank 1991). In light of this, it is important for psychologists and counselors to understand the dynamics of relationships, and how best these can be utilized to function well, in order to achieve harmony and psychological well-being in a polygamous household.

References

- Al-Krenawi, A 1999, 'Women of polygamous marriages in primary health care centers', *Contemporary Family Therapy*, vol. 21, no. 3, pp.417-430.
- Al-Sharfi, M, Pfeffer, K & Miller, AK 2016, 'The effects of polygamy on children and adolescents: a systematic review. *Journal of Family Studies*', vol. 22 no. 3, pp.272-286.
- Al-Krenawi, A 2010, 'A study of psychological symptoms, family function, marital and life satisfactions of polygamous and monogamous women: The Palestinian case', *International Journal of Social Psychiatry*, vol. 58, no.1, pp.79-86
- Al-Krenawi, A & Kanat-Maymon, Y 2017, 'Psychological symptomatology, self-esteem and life satisfactions of women from polygamous and monogamous marriages in Syria', *International Social Work*, vol. 60, no.1, pp.196-207.
- Al-Krenawi, A & Slonim-Nevo, V 2008, 'Psychosocial and familial functioning of children from polygynous and monogamous families', *The Journal of social psychology*, vol. 148, no. 6, pp. 746-764.
- Adams, B & Mburugu, E 1994, 'Kikuyu bride wealth and polygyny today', *Journal of Comparative Family Studies*', vol. 25, no. 2, pp. 159-166.
- AlMutairi, DO 2017, 'Work-family conflict, social support and job satisfaction among Saudi female teachers in Riyadh, Saudi Arabia', *Journal of Educational Sciences*, 29(2), 287-298.
- Al-Krenawi, A & Graham, JR 1999, 'The story of bedouin-arab women in a polygamous marriage, *Women's Studies*', *International Forum*, vol. 22, no. 5, pp. 497-509.
- Al-Krenawi, A 2001, 'Women from polygamous and monogamous marriages in an out-patient psychiatric clinic', *Transcultural psychiatry*, vol. 38, no. 2, pp.187-199.
- Booreng, MA 2017, 'Relationship between perception of parental communication styles incompatibility amongst high school students', *Journal of Research & Health*, vol. 7, no. 3, pp. 877-884.
- Cresswell, JW 2007, *Qualitative inquiry & research design: Choosing among five approaches (2nd ed.)*, Sage Publications, United States of America.
- Chisholm, JS & Burbank, VK 1991, 'Monogamy and polygyny in South-east Arnhem Land: Male coercion and female choice', *Ethology and Sociobiology*, vol. 12, no.4, pp. 291-313.
- Elbedour, S, Onwuegbuzie, AJ, Caridine, C & Abu Saad, H 2002, 'The effect of polygamous marital structure on behavioral, emotional, and academic adjustment in children: A comprehensive review of the literature', *Clinical Child and Family Psychology Review*, vol. 5, no. 4, pp. 255-271.

- Hassouneh, PD 2001, 'Polygamy and Wife Abuse: A Qualitative', *Health Care for Women International*, vol. 22, pp. 735-748.
- Hamdan, S, Auerbach, J & Apter, A 2009, 'Polygamy and mental health of adolescents,' *European Child & Adolescent Psychiatry*, vol. 18, no. 12, pp. 755-760.
- Kulik, L & Kitaichik, D 2014, 'Marital intimacy and selected correlates of gender roles: A comparative analysis of Israeli husbands and wives', *Women's Studies*, vol. 43, no.6, pp. 823-842.
- Moos, RH 1990, 'Conceptual and empirical approaches to developing family-based assessment procedures: Resolving the case of the Family Environment Scale,' *Family Process*, vol. 29, pp. 199-208.
- Moos, RH & Moos, BS 1981, '*Manual for the Family Environment Scale*', Consulting Psychologists Press, Palo Alto, CA
- Morse, JM 1994, *Designing funded qualitative research*, Sage Publications, Inc, London.
- Madhavan, S 2002, 'Best of Friends and Worst of Enemies: Competition and Collaboration in Polygyny', *Ethnology*, vol. 41, no.1, pp. 69-84.
- Margola, D, Fenaroli, V, Sorgente, A, Lanz, M & Costa, G 2017, 'The family relationships index (FRI)', *European Journal of Psychological Assessment*, pp. 1-11.
- Robson, C 2011, *Real world research: A resource for users of social research methods in applied settings*, Wiley Chichester, United Kingdom
- Slonim-Nevo, V & Al-Krenawi, A 2006, 'Success and failure among polygamous families: The experience of wives, husbands, and children', *Family Process*, vol. 45, no. 3, pp. 311-330.
- Shepard, L 2013, 'The impact of polygamy on women's mental health: a systematic review', *Epidemiology and psychiatric sciences*, vol. 22, no. 1, pp. 47-62.
- Troy, LE 2008, 'Factors related to the marital satisfaction of malian women in polygamous marriages. School for International Training Mali', *Gender, Health, and Development*, Unpublished manuscript.
- Trochim, W 2006, '*The research methods knowledge base (2th ed)*', viewed 5 October 2019 <<http://www.socialresearchmethods.net/kb>>.
- Zeitzen, MK 2008, *Polygamy: A cross-cultural analysis*, Oxford International Publisher, New York.

Contribution of social support system towards foster care children in government residential care

Arina Charansarn^{a*}, Prof Dr. Azlinda Azman^a, Farida Sasha^a

^aSchool of Social Sciences, Universiti Science Malaysia

*Email: arina.ch@student.usm.my

Abstract

Around the world, pauperism and social evasion are driving factors behind the provision of children into elective care. Prior histories background, social problem and maltreatment, such as poverty, abuse, neglect, parental substance abuse and parental mental health problems, all are cause for many children come into the residential care. Also the independent of child's issues at access into care, can influence wellbeing and unsuccessful as productive adult. Perhaps some difficulties are at least partially related to a lack of social support and unsuitable service received. The objective of this paper reviews the literature on social support system, particularly as it relates to well being foster care children, besides that this paper examines the role that the social support system plays an important role in well being of the children. The implications of this literature for social support system and well being of foster care children as discussed, as well as the procedure of Thailand government residential care for children can help them improve wellbeing and reintegration.

Keyword: Well being of foster care children; Social support system; Government residential care.

Introduction

At least 2.7 million children are living in residential care across the nation due to certain factors such as poverty, abuse, and neglect (Petrowski & friends, 2017). These children may voluntarily or involuntarily enter foster care. Voluntary placement is considered when a child is unable to receive adequate care from the biological parent or a lawful guardian. On the other hand, a child that is at a high risk of physical or psychological harm is forcefully removed from their biological parent or lawful guardian and involuntarily placed under foster care. In some situations where a legal guardian or biological parent fails to accept the responsibility of a child, the child is considered a dependent and is placed under foster care. To be considered a foster parent, there are certain policies and criteria to be met which vary according to legal jurisdiction.

Children living under certain conditions such as deprivation and poverty are faced with other environmental, education, and health-related risks (Uyan-Semerci & Erdogan, 2017). It is believed that children of single parents have higher behavior issues than children in two biological parent families (Fomby & Cherlin, 2007) and the behavior problem contributes to a child's destitute long-term results (Octoman & McLean, 2014). Furthermore, the development of children who passed through multiple family structure changes may be worse than that of

children raised in stable families; perhaps, it is even worse compared to those of children in single-parent but stable families (Fomby & Cherlin, 2004).

Foster care children

Foster care refers to a living arrangement & intervention set aside for taking proper care of children who are considered by a law court or a child protective services worker to be at risk if allowed to continue living with their biological homes (Bruskas, 2008). Such children are initially intended to be placed under foster care temporarily and to be returned to their families after addressing all the welfare and safety concerns (Carbone & Friends, 2007). The foster care system is established as a place to ensure the safety, health, and well being of young children while working out plans for a permanent reunion. This reunion could be in the form of adoption, placement with relatives, guardianship, or independent living when it is not possible to reunite the child with the biological family (Szilagyi & friends, 2015).

Living in foster care is often associated with different negative feelings, such as loss of relationships with important persons, as well as living in unfamiliar environments. Youths in foster care also experience a disconnect in their relationships with their biological parents, friends, and siblings. Children in foster care are restricted from some levels of in-person contact with their siblings as most of them are placed separately under different caregivers (Schwartz, 2010). Some children may even develop serious health, developmental, & psychosocial problems when placed under foster care, thereby exposing them to childhood trauma and complicated by their poor access to appropriate services (Szilagyi & friends, 2015). So, the placement of children in foster care facilities with specific problems can affect the well being of children when they are out of such facilities (Berger and Friends, 2009). Therefore, it is no doubt that, as a group, the psychosocial functioning of these children is often inferior to that of their peers as this population exhibits higher behavioral and emotional problems (Oswald & Goldbeck, 2009). Children in foster care may also have a high rate of social-emotional problems due to the abuse they suffered in their biological homes before entering foster care. Therefore, children in foster care should be given special attention based on certain considerations, such as their prior trauma, unmet mental health care needs, as well as risk for adverse outcomes. The worst previous experience of the fostered young people decreases their ability to handle the tasks of adolescence (Jee & Friends, 2010); their possibility of developing certain behavioral disorders is also at a high level as may manifest in acts like sexualized behaviors, oppositional defiance, and attention difficulties (Octoman & Mclean, 2014). With this instability, the mental health and behavioral problems of these children may be aggravated, thereby contributing to poor long-term consequences.

Moreover, lacks of social support due to frayed relationships contribute to some difficulties of children in foster care (Schwartz, 2010). As such, children who remained under care normally experience better outcomes compared to those who decided or were pressurized to leave care (Courtney & Dworsky, 2006). In summary, children in foster care should be considered a high-risk group as they often fall through the cracks of the health care system and this is challenging to caregivers as they keep figuring out the suitable way to support these children (Octoman & McLean, 2014).

Social support system and wellbeing of foster care children

Social support is assistance and care received from people in society in relation to mental and physical health. Social support may come from a spouse or companion, relatives, friends, co-workers, and community (Cohen & Wills, 1985). It affects one's daily routine, such as reduced psychological distress and anxiety, and increases well-being. It also raises one's ability to continue living in a society of people (Feeney & Collins, 2015)

According to reports, social support is associated with psychiatric and mental health outcomes of children; it can also enhance the ability of the children in coping with stress and in reducing certain difficulties (Doku & freinds, 2015). Therefore, social support could be a critical cost-effective resource for managing the consequences of mental problems among children; parental support is believed to be highly associated with reduced signs of depression and improved life quality in depressed children and those with sickle cell disease (Sehlo & Kamfar, 2015). Just like family support, social support is among the factors that can be considered risks for children's development. But if there are caring and loving parents, then happiness will be correlated with other factors. Family pressure and trust among family members are also issues that worth consideration (Uyan-Semerci & Erdoğan, 2017). Children in foster care demands quality care from the foster family as it will guide them through childhood to fulfillment in their future adult life (Schofield & Beek, 2009). Considering the importance of parental visitation to child adjustment in foster care, it has been associated with increasing well being of foster care children (Metzger,2008).

Government welfare comes as a support to foster care children in the form of providing a safe place and their basic need to improve their well being. The training and support from government residential care for children have also been identified as a way of improving the quality of placement and for reducing the stress and strain of foster care children. For child welfare agencies, mentoring is a feasible and affordable intervention that could bring more motivation for youthful life in foster care (Hudson, 2013). The provision of learning opportunities in government care homes could help foster youth in preventing negative psychosocial consequences and improving the quality of adult life. When planning services for foster children, it is necessary that the nature of these placement characteristics should be examined by child protective agencies and the related facilities (Zima & friends, 2000). Besides, the support from community networks such as provision of appropriate safeguards, bestowing placement stability, and supervision can help foster care children in coping with problems and improving well being after coming out of residential care (Lam and Wong, 2018).

With support from school social workers, educational systems can offer a suitable environment that provides foster care children a safe route out of their personal concerns. Being that school social workers are not directly involved in teaching academic skills to children, they should concentrate on provision of both micro and macro supportive interventions that gives the children the chance to maximize their learning potentials within the school environment (Altshuler, 1997). Counseling may also be helpful to foster care children; as such, group counseling should be practiced in foster care in consideration of the social skills deficits, emotional difficulties, and attention problems of the children. In all, social supports from parents, family, friends, community, and government are likely the most effective factor related to the well-being of foster care children (Octoman & McLean, 2014).

Government residential care in Thailand

Government social welfare services for children in Thailand have mainly been the responsibility of the Department of Children and Youth, Ministry of Social Development and Human Security that provides and protects the right of children (UNICEF, 2015). The children in need of residential care would be accommodated in the institutions under the auspices of the Department of Children and Youth, taking into account of their gender, ages, and needs. The data from the Department of Children and Youth in 2018 showed that 6,513 children and youths less than 18 years of age stay in 30 government residential cares for children around Thailand. Residential care homes for children in Thailand comprises of 20 Children's Homes, 2 Reception Homes, 2 Child Welfare Protection Homes, and 6 Child Welfare and Vocational Training Centre for children. Children's homes, Reception homes, and Child Welfare Protection Homes accommodate boys and girls aged less than 18 years separately, but the Reception homes and Child Welfare Protection Homes are for children who are delinquents, beggars, those that behave in a socially disapproved manner, abused children, and exploited children. Both homes provide similar services; for instance, basic necessities, education (both formal and non-formal), recreation activities, moral and religious education, vocational training and job placement. The vocational training centers provide the children with farming skills as well as formal and non-formal education.

However, residential care for children in Thailand still has some defects related to insufficiently qualified personnel, limited resources and lack of community-level support and expert care, especially for children with special needs.

There are also shortages in staff and capacity in homes that provide care to children with behavioral problems (UNICEF, 2015) and this affects the ability to offer personalized care for the children, especially those with special needs. Another issue that affects the provision of adequate care is the low salaries given to the caretakers despite the nature of their work; this has a negative impact on the children's welfare due to the correlation of quality service to quality enumeration in foster houses. It is, therefore, important to improve on the quality of caregivers' working conditions such that they will provide quality care that will improve the health of the foster care children (Hemmanee & Kaewpila, 2018).

Conclusion

Foster care children are a group of people that ought to have support from many sectors in the society, such as family, community, government, and all the sectors that related to children. This is because social support affects the well being of foster care children and lack of it may decrease their quality of life as well. However, the understanding of the weaknesses and strengths of the existing intervention techniques in foster care facilities require the experiences and perceptions of professionals in this sector. Future studies should also examine factors such as staff training, specialized care, foster parent training and qualifications, and information sharing as ways of providing support to foster parents. Furthermore, policies and practices that aim at supporting care workers, strengthening families, providing adequate and timely data, as well as infusing cultural competency within the system must be enacted in the future to help improve the quality and services of the foster care system.

References

- Altshuler, S.J., 1997. A reveille for school social workers: Children in foster care need our help!. *Children & Schools*, 19(2), p.121.
- Bruskas, D., 2008. Children in foster care: A vulnerable population at risk. *Journal of Child and Adolescent Psychiatric Nursing*, 21(2), pp.70-77.
- Berger, L.M., Bruch, S.K., Johnson, E.I., James, S. and Rubin, D., 2009. Estimating the “impact” of out-of-home placement on child well-being: Approaching the problem of selection bias. *Child development*, 80(6), pp.1856-1876.
- Carbone, J.A., Sawyer, M.G., Searle, A.K. and Robinson, P.J., 2007. The health-related quality of life of children and adolescents in home-based foster care. *Quality of life research*, 16(7), pp.1157-1166.
- Cohen, S. and Wills, T.A., 1985. Stress, social support, and the buffering hypothesis. *Psychological bulletin*, 98(2), p.310.
- Courtney, M.E. and Dworsky, A., 2006. Early outcomes for young adults transitioning from out-of-home care in the USA. *Child & family social work*, 11(3), pp.209-219.
- Doku, P.N., Dotse, J.E. and Mensah, K.A., 2015. Perceived social support disparities among children affected by HIV/AIDS in Ghana: a cross-sectional survey. *BMC public health*, 15(1), p.538.
- Feeney, B.C. and Collins, N.L., 2015. A new look at social support: A theoretical perspective on thriving through relationships. *Personality and Social Psychology Review*, 19(2), pp.113-147.
- Fomby, P. and Cherlin, A.J., 2004. Public Assistance Use among US-Born Children of Immigrants 1. *International Migration Review*, 38(2), pp.584-610.
- Fomby, P. and Cherlin, A.J., 2007. Family instability and child well-being. *American sociological review*, 72(2), pp.181-204.
- Hemmanee, P. and Kaewpila, W., 2018. ความสัมพันธ์ระหว่างคุณภาพชีวิตของผู้ดูแลกับปัญหาพฤติกรรมของเด็กในสถานสงเคราะห์. *Journal of the Psychiatric Association of Thailand*, 63(1), pp.13-20.
- Hudson, A. L., 2013. Career mentoring needs of youths in foster care: Voices for change. *Journal of Child and Adolescent Psychiatric Nursing*, 26(2), 131-137.
- Jee, S.H., Conn, A.M., Szilagyi, P.G., Blumkin, A., Baldwin, C.D. and Szilagyi, M.A., 2010. Identification of social-emotional problems among young children in foster care. *Journal of Child Psychology and Psychiatry*, 51(12), pp.1351-1358.

- Lam, L.T. and Wong, E.M., 2018. Factors associated with the social competence and emotional well-being among young children in an Asian urban city. *Early Child Development and Care*, 188(3), pp.336-344.
- Metzger, J., 2008. Resiliency in children and youth in kinship care and family foster care. *Child welfare*, 87(6), p.115.
- Octoman, O. and McLean, S., 2014. Challenging behaviour in foster care: what supports do foster carers want?. *Adoption & Fostering*, 38(2), pp.149-158.
- Oswald, S.H., Heil, K. and Goldbeck, L., 2009. History of maltreatment and mental health problems in foster children: A review of the literature. *Journal of pediatric psychology*, 35(5), pp.462-472.
- Petrowski, N., Cappa, C. and Gross, P., 2017. Estimating the number of children in formal alternative care: Challenges and results. *Child abuse & neglect*, 70, pp.388-398.
- Schofield, G., & Beek, M. (2009). Growing up in foster care: providing a secure base through adolescence. *Child & Family Social Work*, 14(3), 255-266.
- Schwartz, A.E., 2010. "Nobody knows me no more": Experiences of loss among African American adolescents in kinship and non-kinship foster care placements. *Race and Social Problems*, 2(1), pp.31-49.
- Sehlo, M.G. and Kamfar, H.Z., 2015. Depression and quality of life in children with sickle cell disease: the effect of social support. *BMC psychiatry*, 15(1), p.78.
- Szilagyi, M.A., Rosen, D.S., Rubin, D. and Zlotnik, S., 2015. Health care issues for children and adolescents in foster care and kinship care. *Pediatrics*, 136(4), pp.e1142-e1166.
- UNICEF. (2015). *Review of Alternative Care in Thailand*. UNICEF.
- Uyan-Semerci, P. and Erdoğan, E., 2017. Child well-being indicators through the eyes of children in Turkey: a happy child would be one who.... *Child Indicators Research*, 10(1), pp.267-295.
- Zima, B.T., Bussing, R., Freeman, S., Yang, X., Belin, T.R. and Forness, S.R., 2000. Behavior problems, academic skill delays and school failure among school-aged children in foster care: Their relationship to placement characteristics. *Journal of Child and Family Studies*, 9(1), pp.87-103.

The Factors of Boba Tea Consumption in Malaysia

Boey Tian Lai^{a,*}, Arianna Oh Zhing Ni^a, Lianne Chan Wen Yu^a, Poon Shu Yun^a,
Serene Tan Liu Mei^a, Shalini A/P Mydeen^a, & Chin Wen Cong^a

^aSchool of American Degree Program, SEGi College Penang, Malaysia

*Email: birneyboey@gmail.com

Abstract

Over recent years, boba tea has been one of the most popular drinks sought after by Malaysians. Moreover, there is an extraordinary 3000% increase in the delivery orders for bubble tea among Southeast Asians through GrabFood in 2018. However, with its high sugar content, recent research has suggested that excessive consumption of boba tea is linked to obesity and other health risks. It is important to find out the factors of boba tea consumption in order to identify interventions that could be performed through counseling to reduce these health risks. With the lack of relevant research and literature on this topic, this study aims to investigate the factors associated with boba tea consumption in Malaysia. A total of 185 participants (aged between 14 to 54 years old), consisting of 102 respondents from the Boba Festival 2019, Penang, Malaysia and 83 online respondents, were recruited through purposive sampling. Participants filled out online self-report questionnaires which measure the four factors associated with the consumption of boba tea in Malaysia: (a) sugar consumption; (b) caffeine consumption; (c) branding influence; and (d) social media influence. The results obtained by running the Pearson Correlation analysis on the responses showed that all the factors studied, excluding branding influence, are positively correlated to the consumption of boba tea. Hence, this suggests that higher levels of sugar consumption, caffeine consumption, and social media influence may contribute to the increase in consumption of boba tea. This study also provides some useful intervention strategies for counselors and recommendations for future research.

Keywords: Boba tea; Caffeine consumption; Malaysia; Social media influence; Sugar consumption.

Introduction

It was reported in 2018 that there was a 3000% increase in the delivery orders for boba tea among Southeast Asians through GrabFood, a food delivery service (Yim & Lee 2019). With the convenience of a food delivery service, boba tea is now more accessible. Grab's data analysis by Yim and Lee (2019) showed that Malaysians consume at least three cups of bubble tea per person each month, which includes a 7 times increase after GrabFood joined the industry. Just the average would total up to 36 cups in a year. Chia (2019b) also reported that boba tea is specially designed to attract consumers to be part of the viral trends, which lead to more people willing to queue for at least 30 minutes to get their drink. This can especially be seen when a new boba tea shop opens in any area.

Boba tea has been increasingly popular with Malaysians since 2010 (Mei 2019). It is said that a cup of boba tea with regular sweetness level contains at least 300 calories (one and a half cup of rice) and varies depending on the shops and toppings in the beverage (O'Connell 2018). A cup of regular boba tea contains 34 grams of sugar, which takes up almost 70 percent of the recommended daily intake of sugar by the World Health Organization (Kien 2018). It is almost as much as a slice of cheesecake (Chia 2019a). Because of this, boba tea has been labeled as

the most unhealthy drink by nutritionists because of its high levels of sugar and trans fats that will bring bad impact on one's health (Kwan 2018).

Min, Green and Kim (2016) postulated that excessive consumption of boba tea will lead to obesity. They found that obesity rates, which includes diabetes, cardiovascular disease and cancers had reached its maximum range throughout Asia. This is because boba drinks contain a high level of sugars and fats, which can cause obesity. Two out of three adults and one out of three children are having obesity problems (Flegal et al. 2012). Kelishadi (2014) studied that people with obesity will have bad health conditions compared to a normal weight person. This will lead to their lifespan being shorter by two years compared to a person with normal weight (Kelishadi 2014). Some may consume boba tea as a coping mechanism for problems although this may not be the healthiest option as it may lead to health issues in the long run. Interventions can be performed through counseling to reduce these health risks. However, there is a lack of relevant research and literature on this topic. Therefore, this study aims to investigate the factors associated with boba tea consumption in Malaysia.

Sugar Consumption

The sugar content found in boba tea is one of the factors that may contribute to higher boba tea consumption. The relationship between sugar and boba tea consumption could be explained through the study of nutrition data. This data mentioned that a cup of boba tea contains high level of sugars and fats (Min, Green & Kim 2016). Star 2 (2019) also reported that a cup of boba tea contains an average of 20 teaspoons of sugar. Min, Green and Kim (2016) found that boba tea drinks have highly exceeded the daily recommended intake of sugar since a normal healthy adult should not consume more than 8 teaspoons of sugar per day. Hence, boba tea highly exceeds the recommended level of sugar intake. A cup of boba tea contains about 200 to 450 calories and it depends on the type of boba tea consumed (Min, Green & Kim 2016). Therefore, boba tea is categorized as sugar-sweetened beverages (SSB) with high-fructose corn syrup (HFCS) (Chan et al. 2014; Min, Green & Kim 2016). SSB refers to drinks that contain sugar, such as soda and energy drinks and there is strong evidence that consumption of SSB is high among both children and adults (Bleich & Vercammen 2018). Based on the literature above, it is apparent that sugar has a great influence on the consumption of boba tea as most people consume sugary drinks. Therefore, this study hypothesized that the higher the sugar consumption, the higher the boba tea consumption.

Caffeine Consumption

Currently, caffeine is seen to be making its way into the latest social trend. This trend involves a highly sought after drink, which is none other than boba tea that not only contains large amounts of sugar but also caffeine (Reinfrank & Chan 2019). As seen through the research of Yim and Lee (2019), Southeast Asians are more prone to drinking boba tea. They have taken certain measures to ensure boba tea is available to them through mediums such as GrabFood. In fact, orders for boba tea via GrabFood have been increasing at an exponential rate over several Southeast Asian regions by 3,000% in 2018. Through tracking, Yim and Lee (2019) have found that most Southeast Asians consume at least 4 cups of boba tea per month via GrabFood alone (not taking into account how much they consume via other mediums), and the second most ordered flavor being coffee which contains caffeine. With the increase in demand for caffeinated drinks over recent years, more people are trying out boba tea. Therefore, the study hypothesized that the higher the caffeine consumption, the higher the boba tea consumption.

Branding Influence

With the increase in the demand for boba tea drinks over the recent years, several studies have been conducted in order to study the influence of branding on boba tea and other tea-related products (Balasubramanian et al. 2018; Oke et al. 2016). The association between brand loyalty and consumer purchasing behavior could be explained through Fishbein's (1967) Theory of Reasoned Action. According to this theory, three situational factors were identified to be essential in determining brand loyalty, which is: attitudes towards buying, subjective norms and the purchasing behavior of the consumers themselves. The former two factors are based on the consumer's cognition processes towards brand loyalty, while the latter is from a behavioral perspective. Subsequently, Choong (1998) reported that discrepancies between attitude towards buying and subjective norms would lead to lower brand loyalty. Hence, having a positive attitude towards purchasing boba tea alongside the existence of social trend of drinking boba tea consumption may lead to higher consumption of boba tea.

Balasubramanian et al. (2018) conducted empirical research in order to investigate the repurchase intention of boba tea drinks among consumers in Malaysia. This study involves the examination of relationships between four factors (affective emotions, perceived value, price fairness, and interactional fairness) towards customer satisfaction and the behaviour of repurchasing intention. They found that all four factors, excluding price fairness, have a positive relationship with consumer satisfaction, which correlates with a positive and significant relationship towards repurchase intention of bubble tea in Malaysia. In addition, Oke et al. (2016) proposed several factors determining consumer behavior towards tea in Thailand, which includes cultural factors, social factors, and individual factors. Hence, it is evident that consumer behavior plays a huge role in the development of demand for boba tea drinks over recent years. Therefore, this study hypothesized that the higher the branding influence, the higher the boba tea consumption.

Social Media Influence

Moreover, boba tea has also become viral as it is trending, especially in social media (NDTV Food Desk 2019). With this craze, it further encourages customers to post and comment about the drinks on social media platforms such as Facebook and Instagram (Dinh & Li 2017). Some individuals are even willing to spend their time to queue up to get a photo of the beverage and post it on social media just to show others that they are drinking it. According to Stackla (2018), about 60% of people trusted the comments of their peers and families. This shows that social media can be influential to society due to the sense of wanting to be a part of the trend, which might contribute to an increase in boba consumption. As a platform for social interactions, social media is suggested to cause an increase in the consumption rate of boba due to social influences (Jaitui 2018). This is linked to the marketing strategies employed by most boba tea shops in order to increase customer loyalty (Fröjdö 2018). They often utilize social media in order to advertise their new menus and to spread the news of promotions to customers. In China, the news of additional new products on the menu are often spread through WeChat among friends and family (Han 2018), which influences people to line up in order to buy the new products. However, it remains unclear how social media influences boba tea consumption in Malaysia, which provides the basis for conducting this study.

In the field of marketing, Maslow's (1943) Hierarchy of Needs is often used as the basis for catering to the consumers' needs. As highlighted by Veronika (2013), modern marketing relies on the five levels introduced in this theory, namely the physiological needs, safety needs, social

needs, self-esteem needs, and needs for self-fulfillment. This is because motivation is essential in the consumer's decision-making process. However, other factors such as sociocultural and demographic factors, also influence consumers' purchasing behavior (Oke et al. 2016). With the implementation of online shopping services, there are various changes made in marketing strategies by businesses that affect the consumer purchasing decision process (Veronika 2013). Similarly, marketers often practice this theory through the emphasis on creating the need for recognition among peers and the reliance on peers for a sense of social belonging via social media (Rothman 2012). Hence, pictures of boba tea posted by peers and family all over social media would encourage higher consumption of boba tea. This is because consumers would purchase more boba tea out in order to be recognized by their peers and not losing out on this latest trend. Therefore, this study hypothesized that the higher the level of social media influence, the higher the boba tea consumption.

Methodology

Sampling

A sum of 185 participants (aged between 14 to 54 years old, $M = 22.19$ years old), was composed of 102 respondents from the Boba Festival 2019, Penang, Malaysia and 83 online respondents. Among the 185 participants, 58.9% were female respondents and 41.1% were male respondents. Participants were engaged in taking part in this study through a combination of both purposive sampling as well as convenient sampling. Purposive sampling was employed on the 102 attendees of the Boba Festival as most attendees were boba tea drinkers. As for the other 83 participants, convenient sampling was utilized to acquire more data.

Data Collection

Attendees of the Boba Festival were approached and asked to complete the survey. Also, QR codes and links were sent via social media for non-attendees of the festival to access and complete the questionnaire. Prior to filling out the survey, informed consent had been obtained when participants clicking "NEXT" after they were informed of the aim of the study and assured that their identities and information be kept confidential.

Instrumentation

An online questionnaire was created and divided into three sections that measure: (1) demographic information, (2) independent variables: sugar consumption, caffeine consumption, branding influence, social media influence, and (3) dependent variable (boba tea consumption). The twelve items for the independent variables (three items for each variable) were answered through the use of a Likert scale ranging from 1 (Never) to 4 (Always), while the eleven items assessing dependent variable was answered through the 4-point Likert scale with 1 (Strongly Disagree) and 4 (Strongly Agree). All the scales showed moderate to high internal reliability with Cronbach's alpha coefficients of .554 (sugar consumption), .865 (caffeine consumption), .787 (branding influence), .815 (social media influence) and .914 (boba tea consumption).

Results and Discussion

The Pearson correlation coefficients, mean, and standard deviations for all four factors are displayed in Table 1. From Table 1, sugar consumption ($r = .379$, $p < .01$), caffeine consumption ($r = .182$, $p < .05$), and social media influence ($r = .269$, $p < .01$) were significantly and positively correlated to boba tea consumption. The results show that the higher the consumption of sugar, caffeine consumption, and social media influence respectively, the higher the consumption of boba tea. However, Table 1 also showed that there was no significant correlation found on branding influence and boba tea consumption ($r = .083$, $p = .262$). The results showed that branding influence does not have a significant association with boba tea consumption.

Table 1. Pearson Correlation Analysis (N = 185)

Variables	M (SD)	1	2	3	4	5
1. Sugar Consumption	6.83 (2.07)	1				
2. Caffeine Consumption	7.63 (2.92)	.291	1			
3. Branding Influence	9.52 (2.11)	.102	1.93**	1		
4. Social Media Influence	8.81 (2.26)	.274	.164*	.333**	1	
5. Boba Tea Consumption	7.30 (5.38)	.379**	.182*	.083	.269**	1

Note. ** $p < .01$; * $p < .05$

The correlation between the consumption of boba tea and sugar consumption is supported by Min et al. (2016) through the explanation of the nutrition data's study. Min et al. (2016) mentioned that a high level of sugars and fats were found in a cup of boba tea. Besides that, Bleich and Vercaemmen (2018) found that there is strong evidence on high consumption of SSB among children and adults. This showed that high level of sugar consumption affects the consumption of boba tea as hypothesized.

Moreover, Reinfrank and Chan (2019) stated that other than a large amount of sugar, caffeine is also found in boba tea, which makes its way into the boba tea trend. Research conducted by Yim and Lee (2019) clearly showed that the second most ordered boba tea flavor is coffee, which contains caffeine. This is consistent with the literature cited and the study's hypotheses, which provide valid and reliable support on the findings, that display significant correlations between boba tea consumption and caffeine consumption. As hypothesized, higher consumption of caffeine affects the higher level of boba tea consumption.

Furthermore, the relationship between boba tea consumption and social media influence was found to have significant correlation. Social media's function as a platform for social interactions was identified as a cause of the increment of boba tea consumption (Jaitui 2018). Fröjdö (2018) supported that most boba tea shops carried out marketing strategies using social

media to increase customer loyalty. With the marketing strategies and theory, the marketers also created a sense of belonging and getting recognition from others through social media (Rothman 2012). Findings and hypotheses are corresponding with one another as hypothesized that the higher the level of social media influence, the higher the boba tea consumption.

However, findings showed that there is no significant correlation between boba tea consumption and branding influence. By comparing the current study with Balasubramanian et al.'s (2018), it was shown that there is a difference in the construct used to define boba tea consumption. Balasubramanian et al. (2018) defined boba tea consumption through consumer satisfaction, that leads to the repurchasing intention of consumers on boba tea, which is in accordance with the Theory of Reasoned Action (1967). In contrast, the current study focuses directly on whether consumers take branding into account when consuming boba tea. Hence, the difference in construct would explain the contradiction in the findings of the present study in comparison to the hypothesis made.

Conclusion

The goal of this study was to investigate the correlation between factors such as sugar consumption, caffeine consumption, branding influence and social media influence on boba tea consumption among Malaysians. The findings in this study showed that sugar consumption, caffeine consumption, and social media influence are significantly correlated to boba tea consumption. Thus, this study suggested that increase in levels of sugar consumption, caffeine consumption, and social media influence are more likely to increase boba tea consumption. This study also provides some useful intervention strategies for counselors and recommendations for future research.

First of all, an effective strategy such as setting a daily sugar limit will help the clients to be more aware of the amount of refined sugar they consume daily (Bilazarian 2015). Hence, clients with high boba tea consumption are advised to reduce the number of boba tea consumption as a cup of boba tea consists 70% of daily sugar intake (Kien 2018). Secondly, counselors need to apply "Caffeine Fading" technique by setting a specific goal caffeine intake for each week in order to reduce the withdrawal effects (James, Stirling & Hampton 1985). Thereby, clients will gradually reduce their consumption of boba tea. Besides that, to prevent the influences of social media in the clients' purchasing boba tea decision, counselors need to help them gain a better understanding of the adverse effects of blindly following social media influence. The stage of cognitive reconstruction will help the client to realize the negative consequences and reducing the usage of social media (Hou et al. 2019). Thereby, a deeper understanding of social media influence would help to reduce the likelihood of consuming boba tea.

However, there are several limitations that should be noted in this study. With the lack of previous specific scientific studies in this research area, it is difficult to identify and give equal consideration to each of the factors. As boba tea is a recent phenomenon; therefore, there are limited theoretical foundations available to support our study. Thus, future studies with more variables (e.g., depression, health awareness, and peer pressure) need to be carried out to establish the relationships between the factors and boba tea consumption. Besides, common issues in selective sampling are highly subject to bias, which is known as selection bias. It is difficult to defend the representatives of the sample and achieve generalization when purposive sampling method is used. There might be existence of judgment when researchers choose purposive sample to suit this study. Convenience sampling used in this study reduces a larger part of the population; therefore, it is hard to generalize the results from the survey carried out

to the population as a whole. There might be biased results and possibility of under or over-representation of a population. Therefore, future research is recommended to use probability sampling as each individual has the chance of being equal chance of being chosen from a population as the subject for research without bias.

References

- Balasubramanian, K, Fan, WM, Ramalingam, V & Chai, VSH 2018, 'The bubble drink industry in Malaysia: An empirical assessment of repurchase intention', *Asia-Pacific Journal of Innovation in Hospitality and Tourism* 2018, vol. 7, no. 2, pp. 103-119, viewed 31 October 2019, <https://university2.taylors.edu.my/apjiht/downloads/vol7_no2_2018.pdf>.
- Bilazarian, S 2015, 'Nutrition Counseling: From Clueless to Competent', Part 2, March 10, viewed 31 October 2019, <<https://www.medscape.com/viewarticle/841022>>.
- Bleich, SN & Vercammen, KA 2018, 'The negative impact of sugar-sweetened beverages on children's health: an update of the literature', *BMC Obesity*, vol. 5, pp. 6, viewed 31 October 2019, DOI 10.1186/s40608-017-0178-9.
- Chan, TF, Lin, WT, Chen, YL, Huang, HL, Yang, WZ, Lee, CY, ... Lee, CH 2014, 'Elevated serum triglyceride and retinol-binding protein 4 levels associated with fructose-sweetened beverages in adolescents', *PLoS ONE*, vol. 9, no. 1, viewed 31 October 2019, DOI 10.1371/journal.pone.0082004.
- Chia, RG 2019a, 'Brown sugar milk tea is the unhealthiest bubble tea – and milk foam is the worst topping, Singapore hospital warns', *The Business Insider*, viewed 31 October 2019, <<https://www.businessinsider.my/brown-sugar-milk-tea-is-the-unhealthiest-bubble-tea-and-milk-foam-is-the-worst-topping-singapore-hospital-warns/>>.
- Chia, RG 2019b, 'People in Singapore, Malaysia and Indonesia order 3 cups of bubble tea per month, Grabfood says', *The Business Insider*, viewed 31 October 2019, <<https://www.businessinsider.my/people-in-singapore-malaysia-and-indonesia-order-3-cups-of-bubble-tea-per-month-grabfood-says/>>.
- Choong, LH 1998, 'The theory of reasoned action applied to brand loyalty', *Journal of Product & Brand Management*, vol 7, no. 1, pp. 51-61, viewed 31 October 2019, DOI 10.1108/10610429810209737.
- Dinh, S & Li, A 2017, 'Living in a boba bubble', viewed 31 October 2019, <<http://thematadorsghs.us/index.php/2017/05/26/living-in-a-boba-bubble/>>.
- Fishbein, M 19, 'Theory of reasoned action', *Encyclopedia of health and behavior*, SAGE Publications, Inc., Thousand Oaks, CA, pp. 712-714, viewed 31 October 2019, DOI 10.4135/9781412952576.n209.
- Flegal, KM, Carroll, MD, Kit, BK & Ogden, CL 2012, 'Prevalence of obesity and trends in the distribution of body mass index among US adults', *JAMA*, vol. 307, no. 5, pp. 491, viewed 31 October 2019, DOI 10.1001/jama.2012.39.
- Fröjdö, H-M 2018, 'Feasibility of a bubble tea shop in Jakobstad', pp. 1-51, viewed 31 October 2019, Available from: Theseus.
- Han, Y 2018, 'Study on consumption behavior of milk tea based on the customer value theory-taking" A Little Tea" in Shenzhen as an example', *2018 International Conference on Management, Economics, Education and Social Sciences (MEESS 2018)*, viewed 31 October 2019, DOI 10.2991/meess-18.2018.93.
- Hou, Y, Xiong, D, Jiang, T, Song, L & Wang, Q 2019, 'Social media addiction: Its impact, mediation, and intervention', vol. 13, viewed 31 October 2019, DOI <http://dx.doi.org/10.5817/CP2019-1-4>.

- Jaitui, K 2018, 'Encoding the key successes of bubble tea in Thailand by customer insight', viewed 31 October 2019, <<https://www.linkedin.com/pulse/encoding-key-successes-bubble-tea-thailand-customer-insight-jaitui/>>.
- James, JE, Stirling, KP & Hampton, BM 1985, 'Caffeine fading: behavioral treatment of caffeine abuse', *Behavior Therapy*, vol. 16, no. 1, pp. 15–27, viewed 31 October 2019, DOI 10.1016/s0005-7894(85)80052-6.
- Kelishadi, R 2014, 'Health impacts of obesity', *Pakistan Journal of Medical Sciences*, vol. 31, no. 1, viewed 31 October 2019, DOI 10.12669/pjms.311.7033.
- Kien, S 2018, 'Hard truths you don't want to hear about bubble tea', viewed 31 October 2019, <<https://blog.iuiga.com/2018/11/01/bubble-tea-truths/>>.
- Kwan, L 2018, 'Bubble tea is the most unhealthy drink according to nutritionists, here's why', *World Of Buzz*, October 15, viewed 31 October 2019, <<https://www.worldofbuzz.com/bubble-tea-is-the-most-unhealthy-drink-according-to-nutritionists-heres-why/>>.
- Maslow, AH 1943, 'A theory of human motivation', *Psychological Review*, vol. 50, no. 4, pp. 370-396, viewed 31 October 2019.
- Mei, FL 2019, 'Boom or bust?: Malaysia's bubble tea scene approaches saturation point', *Channel New Asia*, July 14, viewed 31 October 2019, <<https://www.channelnewsasia.com/news/asia/boom-or-bust-malaysia-bubble-tea-saturation-11711138/>>.
- Min, JE, Green, DB, & Kim, L 2016, 'Calories and sugars in boba milk tea: Implications for obesity risk in Asian Pacific Islanders', *Food Science & Nutrition*, vol. 5, no. 1, pp. 38–45, viewed 31 October 2019, DOI 10.1002/fsn3.362.
- NDTV Food Desk 2019, 'Viral: Bubble tea obsessed teenager ends up in hospital with over 100 undigested boba pearls!', viewed 31 October 2019, <<https://food.ndtv.com/food-drinks/viral-bubble-tea-obsessed-teenager-ends-up-in-hospital-with-over-100-undigested-boba-pearls-2062725>>.
- O'Connell, JT 2018, 'How Many Calories Are in Pearl Milk Tea?', *Live Strong*, December 19, viewed 31 October 2019, <<https://www.livestrong.com/article/321549-how-many-calories-are-in-pearl-milk-tea/>>.
- Oke, A, Kamolshotiros, P, Popoola, O, Ajagbe, M, & Olujobi, O 2016, 'Consumer behavior towards decision making and loyalty to particular brands', *International Review of Management and Marketing*, vol. 6, no. 4S, pp. 43-52, viewed 31 October 2019, <<http://www.econjournals.com/index.php/irmm/article/view/2465>>.
- Reinfrank, A, & Chan, B 2019, 'History of bubble tea: how boba, born of a staff competition in Taiwan, became a global phenomenon', viewed 31 October 2019, <<https://www.scmp.com/lifestyle/food-drink/article/2187047/history-bubble-tea-how-boba-born-staff-competition-taiwan>>.
- Rothman, D 2012, 'The psychology of social sharing: Maslow's hierarchy of needs', *Marketo*, viewed 31 October 2019, <<https://blog.marketo.com/2012/11/the-psychology-of-social-sharing-maslows-hierarchy-of-needs.html>>.
- Stackla 2018, 'The consumer content report: Influence in the digital age', viewed 31 October 2019, <<https://stackla.com/resources/reports/the-consumer-content-report-influence-in-the-digital-age/>>.
- Star2 2019, 'How bubble tea can affect your health', viewed 31 October 2019, <<https://www.star2.com/health/2019/08/13/heres-how-bubble-tea-can-affect-your-health/>>.

- Veronika, S 2013, 'Motivation of online buyer behaviour', *Journal of Competitiveness*, vol. 5, no. 11, pp. 14-30, viewed 31 October 2019, DOI 10.7441/joc.2013.03.02.
- Yim, LR & Lee, MX 2019, 'Bubble tea craze on GrabFood!' viewed 31 October 2019, <<https://www.grab.com/sg/blog/bubble-tea-craze-on-grabfood/>>.

Emerging Adulthood and Alcohol Use: Self-Control as a Moderator

Teng Huey Yi*, Dr Chie Qiu Ting, Tan Soon Aun

Universiti Tunku Abdul Rahman, Perak, Malaysia

Email: tenghueyyi@utar.my

Abstract

According to a National Health and Morbidity Survey (NHMS) in Malaysia, those aged 18 to 29 have a high rate of alcohol use compared to the other age groups. The same survey also found that alcohol use peaked among those with higher educational attainments. Alcohol use is known to lead to negative health outcomes; therefore, this study aims to investigate the underlying psychological risk and protective factors behind the high alcohol consumption in this group of the population known as ‘emerging adults.’ To determine the relationship between the five emerging adulthood experiences (identity exploration, instability, self-focus, feeling in-between, possibilities) and alcohol use as moderated by self-control, a cross-sectional research design was utilized and the sample size consisted of 350 tertiary education students from Malaysia. The Inventories of the Dimensions of Emerging Adulthood (IDEA-31), Alcohol Use Disorders Identification Test (AUDIT-10), and Brief Self-Control Scale (BSCS-13) were used to measure the level of emerging adulthood experiences, alcohol use, and self-control respectively. Standard multiple regression and Hayes’ PROCESS Macro from SPSS produced significant results. Identity exploration, possibilities, and instability were found to significantly predict alcohol use, whereas self-control was a significant moderator of the relation between alcohol use and the emerging adulthood experiences of identity exploration, possibilities, and self-focus, respectively. These findings implicated that developing intervention efforts aimed at reducing alcohol use among emerging adults should focus on effective methods to improve self-control.

Keywords: Emerging adulthood; Alcohol use; Self-control; Tertiary education students; Malaysia

1. Introduction

Based on data collected from the National Health and Morbidity Survey (NHMS) in Malaysia, those aged 18 to 29 were found to have a higher alcohol use compared to the other age groups. It was also found that alcohol use peaked among those with higher education attainments (Mutalip, Kamarudin, Manickam, Hamid, & Saari 2014). However, few studies in Malaysia have examined the underlying psychological factors that may explain the high use of alcohol in this group of people also known as ‘emerging adults.’ The term ‘emerging adulthood’ is also relatively newly introduced although there has been local literature supporting its existence (Wider, Halik, Mustapha, & Bahari 2015). This study also aims to identify characteristics that would moderate the association between emerging adulthood experiences and alcohol use by providing support for the protective function of self-control.

1.3 Alcohol Use

In Malaysia, majority of the citizens are Muslims and prohibited from consuming alcohol due

to religious practices; therefore alcohol is only available for non-Muslims. Unhealthy levels of alcohol use are known to lead to serious health and social issues (Cheah & Rasiah 2017). To curb alcohol use, the Ministry of Health recently stated that consumers have to be 21 years old and above to be able to purchase alcoholic drinks legally in Malaysia, an increase from the previous 18 years old (Rajendra 2018). Malaysia also has the third-highest tax on alcohol worldwide (Wong, 2018). Unfortunately, despite the government's continuous effort Malaysia emerged as the tenth-largest alcohol consumer worldwide in 2016 according to a report released from World Health Organisation (Bavani 2018).

Excessive alcohol use in tertiary education level is specifically linked to several negative consequences, including academic underperformance, bodily injury through alcohol-induced accidents, and even fatality (White & Hingson 2014). For example, tertiary education students are particularly vulnerable to driving under the influence of alcohol, based on a study conducted across multiple Asia countries (Peltzer & Pengpid 2015). Local statistics in Malaysia also recorded that 48% of mental health problems due to psychoactive substance was caused by alcohol, and 30% of road accidents nationwide were caused by drinking and driving (Mutalip et al. 2014), which place further importance on this study.

1.4 Emerging Adulthood Experiences

Emerging adulthood, which refers to individuals between ages 18 to 29, was proposed as a distinct developmental period between adolescence and young adulthood. This transition period allows individuals to gradually assume adult roles and responsibilities before achieving full adulthood. The attribution of this new life stage is due to the increasing importance of higher education, and the increasing median age of marriage and parenthood (Arnett 2016); which are also parallel with Malaysia's current trends (Wider et al. 2015).

Emerging adults have five distinguished features collectively coined as emerging adulthood experiences (Arnett 2016). Firstly, identity exploration is linked to higher alcohol use. Gates, Corbin, and Fromme (2016) explains that alcohol use is a common way for emerging adults to appear and feel more like an adult. Secondly, instability in this period of development may be a source of anxiety and depression, which could lead to substance use for self-medication. Subsequent studies where participants reported experiencing complications such as career changes had shown higher alcohol use (Allem, Lisha, Soto, Baezconde-Garbanati, & Unger 2013). Thirdly, self-focused is when emerging adults experience fewer obligations and commitments due to diminishing social control. However, previous studies suggested that acquisition of adult responsibilities such as financial independence greatly reduces alcohol use (Staff, Greene, Maggs, & Schoon 2014). Fourth, in-between is the subjective feeling of being stuck between adolescence and adulthood. Feeling in-between was positively associated with alcohol use in a study conducted by Smith, Bahar, Cleeland, and Davis (2014). Lastly, emerging adults generally have endless possibilities to explore without many obstacles or severe punishments, which may include experimenting with alcohol use. Allem et al. (2013) also found that participants who scored higher in possibilities were more likely to report past-month alcohol use.

1.5 Self-Control as a Moderator

Self-control is defined as a personality trait that has the capacity to deliberately and consciously alter or override dominant response tendencies to help regulate behaviours and thoughts. In general, low self-control is consistently associated with engagements in various health risk behaviours, including directly predicting increased alcohol use among tertiary education students in recent studies (i.e., Bogg, Lasecki, & Vo 2016). Self-control is proposed to be a suitable moderator for this study due to its possible implications, that self-control may serve as a protective factor against the risk factor of emerging adulthood experiences. A systematic review conducted by Stautz, Zupan, Field, and Marteau (2018) focusing on self-control as a moderator on the effectiveness of interventions towards health-harming consumption behaviours also shown an effect of low self-control on interventions to change alcohol consumption.

2. Method

2.1 Participants

The involved population for this research was non-Muslim Malaysians between 18 and 29 years old who are pursuing higher education full-time from public and private universities and colleges in Malaysia. A cross-sectional quantitative research design along with a purposive sampling method was utilized. Only Malaysian citizens that are currently studying in a tertiary education institution located in Malaysia as a full time student were recruited to thoroughly reflect the local characteristics of a higher education pursuer. Muslims are prohibited from consuming alcohol due to religious practices under sharia law, therefore they were excluded from this research.

Table 1: Demographic information of participants (N = 350)

Variables		Frequency (n)	Percentage (%)	Mean
Age				22.69
Gender	Male	141	40.3	
	Female	209	59.7	
Ethnicity	Chinese	256	73.1	
	Indian	91	26	
	Others	3	0.9	
Religion	Buddhist	185	52.9	
	Christian	78	22.3	
	Hindu	69	19.7	
	Others	18	5.1	
Current Level of Study	Pre-U	45	12.9	
	Diploma	105	30	
	Degree	158	45.1	
	Masters	40	11.4	
	PhD	2	0.6	
Monthly Household Income	Less than RM3000	93	26.6	
	RM3000 to RM 6000	119	34	
	RM 6001 to RM13 000	89	25.4	
	More than RM13 000	49	14	

2.2 Instruments

Inventory of the Dimensions of Emerging Adulthood (IDEA-31). The 31 item version of IDEA was developed to measure the experiences of emerging adulthood in participants. IDEA consists of the five dimensions of emerging adulthood: identity exploration, possibilities, instability, self-focused, and feeling in-between. A higher average score indicated higher emerging adulthood experiences. The Cronbach's alpha for each emerging adulthood dimension varies from .70 to .85. IDEA was validated in multiple past researches including in Malaysia (Wider et al. 2015).

Alcohol Use Disorders Identification Test (AUDIT-10). AUDIT is a 10-item screening tool developed by the World Health Organization (WHO) to assess alcohol consumption, drinking behaviours, and alcohol-related problems. Instructions illustrating the approximate number of a standard drink across different alcohol beverages was included for reference. AUDIT has a Cronbach's alpha averaged in the mid 0.80's and has been validated worldwide including Malaysia (Musalip et al. 2014).

Brief Self-Control Scale (BSCS-13). The 13 item version of BSCS was developed to assess the ability to change inner responses and to refrain from acting on undesired behavioral tendencies. Several items are reverse scored. Participants with higher score has higher self-control. The scale has demonstrated good reliability among various countries including Malaysia.

2.3 Procedure

An embedded hyperlink to the research questionnaire created on Qualtrics was used as an invitation to recruit participants for this research. Inform consent and information sheet were attached on the first page of the questionnaire along with confidentiality issues. An application for ethical clearance has been submitted and approved by the university's ethical review committee beforehand. The survey was open for responses online for three months and took approximately 20 minutes to complete, survey data were recorded anonymously. After cleaning the data, a total of 350 completed questionnaires were analysed accordingly.

2.5 Data Analysis

Standard multiple regression and Hayes' PROCESS Macro from Statistical Package for Social Sciences (SPSS) was used to analyse the data. Standard multiple regression was used to predict the effects of emerging adulthood five experiences in alcohol use. The moderating effect of self-control on the relationship between the five emerging adulthood experiences and alcohol use was analysed using Hayes' PROCESS Macro.

3. Results

3.1 Emerging Adulthood Experiences and Alcohol Use

In combination, identity exploration, instability, self-focus, feeling in-between and possibilities accounted for a statistically significant 17.6% of the variability in alcohol use, $R^2 = .18$, adjusted $R^2 = .16$, $F(5, 344) = 14.71$, $p < .001$. It was found that identity exploration ($\beta = .17$, $p = .011$), possibilities ($\beta = .18$, $p = .007$) and instability ($\beta = .14$, $p = .010$), significantly predicted alcohol

use. However, self-focused ($\beta = .09, p = .139$) and feeling in-between ($\beta = -.06, p = .287$) were not significant predictors of alcohol use. The effect size of this model is calculated to be 0.239 which is a medium effect size.

Table 3: Multiple Regression Analysis (N = 350)

Predictor	F	R ²	df	β	t	p
Model	14.71***	.18	(5, 354)			
Identity exploration				.174	2.57	.011
Possibilities				.182	2.70	.007
Instability				.138	2.59	.010
Self-focused				.094	1.48	.139
Feeling in-between				-.060	-1.07	.287

Note. *** $p < .001$

3.2 Self-Control as a Moderator

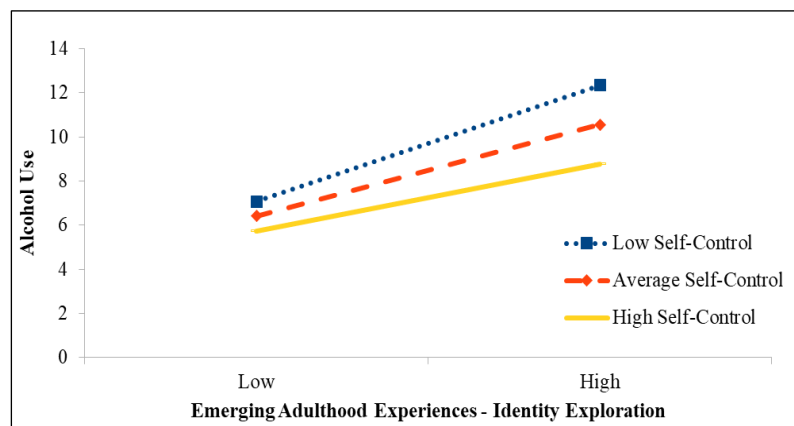


Figure 1: Self-control moderating the relationship between identity exploration and alcohol use.

Firstly, the overall model of identity exploration, self-control, and their interaction was significant, $F(3, 346) = 24.93, p < .001, R^2 = .18$. The interaction of identity exploration and self-control also significantly predicted alcohol use, $b = -0.16, t(346) = -1.99, p = .048$. The effect size was calculated to be a medium effect size of 0.216. Figure 1 shows the interaction between the predictors. At low levels of self-control, identity exploration significantly predicted alcohol use, $b = 6.36, t(346) = 6.04, p < .001$. At high levels of self-control, identity exploration significantly predicted alcohol use, $b = 3.66, t(346) = 3.91, p = .001$. However, those with low self-control were found to have higher alcohol use in comparison to those with average or high levels of self-control even at the same high levels of identity exploration.

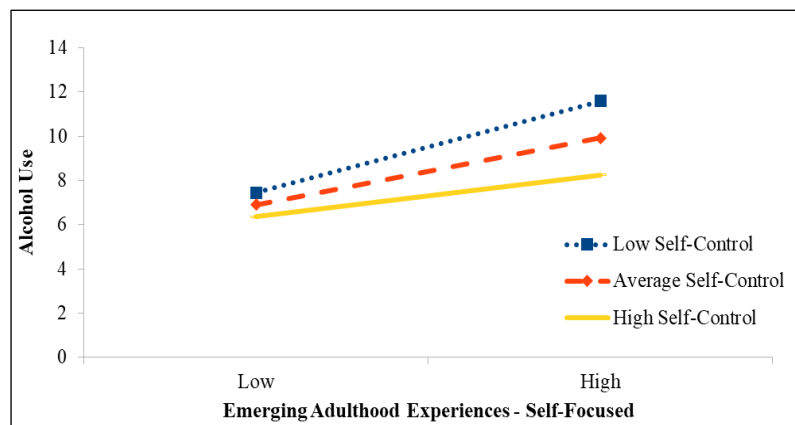


Figure 2: Self-control moderating the relationship between self-focus and alcohol use.

Secondly, the overall model of self-focus, self-control, and their interaction was significant, $F(3, 346) = 17.02, p < .001, R^2 = .13$. The interaction of self-focus and self-control also significantly predicted alcohol use, $b = -0.16, t(346) = -1.91, p = .048$. The effect size is calculated to be a small effect size of 0.148. Figure 2 shows the interaction between the predictors. At low levels of self-control, self-focus significantly predicted alcohol use, $b = 4.90, t(346) = 4.80, p < .001$. At high levels of self-control, self-focus significantly predicted alcohol use, $b = 2.23, t(346) = 2.18, p = .030$. However, those with low self-control were found to have higher alcohol use in comparison to those with average or high levels of self-control even at the same high levels of self-focus.

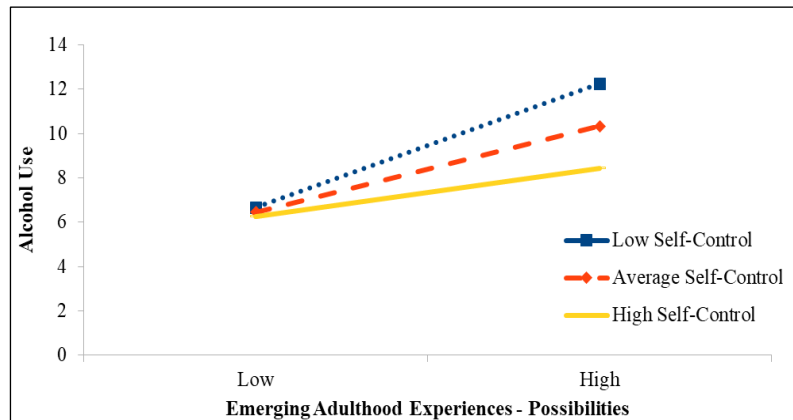


Figure 3: Self-control moderating the relationship between possibilities and alcohol use.

Thirdly, the overall model of possibilities, self-control, and their interaction was significant, $F(3, 346) = 30.74, p < .001, R^2 = .18$. The interaction of possibilities and self-control also significantly predicted alcohol use, $b = -0.21, t(346) = -2.87, p = .004$. The effect size is calculated to be a medium effect size of 0.218. Figure 3 shows the interaction between the predictors. At low levels of self-control, possibilities significantly predicted alcohol use, $b = 5.62, t(346) = 6.57, p < .001$. At high levels of self-control, possibilities significantly predicted alcohol use, $b = 2.18, t(346) = 2.56, p = .011$. However, those with low self-control were found to have higher alcohol use in comparison to those with average or high levels of self-control even at the same high levels of possibilities.

On the other hand, the overall model of **instability**, self-control, and their interaction was significant, $F(3, 346) = 23.08, p < .001, R^2 = .17$, but their interaction did not significantly predict alcohol use, $b = -0.08, t(356) = -1.37, p = .173$. The overall model of **feeling in-between**, self-control, and their interaction was also significant, $F(3, 346) = 12.05, p < .001, R^2 = .09$, but their interaction unfortunately did not significantly predict alcohol use, $b = -0.07, t(346) = -1.16, p = .246$.

4. Discussion and Conclusion

The main objective of this study is to determine the relationship between the five emerging adulthood experiences (identity exploration, instability, self-focus, feeling in-between, possibilities) and alcohol use moderated by self-control among tertiary education students in Malaysia. Multiple regression in this study has shown that only identity exploration, instability and possibilities are able to significantly predict alcohol use. The reason why emerging adulthood experiences may manifest itself into risky behaviours such as alcohol use is due to the delay of conventional adult responsibilities in this stage. Adult roles are particularly important as they typically constrain deviant behaviours and encourage conformation to society (Davis, Dumas, Briley, & Sussman 2018). These results are also supported by the findings from Staff et al. (2014) that indicated having freedom from social responsibilities is tied to higher rates of alcohol use.

On the other hand, self-control was a significant moderator of the relation between alcohol use and identity exploration, self-focused and possibilities, respectively. One interpretation of these findings is that emerging adulthood experiences may act as an informational cue for immediate rewards through alcohol use but whether the individual overrides this cue depends on their self-control. However, exerting self-control to intentionally alter one's behaviour requires substantial effort especially with the presence of risk factors that may increase the depletion rate of self-control (De Ridder, Lensvelt-Mulders, Finkenauer, Stok, & Baumeister 2012). Nevertheless, it is often theorised that self-control can be improved through training; therefore, with consistent regulation self-control will become more stable and less susceptible to other factors over time. For example, a student who is high in emerging adulthood experiences and who engage in excessive alcohol use can be taught methods to overcome the dominant desire by establishing an action plan to engage in a healthier behaviour instead (Stautz et al. 2018). Thus, this finding may provide useful implications to improve prevention, intervention, and treatment strategies regarding alcohol use in Malaysia context.

In conclusion, although the emerging adulthood developmental period is important on its own, it also sets the stage for later adult development. Successful adult development has long-term implications; therefore, this study is informative in identifying protective factors that can be enhanced during developmental stages to prevent negative outcomes (Davis et al. 2018). In future research, it is suggested that similar studies could be conducted with larger sample size and to include non-tertiary education students who are in the same age range, so that direct comparison can be made across different groups of emerging adults.

5. References

- Allem, JP, Lisha, NE, Soto, DW, Baezconde-Garbanati, L & Unger, JB 2013, 'Emerging adulthood themes, role transitions and substance use among Hispanics in Southern California', *Addictive Behaviours*, vol. 38, no. 12, pp. 2797-2800.
- Arnett, JJ 2016, 'College students as emerging adults: the developmental implications of the college context', *Emerging Adulthood*, vol. 4, no. 3, pp. 219-222.
- Bavani, M 2018, 'Low-priced liquor readily available', *The Star Online*, October 10, <<https://www.thestar.com.my/metro/metro-news/2018/10/10/low-priced-liquor-readily-reavailable/>>.
- Bogg, T, Lasecki, L & Vo, PT 2016, 'School investment, drinking motives, and high-risk, high-reward partying decisions mediate the relationship between trait self-control and alcohol consumption among college drinkers', *Journal of Studies on Alcohol and Drugs*, vol. 77, no. 1, pp. 133-142.
- Cheah, YK & Rasiah, R 2017, 'Analysis of the determinants of alcohol consumption among adult males in Malaysia', *Journal of Health Management*, vol. 19, no. 1, pp. 28-38.
- Davis, JP, Dumas, TM, Briley, DA & Sussman, S 2018, 'A meta-analysis of the association between substance use and emerging adult development using the IDEA scale', *The American Journal on Addictions*, vol. 27, no. 3, pp. 166-176.
- De Ridder, D, Lensvelt-Mulders, G, Finkenauer, C, Stok, FM & Baumeister, RF 2012, 'Taking stock of self-control: a meta-analysis of how trait self-control relates to a wide range of behaviors', *Personality and Social Psychology Review*, vol. 16, no. 1, pp. 76-99.
- Gates, JR, Corbin, WR & Fromme, K 2016, 'Emerging adult identity development, alcohol use, and alcohol-related problems during the transition out of college', *Psychology of Addictive Behaviour*, vol. 30, no. 3, pp. 345-355.
- Mutalip, MHBA, Kamarudin, RB, Manickam, M, Hamid, HAB & Saari, RB 2014, 'Alcohol consumption and risky drinking patterns in Malaysia: findings from NHMS 2011', *Alcohol and Alcoholism*, vol. 49, no. 5, pp. 593-599.
- Peltzer, K & Pengpid, S 2015, 'Drinking and driving among university students in 22 low, middle income and emerging economy countries', *Iranian Journal of Public Health*, vol. 44, no. 10, pp. 1330-1338.
- Rajendra, E 2018, 'Tougher rules on sale of alcohol', *The Star Online*, September 7, <<https://www.thestar.com.my/metro/metro-news/2018/09/27/tougher-rules-on-sale-of-alcohol/#B9LMmoWGqbHm4FgJ.99>>.
- Smith, DC, Bahar, OS, Cleeland, LR & Davis, JP 2014, 'Self-perceived emerging adult status and substance use', *Psychology of Addictive Behaviour*, vol. 28, no. 3, pp. 935-941.

Staff, J, Greene, KM, Maggs, JL & Schoon, I 2014, 'Family transitions and changes in drinking from adolescence through mid-life', *Addiction*, vol. 109, no. 2, pp. 227-236.

Stautz, K, Zupan, Z, Field, M & Marteau, TM 2018, 'Does self-control modify the impact of interventions to change alcohol, tobacco, and food consumption? A systematic review', *Health Psychology Review*, vol. 12, no. 2, pp. 157-178.

White, A & Hingson, R 2014, 'The burden of alcohol use: excessive alcohol consumption and related consequences among college students', *Alcohol Research: Current Reviews*, vol. 35, no. 2, pp. 201-218.

Wider, W, Bahari, F, Halik, M & Mustapha, M 2015, 'A preliminary analysis of the perceptions of the five features of emerging adulthood: a comparison of perceived adult status among emerging adults in Malaysia', *Projournal of Humanities and Social Science*, vol. 3, no. 1, pp. 12-24.

Wong, EL 2018, 'Beer drinkers, smokers to pay more with SST', *The Edge Market*, September 3, <<http://www.theedgemarkets.com/article/beer-drinkers-smokers-pay-more-sst>>.