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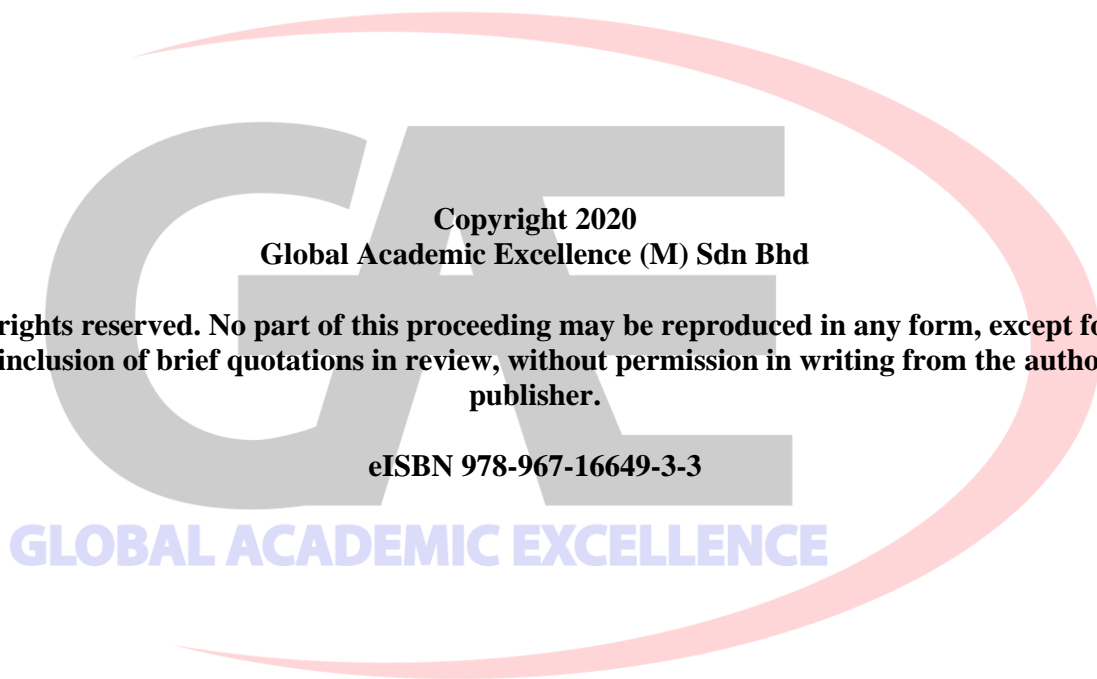
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PROJECT-BASED LEARNING EQUIPS UNDERGRADUATE STUDENTS WITH WORKPLACE SKILLS

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Abstract: *The new emerging trend for recent employment is the employers expect the university graduates to have more than academic excellence to be employed. They prefer graduates who possess soft skills such as communication skill, creativity, teamwork, management and problem-solving. As a result, many educators are forced to change and find a new teaching and learning strategy to be incorporated in the classroom that would facilitate the students to develop both in academic as well as interpersonal skills which are commonly known as soft skills. The holistic approach of Project-Based Learning (PBL) which integrates learning through working collaboratively in a project and bringing in the authentic experiences of the real world beyond the classroom walls has proven that PBL is designed to do both. The present study aimed to investigate how PBL is able to prepare students with related workplace skills and their perception of PBL in developing their soft skills. A set of a questionnaire is designed and administered to 77 second-year students, who are taking English for Occupational Purposes subject at Universiti Malaysia Sabah Labuan International Campus. The result of the study showed that PBL has able to equip the students with work-related skills, and by completing the projects, they were able to improve their soft skills, mainly in communication and self-confidence. Hence, the findings of the study proved that PBL is a relevant approach in a classroom to help in developing students' soft skills.*

Keywords: *Project-Based Learning, Workplace skills, Soft Skill*

Introduction

The landscape of the workforce in the 21st century has seen significant changes which consequently affect how the organisations recruit new employees. They expected new skills to emerge due to the globalisation and advances in innovation (Rabacal, Geroso & Oliveros, 2018). Graduates with excellent academic skills such as reading, writing, communication and listening (Faridah Musa et al., 2011) and knowledge alone are no longer sufficient for the employers as they value and seek transferable soft skills such as teamwork, critical thinking, creativity, problem solving and management skills (Bee & Hie, 2015; Sarkar, Overton, Thompson & Rayner, 2016; Hart, 2019, Siti Katijah et al., 2019). Moreover, graduates with excellent personal qualities such as responsible, self-confidence, adaptability, integrity, honesty and punctual are desired (Faridah Musa et al., 2011) to help to sustain the organisation's success in a long run.

The advances that ensued in the industry have posed a new challenge to the university instructors in constructing an alternative setting in preparing the students with relevant skills which would help the students to be employed after they graduate. In keeping up with the recent development, various teaching methods and strategies are implemented in the classroom to develop further and train the skills of the students and one particular teaching method that has been favoured by many educators is Project-Based Learning (PBL). Bell (2010) stated that "Project-Based learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twentieth-first century", p39. Besides, Boss, Larmer & Mergendoller (2013) cited in Nguyen (2017), considered PBL is an effective strategy in helping to improve the students' life skills to meet the 21st century needs. Hence, many universities have started introduced project-based learning as part of the teaching instructions to prepare better students with skills needed by the industry (Whatley, 2012). University Malaysia Sabah included. With this regard, the present study designs to investigate how learning through the project can prepare the students with workplace skill.

Literature Review

In a simple term, PBL describes as learning by doing a project as learning centres around the project that the students do. PBL is not a new teaching method; instead, its origin dates back to 1980s where John Dewey, philosopher and educator, believed that students should learn through experiencing the actual activity rather than just receiving knowledge. Dewey's vision of learning is where the students viewed as a community collaborates to solve real-life situations (Nur Shafiekah et al., 2019) and bringing in human jobs into the classroom to help the students understand the knowledge through doing the activity (Ulrich, 2016). Throughout the years, many disciplines, and from elementary schools to universities have adopted PBL in the classroom as a medium for the students to learn the concepts of selected subjects by doing a project that simulates the real-life situation which encourages them to investigate, solve problems, or making decisions (Ulrich, 2016; Nur Shafiekah et al., 2019). The outcomes of project-based learning, according to Ulrich (2016), are not only limited to their academic achievements but also their skills such as cooperation, responsibility and critical thinking.

The constant changes in the world of the workforce have made the industry to be stricter in hiring employees which they expect to be knowledgable to carry out their task along with relevant soft skills which are more important. The industry is putting more concern in the non-technical or soft skills that are transferable in the labour market as well as maintaining their employment (Siekman & Fowler, 2017). Consequently, graduates are expected to update their workplace skills profiles which consist of different types of skill sets ranging from technical to non-technical skills and attitudes such as adaptability, resilience, teamwork and communication (Cunningham & Villasenor, 2014 cited in Siekman & Fowler, 2017).

Project-based learning (PBL) is one of the popular teaching methods used in the classroom which has proven to develop students' workplace skills. Thomas (2000) in his reviews on Project-Based Learning Research, concludes that based on past studies, PBL has demonstrated as a better teaching method compared to the traditional teachings which can develop the students' higher-level cognitive skills by applying them in a more practical setting and "enhancing the quality of students' learning in subject matter areas", (p.37). The critical focus of PBL is for students to have opportunities to learn and acquire the skills by using real-life situations where they have to apply the skills they acquired to complete their projects. Thus, it will give them the basic ideas and initial exposure to real-world scenarios and how to use them in their future careers.

The skills which learned through PBL such as collaborating with others, conflict management, making decisions and communications are skills that demanded by today's

employers (Kloppenborg & Baucus, 2004) and these skills are essential elements of job competence (Faridah Musa et al., 2012). Studies by Woodward, Sendall & Ceccucci (2010) and Whatley (2012) have produced a significant result in developing students' teamwork whereby doing the projects; the students experience 'real-world' collaboration which is more intense than learning through the traditional university classroom. Besides, a study done by Faridah Musa et al. (2012) proved that integrating projects as part of the assessment facilitates in equipping the students with the 21st-century workplace soft skills such as communication skill, teamwork, interpersonal skills and problem-solving. By having a project-based learning model in the classroom also assists in improving students' entrepreneur soft skills such as confidence, responsibility, leadership and cooperation (Sri Susilogati Sumarti, Wuryandini and Sudarmi, 2015). Hart (2019) concludes that "the inclusion of project-based learning in the curriculum is designed to foster the attainment of graduates qualities, improve employability and increase engagement and application of discipline knowledge," (p.51).

Problem Statement

Low proficiency in English and the lack of soft skills are often cited as the main reasons why graduates in Malaysia are unemployed. Due to the globalisation, employers are seeking graduates who can impress them not only with their great academic results but also possess excellent soft skills such as communication, collaboration, critical thinking, problem-solving, adaptability and leadership. A recent report of 2019 Emerging Jobs in Malaysia done by the global professional network LinkedIn, reported that the industry values graduates who possess both hard and soft skills. Feon Ang, the Vice-President of Talent and Learning Solutions for the Asia Pacific at LinkedIn stated that the competition in finding the right graduates to be hired is getting fierce as employers are critically selecting only those who have the right combination of hard and soft skills which would contribute to the organisation's success (The News Strait Times, 2019). To solve the issue at hand, educational institutions are demanded to change their existing curriculum designs which may be no longer relevant in this digital era to help prepare the coming graduates with necessary soft skills that fit the need of the 21st-century workforce. Hence, in responding to this challenge, project-based learning is applied in the teaching of English for Occupational Purposes in Universiti Malaysia Sabah which the subject designs to equip students with Business English as well as the in-demand soft skills.

Research Questions

Therefore, by implementing project-based learning in the teaching of English for Occupational Purposes, the present study intends to examine how PBL can enhance students' workplace skills. The study attempted to answer the following questions:

1. How does project-based learning able to equip students with workplace skills?
2. What are their perceptions of project-based learning in facilitating their workplace skills?

Methodology

The study was conducted in Universiti Malaysia Sabah Labuan International Campus (UMSLIC) to 77 low-proficiency undergraduates students with MUET results, Band 1 (0-100), Band 2 (101-139) and Lower Band 3 (140-159). The participants consisted of 26 males and 51 females from two faculties, Faculty of International Finance Labuan (FKAL) and Faculty of Computing and Informatics (FKI). At the time of the study, all students were second-year students and enrolled in English for Occupational Purposes subject.

Project Description

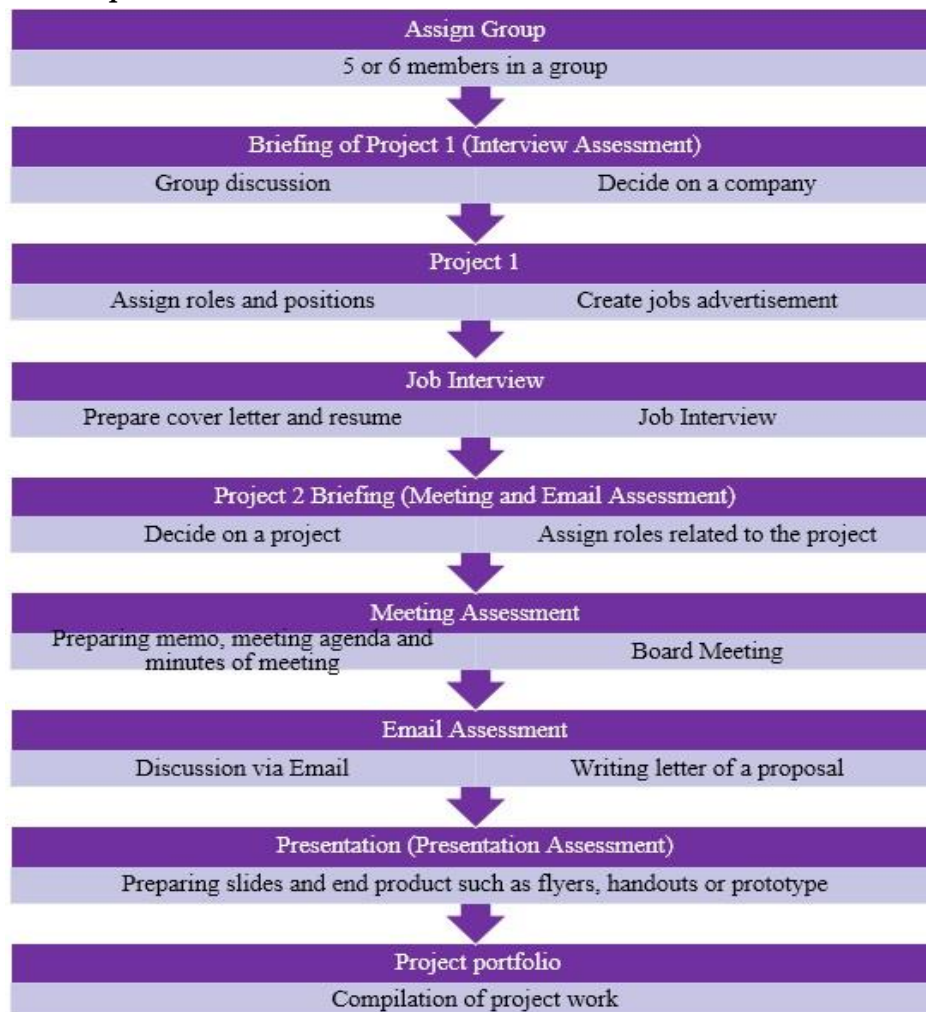


Figure 1: Flowchart of Projects in English as Occupational Purposes

The course English for Occupational Purposes introduced two related projects to students which focused on different skills in the workplace. Once the students grouped themselves into a group, lecturer briefed them on their first project, which concentrated on the interview assessment. Project 1 was mainly related to the interview assessment, where the groups were required to set up a company or a department in an established company and created five or six job vacancies in that 'company'. Each group then prepared a job advertisement which advertised the vacancies in their company for the members from different groups to apply. After decided which position they wanted to apply, each student prepared their cover letter and resume, which necessary for the interview assessment. In project 1, the students needed to work together in a team, discussing and making a decision related to the task given. They also went through the process of finding and applying for a job which includes writing a resume, cover letter, did research for the jobs they were applying for and lastly sat for an interview. Project 2 continued, after all of the students were 'hired' by the respective company that they applied. Groups had to come out with a project such as planning an event or develop new product or service. While completing Project 2, each group would experience business meeting, writing emails, letter of proposal and doing a presentation. Additionally, they also had to research to gather information, frequently meet to discuss their progress, solve problems and to make the final decision before finally presenting the finished project.

Data Collection and Instrument

A set of a questionnaire comprised of open-ended questions was administered to the participants to collect data. The survey made up of three sections include demographic, six Likert scale questions on project-based learning in general and 15 open-ended questions to elicit their perceptions of using projects in the classroom. Before distributing the survey, researcher briefed the participants on the purpose of the study and their participation was voluntary. The quantitative data of the questionnaire was analysed used frequency analysis, and the qualitative data was analysed used thematic analysis.

Result and Discussion

Research question one: How does project-based learning able to equip students with workplace skills?

One of the main objectives of English for Occupational Purposes is to prepare the students with workplace skills which would benefit them in their future workplace. Hence, the implementation of projects as part of the teaching methods is to expose students with work environment throughout the semester.

Project-based learning equips students with teamwork skill

Table 1: PBL equips students with teamwork skill

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	The group project has helped me develop my ability to work as a team/group member	0 (0%)	0 (0%)	0 (0%)	28 (36.4%)	49 (63.6%)

Table 1 above presents the result of teamwork. Item no.13 in the questionnaire was explicitly asked the respondents on teamwork. Surprisingly, all respondents agreed that doing a project in the classroom has helped them to develop their ability in working as a team. The same result was also supported through the responses given by the participants through the open-ended questionnaire.

"Teamwork, because I get 100% commitment from my group members" -R10

"I have developed my teamwork skill" -R68

"The most important thing I have learned is how to make strong relationship between group members" -R70

"I learned how to be a good teammate" -R42

"I can learn how to work in group effectively and tolerate with each other by sharing ideas and opinions" -R51

"My biggest improvement is teamwork. We help each other when we have problem" -R33

Report by QS Global Skills Gap in the 21st century, which published in 2018 mentioned teamwork as one of the top three workplace skills that were sought after by employers. Through the responses, it is evident that learning via projects has able to improve the students' collaboration skill. Throughout the course, the students had to complete their two projects in a group. The students, hence, were compulsory to form their group, manage the project, make decisions and solve a problem. Nguyen (2017) stated that one possible reason their teamwork skill has improved is that the students were mandatory to work together where they need to meet each other regularly to discuss with each other to complete their project. According to Powel and Weenk (2003) cited in Alves et al. (2012), working as a team takes almost 50% of the learning activity, which would significantly contribute to improving their teamwork.

Project-based learning equips students with communication skill

One notable result of project-based learning would be communication skill. As shown in Table 2 below, a total of 96.1% agreed while completing the projects; their communication skill enhanced.

Table 2: PBL equips students with communication skill

	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9	Working on this project has helped to improve my communication skill	0 (0%)	0 (0%)	2 (2.6%)	32 (41.6%)	42 (54.5%)

The ability to communicate well to colleagues, managers and customers remain as a critical skill that the graduate should have. Organisations value employees who are able to speak confidently, and it is a skill that sets candidates apart from others when applying for a job. Implementing projects as part of their assessment would immensely benefit the students, particularly in their communication skill. Moreover, the students realised that by having continuous interactions about the project such as discussion, meetings, and presentation not only help to develop their communication skill but simultaneously improve their English.

"In this project we have meeting so we need to more communicate with the people. That is why it really help me to improve my communication skill" - R3

"We are given the chance to speak in English..so student can improve their speaking skill in English" - R6

"This project forced us to speak in English with groupmates. That is a point that forced us to learn and speak in English" - R64

"It can enhance my communications skill" -R68

"My biggest area of improvement is communication skills because this time we need to communicate a lot to finish the project successfully" - R70

In Malaysia, poor command of English skill primarily in speaking is among the main reason for the high numbers of graduates are unemployed (Nur Shafiekah et al., 2019). However, it is apparent from these responses that extensive communication between group

mates and instructors facilitate in improving their ability to speak in English. The result of this finding parallel with the studies done by Faridah Musa et al. (2011), Poonpon (2017), Esseini (2018), Siti Katijah et al., (2019) and Nur Shafiekah et al., (2019) where numerous speaking activities have compelled them to use English while completing the task thus improved their ability in English proficiency. Moreover, Hedge (1993) cited in Du & Han (2016) stated that the project consists of several small activities, also integrates language skills such as the use of authentic English language materials. Throughout the course, students exposed to workplace environments and they had the opportunity learning and referring to authentic materials, for instance, actual resume, minutes of a meeting, interview to the extent of using those workplace expressions and language in their assessments.

Project-based learning equips students with management skill

The students also indicated that doing projects have helped them to plan and manage their time correctly. Management skill is another attribute that is important for the organisation as good management would ensure the success of the organisations. Before the students work on their projects, the first thing that they would do was to have careful planning on how they were going to carry out the project, delegate task among the members equally to ensure that they achieve the aim of their project. These can be seen from the following responses,

"I have learned is how to manage myself in doing this project" - R77

"The most important thing I have learned is how I managed my time to settle every task that has given" -R54

"I learn something new about how to handle this kind of project step by step," -R57

"I have learned to finish all the works on time before deadlines"-R33

A similar finding was also found in a study by Nguyen (2017). She stated one of the noticeable skills the students improved after fulfilled their two projects was time-management. To complete the project on time, they had no choice but to finish all assigned task within the time given. In this course, every task given to them was arranged sequentially, which slowly build-up to help them complete their project. The due date for each assessment was mostly one week, so they have to carefully plan how to finish the tasks on time before getting another task. As the idea of the project originated from the students themselves, therefore the sense of responsibility was heightened as they tried to finish the project. Stoller (2006) in his definition of PBL, stated that the projects gave the students sense of ownership which allow them to learn to organise their projects themselves (cited in Du & Han (2016)).

Project-based learning equips students with the problem-solving skill

The following responses have demonstrated that the students have acquired problem-solving skill through project-based learning.

"The most important thing I learned is to handle and solve problem" -R3

"facing all the problems and find solution with other groupmates"-R11

"I have learned how to find solutions quickly to solve a problem"-R59

"I can use the way to generate alternatives to solve the problem"-R67

In the fast-changing work environment, challenges come in different forms, and sometimes they come one after another; consequently, employees are expected to provide intelligent solutions within a short time. By implementing projects in the classroom mainly in this course which designed to prepare them before entering the industry, were perfect as they were able to experience the authenticity of the project and the problems that came with it commonly happened in the workplace. The students went through a real-like workplace process where they have to deal with many sorts of issues ranging from member's participation, communication, conflict, finding resources and time management. The finding resonates with studies conducted by Faridah Musa et al., (2012) and Pinho-Lopes & Macedo (2014), Rany Apriyani et al. (2019) where the implementation of projects as part of the teaching methodology has shown a significant increase in the students' problem-solving skill. According to Katz & Chard (2000), as cited in Du & Han (2016), PBL is a practical approach in developing student's problem-solving skill where it allows the students to provide solution and seek answers in the context of real and meaningful life.

Research questions two: What are their perceptions of project-based learning in facilitating their workplace skills?

In section C of the questionnaire, students wrote their opinions on the implementations of projects in the course and 80% of the respondents agreed that completing the projects have benefited them so much specifically in preparing themselves for their future employment.

"This is because the project related with the future work" - R45

"The skills can be used when dealing in the real world and it shows me how I need to prepare sooner" -R18

"I believe what I learned in this project will help me in my future career" -R34

As the findings showed, the course has exposed them with many workplace skills which are useful for them as simple as finding jobs to match their qualifications, abilities and skills. As most of the students have no prior working experience, it is vital for them to know how to seek profession which is relevant to their knowledge and skills. Besides, the project and the course overall has also made them realise that they need to develop a variety of skills which are crucial in the industry such as preparing a resume, writing work-related documents, and pass in the interview.

"It is positive since I learn how to apply a new job, interview, make video resume, meeting and so on. It is very helpful for my future career" -R77

"I will remember the format of the cover letter, resume, meeting so that I can use it in my future career" -R34

"When we do part of the meeting agenda, meeting notice and proposal, it will help us to recognise some new formal words that used in these particular documents" -R34

Moreover, the tasks within the projects also provide them with an opportunity to feel as if they were in the real work environment, for instance, during the interview session. Before the

interview, they had to prepare their resume and researched job they applied for as well as the chance to assume the role of interviewer where they interviewed their classmates. These simulations also excite them to participate in the activities where they can experience the feeling of being an employee.

"I like it because it help me on how to succeed in interview session, enclosed us with real work scenario and much more," -R5

"This project can let me feel the realistic of being an employee," -R55

"This setting enables us have a great overview of how a real job scope should be and how to prepare for the future," -R64

Moss & Van Duzer (1998) and Thomas (2000) in their definition of PBL stated that the realism of the projects is the essence that made PBL being favoured by many educators to teach concepts through practical application (cited in Du & Han, 2016).

Conclusion

The present study aimed to investigate how project-based learning facilitates in equipping students' with workplace-related skills. Majority of the students agreed that PBL has positive impacts in preparing them for the future. Besides, by doing the projects, the students were able to equip themselves with the skills in a short time due to the hands-on learning approach. Due to the nature of the projects, the students have to collaborate, sharing opinions and finding solutions to the problems they faced, which at the same time help to develop their communication, creativity and teamwork. The students mentioned explicitly that working on the projects have increased their teamwork, communication, problem solving and management skills in which these skills are among the top skills demanded by the organisations in graduates. In addition, the connection of real-world with the project allows students to gain real-life experiences beyond the classroom where they have to solve realistic, contextualised problems (Blumenfeld et al. (1991) in Vogler et al. (2018)). The results also indicated that the activities which feature the real-work environment had helped them to prepare themselves for the future. The findings of the study showed that PBL is practical instruction for teaching workplace skills. PBL offers the opportunity for the students to learn through the same approach as they would experience later in their career (Essein, 2018). As noted earlier that the recruiters in the industry are no longer recruit graduates based on their academic qualification alone but rather putting more emphasise on their workplace skills which would assist in the success of the organisation. Thus, it is crucial to instil the right skills to the students from earlier on as the world keeps on advancing to a more competitive setting. According to Bell (2010), "by implementing PBL, we are preparing our students to meet the twenty-first century with preparedness and a repertoire of skills they can use successfully," (p.43). Although the present study has shown positive results in equipping students with workplace skills, the results could not be generalised as the results only reflect low-proficiency students from UMS Labuan International Campus branch. A bigger sample covering students from three branches of UMS should be included to validate the findings. Albeit the effectiveness of project-based learning in preparing students with relevant workplace skills, careful planning of the project should be done by instructors to ensure the projects are able to achieve its objective in providing our students with relevant skills demanded in the 21st-century workplace.

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ENHANCING EMPLOYEE RETENTION IN SUPERVISORY SUPPORT CONTEXT: ROLE OF PERSON-ORGANIZATIONS FIT AND CAREER COMMITMENT

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Abstract: By using Social exchange theory (Blau, 1964) the current study examined the mediating effect of Career commitment in the relationship between Supervisory support (SS) and Employee Retention (EE) and moderating role of Person Organization Fit in the relationship between Supervisory Support and Career Commitment. Specifically the joint effect of mediating of career commitment and moderating role of Person Organization Fit was examined. Data was collected from 264 respondents through questionnaire from Banking and Telecom sector (Rawalpindi and Islamabad) of Pakistan. The results show that supervisory support has positive effect on employee retention and career commitment. The study further reveals that career commitment mediates the relationship between supervisory support and Employee Retention and Person Organization Fit moderates the relationship between Supervisory support and Career Commitment. The current study suggests that supervisors of banking and telecom sectors should support their subordinates to achieve their organizational goals effectively and efficiently. Person organization Fit is necessary for subordinates in organizations to complete their work and compete with their competitors.

Keywords: Supervisory support, Career commitment, Person-organization fit, Employee retention.

Introduction

Support and assistance is needed for all social exchange (Blau, 1964). Supervisors mostly have control at workplace to retain employees in the interest of organizations (Eisenberger, Stinglhamber et al. 2002). It is imperative for an organization to hire qualified and experienced personnel (Chan & McAllister, 2014). Retaining employees is very important target for proper running of organizations as they spend huge investment in capacity building and skill development of their employees (Suifan *et al.*, 2018; Sok *et al.*, 2018). For enhancing and improving employee productivity, working environment plays a seminal role (Iqbal. *et. al.*, 2018).

Hiring of new employee is very costly and very difficult as compared to retaining employee who are already working in organization (Alhmod & Rjoub., 2019). Organizations take certain measures like increasing salaries, providing amicable organizational environment, opportunities to develop career of employees and support of organization to retain employee for longer period of time (Ali *et al.*, 2018). Supports like supervisory and co-workers are conducive for developing working environment to retain employee (Iqbal., *et al* 2018).

Some of the significant components of support are working environment and healthy work climate that encourage employee engagement with organization are co-worker and supervisory support, policies and procedures of organization also play a vital role (Shuck *et al.*, 2018). Lancaster and Di Millia (2015) Managerial supportive environment encourages exchange ideas among employees to bring necessary changes like building good relationship among workers for improving productivity. Supportive work environment has a positive effect

on employee productivity which shows their satisfaction and loyalty with the organization (Hasyim & Mangundjaya., 2019)

Satardien (2019) Supervisory and organizational support help reducing the level of employee's quitting their jobs. An organization having a supportive culture for employees is an inevitable measure to retain the potential employee in it (Lan., 2019). Perceived supervisor support reduces quitting intentions and enhances organizational loyalty (Hall, 2019). Support extends by supervisor positively affect job contentment and reduces turnover intention (Zhang. 2019).

Support from an organization like supervisory support leads cementing employee engagement (Rai *et al.*, 2017). Those employees who are satisfied of the incentives provided by the employers hardly leave their jobs and want to continue their jobs (Ghosh *et al.*, 2013). Employee retention in organization can be ensured through reward, recognition, respect, better earning opportunities and working environment (Thoiba., 2018). Employee retention is defined that it is a technique to retain employees in an organization for a good longer time than any other organization where such supports are not common (Reina *et al.*, 2018).

P O-fit is defined as "Like-mindedness between personnel and organizations becomes reality when employees provide what is needed for an organization and vice versa (Kristof *et al.*, 2018). Person-Organization fit of employee leads to job satisfaction (Rayton. *et al* 2019). Innovative behavior of employees comes from person-organization fit. Perceived social organizational supports help employee for innovative behavior (Wojtczuk & Turek, 2016).

Career Commitment can be described as attitudes of individual towards their career (Jehanzeb & Mohanty., 2018). Career commitment leads to career success (Lee & Eissenstat., 2018). Career commitment, a part of commitment that shows ones career, Career commitment leads to positive career outcomes (Weng, 2018). Career commitment leads to success and satisfaction of individuals who have high level of self-efficacy (Singhal & Rastogi., 2018). Career commitment positively effects career satisfaction in case of IT professions (Lo Presti *et al.*, 2018).

Previous research shows that supervisory support leads to employee retention through organizational engagement (Kundu & lata, 2017). Both supervisor and peer support enhance employee retention by taking certain measures which result improvement in their performance (Boakye *et al.*, 2019).

The ongoing study unearths the effect made by a supervisor on employee retention with the mediating role of Career Commitment and moderating role person-organization fit in Pakistani context. Social exchange theory supports the current study (Blau, 1964). Social exchange generally takes place when Supervisor provides support to the employee then the employee wants to stay with the organization with their career commitment. Different researchers have studied social exchanges in different ways. The exchange occurs between supervisor and employee is called supervisory relationship (Eisenbergeretal. 1986; Rhoadesetal., 2001). If it is between employee and employees then it is known as Peer group interaction (Ghosh and Sahney, 2011). Reciprocity of employees and organization is called Perceived Organizational Support (Rhoadesetal 2001; Ghoshand and Sahney, 2011)

Literature Review

Supervisor Support and Employee Retention:

The support provided by a supervisor makes a person aware of the literature of an organization which results good outcomes for it (Neves *et al.*, 2018). "Human faces of an organization are the Supervisors" (Dhanpat *et al.*, 2018). Supervisory support guarantees good and amicable relationship between organizations and their employee. The better relationship between them

leads to good image of the organization. (Eisenberger *et al.*, 2019) The workers who enjoy good relationship with supervisors hardly think to quit their job and organization (Crane. 2019).

Employee's learning and training is strongly affected by the support of the manager (Ellstrom & Ellstrom., 2014). Support provided by an organization and a supervisor have strong impact on employee engagement (Rai *et al.*, 2017). Supervisory support reduces job quitting intention and enhances job satisfaction (Chummar *et al.*, 2019). Job retention and satisfaction is influenced by work experience (Taylor *et al.*, 2017).

Social support reduces intention of quitting of an organization and promotes adaptability with one's job (Karatepe & Olugbage., 2017). The factors which effect employee retention is empowerment (Batra, 2017). Compensation, benefits and activities to develop an employee's skill and ability lead to employee retention (Renaud *et al.*, 2015).Organizational, supervisor and co-worker support discourage job quitting intention (Duffy, 2019). Supervisory support and organizational support have a positive effect on job commitment and negative effect on turnover intention (Huyghebaert *et al.*, 2019).

Satisfaction with job is increased while anxiety is reduced by supervisory support provided by a supervisor (Conrad. 2019).Compensation, Opportunity for career, support by supervisor are important factors for employee retention (Shibiti. 2019). Supervisory support has direct relationship with the factors which contribute job retention (Potipiroon.2019). Supervisory support encourages an employee to retain his job while it discourages turnover intention (Rhoades *et al.*, 2001).

An employee in an organization loves to work efficiently with a supervisor who is friendly, trustful and treats him respectfully (Chi *et al.*, 2019). An employee in an organization does not rage and work amicably if social support is offered by supervisors and other senior colleagues (Salamah., *et al* 2018). In most cases employees leave their jobs because of not getting proper supervisory support (Bolino., 2018)

So, in the light of the above study, the following hypothesis can be developed:

H1. "Supervisory support is positively and significantly related to Employee Retention"

Supervisory Support and Career Commitment

A supervisor communicates the goals, value and objective to employees. His major and prime work is to evaluate the performance of employees (Yang., 2018). Employees feel them their true supporters and take them unbiased and active (Rahman *et al.*, 2019). Supervisory support lessens the feeling of anxiety of an employee (Senreich *et al.*, 2018). Supervisory support enhances awareness among employees about the literature of an organization which is significant for the outcomes (Dai *et al.*, 2018). "Human faces of an organization are the Supervisors" (Gebre, *et al.*, 2019).

Employee commitment towards there career is affected by the supportive supervisor (Zheng & Wu., 2018).Supervisory support establishes strong relationship between an organization and its employee (Dhanpat., 2018) . The better relationship between employee and supervisor is good image of the organization (Jadon & Upadhyay., 2018). If an employer is true to his employees, the commitment of employees go up (Naidoo, 2018). An employee likes his or her career due to support of their supervisor through their motivation (De Vito *et al.*, 2018).

A supervisor plays the role of bridge between an organization and its employees through psychological contact (Dhanpat *et al.*, 2018). It is imperative to get supervisory support so that the employees may have long-term and psychological link with their organization (Ren *et al.*, 2019). Job commitment is the outcomes of a supervisory support and employee gets stronger when supervisory support is offered with letter and spirit (Heffernan, 2018). Supervisory support reduces stress at workplace and improve performance of an organization (Yang *et al.*, 2018).

An employee wants to work with his current career for long term due to support of his supervisor at work place (Nagy *et al.*, 2019). An employee wants to get success in his career which leads to organizational success due the support of ethical supervisor (Fehr *et al.*, 2019). An ethical supervisor plays a vital role to enhance employee career in organizational through career development counseling (Blokker *et al.*, 2019). Career commitment of employee is effected by rewards system given by supervisors (Quadri ., 2019).

On the basis of above study we can come up with the following hypothesis:

H2. “Supervisory support is positively and significantly related to Career Commitment”

Career Commitment and Employee Retention

An employee’s leaving an organization does not only increase organizational cost but also reduces the standard of employee services (Olsen *et al.*, 2019). The past researches show that employees leave their jobs due to low career development and opportunities (Haldorai *et al.*, 2019). Turnover intention is affected negatively by career commitment (Masud *et al.*, 2019) Career commitment has a strong and positive effect on employee retention because employees love their career and want to stay long term with the organization (Haque *et al.*, 2019).

The more committed an employee is with his job, the lower is the possibility of turnover (Haque *et al.*, 2019). One of the most important factors of career commitment is career development which ultimately reduces job quitting intention (Van der Heijden *et al.*, 2019). Lower career development results high turnover intention and high career development results higher employee retention (Haldorai *et al.*, 2019; Yu *et al.*, 2019).

Career commitment is referred as professional commitment, occupational commitment or career motivation (Lapointe *et al.*, 2019). A professionally committed employee also wants to retain with organization for long term (Glazer *et al.*, 2019). An employee occupationally committed with their career wants to retain with an organization for a longer period (Redditt *et al.*, 2019). Employee retention is enhanced through career motivation (Koskey *et al.*, 2019). Turnover intention is low when an employee is committed with his job (Asghar *et al.*, 2018).

Most organizations do not provide job security to employees therefore career commitment is lower than that of employee friendly organization. (Yu *et al.*, 2019) Career commitment builds good and strong bounding between employees and organization which leads to employee retention (Obiekwe *et al.*, 2019). Employee retention is affected by employee commitment. Thus they retain inn the organization happily (Yu *et al.*, 2019). Job quitting intention is low when employees are full motivated towards their job (Lin *et al.*, 2018).

Keeping in the view the above study following hypothesis can be developed:

H3. “Career commitment is positively and significantly related to Employee Retention”

Meditation

“Mediating effect of Career Commitment in the relationship between Supervisory support and Employee retention”:

The two important antecedents of career commitment are perceived religious and social support (Huyghebaert *et al.*, 2019). Committed to career leads to success and satisfaction of employee (Li *et al.*, 2019). The more a person involved with his job, the lower is quitting intention (Lo Presti *et al.*, 2018). An individual does lots of efforts for career development by developing certain qualities like cognitive and intentional development (Afsar *et al.*, 2019).

The individuals who are ready to be effective in their organization are indeed committed to their professions thus they bear all kinds of difficulties to fit themselves to their careers (Redondo *et al.*, 2019). An employee commitment with an organization does not only affected by individual identification but the specific career a person is seeking in that organization

(Duffy *et al.*, 2011). Affective Commitment was demonstrated a valid mechanism to explain the relationship between employees' work experiences on the one hand, and their turnover intentions as well as their well-being (Lapointe *et al.*, 2013). Indeed, previous research shows workplace commitment to have a positive effect on workers' attitudes, behavior and work performance (Perreira *et al.*, 2018). Affective commitment to the organization is known to associate negatively with intended and actual turnover (Meyer *et al.*, 2002).

Professional and organizational commitment mediates the relationship between recognition and professional employees intention to stay (Valeau *et al.*, 2019) Career commitment performs the role of mediator between training of employees and their job quitting intention (Kooij & Boon, 2018). Career commitment mediates motivation, training and job quitting intention (Safavi & Karatepe 2018). The relationship between career commitment and core self-evaluation are mediated by career commitment (Singhal & Rastogi 2018). Career commitment mediates the relationship between training and job satisfaction (Duffy *et al.*, 2011). Professional and organizational commitment mediates the relationship between training and professional employees intention to stay (Valeau *et al.*, 2019).

Keeping view the above study, the following hypothesis can be propounded:

H4. "Career Commitment mediates the relationship between Supervisory support and Employee retention"

Moderation;

"The relationship between supervisory support and career commitment is moderated by P-O-fit"

P O-Fit is defined as the compatibility between an organization and its employees becomes reality when the needs of one entity fulfill the needs of another entity (Kristof ., 1996). Person-organization fit positively influences salesperson's commitment and trust in manager (Schwepker, 2018).

Intention to stay with organization is supported by ethical Person organizational fit and positive attitude (Boon, 2017). Person-Organization fit of employee leads to job satisfaction. Supervisor support can minimize job stress of employee (Chen *et al.*, 2016). Innovative behavior of employee comes from person-organization fit. Perceived social organizational climate supports employee for innovative behavior (Wojtczuk & Turek, 2016). Nurse person-organization fit leads to innovative behavior with doctor if she has high knowledge sharing behavior (Afsar, 2016). Employee person-organization fit leads to innovative behavior with supervisor in the organization (Afsar & Badir, 2016).

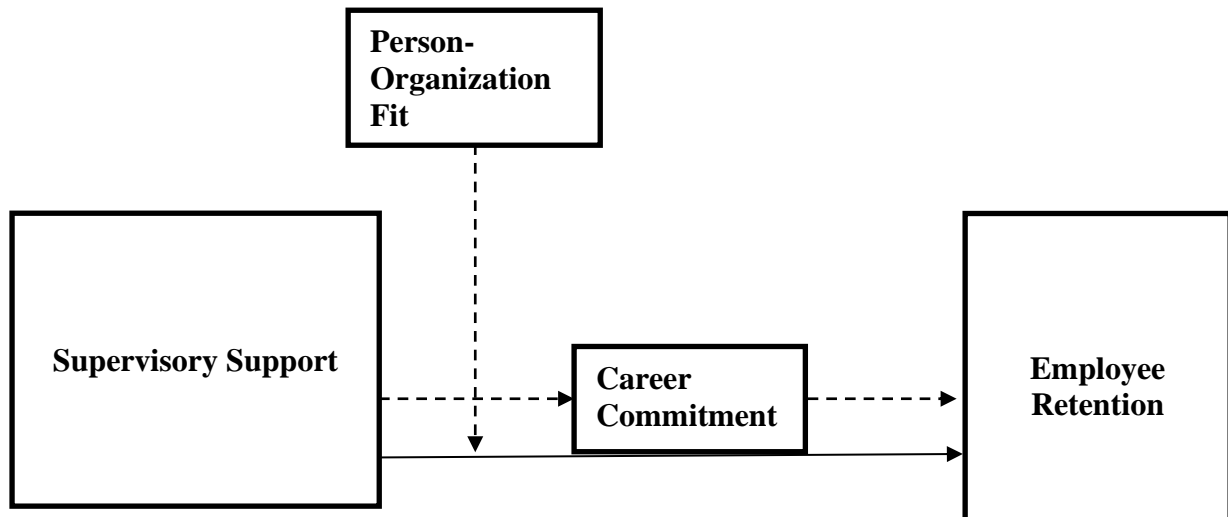
Person-organization fit has positive effects on employee creativity (Sarac *et al.*, 2014). Person-organization fit has positive effect on job satisfaction and organizational commitment and negative effects on intention to leave (Sarac *et al.*, 2017). Person-organization fit is positively related to innovative behavior (Afsar & Badir, 2017). Organizational ethical work environment has positively effects on person-organization fit (Ruiz-Palomino *et al.*, 2014).

Different variables like organizational citizenship behavior , teaching and research productivity are positively affected by P O-fit (Akhtar., 2019). job performance and job satisfaction also affected by P O-fit (Bogan & Dedeoglu., 2019). The general concept of Person organization fit emphasis on commonality of organizational and personal qualities (Liu *et al.*, 2010).

P O-fit moderates organizational commitment and turnover intention (Alniacik *et al.*, 2013). The relationship between job satisfaction and public service motivation is moderated by person organization fit (Liu *et al.*, 2015). Job characteristic and reward are moderated by P O-fit (Jin *et al.* ., 2011). The relationship between ethical intent and ethical culture is moderated by P-O-Fit (Homberg & Costello ., 2019).

Keeping in view the aforementioned facts, the following hypothesis can be determined
H5. “*Person-organization fit moderates the relationship between Supervisory support and Career Commitment*”.

Research Model



Research Methodology

The current study is empirical and quantitative based study. Data was collected by Convenience non-probability sampling technique method through personal and professional contacts and collected from service organization (Banking and telecom) in Pakistan. Field survey was conducted.

Time horizon of this research is cross sectional as collected data in one-time frame from the respondent at different management level from banking and telecom sector.

One- way ANOVA was run in SPSS to gauge the amount of variation in dependent variable (Employee Retention) due to demographic variable like (Age, Gender and Experience). Having performed one-way ANOVA no any significant difference was recorded in Employee Retention by Gender, Age and Experience of employee. Below (Table 1) shows the numerical value of One-way ANOVA.

Table 1: One-way ANOVA

Sources of variation	ER	
	F statistics	p-value
Gender	.212	.646
Age	1.877	.134
Experience	.934	.425

ER= Employee Retention

Correlation Analysis:

Table 2 consists of Means, standard deviation, reliabilities and correlation matrix:

Table 2:

	Mean	SD	1	2	3	4
SS	3.67	0.61	(0.871)			
CC	3.60	0.95	0.426**	(0.732)		
PO-F	3.74	0.940	0.604**	0.458**	(0.792)	
ER	3.42	0.98	0.503**	0.416**	0.512**	(0.808)

SS: Supervisory Support, CC: Career Commitment, PO-F: Person Organization Fit, EE: Employee Retention

The table 3 shows the positive correlation between supervisory support and employee retention (0.503, $p = .000$) so after finding, hypothesis 1 is supported. The correlation between career commitment and supervisory support have positive and significant relationship (0.426, $p = .000$) this positive finding supports to hypothesis 2. Career commitment and employee retention have significant and positive correlation (0.503, $p = .000$) therefore hypothesis 3 is supported.

Mediation regression analysis

Mediation condition of (Baron & Kenny, 1986) is used in current study to find out the mediating role of Career commitment. To find out the main effect as well as the mediating effect in current study, we used regression analysis.

The finding shows that employee retention is effected positively and significantly by supervisory support ($\beta = 0.746$, $p < .001$), so Hypothesis 1 is accepted.

Results shows that Supervisory support is positively and significantly effect on career commitment ($\beta = 0.617$, $p < .001$) so, Hypothesis 2 is accepted.

In addition the results shows the Employee retention is effected positively and significantly by career commitment ($\beta = 0.933$, $p < .001$) therefore hypothesis 3 is accepted.

Table 3: Regression Analysis

Predictor	Career Commitment			Employee retention		
	B	R ²	▲R ²	B	R ²	▲R ²
Direct effect						
SS	0.617***	0.181	0.178***	0.746***	0.253	0.250***
CC				0.933***	0.832	0.831***
Indirect effect						
SS				0.208***	0.848	0.847***

N = 264. SS = Supervisory Support, CC = Career Commitment
*= $p < .05$. **= $p < .01$. ***= $p < .001$. ns = not significant

Table 3 shows the positive and significant relationship between Supervisory support and employee retention is mediated by career commitment find out through mediating regression analysis ($\beta = 0.208$, $p = .000$; $\blacktriangle R^2 = 0.848$, $p < .001$) and thus Hypothesis 4 is accepted.

Moderation regression analysis

Moderation regression analysis was run to test the moderating effect of PO-Fit in the relationship between supervisory support and employee retention. Moderated regression analysis was used in current study to find out the interactive effects of supervisory support and person organization fit on employee retention. First the control variable were drop due to insignificant effect of control variable on employee retention , secondly supervisory support along with person organization fit was entered , lastly interaction term of Supervisory support and P-O-Fit was entered.

After a finding we can say that Person organization fit moderate the relationship between supervisory support and Employee Retention. ($\beta = 0.204, p < .001; \Delta R^2 = 0.613, p < .001$) which means 1% change in interaction term of supervisory support and Person organization Fit causes to effect Employee retention by 61%.

So in the light of above finding we can say that hypothesis 5 is accepted

Moderated regression Analysis

Table 4

Predictor	Employee Retention		
	B	R ²	▲ R ²
Step 1			
SS	0.746***		
POF	0.834***		
Step 2			
SS x POF	0.204***	0.613	0.539***

N = 264. SS = Supervisory Support,
CC = Career Commitment , POF
* = p < .05. ** = p < .01. *** = p < .001. ns = not significant

Fig 1: Plot of interaction between Supervisory support and Person- Organization fit on Employee Retention

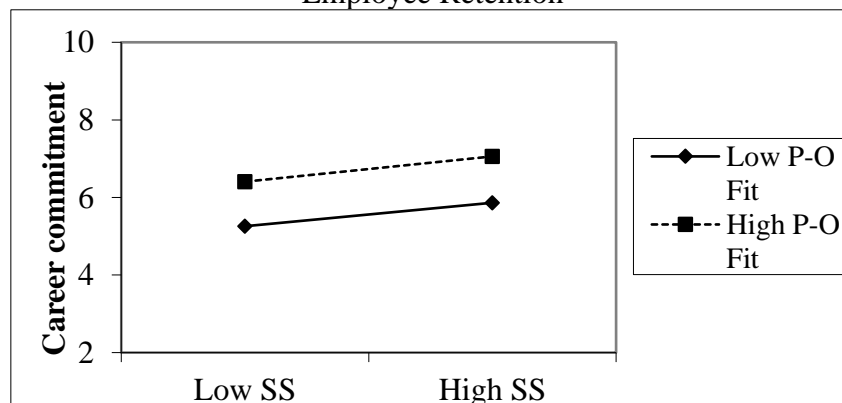


Figure 1 shows that the relations between supervisory support and career commitment was powerful in the case of high person organization fit and weakest in the case of low person

organization fit. In case of high person organization fit interaction plot shows positive relation between supervisory support and career commitment and in case of low person organization fit interaction plot shows negative relation between supervisory support and career commitment.

Discussion:

All proposed hypothesis are supported and accepted by the current study. Employee Retention is positively affected by supervisory support. Employee retention is guaranteed by organizational support and friendly environment. Supervisory support builds up the sense of satisfaction in an employee with his job and convinced and motivated employees continue their services for the organization.

Supervisory support reduces turnover intention and enhances employee retention. Employee retention is influenced by the following supervisory mechanism like rewards. Its may be financial as well as verbal. Promotion is another form of support which is based on appraisal of employee each year supportive supervisor follow 360 degree performance appraisal.

The findings of current study is supported by the previous researches done by (Batra, 2017 ; Renaud *et al.*, 2015 ; Karatepe & Olugbage., 2017 ; Taylor *et al.*, 2017 ; Rai *et al.*, 2017 ; Ellstrom & Ellstrom., 2014; Dhanpat *et al.*, 2018).

Career commitment is affected significantly and positively by supervisory support. Supervisory support plays a pivotal role in many organizations for career development or career success. Supervisory support helps an employee to develop his/her skills in his relevant field to cope with the challenges related to his/her profession.

Motivational tool is the most significant measures which a supervisor uses for achieving organizational goals. In this way career development of an employee is made. Thus he/she becomes well-rounded in his profession. The findings of current study is supported by the previous researches done by (Yang *et al.*, 2018; Dhanpat *et al.*, 2018; Naidoo, 2018; Jadon & Upadhyay., 2018; Dhanpat., 2018; Dai *et al.*, 2018; Senreich *et al.*, 2018; Yang., 2018).

Employee retention is positively and significantly affected by career commitment. Career commitment of an employee is committed with his job in an organization. Employee retains in the firm happily which is considered success of that organization. In case of career commitment there will be low turnover intention.

The findings of current study is supported by the previous researches done by (Masud *et al.*, 2019; Haque *et al.*, 2019; Van der Heijden *et al.*, 2019; Haldorai *et al.*, 2019; Lapointe *et al.*, 2019; Obiekwe *et al.*, 2019).

The relationship between supervisory support and employee retention is moderated by P O-fit .The more higher P O-fit is in any organization , the more will be career commitment or professional commitment in case of supervisory support . The findings of current study is supported by the previous researches done by (Liu *et al.*, 2015; Jin *et. al.*, 2011; Alniacik *et al.*, 2013; Liu *et al.*, 2010; Schwepker, 2018; Kristof ., 1996).

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HOW DO AUDITORS FOLLOW RULES?

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Abstract: *Motivated by concerns about whether rules and regulations capture the rich complexity of auditing and auditors follow rules and regulations to the extent of compromising judgment, this paper provides a synthesis of literature in the field of auditing and psychology to better understand how auditors follow rules in exercising judgment. Five testable propositions are derived. A model of rules compliance is also developed to better understand auditors' practices and performance. The model sheds light on how auditors comply or conform to rules given the range of audit tasks, from well-structured to ill-structured. While the model is developed in the context of audit judgment, the model is also applicable in other similar judgmental settings with a range of well and ill-structured tasks. The propositions and model developed in this study serve as a platform for future empirical research in auditing as well as other similar domains of expertise.*

Keywords: *Rules compliance, rules conformance, audit judgment, structured tasks, ill-structured tasks.*

Introduction

Rules ensure “global order in the modern world”; rules facilitate “co-ordination and co-operation on a global scale” and are considered “instruments of control” (Brunsson and Jacobsson, 2000, p. 1). A survey that involves 688 organizations revealed that majority have formalized rules and procedures: 80 percent have procedure manuals, 78 percent have rules related to fringe benefits, 74 percent have written job descriptions, 74 percent have rules on safety and hygiene, 67 percent have hiring and firing procedures, and 67 percent have rules on personnel evaluations (Marsden et al., 1994).

More formalized rules and procedures are in place to govern highly regulated professional practices in disciplines like auditing, law and medicine. The auditing profession has been criticized for being overwhelmed by formalized rules and procedures to the extent of jeopardizing auditing as a hermeneutical practice where auditors may lose their capacity for critical reasoning (Francis, 1994). Empirical findings also suggest auditors' lack of critical thinking and deficiencies in audit work especially when complex accounting estimates are involved (Bucaro, 2019; Glover et al., forth. Accounting standard setters and regulators are concerned that auditors follow rules to the extent of becoming reluctant to exercise judgment (Millman, 2005; FASB, 2004; Weil, 2002). Rules and procedures bring about global order, coordination and cooperation, while promoting legitimacy and control, but inadvertently breed complacency and reduced vigilance due to the less need for informed intelligence and judgment (Weil, 2002), which can erode auditors' expertise in exercising professional judgment.

Whether auditors follow rules and procedures to the extent of compromising audit judgment is indeterminate as extant literature provides mixed evidence. On one hand, auditors have been found to follow audit procedures that have been routinized in the past too strictly to the extent of compromising their performance in detecting fraud (Glover et al., 2003; Zimbelman, 1997). On the other hand, auditors have also been found to be capable of arriving at a judgment through interactions with members of the audit team, rather than based on effortful and systematic search and analyses of audit evidence as per formalized rules and

procedures (Pentland, 1993). Auditors even manage to incorporate unrecorded audit evidence into their judgment (Grout et al., 1994). There are also concerns about auditors' manipulation of rules to exercise judgment biased towards audit clients' demands (Moore et al., 2006; Moore and Loewenstein, 2004; Bazerman et al., 2002).

Various audit methodologies and decision aids—such as big data and audit analytics, audit risk model and fraud risk assessment—have been introduced over the years to facilitate audit judgment, but each has been found to have its respective limitations and does not necessarily enable auditors to make better decisions (e.g. Moffitt et al., 2018; Brown-Liburd et al., 2015; Curtis and Turley, 2007; Knechel, 2006; Houston et al., 1999; Zimbelman, 1997). Studies investigating the effects of regulatory reforms have similar findings where deemed better rules, regulations and standards do not necessarily ensure improved financial reporting quality (e.g. Agoglia et al., 2011; Chen and Zhang, 2010; Jamal and Tan, 2010). Auditing is a complex process that varies across clients, business environment and jurisdictions, which makes it challenging for auditors to maintain and improve their judgment performance (DeFond and Zhang, 2014; Knechel et al., 2013). Much is to be learned about how auditors apply rules and procedures to facilitate judgment.

Brunsson and Jacobson (2000) share a similar view where the influence of rules in the society, though important, is a much neglected and under-researched area in social science. Rules and procedures have a history as a double-edged sword. Rules and procedures provide guidance, clarify responsibilities and reduce role stress, but at the same time can stifle creativity, foster dissatisfaction and demotivate employees (Adler and Borys, 1996). Even within the same organization, the same set of rules and procedures can have different effects on different individuals performing different tasks; for example, while scientists and engineers dislike being overwhelmed by formalized rules and procedures, they welcome rules and procedures that facilitate more routine parts of their tasks, which enhance their effectiveness and self-efficacy (Bandura, 1977). Much is still to be learned about how one can capitalize on the benefits of rules and procedures despite their shortcomings.

This study examines how rules and procedures are applied in a judgmental context like auditing from the psychology perspective. Audit judgment provides a rich setting to better understand the influence of rules. Formalized rules and procedures predominate in the auditing environment due to the increasing demand for legitimate and transparent forms of standardized audit practice for control purposes (Power, 2003). Drawing on prior auditing and psychology research on human cognition, five propositions and a model are developed to provide insights into how auditors follow rules and procedures.

The remainder of this paper is organized as follows. The second section discusses the benefits of rules. The third section discusses the feasibility to strictly follow rules. The fourth section discusses the extent to which auditors follow rules. The fifth section develops a model to explain how auditors follow rules. The final section summarizes and concludes the discussions.

The Benefits of Rules

Codification of what skilled auditors know to serve as rules in the form of manuals, training courses, standardized audit techniques and decision aids is not uncommon and practiced not only in audit firms. As rules promote coordination and coherence of practices, empirical evidence suggests that codification of knowledge to serve as rules brings about several benefits ranging from greater judgment consensus in audit reports, greater control over audit team members, less role stress and role conflict, to greater leverage of expertise through deployment of inexperienced audit staff, and greater cost-savings as an audit firm can be formed with only a handful of experts (e.g. Burns and Scapens, 2000; Morris and Empson, 1998; Dirsmith and

Haskins, 1991). In short, the practice of having formalized rules and procedures in place has gained widespread acceptance not only in the auditing profession. Having formalized rules and procedures in place has become an institutionalized business practice.

Auditors are expected to comply with various explicit and implicit rules pertaining to not only their day-to-day audit tasks, but also to their attire, social demeanor and even choice of lunch, which constitute part of the professional code of conduct (DeFond and Zhang, 2014; Spence and Carter, 2014; Power, 2003; Pentland, 1993). In addition to promoting legitimacy, formalized audit practices also serve as a platform for marketing audit services as more than mere credibility assessment but also for business advisory and risk management. Auditing is a business. Formalized audit practices facilitate a more cost as well as revenue effective way of doing audit.

Evidence of auditors' desire for rules and standardized practices is traceable in both academic as well as practitioners' literature even back to the 1970s. In the absence of formalized audit rules and procedures, past audit practices serve as a substitute. For instance, Tipgos (1978) lamented that auditors rely heavily on prior years' working papers in audit planning, to the extent of either limiting the scope of audit to that of prior years' or doing a little more. Similarly, Fischer (1996) provided evidence of auditors' adherence to past audit approaches to the extent of becoming reluctant to adopt new audit technologies and better audit approaches.

While formalized audit rules and procedures provide structure, facilitate automation of certain audit procedures and promote legitimacy via transparent, standardized audit practices, improved quality of auditing services does not necessarily follow (e.g. Moffitt et al., 2018; Brown-Liburd et al., 2015; Manson, 2001; Pincus, 1989; Johnson and Kaplan, 1996). Auditors face a tradeoff between the need to reduce audit costs versus enhance the quality of auditing services (Fischer, 1996). Between cost reduction and quality enhancement, quality enhancement is at the losing end for two major reasons. First, the debate on what constitutes audit quality is still unresolved (see DeFond and Zhang, 2014; Knechel et al., 2013). Audit quality is subjective, intangible and cannot be directly observed and therefore measured. Hence, audit quality is a matter of perception (Knechel et al., 2013; Power, 2003; Pentland, 1993). Second, cost reduction is more tangible and more attainable by following established rules and procedures.

The ambiguity surrounding what constitutes audit quality has made the institutionalized principle of having formalized rules and procedures in place even more important. Difficulties in observing and measuring audit quality have diverted attention to the audit process (Power, 2003). Formalized audit rules that enable automation of audit procedures—via big data and audit analytics, robotic audit automation, statistical sampling—project an image of audit efficiency and effectiveness (Moffitt et al., 2018; Brown-Liburd et al., 2015; Power, 2003; Manson, 2001; Power, 1995; Carpenter and Dirsmith, 1993). Informal rules and procedures that are typical in big audit firms, such as long working hours with short breaks, the discipline of charging for time and dress codes, project an image of diligence and professionalism (DeFond and Zhang, 2014; Spence and Carter, 2014; Power, 2003; Pentland, 1993).

The first proposition is as follows.

Proposition 1: Formal and informal rules portray an image of professionalism and competence in audit work.

Besides portraying an image of professionalism and competence, rules and procedures facilitate top-down control over audit team members in two major ways. First, rules and procedures, both formal and informal, motivate less experienced auditors to perform better due to increased understanding on performance expectations and how to perform tasks assigned (Miller et al., 2006). Indeed, less experienced auditors demand for established rules and procedures (Knechel, 2006). Second, working papers prepared in accordance with standardized

format and content promotes familiarity and therefore facilitates review from the top (Rich et al., 1997a).

Tasks that are routine and predictable in form and content across client firms where the most efficient and effective ways of completing such tasks are already identified and prescribed in the form of formalized rules and procedures are excellent candidates for automation (e.g. Moffitt et al., 2018). Conventional wisdom suggests that conscious deliberation based on a set of predetermined standards enhances efficiency and effectiveness (e.g. Dijksterhuis et al., 2009; Dijksterhuis et al., 2006; Dijksterhuis and van Olden, 2006; Agor, 1989). Even in the context of purchasing a painting at an art auction for instance, Dijksterhuis and van Olden (2006) explained that people tend to think thoroughly what they like and dislike, and if possible, use a balance sheet to systematically assign each painting pluses and minuses for different attributes with the belief that a such a strategy leads to a wiser decision.

The second proposition is as follows.

Proposition 2: Formal and informal rules provide structure to facilitate coordination, control and automation of routine audit tasks for better efficiency and effectiveness.

While auditors are expected to comply with formalized rules and procedures in line with conventional wisdom, auditors are also expected to provide evidence of compliance through the production of working papers, which is particularly important in the event of litigations (Power, 2003). Any deviation from formalized rules and procedures, even in terms of cosmetic standards for working paper formats, can be used by plaintiff attorneys against auditors in a court of law as evidence of negligence (Rich et al., 1997a).

The third proposition is as follows.

Proposition 3: Formal and informal rules enable auditors to defend that their duties have been performed in a competent and professional manner, particularly in the event of litigations.

The Feasibility to Strictly Follow Rules

Judgment is inevitable in auditing. Accounting numbers and standards are subject to a myriad of interpretations (Lau, 2008; Bazerman et al., 2002). Auditors are merely in a position to provide reasonable assurance—not absolute assurance—on whether financial statements are fairly presented. Audit report merely conveys an opinion, which is judgmental. An audit opinion is a conclusion made based on arguments contained in audit files, and is subject to the limitations of accounting and auditing standards in providing measurements of wealth and income reported in the audited financial statements (DeFond and Zhang, 2014; Smieliauskas et al., 2008).

While formalized rules and procedures provides structure, enables automation and facilitate control and coordination particularly over performance of more routine, structured tasks delegated to junior members in the audit team, such rules and procedures are insufficient to accommodate for the rich complexity of auditing for two major reasons. First, formalized rules and procedures are incomplete. Some kinds of knowledge, i.e. tacit knowledge, are not easily articulated and thus not laid down as rules and procedures (Brunsson and Jacobsson, 2000). Further, certain audit tasks, such as fraud detection, occur infrequently and tend to be variable in their form and content, which constrain development of the knowledge required to perform such tasks in the first place (Johnson et. al, 1993), let alone development of formalized rules and procedures. Second, formalized rules and procedures are developed more at a distance (Brunsson and Jacobsson, 2000) and may not be suitable to audit tasks at hand.

In summary, it is challenging, if not impossible, for formalized rules and procedures to comprehensively capture the rich complexity of auditing. Though believed to be able to achieve economies of scale, robotic audit automation is only applicable to predictable and recurring tasks where rules can be clearly defined (Moffitt et al., 2018). Robots need precise instructions

but it is impossible to develop precise instructions for the entire audit process. Similarly, the traditional audit risk model has been criticized for being simplistic and inadequate as each audit engagement is unique (Houston's et al., 1999; Francis, 1994). Hence, the very nature of auditing is not conducive for auditors to strictly follow rules and refrain from exercising judgment altogether.

The discussion in this section yields the fourth proposition, as follows.

Proposition 4: It is not feasible for auditors to strictly follow rules and refrain from exercising judgment, especially when coping with the complex and ill-structured nature of auditing.

The Extent to Which Auditors Follow Rules

Being well-versed in the accounting standards, rules and regulations is important to complete the routine, technical part of the audit process, which every beginner in the auditing profession aspires to master. However, such technical competence only allow auditors to progress up to the director level but not the partner level (Spence and Carter, 2014; Carter and Spencer, 2014). Partners lead the audit team, make the ultimate decision and sign the audit report. More experienced partners are found to be associated with improved audit quality and garnered a premium audit fee (Cahan and Sun, 2015). Yet, partners, who were once technically competent with the accounting standards, rules and regulations in the earlier part of their career, admitted being reliant on their subordinates for technical advice to minimize legal risks (Spence and Carter, 2014; Carter and Spencer, 2014). How do partners arrive at a judgment?

Early studies suggest that auditors at all levels use emotional language to describe how they work and spend substantial amount of time interacting with members of the audit team rather than reading working papers or searching dispassionately for audit evidence (Pentland, 1993). According to Dane and Pratt (2007), it is the very nature of intuitive judgment to be made in a non-conscious, automatic, rapid and effortless manner, rather than based on conscious and thorough analyses of information. Yet, judgment is reached with a feeling of certitude. While auditors are not strict followers of formalized rules and procedures who make judgment based on conscious evaluation of audit evidence, auditors are found to be comfortable with the numbers (Pentland, 1993), which is consistent to what Hayashi (2001, p. 60) called a "feeling of knowing", i.e. feeling of certitude. In essence, auditors are certain and confident with their judgment, which suggests that judgment is not made in a haphazard manner despite the lack of systematic, step-by-step analyses of working papers, but has a firm basis though not readily accessible to auditors' conscious mind, i.e. tacit knowledge.

Further, auditors have been claimed to be able to take into consideration unrecorded audit evidence (Grout et al., 1994), which reflects the all-encompassing, holistic nature of unconscious processing; all pertinent audit evidence regardless of whether they are formally recorded are taken into consideration. Being able to account for unrecorded audit evidence indicates that audit judgment is, again, not based on conscious, step-by-step deliberation and analyses of working papers; unrecorded audit evidence is not in the working papers in the first place. Auditors have also been claimed to rely less on written communications, but more on verbal communications and therefore decreases working-paper details (Rich et al., 1997a). The trend towards more verbal communications and less written communications as well as decreased working-paper details further makes conscious deliberation and thorough analyses of working papers less feasible. Indeed, conscious and deliberate adherence to rules and procedures to search and account for audit evidence impede intuitive judgment, which is most effective when made in a non-conscious and rapid manner (Dane and Pratt, 2007). In the domain of psychology, the non-conscious, rapid nature of intuitive judgment has been found to be superior in processing and integrating information in a holistic manner, particularly when the capacity of unconscious processing is virtually unlimited (Dijksterhuis et al., 2009; Dijksterhuis

et al., 2006; Dijksterhuis and Meurs, 2006; Dijksterhuis and Nordgren, 2006; Dijksterhuis and van Olden, 2006; Dijksterhuis, 2004).

In auditing and other professional domains like taxation, law and medicine, the need to be an all-rounder is required to progress to the top echelon, i.e. partner (see Carter and Spence, 2014; Spence and Carter, 2014). Partners' role encompasses more than just making the ultimate decision for every audit engagement and signing the audit report. Partners are leaders who need to have a long-term, holistic view as they set the rules, decide the right course of actions, develop and maintain good rapport with colleagues, subordinates as well as clients, while cross-selling a range of services. Technical competence merely facilitate deemed second-order activities like deliberate search for audit evidence and systematic compilation of working papers that are delegated to the deemed specialists, i.e. directors. Technical competence promotes a mechanistic mentality, which is conducive in following predetermined procedures as prescribed in formal as well as informal rules but is insufficient to cope with the complex and uncertain audit environment (Bucharo, 2018). Therefore, only directors who manage to reinvent themselves and become all-rounders move to the top echelon to become partners. Having a long-term, holistic approach in their conduct and judgment enables partners to cope with their diverse roles as well as exercise intuitive judgment in the complex and uncertain audit environment where not all pertinent audit evidence is readily available and thus compiled in working papers. Partners' broad, holistic focus of attention enables them to incorporate incidentally available audit evidence, acquired formally as well as informally while interacting with clients, colleagues and subordinates, into their judgment (Griffith et al., 2015).

Having transcended the specialist stereotype and diverted away from the narrow focus of consciously abiding by formalized rules and codes of conduct, partners can still be in conformance with rules. Dijksterhuis and Nordgren (2006 p. 101) illustrated that “an apple conforms to gravity by falling down rather than up, but it does not actively follow a rule in doing so.” Similarly, partners adopt a long-term, holistic approach and exercise intuitive judgment rather than mechanistically follow rules in a step-by-step manner. Nevertheless, subsequent search for audit evidence and production of working papers that are typically delegated to the specialists, i.e. directors, are still expected to ensure that auditing is conducted professionally in compliance with formalized rules and procedures; partners conform to rules.

The discussion in this section leads to the fifth proposition, as follows.

Proposition 5: Audit partners exercise intuitive judgment in a manner that conforms to rules.

Discussions

It is most important especially for junior members of the audit team to consciously follow rules in a precise manner while executing well-structured tasks to facilitate top-down control and demonstrate that auditors have performed their duties in a competent and professional manner, which is pertinent particularly in the event of litigations. However, it is not as suitable to consciously follow rules when performing ill-structured tasks such as forming an audit opinion and detecting fraud. Rules and procedures are often incomplete to guide performance of ill-structured tasks. It is the very nature of ill-structured tasks to be variable in their form and content, where precise application of tried-and-tested rules and procedures is often inadequate. Further, conscious processing does not facilitate a holistic approach in judgment (Dijksterhuis et al., 2009; Dijksterhuis et al., 2006; Dijksterhuis and Nordgren, 2006; Dijksterhuis and van Olden, 2006; Dijksterhuis, 2004).

“Whereas conscious thought stays firmly under the search light, unconscious thought ventures out to the dark and dusty nooks and crannies of the mind” (Dijksterhuis and Meurs, 2006, p. 138).

Model of Rules Compliance

Figure 1 depicts the model of rules compliance given a range of task structure. The x-axis represents the degree of rules compliance, from low (i.e. unconsciously conforming to rules) to high (i.e. consciously following rules in a strict manner). The y-axis represents the extent to which tasks are structured, from low (i.e. ill-structured) to high (i.e. well-structured). A high degree of rules compliance is suitable when performing tasks with a high degree of structure. Conscious processing ensures that rules are followed in a careful and precise manner when performing well-structured tasks. However, the limited capacity of conscious processing tend to undermine performance of tasks with a lower degree of structure, i.e. ill-structured tasks; either only a subset of information is considered or disproportionate weight being assigned to a subset of information resulting in the inability give due consideration to the various possible solutions to the tasks in an unbiased manner (Dijksterhuis et al., 2009; Dijksterhuis et al., 2006; Dijksterhuis and Nordgren, 2006; Dijksterhuis and van Olden, 2006; Dijksterhuis, 2004). When performing tasks with a lower degree of structure, i.e. ill-structured, it is more appropriate to unconsciously conform to rules rather than consciously follow rules in a strict manner. Unconscious processing, which enables information to be considered in an all-encompassing, holistic manner due to its virtually unlimited capacity, is in a better position to ensure that the various alternative solutions to the tasks are given due consideration. On the other hand, unconscious processing offers little assistance when performing tasks with a higher degree of structure, i.e. well-structured, due to its inability to follow rules in a precise manner.

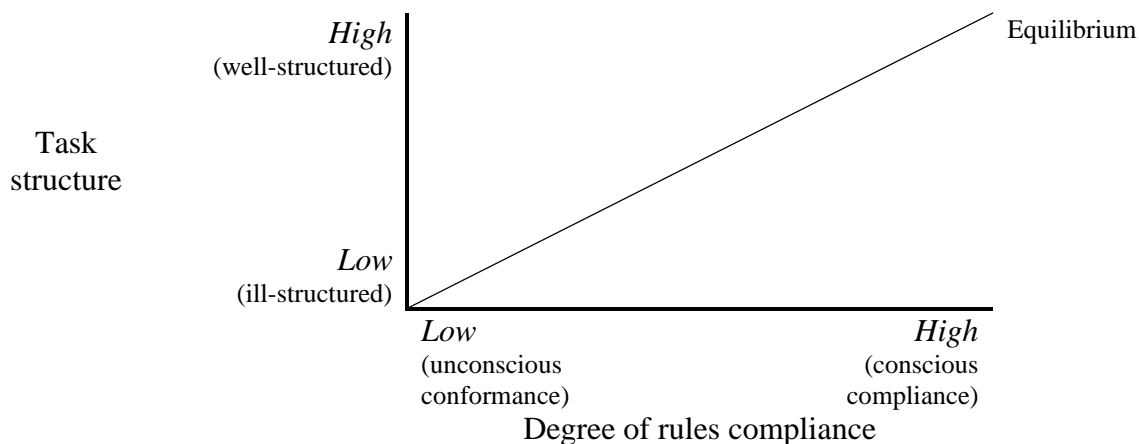


Figure 1. Model of rules compliance for a range of task structure

Auditors are compelled to follow rules and procedures in a precise manner in light of litigation risks. While auditors are forced to routinize the habit of consciously following rules in a precise manner, auditors are also blamed for being too inclined to follow rules (FASB, 2004; Weil, 2002), particularly when auditors fail to disengage from the habit of following rules and procedures in a strict manner even when tasks at hand are ill-structured. In other words, auditors are compelled to operate on the right side of Figure 1 where auditors are inadvertently forced to operate below the diagonal line when working on the ill-structured component of the audit process. When performing tasks with a lower degree of structure, auditors require some leeway in deciding how rules and procedures should be implemented, especially when rules and procedures are often inadequate to accommodate for ill-structured tasks. Having found how best to conform to rules given the ill-structured nature of tasks at hand, auditors return to the diagonal line again on the bottom left of Figure 1.

Ideally, auditors should operate along the diagonal line. Auditors are in equilibrium when operating along the diagonal line. Tasks with a higher degree of structure require more conscious processing to ensure a strict degree of rules compliance. On the other hand, tasks with a lower degree of structure require the use of more unconscious processing to apply intuitive judgment and identify the most appropriate solution that conforms most to rules. Litigation risks and demand for legitimacy serve as external mechanism while auditors' ability to find leeway in implementing rules serves as internal mechanism that facilitate attainment of equilibrium; i.e. consciously follow rules in a precise manner when performing tasks with a high degree of structure and unconsciously applying intuitive judgment to reach the most appropriate solution that conforms most to rules when performing tasks with a lower degree of structure.

How the two external and internal mechanisms operate to enable auditors to attain and remain in equilibrium is further discussed in the next subsection.

Equilibrium: Operation of External and Internal Mechanism

The fact that audits are traditionally performed in teams facilitates operation of both the external and internal mechanism in a manner that ensures auditors attain and remain in equilibrium in two major ways. First, working in teams enable division of labor and specialization based on the experience and expertise of each member (e.g. Spence and Carter, 2014; Carter and Spencer, 2014; Rich et al., 1997a; Rich et al., 1997b; Ramsay, 1994; Libby and Trotman, 1993). Junior auditors with less experience specialize in more structured tasks whereas senior auditors review the work of junior auditors. Being assigned with more structured tasks encourages junior auditors to operate along the diagonal line on the top right of Figure 1, i.e. consciously follow rules and procedures in a precise manner. Senior auditors who review these junior auditors' work ensure that these juniors remain operating in equilibrium. Second, while senior auditors are in a position to find leeway in implementing rules and exercise judgment to cope with tasks with a lower degree of structure, their work is still reviewed by other colleagues. Having colleagues to review one's work helps to reduce individual biases and encourage operating along the diagonal on the bottom left of Figure 1.

Each review, performed by auditors at more senior levels, weeds out deficiencies in the audit work until a consensus is reached with regards to the audit procedures implemented, and audit evidence documented is able to defend the audit opinion, particularly in the event of litigation (e.g. Rich et al., 1997a; Rich et al., 1997b; Ramsay, 1994; Libby and Trotman, 1993). In other words, working in teams ensures that leeway in implementing rules in light of the ill-structured nature of auditing is not taken advantage of or misused, but used in line with the demand for legitimacy, which enables auditors to defend their judgment, i.e. audit opinion, particularly in the court of law. Being able to review and validate each other's work ensures that auditors remain in equilibrium, i.e. conform to rules when it is not feasible for auditors to strictly follow rules.

Regardless of the review process, auditors have every incentive to either strictly comply or conform to rules when strict compliance is not feasible. The extent to which audit judgment reached is in line with formalized rules and procedures, and is defensible in the event of litigation affect auditors' reputation. To be perceived as competent is required and desired for auditors to grow and expand their business (DeFond and Zhang, 2014; Rich et al., 1997b). Failure to demonstrate that audit work is conducted in line with formalized rules and regulations in the event of litigation can result in not only loss of reputation as auditors also risk being sentenced to prison. In light of reputation and litigation risks, it is in auditors' best interest to remain in equilibrium.

However, auditors do not operate in the vacuum but in a complex and uncertain environment. In the face of complexity and uncertainty, differences in opinion on how accounting standards should be interpreted and what constitutes sufficient audit evidence are not uncommon (Glover et al., 2019). Drawing an example from Rich's et al. (1997b) paper, having detected an unexpected ratio fluctuation and with the intention to enhance his/her reputation for completing work within budgeted time, the auditor can make an inquiry of audit client's management, who is highly likely to provide a non-error explanation for the fluctuation, and document the explanation in the working papers. Alternatively, the auditor may perceive his/her reputation is enhanced by first making an inquiry of audit client's management, then gather evidence with an attempt to disconfirm the client's non-error explanation prior to documenting the information in the working papers. Despite the auditor's best effort to either strictly follow or conform to rules, these two alternatives may lead to significantly different audit evidence being documented and potentially support different conclusions. Colleagues who review the auditor's work may not have the same opinion that the auditor's choice of what and how audit evidence is gathered is in close compliance or conformance to rules and procedures. Having to reach a consensus over which alternative comply or conform most to rules and procedures in the presence of time and budget constraints is no easy task.

Concluding Remarks

This paper sheds light on how auditors follow rules and procedures while completing a range of audit tasks, from well-structured to ill-structured tasks. In brief, as a highly regulated professional practice that is subject to litigation risks and increasing demand for legitimacy has encouraged auditors to consciously follow rules in a strict manner. However, the very nature of auditing does not enable auditors to strictly follow rules at all times particularly when performing ill-structured tasks where existing rules and procedures are incomplete in the first place. When it is not feasible to consciously follow rules in a strict manner, auditors find leeway in implementing rules and procedures that enable them to conform to rules instead. Auditors are in equilibrium when they consciously follow rules while performing well-structured tasks and unconsciously conform to rules while performing ill-structured tasks.

Findings of this study have a number of implications. The first and most immediate implication is the model of rules compliance proposed in this study. The model clarifies concerns about auditors following rules to the extent of becoming incompetent in exercising professional judgment (Millman, 2005; FASB, 2004; Weil, 2002; Francis, 1994), and getting around rules to exercise biased judgment (Moore et al., 2006; Moore and Loewenstein, 2004; Bazerman et al., 2002). The model also offers explanations to better understand why certain guiding principles, audit methodologies and reforms to accounting and auditing standards do not necessarily bring about the desired results.

Based on the model, being inclined to follow rules too strictly to a certain extent is problematic, particularly when the very nature of auditing is complex and each audit engagement is unique. However, auditors are capable of finding leeway in implementing rules where they conform to rules rather than strictly follow rules. While audit judgment can be compromised as a result of auditors' inclination to follow rules too strictly, i.e. when tasks at hand are ill-structured and trial-and-tested rules are incomplete, such a phenomenon—compromised judgment due to having followed rules too strictly—is transient as auditors will eventually attain equilibrium, i.e. find leeway in implementing rules and conform to rules to cope with the ill-structured nature of auditing.

Secondly, findings of this study are consistent with proponents of voluntary, self-regulation where inspections, validations, sanctions, penalties and any form of deterrence and punishment are believed to be demoralizing, inadequate and subject to abuse (e.g. Parker, 2000;

Shapiro, 1987). The model of rules compliance suggests that auditors are capable of voluntary, self-regulation. Regulators, standard-setters and the public at large need not be unduly concerned when reforms to accounting and auditing standards fail to bring the desired results, or audit judgment is compromised or biased. Auditors are professionally trained, and governed by code of ethics, professional standards and regulatory requirements, and are conscious of the high reputation and litigation risks. Auditors' occasional malpractices and underperformance reflect the difficulties auditors experience in coping with uncertainties in the audit environment. Auditors have every incentive to demonstrate competence and professionalism, i.e. auditors will eventually return to equilibrium. Similarly, in other highly regulated professional disciplines that are subject to high reputation and litigation risks, where there are similar concerns—occasional malpractices and underperformance of medical doctors and lawyers for instance—these professionals experience difficulties in coping with the complex and uncertain work environment. These professionals have every incentive to be perceived as competent and law-abiding; they will eventually return to equilibrium.

Thirdly, this study provides insights into audit judgment from the psychology perspective. Such insights, especially the pros and cons of conscious and unconscious processing, serve as a guide for professionals to capitalize on the strengths of each processing method. For instance, gathering of audit evidence, which is primarily delegated to junior auditors, is best conducted by consciously abiding by rules and procedures to ensure that audit judgment is not made based on incomplete audit evidence. Senior auditors, especially partners, who integrate audit evidence gathered by other members of the audit team should exercise intuitive judgment. Having consciously attended to the audit evidence, partners also need to spend some time “sleeping on” the information to facilitate extensive and holistic unconscious thought prior to reaching a judgment, i.e. forming an audit opinion. It is when one is not consciously thinking about the audit evidence—i.e. “sleeping on” or putting the task aside—that one is able to integrate information in a holistic and unbiased manner, and may even find a better way to reach an audit judgment, beyond existing tried-and-tested rules and procedures. In fact, Dijksterhuis and Nordgren (2006, p. 107) called use of both conscious and unconscious processing in this manner “best of both worlds hypothesis” where “complex decisions are best made when the information is encoded thoroughly and consciously, and the later thought process is delegated to the unconscious”.

Finally, the five propositions and model of rules compliance serve as a platform for future empirical research. There is a paucity of field studies in auditing, in comparison with experimental and analytical economics studies. Field studies are risky (Power, 2003). The five propositions and model provide field researchers with a sense of direction and reduce risk of getting lost in the field. Field data can be used to test and validate the propositions and model as well as ascertain how best to facilitate auditors to attain and remain in equilibrium; i.e. reduce instances of compromised audit judgment as a result of having followed rules too strictly and biased judgment due to failure in conform to code of ethics. Further, human capability in unconscious thought is under researched even in the domain of cognitive science and psychology (Reber, 1992). Future research can consider exploring how best to facilitate the use of unconscious processing which ensures a more all-encompassing and holistic approach in reaching a judgment, to compensate for the limited capacity of conscious thought in auditing and other professional practices.

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THE DESIGN AND IDENTITY OF BATIK TULIS PRODUCTS OF SELECTED BATIK MANUFACTURERS IN KLANG VALLEY

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Abstract: *Batik Tulis in the Klang Valley has motif and pattern design that identified its own identity. The purpose of this study is to find out the development of the Batik tulis industry in the Klang valley from year 2000 until 2018. Next, it also to study the design and identity of the Batik tulis motif and pattern in the Klang valley from year 2000 until 2018. This study used several methods and approach for data collection consist of interviews, observations and photo documentation. Three Batik tulis manufacturers in Klang Valley have been identified in carrying out this study. The data were then analysed using analytical design approach. The findings showed that, each product of Batik tulis has an uniqueness in terms of subject matters as well as assertions in pattern and designs used. The development of the Batik tulis industry has been changed in terms of design according to the demand of batik users themselves who want differentiation in the design concept of batik products. Most of the batik products in this Klang valley are more focused on the concept of modern and contemporary design. It involves the use of colours, the type of fabrics and the selection of motifs characterized by flora and fauna in modern style. In conclusion, Batik tulis designs and identity in the Klang Valley from year 2000 until 2018 are still retain the originality of the flora and fauna motifs themselves but have made the design of the traditional style to a more modern and contemporary design. However, the design aspect of Hand drawn Batik products in the Klang Valley today needs to be disclosed to the public so that, it can maintain the textile arts, especially the Batik tulis as a Malay textile heritage.*

Keywords: *Klang Valley, batik Tulis, Design, Manufacturer, Identity*

Abstrak: *Batik Tulis di lembah Klang mempunyai motif dan reka corak yang telah dikenal pasti mempunyai identiti yang tersendiri Tujuan kajian ini adalah untuk melihat pembangunan Batik Tulis dalam industry di Lembah Klang daripada tahun 2000 hingga ke tahun 2018. Kemudiannya, juga reka corak dan juga identiti batik tulis di lembah klang ini mempunyai reka corak dan juga daripada tahun 2000 hingga tahun 2018. Kajian ini juga akan melihat beberapa kaedah dan pendekatan kepada pengumpulan data kajian melalui temuduga, observasi, dan juga foto dokumentasi. Tiga pengeluaran batik tulis dalam lembah klang telah dikenal pasti untuk di jalankan dalam kajian ini. data yang telah dianalisis juga telah diguna pakai dalam teori dan juga pendekatan reka corak. Hasil dapatan juga menunjukkan, setiap produk dan juga mempunyai keunikan dalam tema subjek idea yang diterapkan dalam reka corak dan juga rekaan telah digunakan. Perkembangan batik tulis berubah dari tema rekaan dan mengikut permintaan penggunaan batik yang mahukan kelainan dalam konsep dan rekaan kontemporari. dalam penggunaan warna juga pelbagai jenis fabrik telah dipilih untuk perwatakan motif dalam flora dan juga fauna dalam gaya yang moden. Kesimpulannya, batik tulis mempunyai identiti dalam lembah klang dari tahun 2000 hingga 2018 masih kekal*

keasliannya dalam corak flora dan fauna motif tetapi telah mengalami gaya yang lebih moden dan juga kontemporari. bagaimanapun, rekaan batik tulis produk dalam lembah klang ini memerlukan penghayatan dalam orang awam supaya ianya dapat dikekalkan sebagai seni batik Tulis tekstil warisan melayu.

Kata Kunci: *Lembah Klang, Batik Tulis, Rekaan, pengeluar, identiti*

Introduction

The Application of the *batik tulis* is popular especially among the Malay community. Researchers reviewed in terms of features and identity in the Klang valley this *batik*. researchers have chosen three producers of *batik tulis* in the Klang Valley the Master Wan Batik, Abas Sal Batik and also Chanting Creation. In the meantime, the three producers this *batik tulis* produced in early 2000 to today. Company Master Wan this Batik manufacturers *batik* in early 2000. In addition, Master Wan Batik is also as manufacturers, Dealers, suppliers and the *batik tulis* Stockist also in the Klang Valley this. the company's focus on *batik block* and *batik tulis* compared with stencils.

Batik manufacturer is Abas Sal Batik in the Klang Valley was established in the year 1999 this year many *batik tulis* in produce with such as Cloth products, Install Bracket but Shirt more traditional concept of identity to design more to flora with compact Arrangement. Further, the company is the manufacturer of the *batik Chanting Creation* was manufacturer in the Klang Valley with modern contemporary concept. The company more identity with an abstract, and Flora and Fauna with modern concepts. In the meantime, many companies focus on Chanting Creation *batik tulis* product to the cloth Robes, and Men t-shirts. Design changes was in particular because it is in accordance with current needs and also time changing.

Overall, the adoption of *batik tulis* in the Klang Valley is still lacking identity exposures and new features concepts to the community. In terms of changes to design *batik tulis* in the klang Valley still retain the identity of the motifs flora and fauna motifs in modern contemporary concept. In addition, identity *batik tulis* in the Klang Valley this many ideas generated from flora motifs. In 2000 most of hand-drawn is more to repeat design flora which many repetition with no motive not more emphasis in the design. In the year 2004 to 2009 many designs almost the same design in 2000. Then, in 2010 design *batik* write in this more aggressive with a relatively harmonious use of color and pattern that is more towards modern contemporary. In addition, also during the year, use of color are also more modern design with a relatively prominent. Additionally, the design in 2015 to date it more to design flora with colors and modern products. Hand-drawn identity in the Klang Valley in the year 2015 until now is more focus on the value of uniqueness and aesthetics to the distinctive motifs of flora.

Currently, changes in design patterns from the year 2000 till 2018 also change according to the changes in a particular place in accordance with the requirements of the current market designs. in addition, hand-drawn identity in the Klang Valley is more concept concepts design not too meet the overall space on each product that write batik. Additionally, the identity and the concept of hand-drawn in the Klang Valley is not only that in terms of the acceptance of the community is increasing than ever before who only know traditional *batik* was only popular in this era period to the year 2000. The batik patterns also existed ited in the Klang Valley are also quite clearly exhibited identity motif especially motifs of flora and fauna, but still have the elements of a modern contemporary concept.

Problem Statement

According to Sasaliza Mohd Sirin (2017), not many people in the community of Klang Valley know that they have their own *batik* identity if compared to Kelantan and Terengganu, batik in Klang Valley tend to bear more traditional features such as flora and fauna motif. Even though the time has change. Currently in Malaysia, the number of people wearing *batik* has reduced because not many make it a practice to wear traditional clothes. This is especially true in Klang Valley and the Federal District. In addition, those who live in the city don't get extensive knowledge about *batik*. For government employees who work there not many who promote the practice of wearing *batik* every Thursday. Some of them may wear it because they already have a sense of love for their Malaysian heritage. Besides that the availability of *batik* is also quite rare when compared to non-traditional clothing. In addition, those in the city may not be able to appreciate the fact that *batik* is a symbol of Malay heritage. In terms of designs and patterns, there have been changes in both, as well as colour, from the year 2000 till now. The availability of various colours and motifs can be used as leverage to commercialise *batik* in the market. But many who wish to highlight themselves with traditional *batik* clothing may find this difficult to do as, powered by the latest trends, Western brands continue to dominate and in turn, make it difficult for the batik industry to grow internationally. Normally, urban areas like the Federal Territory of Kuala Lumpur and Selangor not many people wear batik in their daily lives. In addition, this lack of presence will result in a lack of interest and understanding in batik for those who live in the city. The Malaysian *batik* industry is getting bleak and it is possible that it will uplift if there are no more vigorous efforts to restore its glory as a national heritage. This situation is certainly a nuisance not only for *batik* lovers, but also *batik* entrepreneurs who saw the dumping of their *batik* products in Klang Valley due to the less than favourable response. (Siti Aishah Yusoff, 2014) This problem exists because people view *batik* as traditional clothing that is only worn by elders. This is because the patterns and designs of *batik* are not up-to-date with current trends. Young people are more interested in more relaxed, trendy and modern styles. In addition, the colours of *batik* today are also the same as before, that is, chocolate, black and white. (Hafiz, 2012)

Aim

To show the design identity and development of *batik tulis* in Klang Valley from 2000 until 2018.

Research Objectives

1. To study the design development of *batik tulis* in Klang Valley from 2000 until the end of 2018
2. To identify the design concept and features of *batik tulis* in Klang Valley from 2000 until 2018

Research Question

1. What are the developments in design of *batik tulis* in Klang Valley from 2000 until 2018?
2. What are the design concept and features of *batik tulis* in Klang Valley from 2000 until 2018?

Statement Significance

This subject is not only interesting and relevant to my studies. it is also my way of spreading love and appreciation for *batik tulis* to our current generation, especially those residing in the Federal Territory of Klang Valley. More than that, I want to show that Kelantan and Terengganu are not the only Malaysian states with attractive *batik* Klang Valley too produces batik with its

own identity. In my review, I will highlight the value of every development made by the *batik* industry in the Federal Territory of Kuala Lumpur and Selangor. Batik in the Klang Valley produce *batik* with their own style and identity too. The motive behind this study is to examine the development of batik-making from 2000 till this very day. Research has identified that hand-drawn batik in Klang Valley has experienced changes up to modern times, so it is important to analyse the changes made from 2000 to 2018. It shows that not only Kelantan and Terengganu and produced with attractive *batik* identity but Klang valley also produces *batik* with its own identity.

As a result of *batik tulis* research in terms of the new concept and identity in Klang valley it will create awareness to the community that in Klang valley this *batik tulis* have unique aesthetic value not only batik manufacturing from Kelantan and Terengganu. In addition, also as a result of this study will also give effect to agree to uphold the heritage in the community write as Malays. *Batik tulis* this also pioneered by designers who have the talent and experience to make *batik tulis* is known with the modern concept of identity with traditional elements. In addition, hand-drawn *batik tulis* in all three premises in the Klang Valley have identity and the concept of the following over time. The effects of the study obtained by researchers will impact awareness that hand-drawn batik is not clothes traditional bad times.

Limitation

This research will not be generalizable to all areas in Malaysia. Focus in Klang Valley areas using Interview, Observation and Photo documentation method to collect survey from three selected *batik tulis* industry in Klang Valley. In addition, researchers also focused on an area of Klang valley that it had a batik producers has long been based in the Klang Valley. This is because the place selected by the research company that has formed since the beginning of the year 2000 again. In addition, also the Klang valley is also the industry that produces products *batik tulis* sought-after communities in the Klang Valley. Researchers also want to compare identity and concept of new *batik tulis* in the Klang Valley this is because there is still a lack of application of *batik tulis* in Klang Valley compared from Kelantan and Terengganu. In three manufacturer hand-drawn batik there have more experience about in batik making and have been operated scene ten years ago.

Klang Valley is also a place that many *batik* designers produce *batik tulis* them. In addition, also the Klang Valley also has many people who have ability to produce *batik tulis*. Researchers also choose *batik* premises in the Klang Valley which has extensive experience in the production of *batik tulis*. In the meantime, most of the designers *batik tulis* this in the Klang Valley. The Klang Valley has a variety of premises batik with experience in the production of *batik tulis* in the Klang Valley. also be able to attract the community here to increase the adoption of *batik tulis* among them. In this area also the community not many know the identity and the new concept of *batik tulis* who became a symbol of Malay Heritage. Urban areas such as the Klang Valley also has a wide range of distinctive tastes in lifting dignity value uniquely hand-drawn batik in the Klang Valley on par with *batik tulis* in Terengganu and Kelantan. Researchers trying to research identity in terms of use of motifs and concepts in the design of *batik tulis* in three batik manufacturer.

Scope

In the scope of the study researchers have chosen year 2000-2018 because during the year during the year the company has been making changes to the concept of *batik tulis* in the Klang Valley. During the year many of these three companies that researchers study was first established on the year. In addition, scope study taken from the year 2000 to 2018 will facilitate researchers to analyse the by year within each *batik tulis* issued by these three companies *batik*

tulis . Besides that, also by making scope from 2000-2018 year will see changes to design *batik tulis* in terms of identity and the concept of time is now available at hand-drawn batik this in the Klang Valley. in the meantime, the company *batik* in Klang Valley began the change from the year 2000 with the traditional elements till the modern elements. However, the researchers will look at in the whole design hand-drawn in 2000 to 2018.

In addition, also in the year 2000 to 2018 is to appropriate year to see changes and design identity at *batik tulis* because it many influenced by request of the current design. In the meantime, *batik tulis* in the Klang Valley this element and its own identity in 2000 to 2018 in terms of identity that you are trying to get across the concepts through this *batik tulis* designers produce. In the year 2000 to 2018 many design company *batik tulis* released based on flora and abstract with modern and traditional features which form the demand among customers at the company's batik write this in the Klang Valley. They produce changes in terms of exclusive fabric with modern contemporary designs. In addition, researchers also would like to see the development of identity and the concept of changing over time but still retains the originality of *batik tulis* itself so that it is preserved as a heritage of the Malay community in the country. Researchers also see the change from the year 2000 to 2018 in terms of motive and identity design and *batik* 3 manufacturer selected.

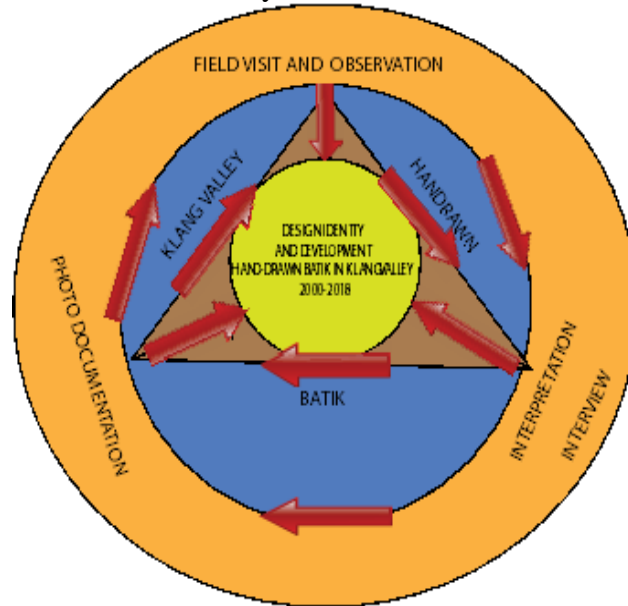
Literature Review

There are many countries where batik has found a home in. For instance, the art of batik has been in Egypt and Persia for approximately 2000 years, whilst in Japan and China, it was first used in the 7th century. It has also long-existed in Indonesia, and has enjoyed growth in Malaysia since it surfaced in the country over a century ago. Kelantan and Terengganu are pioneers in the Malaysian history of batik. It began in Kota Bharu, Kelantan in 1914 when knowledge of the technique was learned in Java and brought over. Batik cloth in Malaysia was created by Haji Che Su and her friends when they worked at Batik Pelangi Enterprises, which was located at Jalan Gajah Mati, Kota Bharu. The batik industry also developed in other states in the country. (Dr.Arbaiah Aziz,p 9).

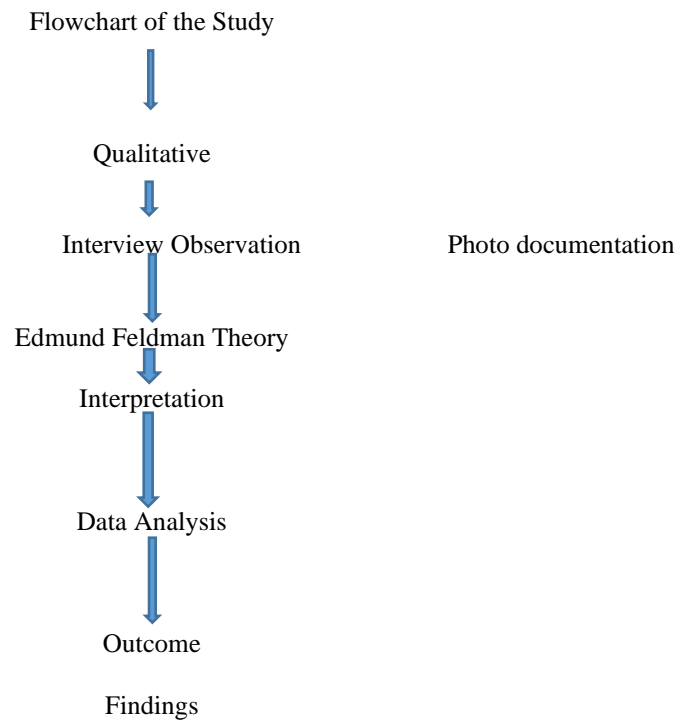
The word batik has two meanings. The word originates from Indonesia, and it means producing coloured patterns on white textiles by dyeing them. The second meaning is white cloth that is decorated with the use of wooden, copper or iron blocks, and for the areas that are to be left undyed, wax, rosin or resin is applied. Batik cloths are generally made out of cambric, lawn or voile. The art of batik is one of the cultural roots that forms the identity and raises the dignity of any given nation that batik has found a home in. The batik industry is one of the small to medium industries that form the backbone of the country. The purpose of innovating the local batik industry is to give it a chance to compete at a global level. (Batik Drawn In wax, Itie Van Hout, 2001).

Research Methodology




Figure 3.2.1 Research Framework Design Identity and development *Batik Tulis* in Klang Valley from 2000-2018



Flowchart of the Study



Data Analysis

Respondents	Answer	Keywords	Similarities (Blue)
Master Wan Batik 1	Characteristic features of batik here more to modern contemporary with flora and abstracts as well as modern design	Abstracts	 <p>Picture Source: Master Wan Batik Collection</p>
Abas Sal Batik 2	In the company More to abstract and traditional motifs such as flora. Batik write request in the klang Valley changes on demand return to motifs of flora and fauna	Motif flora	 <p>Picture Source: Abas Sal Batik Collection</p>
Chanting Creation 3	Characteristics of batik here it much to the modern pattern of flora on demand customer of batik. In addition, the characteristics of the batik is also more to design batik fans want to abstracts at varieties every year.	Flora yang moden	 <p>Picture Source: Chanting Creation Collection</p>

Result and Discussion

Master Wan Batik Collection



Figure 1 Batik Tulis Master Wan Batik 2000-2005

Based on the above batik designers using Peacock motif above shirt hand-drawn batik fabric. Peacock also has an interesting pattern that is the pattern of fur with colours Blue, red, this is interesting. This is because the birds they are symbols of animals in this country. In addition, the Peacock was animal or subject matter that lives in Malaysia and countries such as Bangladesh, India and others. In addition, hand-drawn batik, this pattern flaps peacocks reworked from original motifs. Designers have been making with the size different between canting outlines motif with lines in the motif.



Figure 2 Batik Tulis Master Wan 2005-2008

Batik pattern design more to write in geometric-shaped i.e. triangles, rounded, straight lines and undulating lines. In addition, these patterns of hand-drawn batik rather have straight line and corrugated lines. This geometric motifs in spell because it requirement patience to manufactured by using the canting. This is because of geometric shapes require a very high concentration. In the product Master Wan Batik , batik designers this this using canting line style straight above this, as well as round, corrugated line.

Abas Sal Batik Collection 2000-2018

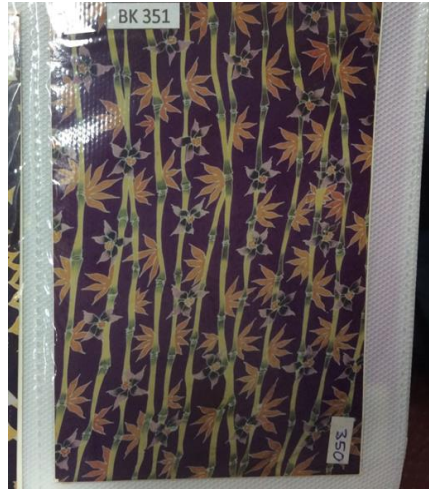


Figure 3 Batik Tulis Abal Collection 2005-2009

In this designer using hand-drawn batik subject matter of bamboo as an idea in the motif of hand-drawn batik in 2005-2009. This batik is with modern colours and still maintains the traditional concept that is a repetitive design. Designers use the subject matter as it is easy to find and also it has a uniquely distinctive in terms of appearance and attractive to be used as motifs in hand-drawn batik at Abas Sal this Batik. In this subject matter to bamboo, batik and batik motif support in this whole space in this batik. Colours used in batik are also modern colors. background color darker than the color motif would give an impact on subject matter that used this. the color used is the color purple, orange, green, yellow, purple, namely modern colors.



Figure 4 Batik Tulis Abas Sal Batik 2015-2018

Design batik in batik this company abas dan sal batik more highlighting the concept of flora but have become the modern use of contemporary colors. In the meantime, this design hand-drawn batik at this bracket has been the shirt with brush techniques which are used as background on fabric this baju kurung. The designer batik in Batik applied Abas Sal colours such as purple, yellow, green, pink, dark red hand-drawn batik at this fabric using composition

layouts at the bottom of the subject matter of this flora. the size of this Orchid flowers are also different and are arranged closely among each other

Chanting Creation Collection 2000-2018



Batik Tulis Chanting Creation 2005-2009

In this designer took a hand-drawn batik inspiration from subject matter to flora to be used as motifs in batik shirt. Then, this hand-drawn Batik motif in this more towards users with modern colours. The designer also uses modern colour in this hand-drawn batik . Colour in the hand-drawn batik is more emphasized colours not like traditional batik but more to contemporary. In this designer using hand-drawn batik details on subject matter this hand-drawn batik. Designers use the subject matter of the main motif as motifs highlighted in this hand-drawn batik. Colour used also such as purple, orange, Brown, red and blue.



Batik Tulis Chanting Creation 2010-2014

Designers take inspiration subject matter of butterflies fauna in batik motif as a write in Chanting Creation produced in 2010-2014 here. Batik here in modern looks with modern colours with the colour tones on the subject matter of this butterfly. Then, the composition of this support motives also play a role to not seem too lost space to the main motif in batik this.

The colour used is also modern and also harmony. Batik tulis is more identity to produce motive flora and in variationed in the form of modern and contemporary. The designer also generates a motif by maintaining the concept of flora and fauna but be moden with focus on motive's main produce.

Findings From The Keywords Of Interviews

Respondents	Answer	Keywords	Similarities
Master Wan Batik 1	Kelantan batik Terengganu over to a use of color and design that design the old one too many flora and repetitive design. batik klang valley there is assertion of contemporary design	Batik Kelantan more focused on many colors Batik klang Valley there is assertion of batik design	colour attestations
Abas Sal Batik 2	In addition, also write in klang valley batik more to the modern use of color, abstract, geometric and a bit of flora and fauna .y's assertion at design batik this handrawn . batik in Kelantan and Terengganu over to color that stands out and not a lot geometric pattern to date.	Batik klang Valley focus on abstract, modern use of color and depth with design. Kelantan batik to more subtle colors	Modern echoes colour
Chanting Creation 3	Batik Kelantan and Terengganu use of color more harmonious. batik in the klang Valley this colour more to contemporary modern and more focus on batik shirt and products such as hand bag included batik pattern.	Batik Kelantan and Terengganu more use of color harmony Batik Klang Valley focus on modern contemporary design	Color harmony Modern contemporary

Conclusion

As a result of, this learning will identify identity concept of *batik tulis* at three premises of *batik* in the Klang Valley from the year 2000 to 2018. *Batik tulis* at three premises had a distinctive identity in terms of concepts, including the use of color, fabric type, layout and composition of the subject matter. From this study *batik* designers also write in three other premises this produce identity concept motifs in *batik tulis* from year 2000 to 2018. As a result, all of the findings were analyzed using the Theory approach of design Analysis, and interpretation. Production of *batik tulis* in the Klang Valley has changed from traditional patterns to modern concepts of identity. All three companies *batik tulis* similarities identity concept from the year 2000 to 2018. Results from the study also researchers get identity *batik tulis* in the Klang Valley have a modern concept in which it still retains features motifs of flora and more modern

use of colour composition also subject matter as the key motive in display on the product of *batik tulis* at three premises this *batik*.

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CHINESE ENTREPRENEURIAL CAPABILITIES AND PRACTICES: CASE OF MALAYSIAN SME

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Abstract: *Extant literature suggests that the influence of entrepreneurial capabilities and practices on business performance is inconclusive especially with the use of questionnaire surveys where the complexity of the contexts of study is overlooked. This study examines how Chinese SMEs' entrepreneurial capabilities and practices are continuously developed in response to changing contextual circumstances in Malaysia. This study appraises the inextricable connection between the historical development of Malaysia and Chinese entrepreneurial capabilities and practices. In a case setting, this study further examines how a resilient Chinese SME overcomes various challenges and captures opportunities in the process of developing entrepreneurial capabilities and practices for more than four decades. Chinese SMEs are found to demonstrate a staunch desire for self-sufficiency and progress in the face of adversity. The case firm demonstrates constant upgrade in efficiency, effectiveness and contributions to the value chain, which reflects the very essence of entrepreneurship, i.e. from rags to riches. Results of this study serves as a guide for aspiring entrepreneurs. As for policy makers, this study sheds light on the importance of initiatives aimed at character-building to promote life-long learning among SMEs rather than financial assistance, which does little to encourage the quest for self-sufficiency.*

Keywords: *Entrepreneurial capabilities, entrepreneurial practices, SME, Chinese, Malaysia*

Introduction

Business success is widely believed to be attributable to the entrepreneur and his/her capabilities. For example, fast food restaurant chain Kentucky Fried Chicken's success is attributable to its founder, Colonel Sanders. Internet-based business Alibaba Group's success is also attributable to its founder, Jack Ma. However, empirical evidence on the extent to which the entrepreneur and his/her capabilities contribute towards business success is inconclusive. On one hand, entrepreneurial capabilities have been found to facilitate change in strategies to capture opportunities and improve firm performance (Ahmad et al., 2010; Li et al., 2011). On the other hand, deemed less capable entrepreneurs with a working and peasant class background have been found to outperform their more capable counterparts from the white collar, knowledge industry and professional class in identifying opportunities (Li & Gustafsson, 2012).

Much is to be learned about the complexity of entrepreneurial capabilities as the contexts of study are often simplified and underappreciated in extant literature especially to ensure ease of operationalization of questionnaire surveys (e.g. Ahmad et al., 2010; Li et al., 2011; Rahman et al., 2015; Sarwoko et al., 2013; Li & Gustafsson, 2012; Song et al., 2015). The contexts in manifold facets provide opportunities as well as set boundaries for entrepreneurial potentials (Welter, 2011). Southeast Asia, especially Malaysia, constitutes a

fascinating context as Chinese entrepreneurs thrive even with little economic opportunities and numerous constraints. Despite being at a disadvantage ever since the day their forefathers migrated from China, Chinese entrepreneurs rise to become dominant economic players in Southeast Asia (e.g. Ghosh & Abdad, 1998; Ho, 2006; Wee et al., 2006; Khong & Jomo, 2010; Chin, 2012; Chin & Teh, 2017).

This study examines the recursive link between the Malaysian historical context and Chinese small and medium-sized enterprises' (SMEs) entrepreneurial capabilities and practices. More specifically, this study examines how historical development in Malaysia shapes Chinese SMEs' entrepreneurial capabilities and practices, which in turn contribute towards the country's historical development. SMEs play an important role in growing a strong middle class and China boasts of the largest middle class in the world (Yan, 2015). Overseas Chinese entrepreneurs are deemed the cream of the crop whose business practices, though not representative, are comparable with those of contemporary mainland Chinese entrepreneurs (Schlevogt, 2002; p. 48). This study sheds light on how best to promote development of SMEs for a strong middle class.

This study contributes to extant literature in three major ways. First, there is a paucity of micro-level research on Chinese entrepreneurial practices especially when Chinese entrepreneurs are inclined to keep a low profile and do not readily reveal their business and entrepreneurial practices (Ahlstrom et al., 2004; Schlevogt, 2002). Second, using primarily questionnaire surveys, extant literature provides inconclusive findings on how entrepreneurial capabilities and practices contribute towards business performance and success (e.g. Ahmad et al., 2010; Li et al., 2011; Li & Gustafsson, 2012). Third, what is business success and what contributes towards business success have been contended as not readily determinable based on conventional theories and research methods (e.g. Belassi & Tukel, 1996; Constantino et al., 2015). This study offers insights into Chinese entrepreneurial practices and success using an alternative, case approach.

Findings of this study can serve as a learning platform for entrepreneurs as well as policy makers. Various government initiatives aimed at helping SMEs have been found to be ineffective primarily because SMEs are unaware how to help themselves in the first place, let alone benefit from government assistance (e.g. Saleh & Ndubisi, 2006). Despite little evidence of success, various government initiatives are continuously introduced worldwide to enable SMEs to overcome constraints of economic resources and expertise particularly when SMEs' contributions towards GDP growth and creation of employment opportunities are equally important to both high-income and low-income nations (e.g. Elinio, 2009; Saleh & Ndubisi, 2006; Wonglimpiyarat, 2011). A better understanding of Chinese SMEs' entrepreneurial capabilities and practices helps aspiring entrepreneurs to improvise their business practices. Further, government initiatives can be better aligned to promote best business practices and success among SMEs.

The remainder of this paper is organized as follows. The second section provides a review of literature. The third section details the historical development of Chinese entrepreneurs in Malaysia. The fourth section discusses the case method and findings. The final section concludes the discussion.

Literature Review

Quest for a comprehensive set of entrepreneurial capabilities that managers and/or key personnel managing SMEs should possess is fraught with difficulties as much is still to be learned about the complex set of entrepreneurial capabilities ranging from personality traits, values, motives and family background to technical knowledge, relationship-building skills and innovativeness (Ahmad et al., 2010; Bird, 1995; Mitchelmore & Rowley, 2010; Li et al., 2011;

Rahman et al., 2015; Song et al., 2015). Indeed, entrepreneurship is complex (see Timmons, 1989). In line with the complexity of entrepreneurship, various terminologies have been used interchangeably in extant literature to refer to entrepreneurial capabilities, such as skills, expertise, acumen, competency, entrepreneurial orientations and entrepreneurial contexts (Mitchelmore & Rowley, 2010; Li et al., 2011; Song et al., 2015). Further, prior studies fail to measure entrepreneurial capabilities in a manner that comprehensively captures its complexity with a questionnaire instrument resulting in inconclusive findings not to mention self-response biases (e.g. Ahmad et al., 2010; Li et al., 2011; Rahman et al., 2015; Sarwoko et al., 2013; Li & Gustafsson, 2012; Song et al., 2015).

In addition to being complex, the set of entrepreneurial capabilities is subject to evolution and even revolution in response to changing circumstances (Bird, 1995). Extant literature suggests that entrepreneurs require a different set of capabilities to cope in a different economic environment, to manage business of different sizes and in different life-cycle stages as well as to perform different tasks (Ahmad et al., 2010; Bird, 1995; Mitchelmore & Rowley, 2010). In other words, the influence of entrepreneurial capabilities cannot be readily disentangled from the contexts of study. Extant literature primarily focuses on the effects of entrepreneurial capabilities on the outcome, such as firm performance and success (e.g. Ahmad et al., 2010; Rahman et al., 2015; Sarwoko et al., 2013; Song et al., 2015). Much is still to be learned about the process of when, how and why entrepreneurship succeeds (Welter, 2011). How entrepreneurial capabilities evolve while being applied in response to changing contextual conditions are equivocal.

In a Malaysian setting, this study examines how entrepreneurial capabilities enable coping with various contextual conditions, while these entrepreneurial capabilities are honed and developed in the process. Extant literature suggests that there are two major components of entrepreneurial capabilities, i.e. the “nature” and “nurture” component (e.g. Ahmad et al., 2010; Bird, 1995; Mitchelmore & Rowley, 2010; Li & Gustafsson, 2012). The “nature” component is innate, deeply ingrained and difficult to change such as personality, attitude and culture. The “nurture” component can be readily acquired through training as well as practice such as knowledge and skills. It is believed that even the “nature” component can be developed, though a longer period of time is required, with consistent practice in thinking and acting like an entrepreneur (Neck & Greene, 2011).

Examining the interplay between entrepreneurial capabilities and contextual circumstances provides a better understanding on how entrepreneurs think and act, which this study aims at achieving in the case of Chinese SMEs in Malaysia. Extant literature suggests that entrepreneurial capabilities primarily facilitate business performance and success in a hostile and challenging environment (Ahmad et al., 2010). Similarly, history suggests that Chinese entrepreneurs in Southeast Asia rose to become dominant economic players in the face of hostility and discrimination (e.g. Ghosh & Abdul, 1998; Ho, 2006; Wee et al., 2006; Khong & Jomo, 2010; Chin, 2012; Chin & Teh, 2017). Beyond Southeast Asia, Chinese entrepreneurs are also known for their propensity to conquer impossible markets (e.g. Cook et al., 2016). Little is known *how* Chinese entrepreneurs think and act in response to various obstacles to thrive against all odds.

Chinese Entrepreneurs in Malaysia: A Brief History

Development of Entrepreneurial Capabilities

European colonization brought about migration of the Chinese primarily from the south-eastern parts of China to Southeast Asia for economic purposes. In the 19th centuries, the British government encouraged mass migration of the Chinese to the then Federated Malay States (i.e. Malaysia today) to supply labour to the mining and trading sector; the Chinese constituted

66.0% and 65.3% of the labour force in the mining and commerce industry, respectively (Rao et al., 1977: p. 19). Chinese immigrants' propensity to take risks was reflected in their courage to brave stormy seas and cross borders into unchartered territory. Indeed, overseas Chinese, i.e. Chinese immigrants and their descendants in Malaysia, are not only known for being risk-taking, but also hardworking, thrifty and self-reliant as they ploughed through the many constraints imposed on them ranging from economic and labour market discrimination to uneven distribution of public resources in education (Ghosh & Abdad, 1998; Wee et al., 2006). Such qualities equipped overseas Chinese to start from scratch in an unchartered territory and rose to dominate the middle class and some even gained the colonial government's trust and appointed to positions of power (Ghosh & Abdad, 1998).

Overseas Chinese have long embraced the goal of wealth maximization, which is the primary goal of a typical for-profit business. Indeed, overseas Chinese has been claimed to embrace wealth maximization in every aspect of life like a religion (Ghosh & Abdad, 1998). When the materialistic culture was superimposed on the nation under the British colonial regime, overseas Chinese experienced little difficulties adapting and reaped the most economic benefits compared with the indigenous locals and other ethnic groups (e.g. Ghosh & Abdad, 1998). When the indigenous locals and other ethnic groups eventually embraced the materialistic culture, the goal of wealth maximization became the Malaysian nation's institutionalized principle, which drove the nation's post-independence development initiatives (see Lau, 2013).

Having to survive in a foreign land also honed overseas Chinese's adaptability skills. Seen as non-indigenous, overseas Chinese were compelled to adapt to demonstrate political loyalty towards their country of residence (Wee et al., 2006). In Malaysia and neighbouring Southeast Asian countries, overseas Chinese assimilated via marriage with the indigenous locals, conversion to Islam and trading with the non-Chinese business communities. Even the Chinese in Singapore where the Chinese constitutes a majority of the population were not spared from having to adapt as Singaporean "Chineseness" is different from the "Chineseness" of mainland Communist China then (Wee et al., 2006: p. 371).

Overseas Chinese's propensity to take risks and adaptability are comparable to the characteristics of contemporary Chinese entrepreneurs; contemporary Chinese enterprises are known for their adaptability to changing circumstances and their bold, novel and risky strategies to increase market share (Schlevogt, 2002). How overseas Chinese entrepreneurial capabilities are aligned with their business practices are discussed in the following subsection.

Business Practices

Extant literature suggests that overseas Chinese businesses are typically family owned and operated (Ahlstrom et al., 2004; Wee et al., 2006). Family members and trusted, close friends typically occupy key strategic positions in the business to safeguard controlling interests from outsiders. In line with the importance of maintaining controlling interests within family members, the organizational structure of overseas Chinese businesses also tends to be simple to enable the few family members and trusted close friends in key strategic positions to oversee and direct most business activities. Governance and decision-making authorities are also in the hands of the few family members and trusted close friends. Such a simple organizational structure where a few hands-on managers monitor the business operations is more adaptive and in a better position to respond to changing circumstances in a timely manner in comparison with a complex organizational structure with a hierarchy of authority and established set of policies and rules (Reeves & Deimler, 2011).

The few key managers who oversee, direct and make most of the decisions related to the business tend to be the only few people who know the business well. Information tend to

remain with the few key managers; it is a typical characteristic of overseas Chinese business to keep a low profile and operate in a simple value chain that is easy to maintain and control without having to share much information with employees and trading partners (Ahlstrom et al., 2004). Such information is only pass on to family members and trusted close friends who subsequently inherit or takeover the business.

Consistent with a simple organizational structure with little policies and rules to follow, most of the major business decisions are made in an informal manner based on the experience and intuition of the few hands-on owner-managers (Huang, 2009). Making decisions in this manner can work both ways. On one hand, making decisions in this manner is believed to be based on a highly developed form of reasoning that enables one to be lucky as one is in a position to recognize chance opportunities that cannot be found via systematic search and analysis of information (Matzler et al., 2007). Being able to recognize and respond fast to chance opportunities enhance adaptability but can be risky as decisions are often made in haste with little support of facts, evidences and justifications (Huang, 2009).

Economic Environment

In Malaysia, Chinese entrepreneurs' propensity to take risks and adaptability with the goal of wealth maximization paid off as reflected in the country's wealth distribution that favoured the Chinese since the colonial days. Socio-economic inequalities inherited from the colonial times continued post-independence as parental socio-economic status determined educational and economic attainment, which led to indigenous resentment (Ghosh & Abdad, 1998; Khong & Jomo, 2010; Chin, 2012; Chin & Teh, 2017). Similarly, in neighbouring Southeast Asian countries like Indonesia, Chinese entrepreneurs constituting 3% of the nation's population were also stigmatised and marginalized as being economically strong (Wee et al., 2006).

Indigenous resentment and the resultant racial disharmony led to various economic reform initiatives such as the New Economic Policy in the 1970s, National Development Policy in the 1990s, National Vision Policy in the 2000s and New Economic Model introduced in 2009 (e.g. Ghosh & Abdad, 1998; Wee et al, 2006; Khong & Jomo, 2010; Chin, 2012; Chin & Teh, 2017). Such economic reform initiatives aimed at eliminating identification of economic function with ethnicity for fairer distribution of wealth. Under such initiatives, distribution of public resources was skewed towards enhancing access to education and economic opportunities for the indigenous community. Foreign capitalists were also invited to accelerate the country's economic development but the growth rate of Chinese capital overtook the growth rate of these foreign capital; Chinese SMEs thrived despite intense competition and various constraints (Ghosh & Abdad, 1998; Ho, 2006).

Prior to such economic reforms, overseas Chinese faced an even more adverse environment. More specifically, overseas Chinese first migrated to escape famine and war in Southern China for greener pastures, i.e. to offer cheap labour primarily to the mining industry during the colonial days. At a time when minimization of the wage bill was pertinent for profit maximization, there was no official policies to protect the rights of these Chinese resulting in labour exploitation and high mortality rate attributable to malnutrition and overwork (see Khong & Jomo, 2010).

Such adverse environment served as a platform for the Chinese to hone pertinent entrepreneurial capabilities like risk taking, resilience, diligence and adaptability. The goal of wealth maximization was the overriding objective that drove migration of the Chinese in the first place (Ghosh & Abdad, 1998). Obstacles like language and cultural barriers and even oppressions like severe labour exploitations were relegated to the background. The Chinese were willing to sacrifice many things to rise above various obstacles and oppressions; Chinese workers were known for being more skillful, hardworking and productive, and thus garnered

better pay than other ethnic groups (Khong & Jomo, 2010). Having gathered sufficient skills and capital resources, these Chinese resorted to self-employment.

Coping with Adversity

Despite unfavorable economic reforms, Chinese businesses thrived with the support of a close-knit network of family members and trusted close friends (Ghosh & Abdad, 1998; Wee et al., 2006). Having ownership and control of their businesses in the hands of a few family members and trusted close friends minimize agency problems. Further, while family altruism fosters commitment, loyalty, trust and effective use of knowledge and skills, trusted close friends typically have close social ties with the family and are chosen for the relevance of their knowledge and skills, which they are obliged to demonstrate especially in the face of adversity (Zattoni et al., 2015).

Chinese entrepreneurs are also known for being capable of transforming political capital into economic capital by associating with powerful indigenous entrepreneurs and allocating shares to their indigenous business partners capable of securing lucrative business projects (Ho, 2006; Wee et al., 2006). The Malaysian government is supportive of such inter-racial business partnerships to build a friendly system of partnership capitalism in Malaysia, especially when decades of economic policies that favour the indigenous locals at the expense of other ethnic groups have caused continuous exodus of capital and outward migration of talent (Chin, 2012; Chin & Teh, 2017). Business partnerships between Chinese entrepreneurs and their indigenous allies frequently begin with the goal of wealth maximization. As business partners learn, adjust and develop trust over time, such business partnerships become genuine as business partners become more conscious of the importance of knowledge sharing and their roles as contributors as well as beneficiaries of the resultant economic integration and national unity of the country (Ho, 2006; Chin, 2012).

Chinese entrepreneurs are also known for their strong business networks that contain pertinent value chain participants, i.e. suppliers, manufacturers, distributors, retailers and customers; such strong business networks or value chains are crucial to Malaysia's position as a leader in the manufacturing sector, especially electrical and electronics manufacturing, in Southeast and East Asia, which attracts foreign direct investment (Chin, 2012). Believed to be the most advanced in the world, such business networks or value chains in Southeast and East Asia are connected to the global value chain system that serves the global marketplace (Harvie, 2015). To survive increasing competition and economic liberalization in the global marketplace, it is crucial for Chinese SMEs, especially subcontractors and suppliers of parts, intermediate products and industrial equipment to multinational corporations and large domestic enterprises, to be a part of such business networks or value chains to have the advantage of economies of scale and branding for survival and sustainable growth in the long-run (Chin, 2012; Harvie, 2015; Chin & Teh, 2017). In order to move up the hierarchy to become preferred, first-tier subcontractors and suppliers in the global value chain system, SMEs must demonstrate efficiency, effectiveness and constant upgrade in their contributions to the value chain. Otherwise, SMEs risk remaining at the low, entry-level tier where they are readily replaceable (Harvie, 2015).

When economic liberalization and deregulation are believed to be the only way forward with the onset of globalization, few indigenous entrepreneurs are feared to be ready despite four decades of economic policies that favour the indigenous community. More specifically, economic policies that aimed at fairer distribution of wealth across ethnic groups have inadvertently promoted rent-seeking and created opportunities for wealth accumulation among the elite resulting in an intra-ethnic wealth gap within the indigenous community; few indigenous entrepreneurs are equipped with the pertinent entrepreneurial capabilities to start

and run their own businesses (see Chin, 2012; Chin & Teh, 2017). The next section details how the founder cum owner-manager of the case firm cultivated and made use of his entrepreneurial capabilities to start and run his own business.

Case Study

Research Method

Interpretive case study is suitable for an in-depth understanding of how changing contextual circumstances shape entrepreneurial capabilities as well as entrepreneurs' responses, which in turn, influence contextual circumstances (see Dyer & Wilkins, 1991; Myers, 2009). As this study involves understanding the dynamics of the entrepreneurs' interaction with contextual circumstances, the unit of analysis is a combination of the case firm, the firm's owners and/or managers, and impactful events—opportunities and challenges—with the emphasis on the case firm, owners and/or managers' decisions and actions in response to impactful events. Access to owners and/or managers who are in a position to provide a rich and concrete account of the firm's historical development, especially in terms of impactful, life-changing events, key decisions made and actions taken at each pertinent junction of the development of the case firm is important. A high degree of trust, commitment as well as willingness to open up and disclose detailed account of critical events, decisions and actions that contribute towards the survival and success of the case firm over the years are pertinent for an in-depth insights into the dynamics and intricacies underlying the case firm and its environment. Personal networks of the researchers were used to solicit participation of the case firm. Use of personal networks also enabled the researchers to glean information from the participating case firm on a regular basis formally as well as informally.

Primarily semi-structured interviews were conducted to understand the contexts, events and developments that impacted the case firm, decisions made and/or actions taken in response, and how decisions and actions influenced subsequent events and developments. Secondary data—minutes of meetings, organization charts, financial and management reports—were also collected to corroborate interview findings. Each interview was conducted face-to-face to establish rapport, build trust and identify non-verbal cues for further investigation. Interviews were conducted in a combination of Malay, Chinese and English language depending on the preference and background of each interviewee. The first five to 10 minutes of each interview were typically spent on building rapport where both researcher and interviewee got to know each other. While building rapport and ensuring interviewee was at ease, the purpose of the research, assurance of confidentiality and anonymity as well as interviewee's option to withdraw were also explained. While all interviewees were asked about the same themes, formulation of questions were adapted and terminologies were chosen in a manner suitable to each interviewee's background and educational level. Notes were taken throughout each interview. Immediately after each interview, notes were reviewed and additional notes were included to improve clarity of the interview transcript. When interview findings became repetitive with no new issues surrounding contexts, events, developments of the case firm as well as decisions and actions taken, two more interviews were conducted to ensure that no new issues emerged; saturation was achieved (e.g. Saunders et al., 2017).

Case findings are organized in themes as well as in chronology. The case findings contain historical development of the case firm, especially in terms of major events—opportunities and threats—and their impact on the life of the owners, managers and case firm, and decisions and actions taken as a consequence, which gave rise to subsequent impactful events with the corresponding decisions as well as actions on the part of the owners, managers and case firm; the case findings contain series of intertwined events, decisions and actions. The

case findings were shared with the interviewees to avoid misunderstanding and inaccurate historical facts. The remainder of this section details the case findings.

Entrepreneurial Capabilities of The Founder and The Business

In 1968, CC, founder of the case firm, left his hometown in Ipoh for his first job as a mechanic in Kuala Lumpur, the capital city of Malaysia. CC was 16 years old and eager to contribute to the economic well-being of his family. Quest for better-paying jobs—goal of wealth maximization—motivated CC to leave his hometown for the capital city. As a heavy machinery mechanic, CC was responsible for servicing, repairing and maintaining machinery and equipment used primarily in the construction industry. CC's salary as a mechanic in Kuala Lumpur was thrice that of an average farmer or miner in his hometown. Despite getting a better salary, CC felt a lack of progress and personal development as a mechanic. CC subsequently accepted a job offer as an excavator operator where he learned how to operate heavy machinery and equipment at construction sites. Equipped with the knowledge and expertise in operating as well as repairing and maintaining heavy machinery and equipment, CC felt the need to start his own business in providing earthwork services. CC borrowed from his relatives to purchase his first excavator and business operations began.

As a sole proprietorship, the business was in a capacity to provide earthwork services only, which CC felt was insufficient. CC was determined to expand his business into providing rock hacking and demolition services with the use of hydraulic breaker to increase revenue. In line with business expansion, CC invited his nephew, MW, and his older brother, CT, to form a partnership in the early 1980s. The new business, i.e. partnership, was named after a hydraulic breaker manufacturer to help promote the manufacturer's products in return for a discount for all machinery and equipment purchased. The partnership prospered as indicated by increase in the number of excavators owned from three to 40 in five years. The partnership was credited for its contributions in laying the foundation for some of the tallest buildings in Kuala Lumpur. The partnership garnered trust and received invitations for closed tenders; the partnership became a preferred, first-tier contractor in Kuala Lumpur.

The financial crisis in 1997 adversely affected the partnership and the construction industry in Malaysia. A trading partner, WL, who was a project manager at a public-listed infrastructure construction company, advised CC to focus on selective small-scale dismantlement work. Selective small-scale dismantlement work is frequently required prior to any major demolition work. Examples of selective small-scale dismantlement work include removal of connections between buildings prior to the demolition of any building. Such dismantlement work requires precise demolition skills, which are not easy to master and thus not many demolition service providers are in a position to offer such services. WL trusted CC's technical competence in performing selective small scale dismantlement work. Further, such dismantlement work is typically paid on a cash basis. CC followed WL's advice and concentrated on such dismantlement work to tide over the financial crisis.

In light of WL's sound advice and vast experience as a project manager, CC invited WL to become a partner, which WL accepted. WL's role was to oversee the partnership's projects, which was similar to WL's previous role at the public-listed company, but the partnership's projects were of a smaller scale. With WL in the management team, the partnership continued to concentrate on honing its unique expertise in selective small-scale dismantlement work. At times when projects were scarce, the partnership did not lower its price due to the belief that the partnership offered above-average quality dismantlement work. The partnership expanded its business operations beyond the capital city while still concentrating on selective small-scale dismantlement work. In the early 2000s, the partnership became a private limited company as per WL's advice in order to have access to more capital resources.

The Company and Its External Environment: Capturing Opportunities

While the company was comfortable with its revenue, especially from selective small-scale dismantlement work, the company constantly looked for more sources of revenue. The company found that the by-product of demolition work, which is scrap metal, constituted a major source of revenue as well. The company invested in bucket lorry and other equipment to manage scrap metal. As price of scrap metal fluctuates, the company first attempted to maintain a consistent supply of scrap metal to obtain a better, more stable price. Next, the company diversified into scrap metal recycling, which was found to be more lucrative. Finally, the company arrived at an even better alternative, which was to keep scrap metal and only sell them when demand is high, particularly when there is a surge in demand from mainland China.

Having found a more lucrative alternative to manage scrap metal, the bucket lorry and employees involved in scrap metal recycling became redundant. The company decided to offer construction waste removal services to fully utilize excess human and machinery resources. Once the company began to offer construction waste removal services, the company was surprised by the high demand for such services as few in the market could offer similar services at the price level that the company offered. The company obtained a loan to expand its fleet of bucket lorry from one to five units, and buckets from three to 21 units to cope with the high demand for construction waste removal services. CC's two children participated in the management of the company to cope with the corresponding increase in management workload.

The global financial crisis in 2009 drove demolition service providers to look for avenues to minimize costs as the market became more price sensitive. CC invited his brother-in-law, YY, to participate in the management team. YY was a backhoe expert. With YY in the management team, the company was able to provide demolition services at a lower price using backhoe. The company also offered rock hacking services using backhoe for quarry plants. The company's trading partner, KU, a quarry plant manager, suggested that the company produces crushed stones for road building and cement mixing. CC followed KU's suggestion and used the company's connections with the construction and cement manufacturing companies to distribute crushed stones. CC received positive feedback on the quality of crushed stones supplied.

In 2009, a mishap resulting in the collapse of a building and seven casualties brought the previously unregulated demolition services sector to the authorities' attention, namely the Construction Industry Development Board (CIDB) and Department of Occupational Safety and Health (DOSH). CC claimed that approximately 90 percent of the company's demolition projects were suspended as a result of the authorities' intervention. Only minor demolition projects were allowed to proceed. Used machinery and equipment for demolition work became widely available for sale at a bargain in line with closure of several small demolition service providers. Major construction companies that used to outsource demolition work began to acquire used machinery and equipment to perform their own demolition work in-house.

As demolition projects in the capital city were scarce, CC decided to venture into property investment in 2011 as the property market began to recover from the global financial crisis. CC invited TY, an experienced property developer and commercial land investor primarily in the southern region of peninsular Malaysia, to participate in the management team. The company invested in commercial and residential properties.

Discussions

In summary, the case firm constantly discovered avenues for improvement in response to changing environmental circumstances. First, the case firm concentrated on perfecting its skill in providing earthwork and demolition services, i.e. its principal activities. The case firm grew

from a sole proprietorship to a partnership and eventually to a private limited company. In addition to earning trust in the construction industry and its position as a preferred, first-tier contractor in demolition services, the firm also demonstrated its unique expertise as a specialist in small-scale dismantlement work where few could master. Besides demonstrating depth in its contributions to the value chain as a specialist in small-scale dismantlement work, the case firm also offered a breath of products and services to the construction value chain; the case firm supplied scrap metal and crushed stones as well as offered construction waste removal services.

Before a business is in a position to contribute to the value chain, the entrepreneur and the business need to be self-sufficient first. Returning to the basics of entrepreneurship, “entrepreneurship is the ability to create and build something from practically nothing” (Timmons, 1989: p. 1). The owner-manager of the case firm focused on building or developing himself and his family first. Motivated by the desire to upgrade his family’s socioeconomic status, the owner-manager of the case firm migrated to the city as a teenager ill-equipped with formal education let alone capital resources. In the city, the owner-manager managed to continuously equip himself with the relevant experience, expertise, capital and other necessary resources to start his own business. Even when his business was making good progress, the owner-manager did not rest on his laurels but continuously identified avenues for improvement to the extent that the business became self-sufficient as reflected in the depth and breadth of case firm’s contributions to the construction value chain.

Such undaunted desire for self-sufficiency and progress led to the development of a range of entrepreneurial capabilities from adaptability, diligence and resilience to technical competence, which in turn earned the owner-manager trust and credibility. Having developed trust and credibility paved the way for development of business relationships that are commercially beneficial, such as the win-win liaison with the machinery supplier and access to overseas market—mainland China—as a scrap metal supplier. Further, trust and credibility also won sound advice and assistance at each juncture of the development of the case firm, from growth and expansion to specialization and diversification. Advice and assistance received reflects concerns about the well-being of the owner-manager and survival of his business, particularly in difficult times like the Asian Financial Crisis where the owner-manager was advised to focus on small-scale dismantlement work that pays in cash. Hence, business networks developed was not solely commercial but also social.

Despite having developed such crucial business networks that are commercially as well as socially beneficial, political ties with the authority were overlooked as indicated by suspension of several demolition projects after a mishap in 2009. History suggests that political ties with the authority enable indigenous entrepreneurs in Malaysia to enjoy various benefits ranging from special privileges, licenses, access to government funding and even monopoly conditions, resulting in a “quick rich mentality” and “dependency syndrome” among the indigenous community (Chin 2012; Chin & Teh, 2017). Political ties with the authority have inadvertently created a shortcut towards financial rewards and success leaving indigenous entrepreneurs with little sense of urgency for personal development and self-sufficiency, which often involve toil and sweat. Political ties with the authority and the resultant financial rewards spare indigenous entrepreneurs from having to “create and build something from practically nothing” (Timmons, 1989: p. 1), which is the essence of entrepreneurship. However, having to establish political ties consume resources and may require giving up autonomy in decision-making and tolerating rent-seeking activities of the authority (Mai et al., 2015). The case firm channelled its resources primarily into developing a self-sufficient firm rather than establishing political ties. In other words, lack of political ties and thus shortcuts to financial rewards inadvertently left the case firm with no choice but to be self-sufficient.

Concluding Remarks

Motivated by the desire to understand how SMEs can play a more important role in global socio-economic development, this study provides a historical perspective of Chinese entrepreneurs in Malaysia and the journey of a long-standing Chinese SME. In summary, Chinese entrepreneurs portray the very essence of entrepreneurship, which enables them to thrive even when contextual circumstances are unfavourable. Chinese entrepreneurs have a strong desire for self-sufficiency and progress in life where they consistently upgrade themselves with experience, expertise, business networks and other relevant resources. The case firm demonstrates continuous improvement in efficiency and effectiveness where its contributions to the value chain grow endlessly both in depth and in breath. Indigenous entrepreneurs in Malaysia need to emulate their Chinese counterparts and toil their way towards self-sufficiency as the government is becoming overburdened with public expenditure where deregulation and economic liberalization will eventually be the only way forward (Chin & Teh, 2017).

This study sheds light on the pertinent entrepreneurial capabilities for aspiring entrepreneurs to emulate. Aspiring entrepreneurs need to view obstacles and hardship as stepping stones to cultivate and demonstrate their entrepreneurial capabilities just like how the founder of the case firm consistently found opportunities to enhance and/or diversify income streams when each source of income met with obstructions or was simply deemed inadequate. Being able to survive and even prosper in times of adversity also constitute testimony of resilience and reliability, which garner trust and loyalty. Being able to garner trust and loyalty is beneficial in many ways; world most successful entrepreneurs like Bill Gates and Warren Buffet have trusted and loyal business partners (see Eisner & Cohen, 2012). As evidenced in the case firm, trusted trading partners can offer advice, form alliances and even participate in the management of the business to help the business tide over difficult times and prosper. At the very minimum, trusted business partners provide moral support, which boosts confidence and optimism in the face of challenges (Eisner & Cohen, 2012).

As for policy makers, findings of this study suggest the need to exercise care in offering grants, loans and other forms of financial assistance to help financially challenged SMEs. Challenges and crises are not uncommon in business and in life in general. It is not challenges and crises that break a business but one's response towards challenges and crises (see Cawthorn, 2013). With little financial assistance and thus shortcut, SMEs are left with no choice but to toil and sweat their way towards financial solutions, which helps to build character in the process. In light of the importance of character-building, more emphasis on education, training and learning among entrepreneurs is required. Continuous support in the form of technical assistance, advisory services, mentorship and counseling to promote long-term learning is important particularly when cultivation of entrepreneurial capabilities is a life-long process (Timmons, 1989).

While this study sheds light on the key Chinese entrepreneurial capabilities and practices in Malaysia, results of this study have to be interpreted with caution as generalizability is not the intention of this study. Future research can consider exploring how historical development in mainland China and other Southeast Asian countries shape entrepreneurial capabilities and practices to ascertain the generalizability of this study and for a better understanding of the variations, if any, in the pertinent entrepreneurial capabilities and practices that contribute towards business success across geographic regions.

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THE SOUTH KOREAN CYBER POLICY IN PROMOTING ACTIVE INTERNET USERS AND ITS VULNERABILITIES IN CYBER THREATS

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Abstract: *The world is now entering the 4th Industrial Revolution (IR4) and the South Korea is the example that accepted the cutting edge evolution as it is a country with most wired in the world. Hence, this study intends to explore the initiatives taken by the government of South Korea in succeeding to encourage and expand the internet users among the South Korean by implementing an auxiliary cyber policy. This study will implement qualitative method by focusing on the case study of the South Korea. The researcher intends to examine the cyber policy made by the South Korean government and its effect towards the increasing internet usage among South Korean. The findings show that there are mechanisms taken by the government with collaborating with private agencies in influencing South Korean through media platforms about the benefits of using internet as part of daily life despite of its vulnerability in cybercrimes.*

Keywords: *Cyber Security, Cyber Policy, Security Studies, South Korea, Cybercrimes*

Introduction

The South Korea is located in East Asia and surrounded by major powers such as the China, Japan and bordered with the North Korea. The geographical factor plays an important role for the government of South Korea in managing cyber threats issues; especially from the North Korea. The IR4 is known to be a digital revolution where it creates a blurring lines between the physical, digital and biological sphere which characterized by the fusion of technologies (Schwab, 2016). This revolution occurred due to rapid information revolution through digital, information technology (IT), and data throughout the globe which affect the social and economic development. Hence, one of the cores related to the IR4 is security and conflicts; which cyber security falls under this core.

The history of South Korea involved in internet can be traced back in 1982 where the internet service has been introduced and remarked the establishment of System Development Network. This internet service included the service for commercialize the nation's economic purposed, email system, information search and others. The commercialization took place in this country, thus, created an expansion growth in 1994. During the year of 2013, South Korea has demonstrated its capability by reaching more than 40 mil internet users and becoming the first to launch Wireless Broadband (WiBro) and High Speed Downlink Packet Access (HSDPA) for commercial services. Therefore, realizing the advantages of the IR4 trends, South Korean government took responsibility by planning a long term comprehensive plans of intelligence information policy society (ICT & KISA, 2018).

This paper intends to analyse the South Korean government in articulates cyber policy to implement initiatives in promoting the internet usage among their people. This study is also intending to explore the vulnerabilities of cyber threats towards the South Korean since this country is known to have the capability in internet infrastructure, fastest of internet speed and highest internet penetration in the world.

Literature Review

The South Korea National Policy in Cyber Security

To understand the cyber security initiatives taken by the South Korean government in order to complement the demand in internet security whilst securing its national interest, we need to understand the structure organized by the country and its cooperation. The South Korea introduced the National Security Strategy as grand strategy on cyber security, which intends to implement initiatives taken to counter the cyber threats. The objectives proposed are to build a strong cyber security foundation, deter, detect, and block any cyber threats, and to ensure firm operations of the state by strengthening security and resilience to enable continuous national operations (Office, 2019).

Therefore, the South Korean government has organized its structure for cyber purposes. First, the South Korea Defence White Paper mentioned about the importance of cyber security. For example, the cybercrime will impose severe implications towards the financial sector; which has affected national economic sector as well. Furthermore, the South Korea defence white paper also recognizes the major threats received from the North Korea as it repeatedly conducted illegal hacking activities towards South Korea. Overall, this defence white paper is focusing on the cyber security to ensure cyber safety in South Korea (Office, 2019).

Meanwhile, the Korea Internet White Paper was introduced through initiatives taken by Ministry of Science and ICT, and Korea Internet and Security Agency (KISA) to review economic and social development based on the internet usage among South Korean. Based on the history of internet users among South Korean for commercial purposes has shown acceleration of growth that turns this country as the most wired, fastest internet penetration and succeed to connect the society by commercializing the 5G networks. Therefore, the groundwork of internet commercializing can be used easily so that it serves as catalysts for the development of other industries such as automobile, healthcare, and finance, thus, creates innovative business and services at the same time (Seok-Hwan, 2019).

Authorities in the South Korea whom in charge for data protection play major roles in securing the national cyber security. The government sector which responsible for cyber security is the Ministry of Science and ICT, Ministry of Interior and Safety (MOIS) as well as the National Intelligence Service (NIS), and an advisor who will inform all of the cyber activities to the President. In addition, the South Korean government also cooperates with the private agencies whom responsible for data protection agency such as the KISA, Korea Communications Commission (KCC), Financial Services Commission (FSC) and National Human Rights Commission.

In 2011, the South Korean government has implemented a “master plan” in response to national cyber security by introducing a thoroughly plan with comprehensive approach. This is crucial because state recognizes the cyberspace as a territory needing a national-level defence system. Thus the NIS runs the National Cyber Security Center (NCC) by gather the government agencies and private sectors to encrypted and back up important data, as well as install software as preventive measure from cyberattacks. The master plan contains three pillars which focuses on the investment on security capabilities, developments of a legal framework and to uplift international cooperation. Hence, there were 5 action plans to be carry out which are (Lewis, 2016);

1. To establish a joint response system combining the private, public and military sectors.
2. To fortify the security of critical infrastructure and enhance secret protection.
3. To protect and blocks upon attackers at the national level.
4. To deter against cyber provocations and strengthening international cooperation.
5. To build cyber security infrastructure.

Through this implementation, the South Korea plays a crucial role in providing a safe and security in cyber space, and encourages people to use internet widely; thus, create a cyber-culture within the boundary. Initiatives in promoting cyber culture among the South Korean can be seen through the implementation of events such as the Information Security Awareness Month which held annually. Additional efforts made by the government are organizing campaign on the Internet Safety Keeper launched in 2013 and use celebrities as ambassadors to promote the data protection among users through media platforms such as on televisions and radios. Moreover, there were advertisements and banners were displaying on places such as subways, buses, shopping malls and gaming halls (Lewis, 2016).

Whereas the KISA introduced the “Cyber Vaccination Program” in collaboration with private internet service providers in helping the users to overcome the cyber threats such as the botnet. The botnet is known to have the ability of denial of service attack, spam, stealing private data and even has the ability to access the victim computers through hacking activities. Therefore, as gadget has been improved from time to time and people starts using smart devices, there were tools to remove malware which is known to co-opt computers into networked attacks were provided and available online for free. Meanwhile, an application was known as the Phone Keeper Apps was introduced to scan devices to detect malware threat and able to stop the users from accidentally opening links from phishing texts that lead to infected website.

Another South Korean government’s trump card in expanding the internet users is through education. The university in Korea has established the Department of Cyber Defences specialized in cyber security to produce talents and experts in cyber, as well as provide trainings. This is due to the high demand for cyber competent personnel from the large corporations to hire Chief Information Security Officers (Lewis, 2016). Moreover, the education has proven to be a complimentary action that fulfil the long term planning of the South Korean government in encouraging more internet users.

On the other, Electronics and Telecommunications Research Institute (ETRI) is an institution known to develop cutting edge technology which majorly contributes to the South Korea developments. Significant contributions of ETRI can be highlighted on 2018 when this institution developed the Tactile Internet Technology (TIC-TOC), which stands for “Time Controlled Tactile Optical Access”. It is a packet-level channel bonding over multiple wavelength and cyclic-based Dynamic Bandwidth Allocation (DBA) to support a data rate up to 100 Gb/s and latency less than 1 ms (Kim, et al., 2019). In simple words means it operates by transferring data packets with minimal delay which enables it to response with one millisecond in 5G networks. It also able to differentiate data packets according to their respective urgency and give priority to the more urgent data packets, thus, it helps in advancing virtual reality and augmented reality in all sorts of sectors, from education, healthcare, entertainment and public safety (Schmidt, 2019).

Based on the ETRI Report, in 2017 some of the major achievement in R&D in technology managed to developed UHD mobile broadcasting technology and mobile hotspot networks (MHN), technology supported with Giga bits per second (Gbps) which increase the level of data transmissions (ETRI, 2019). For example, a demonstration was done on the Seoul subway line 8 in providing a wireless backhaul data rate of Gbps for high-speed railway communication; thus, it became the first in the world of a prototype system demonstration with passengers on the train (Kim, Chung, Choi, Kim, & Han, 2017). Whilst another major achievement in 2016, scientists from the SW EXOBRAIN, a national representative of R&D projects on Artificial Intelligence (AI) come with another achievement in developing the language processing field. It has the ability in detecting languages through machine reading that will elevates the communications skills and ease the learning process (Exobrain, 2017).

Overall, the most crucial part which improved the cyber security in South Korea is based on the financial support given by the South Korean government. The investment made was necessary and cooperation with local companies could bring up the cutting edge technologies which improve the nations' capabilities. Thus, with clear objective in national policy with proper guidance and financial help does elevate the effectiveness in nurturing cyber usage among its people, public administrations and enterprises.

The Internet Users Trends among the South Korea

The internet policy implementation by the South Korean government shows positive impact as the internet users increased accordingly. The price to obtain smart phones is nonetheless affordable; which almost everyone regardless of their age own smart phones. This due to the reasons of living in the modern era, where the world becomes borderless and smart phones main objective is to connect the people. The internet is being use as part of daily life to contact people, using cashless transactions, mobile games, socialising through media social and expand business.

According to a study conducted by Sylwia T. and Joanna K. (2014), the South Korea is known as a well-developed country through the greatest achievement in internet infrastructure which contributes to the nation's development. Since 2013, the average connection speed for all connections in South Korea was known to be the highest global rank with 21.9 Mbps surpassing the second rank of Japan with 12.8 Mbps as shown in Figure 1 (Akamai, 2013). Moreover, the internet infrastructure in the South Korea was known to have the highest fibre optic penetration globally, and lead the South Korean internet users experiencing a high speed wired internet (Talar & Kos-Labedowicz, 2014). Accordingly, the trends and internet culture among the South Korean has been improved and made this country known as the most wired in the world.

Global Rank	Country/Region	Q1 2017 Avg. Mbps	QoQ Change	YoY Change
1	South Korea	28.6	9.3%	-1.7%
4	Hong Kong	21.9	-0.2%	10%
7	Singapore	20.3	0.8%	23%
8	Japan	20.2	3.1%	11%
16	Taiwan	16.9	7.9%	14%
21	Thailand	16.0	20%	49%
27	New Zealand	14.7	14%	40%
50	Australia	11.1	9.6%	26%
58	Vietnam	9.5	15%	89%
62	Malaysia	8.9	9.1%	40%
68	Sri Lanka	8.5	17%	58%
74	China	7.6	20%	78%
77	Indonesia	7.2	6.7%	59%
89	India	6.5	17%	87%
100	Philippines	5.5	20%	57%

Figure 1: Average Connection Speed (IPv4) by APAC Country/Region

Source: Talar S., Joanna K. (2014). South Korea model development of Internet economy infrastructure, ResearchGate, retrieved Jan 13, 2020 from https://www.researchgate.net/publication/282353893_South_Korea_model_of_development_of_Internet_economy_infrastructure, p. 102.

Recent report from the Akamai in 2017, Figure 1 shows the average connection speed (IPv4) shows South Korea holds the first in global rank with Average Mbps of 28.6, surpassing the China in second rank with 21.9 Average Mbps and Singapore in third rank with 20.3 Average Mbps. Hence, it is proven that the implementation of internet infrastructure is crucial in contributing to the speed of internet access, thus, makes the internet quality of South Korea distinct from the rest of the world.

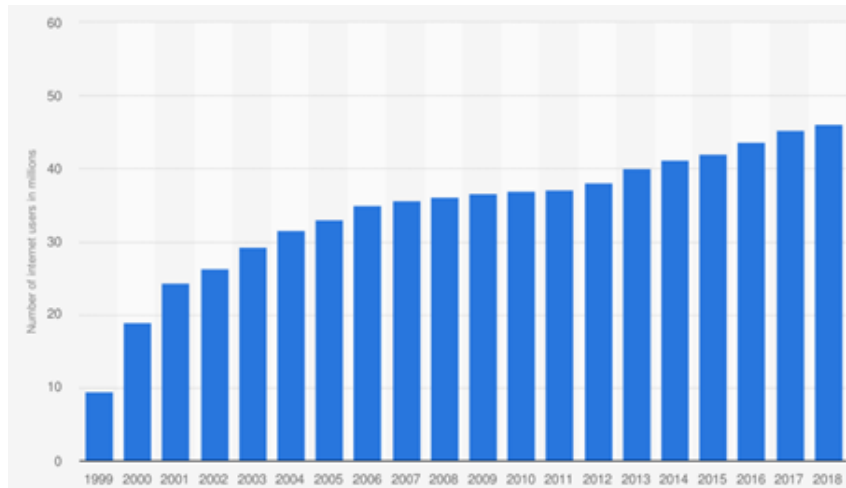


Figure 2: Number of Internet Users in South Korea from 1999 to 2018 (in mils)

Source: Market Metrix, KISA (2018). “2018 Survey on internet usage”, Statista.com, retrieved March 18, 2020 from <https://www.statista.com/statistics/432145/internet-users-in-south-korea/p.25>.

Apart from it, according to KISA, a survey on internet users among South Korean has been conducted by interview method of face-to-face interview and online survey to examine the trends of internet users. The statistics in Figure 2 shows accelerate growth of internet introduction back in 1999 to recent year in 2018. However, systematic policy initiatives taken by the South Korean government in introducing the benefit of using internet, the graph shows augment growth in 2013 where the internet users reached 40 mils. In recent year starting from 2016 to 2018, as indicate in the graph shows the gap of internet users in 2016 (43.64 mils) to 2017 (45.28 mils) was 1.64 mils increment and from 2017 to 2018 (46.13 mils), the gap was 0.85 mils (Statista, 2018).

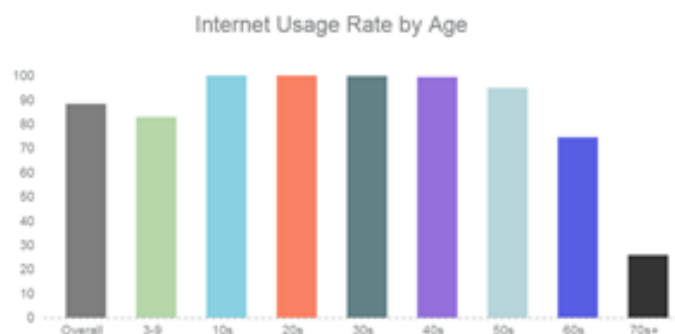


Figure 3: Internet Usage Rate by Age

Source: Ramirez E. (2017). Nearly 100% of Households in South Korea now have Internet access, Forbes. Retrieved March 20, 2020 from <https://www.forbes.com/sites/elaineramirez/2017/01/31/nearly-100-of-households-in-south-korea-now-have-internet-access-thanks-to-seniors/#3f01c865572c>.

According to Ramirez E. (2017), since the South Korean government implement the wide range of 5G service, a survey has been made to study the trends of the South Korean in accessing the internet. As shown in Figure 3, as early as age 3 are wired, which inclusive in 90% of the South Korean population in using the internet. However, the group of 10s, 30s, 40s, and 50s are the dominant groups in accessing internet. Due to the demanding environment such as education purpose; information sharing, socializing, entertainment, working or it might be due to the addictiveness among users. Therefore, these people are connecting the internet via LAN, Xdsl, cable modem, mobile and others, despite of gigantic Samsung company which contributing to the exposure of internet towards the South Korean (Ramirez, 2017).

The Vulnerabilities of Cybercrimes due to Internet Access in the South Korea.

The initiatives in promoting internet by the South Korean government and other private agencies are somehow fruitful when the internet users among South Korean increased to almost 100%. Furthermore, the South Korea achieved the title as the most wired country with 5G internet capability. The trends proved that South Korean implementing internet access as part of their daily life, regardless of their ages. Internet activities can be seen through surfing internet for social activities, going cashless whilst shopping and using public transport, and business activities. This shows that the internet trend has been accepted in their socio-culture.

However, the escalation of internet access among South Korean regardless of their background identity, has engender cybercrimes. Despite of the government initiatives has taken its measure to provide safer internet access towards their people; are still unable to be stopped from spreading. Thus, it requires continuous efforts by the government and private agencies to counter cybercrimes by renewing skills and technologies to keep up with the modern threats.

The cyberattack comes in two types but with one main objective which is to inflict damage on the opponents for self-interests. The two types of cyberattacks are the small-scale cyberattacks and the large-scale cyberattacks. Ever since the internet has been introduced, the frequent attack mostly comes from the small-scale attacks. This is because there are some people who conduct cyberattacks as part of their experiments with viruses and other malicious code. The *modus operandi* of this crime usually has various cybercrime techniques such as shady advertising schemes, scams or stealing money (Skoudis, 2009).

On the other, the large-scale cybercrimes are known to be launched by the cyber criminals who have shifted from working individually to organized crime groups, or it could wage by the state actor or non-state actor. The major reason for large-scale cybercrimes is nonetheless to inflict severe damage on their victims. It could be devastated for certain countries that relied most on the internet access such as the South Korea (Skoudis, 2009). Examples of small-scale and large-scale cyberattacks are known as below:

Small-scale cyberattacks:

- the spyware,
- bots and root kits,
- spam,
- phishing attacks,
- credit card fraud,
- information theft,
- corporate information theft, and
- denial-of-service extortion

Large-scale cyberattacks:

- the denial-of-service packet floods,
- exploiting infrastructure components,
- damaging clients' systems with widespread botnets, and

- mass credit card fraud to disable accounts

Although cybercrimes might not be able to paralyze the whole nation, yet it could impact some of the crucial aspects such as the economic capability. Especially when it comes to geographical factor, since the South Korea is located in strategic geography neighbouring with major powers such as the China, Japan and also a rough state which is North Korea. This factor contributes to the insecurity towards cyber security in South Korea. Therefore, cyberattacks that inflicts the most damage comes from the North Korea, as it claimed to be most dangerous compared to the Russia. According to Dmitri Alperovitch (2018), before launching the Crowdstrike's annual "threat report", the cyberattacks from the North Korea has been increased and does not shows any slowdown progress, and this could danger other countries especially when it inflicts attack the most towards the South Korea. Therefore, the report stated that, "*the North Korea-based adversaries are likely to continue malicious cyber activities against entities in South Korea, Japan and the United States (US)*". The "threat report" from the Crowdstrike is known to be a report on the cybercrimes activities at the international level which could inflict serious damage (Hern, 2018).

On the flip side, despite of having the most wired internet globally, one would need a better instrument in managing the cyber threats. This is because cyber threats come in various kinds of attacks which need the right knowledge and tools to overcome it. One of the recommendations to improve the cyber security could be done is by engaging diplomatic cyber security relations with major powers such as the US. This could be a benefit the South Korea since the US has the capabilities in cyber technologies as well as its fortifying cyber policies which the South Korea could review and adopt. As stated by Sangbae Kim (2015), he suggested that the South Korea to implement the "*Brokerage Diplomacy in Cyber Security*"¹ in coordinating the South Korea relationship with other major powers in structuring the opportunities of brokerage, whilst pursuing open policy towards the United Nations (UN), the International Telecommunication Union (ITU), Organization for Economic Cooperation and Development (OECD), and Internet Corporation for Assigned Names and Numbers (ICANN); these are some parts of the recommendations to improve the South Korea cyber policy.

Conclusion

The world development is moving fast with the capability of internet access around the globe. Nowadays nations are competing in building their own undersea cable network to dominate the internet system compared by using satellites by most countries back in time for internet purposed. Along with the improvement of internet infrastructure and other cyber technologies around the globe have enable to utilize cyber space.

Despite of the vulnerabilities in cyber violations, the implementations of the South Korean policies in providing best experience of internet access have succeeded with the high rate of internet users among South Korean. Based on the analysis upon relations between the government and private companies' initiatives in promoting internet usage and people in acceptance of internet as part of daily life have benefitted the country especially for economic purposed. Moreover, the gigantic company, Samsung, is known to be the most influenced company in the South Korea as it provides the cutting edge technology and support most of the national economic growth with huge profits. Thus, many advantages can be derived by the government to promote internet usage among South Korean since economic aspect is strong to support the internet policies.

¹"Brokerage" referring to the role of a broker and more than a mere connector, providing a mode of transition, switching, transforming and translation between different actors in the system.

On the flip side, despite of having well of cyber policies, yet cyber criminals have not stopped waging the cyber threats towards the South Korean security. Since the cyber threats keeps on changing in terms of its tactics, the government need to renew their cyber policies to keep up with the future challenges. In a nutshell, the implementation by the South Korea in promoting the internet usage towards their people is appraisable and can be considered as succeed. This is because the internet usage has reached almost to 100% regardless of age background; which suit the title as the most wired country in the world.

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THE INTEGRATION OF COMPETENCIES AND SELF-EFFICACY TOWARDS ENGAGEMENT: FINDINGS FROM A PILOT STUDY

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Abstract: *Distance learning has become the mainstream of learning and has resulted the development of network technology and computer technology, which emphasizes the openness of learning resources and communication among students. However, due to lack online teaching competencies, the performance of students who participating in distance learning is not satisfactory, and their persistence and efficiency are also poor. In this study, a self-administered questionnaire was piloted to 24 distance learners to examine the integration of online teaching competencies, self-efficacy, and student's engagement. All the study variables show that positive correlation. Based on the evidence, the role of self-efficacy will be further examined in terms of its moderation influence between online teaching competencies, and student's engagement in actual data collection.*

Keywords: *Online Teaching Competencies, Self-Efficacy, Online Student Engagement*

Introduction

Engagement is crucial to student learning and satisfaction in online courses. The definition of engagement has been extensively explored in distance online learning literatures for decades. Student engagement is defined as “the student’s psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote” (Lamborn, Newmann, & Wehlage, 1992). Student engagement in online learning is very important because online learners seem to have fewer opportunities to be engaged with the institution. Hence, it is essential to create multiple opportunities for student engagement in the online environment. The need for engagement has resulted in the development of guidelines for designing effective online courses (Roblyer & Ekhaml, 2000).

Engagement strategies are aimed at providing positive learner experiences including active learning opportunities, such as participating in collaborative group work, having students facilitate presentations and discussions, sharing resources actively, creating course assignments with hands-on components, and integrating case studies and reflections. Banna et al. (2015) stressed that engagement is the key solution to the issue of learner isolation, dropout, retention, and graduation rate in online learning. Meyer (2014), Banna et al. (2015), and Britt, Goon and Timmerman (2015) assert the importance of student engagement to online learning because they believe student engagement can be shown as evidence of students’ considerable effort required for their cognitive development and their given ability to create their own knowledge, leading to a high level of student success.

According to Banna et al. (2015), if content played a central focus in the past, engagement plays an important role in stimulating online learning today. To boost student engagement, four basic engagement techniques of online learning have been identified: skills, emotions, participation, and performance. Lear, Ansorge, and Steckelberg (2010) stated that interactions with content, peers, and instructors help online learners become active and more engaged in their courses. Interactivity and sense of community result in high-quality instruction and more effective learning outcomes.

Studies on distance education in Malaysia have focused mainly on students' online reading strategy (Jusoh & Abdullah, 2015); challenges faced by adult distance learners to learn English (Sai, Lin & Belaja, 2013); exploring social presence in online forums (Zaini & Ayub, 2013); effects of an online writing platform on students' performances in narrative writing (Annamalai, Eng & Abdullah, 2013); and personality styles among adult distance education students (Mat Zin, 2012). Nevertheless, very little is known about the interaction between online teaching competencies and self-efficacy to boost up the student engagement. Thus, it is worth to conduct a study to investigate whether online teaching competencies has a significant relationship with online student engagement, as well as to examine whether self-efficacy moderate the relationship between online teaching competencies and online student engagement among distance learners.

Literature Review

Online Teaching Competencies

A variety of competencies of online teaching that inform best practices of online teachers exist (Darabi, Sikorski, & Harvey, 2006; Goodyear et al., 2001; Smith, 2005; Varvel, 2007). It is also clear by doing a review of these lists of competencies that there are still some inconsistencies among the competencies identified in these models that focus on online teachers. This should come as no surprise considering that the contexts within which online learning exists vary greatly. Baran, Correia and Thompson (2011) explained that the prioritization of the roles and competencies of online teachers varies in the literature depending upon the context where online teaching takes place. In these varied contexts, different competencies are necessary.

Previous research reviewed many online teaching competencies and found that most focus primarily on course design (Thomas & Graham, 2017). Bigatel et al. (2012), however, developed a list of online teaching competencies that focus only on teaching behaviours. They explained that any tasks related to instructional extensive discussions with online learning professionals (instructors, designers, evaluators, researchers) that included 64 statements of online teaching behaviours they called tasks, performed by effective online teachers. This survey was completed by 197 respondents. They were asked to rank each task on a 7-point Likert scale according to which tasks they felt were most important to online teaching during course delivery. Using exploratory factor analysis, Bigatel et al. (2012) grouped the tasks into seven competencies: (1) active learning, (2) administration/leadership, (3) active teaching/responsiveness, (4) multimedia technology, (5) classroom decorum, (6) technological competence, and (7) policy enforcement.

The Bigatel et al. (2012) model is the only model found in our literature review that specifically outlines the teaching behaviours of teachers during course delivery and that does not focus on course design. For this reason, we determined to use this model as a basis for our research. We recognise that there may be limitations in this model and anticipate that by checking the validity of this model as part of our study, we can either validate it as an accurate model or recommend ways to improve it.

Self-Efficacy

Self-efficacy is a key competence belief in self-regulatory control processes (Zimmerman & Schunk, 2006). Bandura (1995) defined perceived self-efficacy as "the beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situation". In other words, self-efficacy is the belief of the capabilities of what one can do in a specific domain. Self-efficacy impacts task choice, effort, persistence, and achievement. It also influences academic motivations, learning, and achievement (Schunk & Pajares, 2002). From

this point of view, students with positive self-efficacy towards learning in online courses are usually more motivated and perform better in these courses.

In addition to self-efficacy in the specific online course, the skills of using online learning technologies are also important. These skills include, for example, the use of emails, discussion boards, and Internet searches. Students who fear computer technologies may experience confusion, anxiety, a loss of personal control, frustration, and withdrawal (Bates & Khasawneh, 2004). However, previous researchers have found conflicting results regarding the relationship between technology self-efficacy and students' performance and satisfaction with online courses. While DeTure (2004) and Puzziferro (2008) indicated that technology self-efficacy was a poor predictor of the final grade and satisfaction in online courses, other researchers have reported that technology self-efficacy is positively correlated with online learning performance (Joo, Bong, & Choi, 2000; Wang & Newlin, 2002).

Online Student Engagement

Student engagement is important in order to prevent online learner isolation and dropout. It may be a key factor in the retention of online learners and an increase in graduation rates (Banna et al., 2015). Student engagement is defined as “the student’s psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote” (Lamborn et al., 1992).

Students usually engage with instructional content, their peers, and their instructor. Jones (2008) identified three domains for student engagement: cognitive, emotional, and behavioural. The cognitive domain consists of students' beliefs and values about themselves and about learning itself. The emotional domain consists of factors such as motivation and feeling, whereas the behavioural domain consists of habits (such as procrastination) and skills (including reading, writing, and study skills). Dixson (2010, 2015) developed the Online Student Engagement (OSE) scale, which has closely related factors: skills, emotions, participation, and performance.

Chickering and Gamson (1987) postulated seven best practices related to engagement that can be applied to the online classroom: (a) student/faculty contact, (b) cooperation, (c) active learning, (d) prompt feedback, (e) emphasis of time on task, (f) having high student expectations, and (g) respecting diversity. Dixson (2015) believes learning is a social activity for many learners. Dixson found in her study of online learners that students consider engagement, which decreases transactional distance, to be the application of learned materials.

Many online courses are delivered asynchronously. However, they can be effective using discussion forum and email. By building a safe environment for students, faculty can encourage respect for diversity and an attitude of cooperation. Instructors who can accurately gauge the time their online students will spend engaging and assimilating content can promote high expectations and ensure students are not set up for failure. Kuh (2009) recommends these principles continue to be used in online learning.

Conceptual Framework

The conceptual framework for the study is shown in Figure 1 consists of online teaching competencies as independent variable, self-efficacy as moderating variable, and online student engagement as dependent variables.

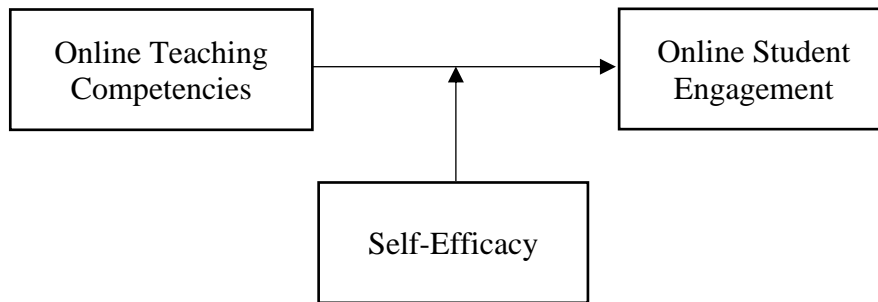


Figure 1: The Conceptual Framework

Methodology

Sampling Technique

This research has been conducted using purposive sampling technique. It is considered the most appropriate method for this study as it examines online teaching competencies, self-efficacy, and online student engagement among distance learners. According to Sekaran and Bougie (2010), purposive sampling involves the choice of subjects who are in the best position to provide the information, either because they are the only ones who have it or conform to some criteria set by the research. In this study, the researcher has selected the distance learners that conform to the inclusion criterion as such: a) they must be an active distance learners for that particular semester; b) they are at least in 2nd year in the programme; and c) they are using the e-Learning, an online platform to input information and for online discussions or forum with their peers, and lecturers. These inclusion criteria would help to increase the likelihood that online teaching competencies is a relevant issue to the individual and to increase accuracy in response to the online student engagement questions.

Research Instruments

The instruments used are adopted from various previous studies with acceptable reliabilities (Cronbach's alpha). Three established instruments will be used to collect the data after obtaining the authors' permissions during the main data collection phase. The Online Teaching Competencies (OTC) scale by Bigatel et al. (2012) consists of 30 Likert-type items that described by a list of tasks of successful online teaching. The Self-Efficacy (SE) scale by Artino and McCoach (2008) consists of eight Likert-type items that described by the belief of the capabilities of what one can do in a specific domain. The Online Student Engagement (OSE) scale by Dixson (2010, 2015) consists of 19 Likert-type items that measure student engagement in the online learning environment.

A Pilot Study

Since items used in this study were drawn from previous empirical studies, the study assumed that a pre-test was not necessary. However, a pilot test was conducted to determine whether the items in the questionnaires were clear and acceptable. The pilot test was also conducted to test out the items and to refine the procedures pertaining to instrument administration (Malhotra et al., 2006).

In the pilot study, a questionnaire was created using the Survey Monkey and was emailed to 30 distance learners from one of the public universities in Malaysia. The researcher has followed the rule of thumbs as suggested by Isaac and Michael (1995) and Hill (1998) to have between 10 to 30 participants for pilots in survey research. The questionnaire has a cover letter explaining the purpose; the procedure of completing the questionnaire, confidentiality assurance, and voluntary participation. Each completed surveyed data was automatically

computed and saved, and the results were downloaded into SPSS 24.0 for quantitative analysis. The data collection lasted two weeks in December 2019. Out of 30 targeted respondents, only 24 of distance learners have responded in the pilot test. They will be excluded from the final sample as their experience of seeing the earlier questionnaire might make them answer differently during the main study.

Discussion on Pilot Test

To confirm the respondents' understanding and the flow of the questions, all items in this questionnaire were randomized. Based on the comments made by the respondents in the pilot test, suggestions were made by the respondents for the researcher to provide a specific terminology used in questionnaire in order to further enhance their understanding. The researcher has noted their suggestions and these adjustments were made accordingly. Table 1 summarized the revision of the questionnaire items.

Table 1: Revision of Items Based on Suggestions from Respondents in Pilot Study

	Original Items	Revision/ Remarks
Variable: Online Teaching Competencies		
1	The instructor encourages students to interact with each other by assigning team tasks and projects, where appropriate .	The instructor encourages students to interact with each other by assigning team tasks and projects, in the e-Learning portal .
2	The instructor includes group/team assignments where appropriate .	The instructor includes group/team assignments in the e-Learning portal .
3	The instructor encourages students to participate in discussion forums, where appropriate .	The instructor encourages students to participate in discussion forums, in the e-Learning portal .
4	The instructor encourages student-generated content as appropriate.	Item to be deleted, as it is irrelevant to students.
5	The instructor uses peer assessment in his/her assessment of student work, where appropriate .	The instructor uses peer assessment in his/her assessment of student work, in the e-Learning portal .
6	The instructor is proficient in the chosen course management system (CMS) .	The instructor is proficient in the chosen e-Learning portal .
7	The instructor adheres to the university's policies regarding the Federal Educational Rights & Privacy Act (FERPA).	Item to be deleted, as it is not irrelevant to students.
Variable: Self-Efficacy		
8	Considering the difficulty of this course, the teacher , and my skills, I think I will do well in this class.	Considering the difficulty of this course, the instructor , and my skills, I think I will do well in this class.
Variable: Online Student Engagement		
9	Taking good notes over readings, PowerPoints, or video lectures .	Taking good notes over readings, PowerPoints, or Webex recording .
10	Doing well on the tests/quizzes.	Doing well on the online tests/quizzes.

This section details the breakdown of respondent's perception for each of the variable (online teaching competencies, self-efficacy, and online student engagement) on demographic

profiles (gender, age, and years of study). The breakdown of respondent's perception is presented as Frequency Analysis in Tables 2 to Table 4.

Table 2: Frequency Analysis of Online Teaching Competencies

Demography/ Respondents	Disagree	Neutral	Agree
Gender			
Male	1[9]	2[18]	8[73]
Female	2[15]	2[15]	9[69]
Age			
25 to 34 years	0	1[50]	1[50]
35 to 44 years	0	1[10]	9[90]
45 to 54 years	0	1[8]	11[92]
Above 55 years	0	0	0
Years of study			
1 st year	0	0	0
2 nd year	0	0	8[100]
3 rd year	0	1[17]	5[83]
4 th years	0	1[13]	7[88]
More than 5 th year	0	0	2[100]

Note: Figure [] stands for percentage of total

Table 3: Frequency Analysis of Self-Efficacy

Demography/ Respondents	Disagree	Neutral	Agree
Gender			
Male	0	2[18]	9[82]
Female	1[8]	3[23]	9[69]
Age			
25 to 34 years	0	0	6[100]
35 to 44 years	0	1[13]	7[88]
45 to 54 years	0	2[20]	8[80]
Above 55 years	0	0	0
Years of study			
1 st year	0	0	0
2 nd year	0	1[13]	7[88]
3 rd year	0	2[25]	6[75]
4 th years	0	3[50]	3[50]
More than 5 th year	0	0	2[100]

Note: Figure [] stands for percentage of total

Table 4: Frequency Analysis of Online Student Engagement

Demography/ Respondents	Disagree	Neutral	Agree
Gender			
Male	0	4[36]	7[64]
Female	0	2[15]	11[85]
Age			
25 to 34 years	0	0	4[100]
35 to 44 years	0	3[30]	7[70]
45 to 54 years	0	3[30]	7[70]
Above 55 years	0	0	0
Years of study			
1 st year	0	0	0
2 nd year	0	2[29]	5[71]
3 rd year	0	1[13]	7[88]
4 th years	0	0	8[100]
More than 5 th year	0	0	1[100]

Note: Figure [] stands for percentage of total

Respondent's response on study variables were computed into mean and standard deviation using SPSS version 24. This allows the researcher to understand the extent of respondents on the study variables. All the study variables were constructed on a 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree. The respondents rated themselves high in terms of online teaching competencies ($M = 4.10$), while self-efficacy was moderate ($M=3.59$). The respondents revealed that they have high online engagement (4.18). Table 5 presents the descriptive statistics for the variables used in this study.

Table 5: Mean Score and Standard Deviation of The Study Variables

Variables	Mean	Standard Deviation
Online Teaching Competencies	4.10	0.58
Self-Efficacy	3.59	0.71
Online Student Engagement	4.18	0.68

The reliability of the measures was assessed based on the Cronbach's alpha coefficient. According to Churchill (1979), reliability should be the first thing to be measured in assessing the quality of the instrument. Generally, the lowest acceptance limit of Cronbach's alpha is 0.60 to 0.70 (Hair et al., 1998). As a conclusion, the reliability of the constructs in this study are ranged from 0.708 to 0.870; all within the acceptance limit of reliability as obtained in previous the literatures. The result of Cronbach's alpha reliability coefficient for all the variables in the pilot study is shown in Table 6.

Table 6: Pilot Test of the Questionnaires for Reliability of the study variables

No	Variables	Cronbach's Alpha
1	Online Teaching Competencies	0.708
2	Self-Efficacy	0.802
3	Online Student Engagement	0.870

Conclusion

The findings of the pilot study indicate the positive correlation among the study variables. Hopefully, the findings from the main data collection would be of significance to the management of Malaysian Distance Education institutions in developing contexts to be aware of perceived online teaching competencies among their students and the self-efficacy they apply to improve their engagement. This also will help institutions to strengthen their orientation programs for students and initiate concrete steps in developing good mechanisms for counselling services for the students.

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SEEKING THE CHALLENGES AND SOLUTIONS TO ARABIC FOR BIDAYUH'S PUPILS

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Abstract : *Arabic language has been taught in Malaysian primary schools since 2005 and now, this language already spreads and reaches the non-Malay pupils including Bidayuh pupils. As for Bidayuh, this language is their foreign language whereby it took about their fifth place after their mother-tongue and other languages such as English and Bahasa Melayu Sarawak. By that, clearly it is a tough work to do for the teacher to teach this language. This paper will discuss qualitatively what are the challenges faced by the teacher to teach the Bidayuh's pupils Arabic. It is found that there are seven challenges that the teacher needs to resolve. This paper also seeks and highlights the reasons why it happens and suggests several solutions that relevant for the teacher to apply in order to make the lesson more interesting so the pupils are more excited to learn.*

Keywords: *Arabic Lesson, Learning and Teaching Lesson, Bidayuh Pupils, Foreign Language*

Introduction

The real deal about Malaysia is that the variety of races and ethnicity living under one same roof of country whereby they all spent all the Malaysian's speciality together. Adding to that, all these varieties of races and ethnicity in Malaysia, they are all speaking in their own different languages. This leads to Malaysian's Ministry of Education to promote a variety of languages for the pupils in school to learn. Not only that, Malaysian education also offers foreign languages and one of them is Arabic (Akta Pendidikan 1996). Even though, this language is an alternative language subject to be taught in the schools throughout Malaysia, the majority primary schools in this country offer their pupils to learn Arabic. Despite having other languages subject to learn for example English, Chinese, Tamil, Kadazandusun, and Iban, Arabic stands out to be the foreign language of the most because apparently none of the Malaysian speak this language in their daily life conversation except for Muslims to perform their *ibadah*. The Arabic language is always perceived to be taught only to the Malay ethnic population (Aladdin, 2013) as all Malays in this country are a Muslim by religion. It is relatable due to our perspectives whereby Arabic language is more leaning towards understanding the Islamic faith. Thus, it became one of the objectives of learning Arabic language (e.g Rahman et al., 2017; Shukri et al., 2009; Zainur Rijal Abdul Razak & Rosni Samah, 2007). Many scholars especially in Arabic language tried to focus on the issues about Arabic in schools, colleges and universities. This is due to the expand number of schools that offer this foreign language in the primary school throughout Malaysia (Aladin & Musa, 2014; Mohd Fadzli Ismail & Mohd Sukki Othman, 2012) whereby it is not only be taught to the Muslim's pupils only but it been taught to the non-Muslim's pupils as well. However, it still remains foreign language for all of us even though this language was already been taught in school since primary level (Rosni Samah, 2012; Nik Murshidah & Normila Noruddin, 2011).

Since we step on 21st century, there are a lot of research had been done regarding Arabic language in schools by our own researchers, which includes some of the latest research about teaching Arabic vocabularies (Irma Martiny, Md Yasim et al., (2017); Baharudin (2014), Arabic learning technic (Hairun Na-juwah Jamali et al., (2016); Sukardi et al. (2016)), teaching and

learning problematic issues (Abdul Razif, (2018); Zaini et al. (2017)), Arabic speaking issues (Mohamad Ziyad Bin Mukhtar et al., (2017); Sopian (2016)) and even motivation towards Arabic language (Ghani & Baharudin (2016); Abdullah et al. (2015)). By all means, these researches are meant to enhance and improve our Arabic language subject in schools. When we are looking at all of these researches' findings, everything will point to the role of teacher while teaching Arabic language subject whether it can be great, successful yet meaningful lesson or otherwise. This is because the teachers are the one who controls the lesson and transfers the knowledge from them to the students. The skills and the qualities of the teachers are very important because by having all these professionalism's vibes within themselves, the teachers can actually provide an effective yet quality teaching and learning session (Hyvärinen, Saaranen, & Tossavainen, 2015). As for the Arabic language already been taught in school where Bidayuh's children are the pupils, the scope in Arabic educational field becomes wider in order to teach this language as their foreign language. Therefore, this research seeks the challenges faced by the Arabic teacher to teach the Bidayuh's pupils in primary school and tries to find a solution that might be a benefit to the teachers particularly and those who teach Arabic to other minority ethnic pupils.

Methodology

Aim of the Study

This study act as a reality check that focused on finding what are the challenges faced by the teacher who teach Arabic language to minority ethnic pupils, which Arabic language happened to be their foreign language. This study also seek for a solution proposed by the teacher to overcome this matter. The questions below constitute the foundation of the study;

- 1) How Arabic subject been selected and taught in primary school for Bidayuh's pupils from teacher's view of point from 4 different angles? The angles are as follow;
 - a) Teacher (him/herself)
 - b) Pupils
 - c) School's administrator/Headmaster/colleague
 - d) Parents
- 2) What are the challenges faced by the teacher in order to teach Arabic as foreign language to Bidayuh's pupils?
- 3) How to provide a solution and to overcome the challenges faced?

Participant

One primary school teacher who teach in one of the school in Bau district in Sarawak state was participated in this study. The teacher was chosen because the teacher was not an Arabic-optionist teacher to teach Arabic. The only thing that kept this teacher to have a courage and be able to teach this subject was that this teacher had learnt Arabic during high school ten years ago. Therefore, this female teacher (*ustazah*), who became the participant of this study been taught Arabic since she had been posted in this school six years ago. Since then, this teacher keep on learning or more likely recalling about Arabic language since she had left this language for a quiet sometimes. Since this explorational research is exploring on teacher's thought about Arabic language subject in primary school focusing on Bidayuh's pupils, therefore there was only one participant (teacher) was fully involved in order to gather the information regarding the views as an Arabic language subject teacher, school's administrator, pupils and their parents. To be clear, the study did not take the gender of their pupils and teachers into account.

Instrumentation

There were three instruments used in this study which were observation, interviews, and video recording. These three instruments were used for collecting the required data in this study.

Observation

The teacher was observed during the Arabic lesson in the classroom. The observation was done in order to determine and to participate in real life session to see the challenges that the teacher faced while teaching Arabic to the Bidayuh's pupils. In this study, two classes were observed which Year 2 class age 8 and Year 5 class age 11 years old. The observation then will be analyzed accordingly.

Interviews

The interviews were done with the teacher herself whereby several interviews were done in order to gain understanding about this matter and to collect the data required. The interviews will look through the teacher's point of views on herself, school's administration or headmaster, pupils and their parents. Furthermore, through interviews the teacher were asked a questions regarding the thought and personal opinions regarding this subject, the challenges and how the teacher tried to overcome the challenges mentioned by the teacher. Each view points from the teacher was expected to contribute to the solution of the problem. Through interview it was aimed to elicit how teachers deem the issue regarding challenges in Arabic language subject to Bidayuh's pupils.

Video Recording

Video recording was used in order to gain a better and bigger picture on how the Arabic subject was carried on in the classroom. The video recording was re- corded by the teacher (participant) when she was teaching for these two particular reasons. The first reason was to fit for the absent of the researcher to the school in order to observe the lesson. By watching the video recording it helped the researcher to analyse the real-life when the lesson carried out. The decision of the absent while the lesson was carried out and using video recording was a good decision because it can record the real-life situation whereby all the pupils act normally as they always do in the classroom while learning rather than they might behave well and pretending to be a good pupils whenever the researcher or any other person observing them. By this, the researcher can gain much better understanding regarding the issue. For the second reason, the video recording was used for the sake of triangulation data. As this study a qualitative study, it is important for the researcher to analyse the data from various angles as it might play an important role in order to make sure the validity of this research.

Data Analysis

Analysis of the Observation

The classroom I attended was the class of 2 pupils from Bidayuh's ethnic age eight years old and also in other class sessions for 5 pupils' age eleven years old. The lesson was carried out not in the actual classroom but in one of the room provided by school to teach the Islamic subject. This due to the lack of numbers of pupils who took Arabic language as their foreign language in this school. The focus of this observation was to seek and gain information regarding Arabic language subject to Bidayuh's pupils and also to observed as a first party on what challenged the teacher to teach this subject for the minority ethnic pupils.

The first class that I observed was the Year 2 class where the pupils are age eight years old. The class started quiet warm even though the teacher was very good in order to start the lesson. This is due to the willingness of the pupils to stay focus on what the teacher is teaching

and saying because the pupils keep looking at the researcher who sat at the back of the room. This was probably a rare thing for the pupils to see other person comes to their class and observe them while they are learning. When the lesson starts with a song, both of the pupils can sing the song probably because they always sing the song before the lesson. They look so eager to learn based on the energetic attitude showed while they sing. Then, the teacher will ask them about days and they manage to answer it even in one word about the day. The teacher then develops the lesson by asking in Arabic and both of them cannot answer it. They look each other and talk in Malay language to the teacher as they were guessing the meaning. When the delivery session, the teacher used two languages which were Arabic at first then the teacher will translate it to Malay language. The teacher keen to use the Malay language rather than Arabic even though she uses Arabic first. However, when she talked and explained in Malay language, she showed much eager to explain it rather than Arabic. This was probably the teacher still faced a lack of confident to use the language and maybe the teacher needs to explain in Malay language for the sake of the pupils to understand the lesson. The entire lesson was fine, where the teacher did activities for the pupils. When it comes to the speaking, answering questions, asking opinions, ask to read and any kind of act that requires the pupils to talk, they seem to hesitate and not really into participate. These can be a cause due to the ability to use the Arabic word, or maybe the lack of confidence in using the language or maybe the pupils were not so excited because there were only two of them, so they not really challenge each other. The lack of friends in this class shown when they always look for each other and know their turn to answer the questions or guessing something when the teacher was asking because it either me (pupil A) or him (pupil B) as for example. After a while, the pupils seems to calm a little bit whereby they not focusing on the researcher at the back anymore and start to look and focus to their teacher in front. From the observation, instead of difficulty to understand the language spoken by the teacher, the pupils always eager when they were provoke to guess or ask especially when the teacher knows how to grab their attention simply by changing the tone when she teach for example using high tone to make an excitement statement or using facial expression when asking or wondering something. Despite the lower achievement in this subject especially in speaking Arabic in their conversations, this positive attitude shown by the pupils when learn was something that can be an evidence that this language can be taught in primary school even to the minority groups of ethnicity like Bidayuh because Arabic is like other language in the world that is not impossible to be learnt.

After that, I manage to observe the second class which had 5 pupils, all Bidayuh age eleven years old. As much as previous class, the absent of me into the class quite a bit disturbing their attention and focus to the teacher in front. This class was not as energetic as previous class where the pupils sit calmly and barely answer the questions or giving feedback when the teacher asked even the teacher eagerly and teaching them with passion. This was probably because they found themselves a bit older or more mature since they are in Level 2 already and not really interest to join the lesson or became a bit childish when it comes to guessing the meaning and so on. The pupils also unmotivated and just read by repeating what the teacher read to them before. Despite the attitude of “macho” or “controlled” by the pupils, they still manage to do the activity together. From the observation, I can see that it is not them who not interest to learn this language, it is us as a teacher to be able to grab their attention by creating a creative yet suitable for them so they can participate eagerly in each lesson. The activity that involves sing a song was not really their interest since they were shy to sing a song while in the lesson. This probably because of me who sitting at the back of their class. However, I believe if the teacher can create an activity which need them to move and interview their friends, going out to find words or sentences such “Treasure Hunt”, I think this might get their attention and it is suitable for their age which I personally think that they want the teacher to believe in them by giving

them a task and let them be independent. However, despite all that, credit need to mention about the teacher whereby she tries so hard to build a positive environment and she did it. It was clear that she had a good relationship with the pupils. She respected them and made an effort not to make them feel humiliated and offended.

Analysis of the Interview

The discussion for each interview and responses of the teacher are discussed according to the parts as follows;

Interview with the Teacher

Before we begin to find out about the challenges and the suitable solution regarding Arabic subject in primary school for Bidayuh's pupils, the researcher needs to ask general information about this matter in order to understand why they need Arabic subject, and how this subject acceptance and influencing the Bidayuh's pupils.

The interview begins with the question that asks the opinion from the teacher about the suitability Arabic language in primary school for Bidayuh's pupils. The reason why these questions need to bring out was because, for Bidayuh, apparently Arabic language is totally foreign for the majority of the Bidayuh's people. Therefore, to seek for understanding about the suitability of these languages for them is important. From the interview, the teacher was positive towards teaching and learning Arabic language for the Bidayuh's pupils even in primary school. This is because the children at this age (in primary school) they will enjoy everything that they learn at school. She also mentions that even in her previous school, she taught Arabic to the Iban's pupils, and they also can learnt and scored in this subject. As for Bidayuh, learning Arabic can richer their knowledge about other things such as other culture, countries and more. This is a good opportunity for the pupils to learn more due to the geographical reason like their village located quite far from the city and also gives them a wider perceptions on learning the knowledge.

As for the school administration or headmaster, the school willing to promote this subject to the school to be taught in class. This is due to several factors. According to the teacher, the Arabic language was existed in the school around 2011 where there was an optionist teacher posted to this school. Since the school was already had Iban language as their alternative third language, so for Arabic language specially for all Muslim converted Bidayuh's pupils. This is because they believe that Arabic language more associated with the Islamic religion. Since then, Arabic language had been taught and even though there are only sixteen pupils age from seven to twelve who are Muslim converted Bidayuh, the subject still continuously taught.

For pupils, according to the teacher the younger the age is better because at this point of age, they willing to learn and participate eagerly in any kind of lessons including Arabic language. Even this subject is quiet difficult for them adding to the foreign language that maybe they never heard or spoke before, but they willing to learn and participate if there are been taught using interesting activities. Although teaching younger children might be difficult in terms of class control, preparing fun and easy lesson, however teaching level two pupils age ten to twelve is more challenging. At this age they didn't enjoy the lesson and they not really willing to participate especially when doing movement, or singing a song in Arabic. According to the teacher, this is because they not good in the language therefore, they feel shy to make mistakes and never try to use Arabic while in class. The other reason is probably they felt isolated because all of their friends are in the main classroom while only a couple of them move to the other room where Arabic subject taken place.

For the parents, all of them are converted Bidayuh and when they knew that their children will learn Arabic language at school, some of them felt relieved because they believe

that Arabic is associated with Islam religion and this is such a good opportunity for them to learn more about Islam. Other parents also hope that one day their children can go to Islamic high school or religious school somewhere. However, not all the parents think the same thing. According to the teacher, some parents just don't even care about this matter as long as they manage to send their children to school and they learn something that is already good and enough for the parents.

Analysis from the Video Recording

The video recorded by the teacher herself when she was teaching in Year 2 class. From the recording, the teacher was a bit stiff at first while she was teaching probably because of the pressure by the assumption that she will be evaluated later but after a while, she manage to control and calmed herself and behave like normal. Judging by the behaviour of the pupils from the recording, it was totally different from what I observed last time. The pupils were so energetic from the first start of the lesson. The teacher starts her lesson by singing a song, which the same song like the last time I observed and I strongly believed that there is no wonder why the pupils can sing the song very well because the pupils repeated the same song every day. The lesson was fine as usual. One thing that capture my attention was the teacher was a dominant one where she always talk, asking questions, answering the questions, read and teach. On the other hand, even though the pupils did response but it was so minimal. The pupils did read the words and sentences but apparently they did not read, they just repeating what the teacher read to them. As for overall, the participation from the pupils was great but the lack of independent learning given by the teacher to her pupils was one of the issues that need to be brought up.

The second video was recorded while the teacher was teaching in Year 5 class. The pupils looked eager to learn. The lesson was fine but the pupils sometime looked unmotivated to participate especially when it came to speaking including answering and questioning session. From the recording, the pupils can repeat the lesson of what they had learn on that day but I am sure that they were not fully understood the knowledge they learnt, just a repeating it. It is because the pupils just repeat what the teacher said and even though the teacher provides a mix and match activity, still, they just repeating the lesson over again. Based on that activity, I assume that the pupils didn't learn anything much, just the con- tent from the textbook and no cross-curriculum or some "outside" knowledge learnt.

Findings

Based on the analysis of the research including observation, interview and video recording, there are 7 challenges emerges that faced by the teacher when teach- ing Arabic. All these 7 challenges will be discussed.

Challenge 1: Pupils' Behaviour towards Arabic Lesson

Challenge: Pupils in Year 1 to 3 (aged 7 - 9 years old) are eager to learn. However, for those who are in the upper levels which are in Year 4 - 6 (aged 10 - 12 years old), most of them already started to show that they not really enjoy the lesson and not showing excitement when Arabic lesson especially when they are doing the activity.

Reasons: For the pupils in lower level (Year 1 - 3), there are a lot of possibilities which lead to the enjoyment of learning Arabic. One of them is that there are a lot of activities that can be carried out because there are more words or vocabularies to be learnt and the sentences are also not really that long which the pupils can still cope with it. For the upper lever pupils in Year 4 to 6, the reasons why they are showing unexcited to learn Arabic is because there are a lot of longer sentences and text that they need to learn, read and write especially those in Year

5 and 6. Besides that, learning “nahu” (Arabic grammar) makes them more reluctant to learn because they find it quiet hard to learn and always seeking for the answers given by the teachers whenever they are doing exercises.

Solution: For both parties (lower and upper level pupils), the teacher need to find and create more fun activities yet meaningful which might grab the pupils’ attention. The language games which involve a movement would be good however, for a fewer number of pupils such like this particular school, the movement activity might not be the best solution. It is because for two pupils in class, it is better to have a board game or maybe creating a game which makes them need to discuss together so that will lighten the environment during the lesson. Besides that, teaching Arabic while making a poster, or craft or any relevant activities might be good since they are only a few numbers of pupils. The usage of song while teaching is good but somehow repeating the same song every time might get the pupils feel bored. Therefore, change the song regularly in order to keep the pupils interest and wanting more.

Challenge 2: Pupils’ Motivation towards Learning Arabic

Challenge: Both pupils in lower and upper level are not keen towards learning this language. They always feel unmotivated and it shown by the reaction from them since they came to the class and when the teacher started to ask a questions.

Reasons: Both pupils in lower and upper level are keep thinking that Arabic lesson is not important. They also not see the importance and rational by learning this language at school since they know they never going to use this language in their daily life. They more focus on other subject especially math, science and English. Therefore, they always feel unmotivated to learn this subject.

Solution: The teacher must work very hard to make the pupils realise that Arabic is important subject as well as other subject they learn in the school. This can be done by always motivate them by telling a story of other people who can speak Arabic very well or can tell a story about the Prophet and his companions, other Islamic Scholars and more. Besides that, what the teacher can do to motivate the pupils is by giving them a relevant amount of knowledge in every lesson. This is due to how alien the pupils to Arabic and by doing so, the pupils can realise that Arabic is not that hard to learn. The teacher can also relate the lesson with the Quranic text to other issues that happened nationally or globally to show that Arabic is important as other subject as well and can be related to many things in our lives.

Challenge 3: Pupils’ Abilities to Communicate in Arabic Language

Challenge: Generally pupils in this school have low ability to speak or to use Arabic. The pupils manage to greet, telling about the day, date and saying goodbye. However, they cannot use Arabic in order to complete one simple sentence in conversation either asking a question or answering question besides telling the day and date and greetings.

Reasons: For both parties (lower and upper level pupils), the main reason on why the pupils cannot use Arabic to communicate is because the teacher did not give them a maximum chance of opportunity to use the language. The teachers always try to translate into the Malay language while teaching Arabic.

Solution: The teacher can try to use one hundred percent Arabic while teaching so that the pupils can be familiarise with this language. The teacher can use a simple shorter sentence in order to give orders, asking questions and even can use to explain the lesson. The use of teaching aid, and gestures might help the pupils to understand the lesson rather than translate it to their mother-tongue.

Challenge 4: Pupils' Achievement in Arabic

Challenge: Some pupils find it difficult and still cannot read in Arabic and some other fail this subject in their previous test. The remaining pupils in this school manage to cope and achieve a good result.

Reasons: For those who are managed to memorise the vocabularies, and what the teacher is teaching, and do some revise, they are able to pass and get a good result in their examination. However, for those who failed the test probably because they are not able to read the text, and not really care about the lesson because, all the questions are prepared by the same teacher and the questions were everything that they already learnt.

Solution: For the pupils who have difficulties in achieving a good result in their test, the teacher can guide these types of pupils personally because they might need extra-care from the teacher due to their slow-understanding and sometime they need more attention. Besides that, the teacher can collaborate with the parents to make sure that their child learn and doing the work given by the teacher. By making this collaboration with the parent, it will show the pupils that everybody is trying to help them to learn.

Challenge 5: Creating Arabic Atmosphere (Surroundings, Support, Arabic Programme, Schools)

Challenge: The pupils are not been exposed too much with the language unlike other subjects especially English.

Reasons: Only minority of pupils in this school learn Arabic. Therefore, they never use Arabic except during the lesson in the classroom only. There are also no Arabic programme had been done in the school due to these two reasons: first, because of the number of pupils who took Arabic are few, and second there is only one teacher who teaches Arabic and this particular teacher has no extra time to do so because she also teaches other subjects.

Solution: Regarding the lack of teachers who can teach Arabic in this school, the researcher cannot explain it any further since the deployment of the teachers is not in our hands. However, even though the teacher said she cannot make an Arabic programme in the school, since she has not extra time to make it, but she can create an Arabic environment in the school compound such as creating Arabic corner, or labelling every block or things in the school with Arabic. This way it not only promoting the language itself but it also creating the Arabic atmosphere in the school. Most important thing is it can be done and no need to make a "grand" programme in order to create the atmosphere.

Challenge 6: The Arabic Learning and Teaching Process (Teacher's Perspective)

Challenge: Creating varieties of teaching aid.

Reasons: From the teacher herself, the major reason on why she cannot produce varieties of teaching aids and also planning an amazing lesson plan is because she had no time. She has forty period per week which mean she has to teach for the whole school time from morning until afternoon and only get thirty minutes rest every day due to recess time.

Solution: Again, the teaching period for each teacher is depending on the school and their administrator. Therefore, we cannot change it. However, in this case, the teacher can wisely think of the teaching aids that no need of extra work of making it. First for all, teaching aids are not only making something out of boxes, or paper but we can use anything that might gain understanding among the pupils. The teacher can use whatever she can find or maybe making activities that only require a pen, colour pencils and paper such as making a postcard and send it to their friends, teachers, or other pupils from other schools. Using smartphone to watch the video or using apps is also might help the teacher to create a good learning and teaching lesson since the fewer number of pupils in the class.

Challenge 7: The Teacher's Competency

Challenge: The teacher has lower competency in Arabic language including pedagogically, and struggling to learn the Arabic since she is not an optionist teacher.

Reasons: The teacher who is teaching Arabic in this school is non-optionist teacher. Since she teaches the Islamic Religion subject, the school ordered her to teach Arabic as well since she is the only Malay and a Muslim in the school. By that, she is struggling to learn on how to teach Arabic and at the same time, leaning about the Arabic knowledge including the vocabularies (مفردات), grammar (نحو) and more.

Solution: The teacher can always consult with other teachers if there is a problem or if the teacher wants to share the idea for teaching. There are a lot of learning platforms in order to learn Arabic from the internet and nowadays it is not impossible to learn. For the teaching competency aspect, the teacher can re-late the lesson to other lessons because teaching style is all the same, the only difference is the content. When teaching Arabic, the teacher can make a lot of activities which encourage the pupils to speak and use the language. The maximise usage of the language is not only for the pupils but the teacher as well. The teacher must fully use the language while teaching them so both parties can learn the language and at the same time can have confidence to use the language.

Conclusion

Teaching a foreign language to a minority ethnic group might get a challenge. However, it is all up to the teacher to face the challenge in a positive way or the other. The study of Arabic language to a minority ethnic group of pupils is still lacking and inadequate. The solution for the challenges provided from this research is the most relevant due to the several aspects including the location, status of the family, knowledge and the school's compound. In fact, empirical studies have not been specifically identified the best way of teaching foreign language to some minority ethnic groups of people, the strategies to be used and the best solution for each challenge faced by the teachers. However, many studies have proven innovative teaching strategies, or the use of innovative materials in teaching and learning can improve students' achievement and teacher quality (Tukimin et al. 2018). By that, it is clear that to face every challenge is by becoming an innovative teacher who can deal with their surroundings accordingly and manage to motivate their pupils to learn and have confidence with it. A more in-depth study like this case study needs to be explored to review about the Bidayuh's pupils in order to teach and learn the Arabic language from different perspectives. Hopefully the practices of the solutions can be applied especially to Arabic teachers who teach Arabic or any other foreign language to the minority group of ethnic in the rural area. It is also as one of the contributions to the improvement of the quality of educational services.

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CAUSES, FORMS AND CONSEQUENCES OF IMMORALITY AMONG STUDENTS OF PRIVATE SCHOOLS IN BORNO STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING

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Abstract: *The study surveyed Immorality among Students of Private Schools in Borno State, Nigeria in which the causes, forms and consequences of students' immorality were identified. Relationships between immorality and parents' educational background and socioeconomic status by gender were also determined. Target population of the study comprised of 247,825 SS 11 students in private secondary schools in the study area, however 416 subjects constituted the sample. The stratified random sampling technique was used in selecting the respondents based on gender, school location, age, parents' educational background and socioeconomic status. 216(52%) of the subjects were males while 200(48%) were females. Researchers' self-authored 47 items instrument tagged "Students Immorality Questionnaire" (SIQ) was used to elicit data for the study. The SIQ was divided into 4 sections (A-D). Section "A" elicited data on demographic characteristics of the respondents. Section "B" collected data on causes of students' immorality; Section "C" obtained information on forms of students' immorality while Section "D" sought information on the consequences of students' immorality in private schools in Borno State, Nigeria. The SIQ has reliability coefficient of .87 Identifying the causes, forms and consequences of students' immorality as well as determining the relationships between causes of immorality and parents educational background and socioeconomic status in Borno State, Nigeria were the six objectives of the study. Four research questions and two null-hypotheses guided the study. Data collected were analysed using descriptive statistic of frequency counts, percentages and rank ordering to give a pictorial view of the respondents' rating of each item on the SIQ while inferential statistic of t-test was employed in testing the null-hypotheses at the 0.05 alpha level. Findings of the study revealed poor parental rearing, single parenting, peer group pressure, lesser-faire attitude of school principals and influence of mass media as some of the causes of immorality in private school., Examination dishonesty, plagiarism, motor gaging body for marks, indecent dressing, watching nude films, truancy, ace down, substance abuse and bullying were some of the forms of immorality while drop out of school, brain impairment, lack of concentration in school and poor academic performance were some of the consequences of immorality among students of private schools in Borno State, Nigeria. The first null-hypothesis were endorsed while the second was rejected in favour of the alternative. Involvement of parents/guardians, teachers, churches and mosques, counsellors,*

Ministries of Education, Parents Teachers Associations (PTA) and the media were some of the counselling implications considered and. recommendations were proffered.

Keywords: Immorality, Causes, Forms, Consequences, Implications for Counselling

Introduction

Moral decadence in all ramifications seems to be a major factor retarding the healthy development of Nigerian youths who will constitute tomorrow leaders. The youths irrespective of gender, location, economic or socio-cultural background are morally bankrupt which could be attributed to parental rearing despite the degree of exposure, educational and socio-economic disposition of the parents. Ogbodo (2018) expressed that one of the greatest problems facing Nigeria in the contemporary is moral bankruptcy due to loss of direction and proper sense of judgement. This appears that the extent to which immorality is perpetrated is no longer considered as evil. It therefore requires urgent and positive value re-orientation and moral counselling at all school levels.

The concept of morality may vary from one culture or tradition to another, however, it generally relates to the principles of right and wrong conducts religiously, socially and otherwise. Ogbodo (2018) defines morality as beliefs about what kind of behaviour is good or bad. Thus, elements of morality such as ethics, virtues, rightness, nobility are said to be comparable when they mean conforming to standard of what is right and good. Ogbodo (2018) stressed that morality implies relationship to character or conduct perceived as good or bad, right or wrong. Sometimes, moral may imply relationship or concern with character or conduct distinguished from intellectual or physical perspectives. In this study however, immorality is defined as a deviant and socially unacceptable behaviour contradicting the agreed written or verbal norms and values of a given group or institution which must be followed by appropriate endorsement on the perpetrators to serve as deterrent to others. In most instances, moral stands for goodness, virtue, rectitude, integrity, probity, honour, honesty, excellence, perfection or merit depends on what the observer believes which could be objective or subjective.

In view of the extent of profligacy, the Blue-print on Women Education in Nigeria (2004) as revised by the Federal Government of Nigeria in 1989 as a policy statement emphasized that moral education should be taught in the context of religious education for maximum effectiveness. As an effort towards enhancing moral education, the blue-print recommends that: Religious and moral instructions should be taught to pupils and students in accordance with their religious inclination and should remain as core subject at junior and senior secondary school levels, teachers to handle such syllabus prepared by the Nigerian Educational Research and Development Council should be re-oriented for effective delivery, teachers must be morally sound and demonstrate moral conducts in their daily activities which should among others include mode of dressing and speech/communication, to inculcate moral discipline, public bars, motels, films/cinemas and other social night clubs should not be situated near schools and that the Parents Teachers Association should in collaboration with Ministries of Education review, re-enforce and publish laws of obscenity at regular intervals to instil morality.

In the same strain, Okorodudu (2006) stressed that other agents of socialization such as the family, peer group, religious and educational institutions as well as the media should encourage and sponsor relevant public enlightenment programmes that will promote moral education. Immorality is a serious challenge that must be stamped out in academic institutions from the roots to warrant growth and development, however, Agboola and Salawu (2011) stated that immorality in schools can be traced to the interactions of two distinct yet overlapping environmental factors within and outside schools where students socialize. Buttressing this

point, Arewa (2018) opined that family factors that encourage immorality could be traced to history of substance abuse, poor parent-child relationship, physical violence between parents and socio-economic status or influence of the family.

The school factors according to Asiyai (2012) and Ngwokabuenui (2015) include unsafe physical school environment, unconducive school environment characterized by acute shortage of learning facilities, school size, teachers' lateness to school, teachers-community relationship, teacher-teacher/principal relationship, poor classroom management/control, teacher-student relationship, teachers' humiliating and open abhorrence remarks as well as the lesser-faire attitude of the school management/administrator/principals/proprietors couple with the weak or absence of proper and close school monitoring by the stakeholders. Other elements of immorality identified by Mathew (2017) include demonstration of unwarranted pride, arrogance, boastful attitude, envy, jealousy, unhealthy competition, gossiping, rudeness, whispering during class hours, bribery and corruption, disobedience, sexual perversions and pomposity.

Generally, immorality in school implies not abiding by the stipulated rules and regulations or guiding conducts resulting in deviant behaviours which are multifaceted in nature. Mitigating the attendant menace of immorality in educational institutions at all levels will require a multi-dimensional approach for a blend of strategies involving all stakeholders. It is against this background that identifying the causes, forms, consequences and to determine if there exist significant relationships between immorality, educational and socio-economic status of parents whose wards are in private schools constitutes the thrust of this study.

Theoretical Framework

Behaviour modification theory propounded by Albert Ellis in 1955 formed the theoretical basis of this study. The Rational Emotive Behaviour Therapy of Albert Ellis has since 1955 flourished and spawned a variety of other cognitive behaviour therapies designed for individuals desiring a scientific, present-focused and active treatment for curbing life difficulties (Augustine, 2013). The theory is based on the premise that one is responsible for his actions and emotions, and that one's irrational thinking is responsible for his harmful emotions and dysfunctional behaviour (in this study, the irrational behaviour is immorality). The theory is also based on the principle that one can learn realistic behaviours and can experience a deeper acceptance of oneself and greater satisfaction in life by developing a reality based perspective. Generally, however, Rational Emotive Therapy is basically centred on the relationship between thinking, feeling and action as expressed by an individual.

In his ABC model, Ellis demonstrated how a person can acquire rational and irrational belief and posited that the existence of a fact is A While B is one's self analysis of the fact (A) and C is the consequences of his analysis of B as perceived by him. Some of the irrational (immoral) beliefs are that one must be loved, approved and treated reasonably by all for everything he/she does, that parental background (level of education, economic status and occupation) is a major factor to be considered in handling a person and that unhappiness is caused by external factors (colleagues in school with poor parental socio-economic status and pitiable teachers). Thus this study considered rational emotive behaviour therapy in helping immoral students to think more rationally and adjust.

Statement of the Problem

Immorality among secondary school students especially in private schools is increasing on an alarming rate sending precarious signals on the future of those directly involved and Nigerian development. Common etiquettes are no longer observed and social malaise is skyrocketing by the day. Evidence of varying degrees of immorality in junior and secondary schools in Borno

State, Nigeria proliferate in all schools, the cause is not yet established though most people attribute it to the aftershock of insurgency and the subsequent effect is not conspicuous. Some parents are left in the dilemma of transferring their wards to religiously persuaded schools such as Imam Malik Islamic Centre and Baptist schools where moral teachings may form the bedrock. Thus, identifying the causes, forms, consequences and to determine if there exist significant relationships between immorality, educational and socio-economic status of parents whose wards are in private schools form the main thrust of this study.

Objectives of the Study

The objectives of this study were to identify and determine the:

1. Causes of immorality among students of private schools in Borno State, Nigeria
2. Causes of immorality among students of private schools based on gender in Borno State.
3. Forms of immorality among students of private schools in Borno State, Nigeria
4. Consequences of immorality among students of private schools in Borno State, Nigeria
5. Determine if there exist significant relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria
6. Determine if there exist significant relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria.

Research Questions

The following research questions were answered in this study:

1. What are the causes of immorality among students of private schools in Borno State, Nigeria?
2. What are the causes of immorality among students of private schools based on gender in Borno State, Nigeria?
3. What are the forms of immorality among students of private schools in Borno State, Nigeria?
4. What are the consequences of immorality among students of private schools in Borno State, Nigeria?

Hypotheses

The following null-hypotheses were tested at 0.05 Alpha level in this study:

HO₁: There is no significant relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria

HO₂: There is no significant relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria

Methodology

The study adopted a descriptive survey research design that identified the causes, forms and consequences of immorality among students of private schools in Borno State, Nigeria and as well determined if there exist significant relationships between students' immorality, parents' educational background and socio-economic status. Population of the study comprised of all the 247,825 senior students of the 107 private secondary schools in Maiduguri Metropolitan Council and Jere Local Government Areas of Borno State, Nigeria. However, 416 students of SS11 from 6 private schools in Maiduguri and Jere were randomly selected as sample based on Krejcie and Morgan's (1970) Table for determining sample size of a given population for research activities.

The stratified random sampling technique was adopted in picking subjects for the study. The stratification was based on gender, school location, age, parents' educational background

and socio-economic status. The subjects were disproportionately sampled based on gender and school location due to variation in their distribution. 216 (52%) were males while 200 (48%) were females SS11 students from 3 private schools in each of Maiduguri Metropolis and Jere Local Government Area were selected for the study.

Researchers' self-authored 47 items questionnaire tagged "Students Immorality Questionnaire" (SIQ) was the instrument used to elicit data for the study. The SIQ was divided into 4 sections (A-D). Section "A" elicited data on demographic characteristics of the respondents such as gender, age, school location, parents' educational background and their socio-economic status. Section "B" collected data on causes of students' immorality; Section "C" obtained information on forms of students' immorality while Section "D" sought information on consequences of students' immorality in private schools in Borno State, Nigeria.

Face and content validity of the SIQ was determined by experts in the fields of Guidance and Counselling, Psychology and Measurement and Evaluation of the University of Maiduguri, Borno State, Nigeria. The experts' views were appropriately and adequately incorporated. Reliability of the instrument was established through pilot testing among 100 (50 from Maiduguri and 50 from Jere) SS11 students of private schools outside those under study. Test-re-test method was adopted for the pilot testing. Data from the test-re-test was correlated using Pearson Product Moment Coefficient of Correlation which yielded a reliability coefficient of 0.87 and was considered adequate, suitable and adjudged appropriate for the study.

Copies of the SIQ were administered by the researchers and 2 research assistants from each of the schools under study. The Principals of the sampled schools were first and foremost briefed on the purpose of the study, thereafter; explanations were made to the research assistants on how each copy of the SIQ were to be filled to ensure proper completion and 100% retrieval of the instrument on the spot. There were 6 objectives in which 4 research questions and 2 null-hypotheses were answered and tested for the study. The data collected on the research questions for the study were analysed using descriptive statistic of frequency counts (f), percentages (%) and rank ordering to give a pictorial view of the respondents' rating of each item on the SIQ while inferential statistic of t-test was employed in testing the null-hypotheses for the study at 0.05 Alpha level. Results of the study were presented based on the research questions and hypotheses on Tables 1-6.

Results

Research Question 1: What are the causes of immorality among students of private schools in Borno State, Nigeria?

Table 1: Causes of Immorality among Students of Private Schools in Borno State, Nigeria

S/No.	Causes	Frequency	Percentage	Rank
1.	Poor Parental Rearing	64	15.38	1 st
2.	Single Parenting	64	15.38	1 st
3.	Peer Group Pressure	62	14.90	3 rd
4.	Lesser Faire Attitude of Principals	53	12.74	4 th
5.	Influence of Mass Media	40	9.62	5 th
6.	Domestic Violence	35	8.41	6 th
7.	Aggression	31	7.45	7 th
8.	Urbanization	31	7.45	7 th
9.	Poor Family Background	21	5.06	9 th
10.	School Environment	15	3.61	10 th
Total		416	100	

Table 1 revealed that poor parental rearing, single parenting, peer group pressure, lesser-faire attitude of school principals and influence of mass media ranked the major causes of immorality in private schools in Borno State, Nigeria while poor family background and school environment ranked the least causes in the study area.

Research Question 2: What are the causes of immorality among students of private schools based on gender in Borno State, Nigeria?

Table 2: Causes of Immorality among Students of Private Schools Based on Gender in Borno State, Nigeria

S/No.	Causes	Male Response	Rank	Female Response	Rank
1.	Poor Parental Rearing	44(10.59)	1 st	20(4.80)	5 th
2.	Single Parenting	32(7.70)	2 nd	32(7.68)	2 nd
3.	Peer Group Pressure	31(7.46)	3 rd	31(7.44)	3 rd
4.	Lesser Faire Attitude of Principals	20(4.81)	5 th	33(7.92)	1 st
5.	Influence of Mass Media	25(6.01)	4 th	15(3.60)	6 th
6.	Domestic Violence	10(2.21)	8 th	25(6.24)	4 th
7.	Aggression	20(4.81)	5 th	11(2.64)	8 th
8.	Urbanization	20(4.81)	5 th	11(2.64)	8 th
9.	Poor Family Background	6(1.44)	10 th	15(3.60)	6 th
10.	School Environment	9(2.16)	9 th	6(1.44)	10 th
Total		216(52%)		200(48%)	

Note: All responses in parentheses are percentages of the raw scores

Table 2 showed that poor parental rearing, single parenting, peer group pressure and influence of mass media ranked the major causes of immorality among students of private schools expressed by the male respondents while female counterpart respondents considered lesser faire attitude of principals, single parenting, peer group pressure and domestic violence as the causes of immorality that ranked high among students of private schools in Borno State, Nigeria. Similarly, domestic violence, school environment and poor family background were ranked the least causes of immorality among students of private schools by the male respondents' while aggression, urbanization and school environment were ranked the lowermost causes of immorality among students of private schools in the study area.

Research Question 3: What are the forms of immorality among students of private schools in Borno State, Nigeria?

Table 3: Forms of Immorality among Students of Private Schools in Borno State, Nigeria

S/No.	Forms	Responses	Rank
1.	Examination Dishonesty	26(6.25)	1 st
2.	Plagiarism	26(6.25)	1 st
3.	Lying to Escape Punishment	19(4.57)	10 th
4.	Substance Abuse	21(5.04)	8 th
5.	Breakdown of Family Values	17(4.09)	13 th
6.	Stealing	19(4.57)	10 th
7.	Gangsters	15(3.61)	14 th
8.	Cultism	15(3.61)	14 th
9.	Violence	7(1.68)	21 st
10.	Motor gaging body for marks	26(6.25)	1 st
11.	Disrespect for Authorities	19(4.57)	10 th

12.	Indecent Dressing	26(6.25)	1 st
13.	Watching Nude Films	26(6.25)	1 st
14.	Homosexuality/Lesbianism	15(3.61)	14 th
15.	Trafficking	13(3.12)	19 th
16.	Truancy	26(6.25)	1 st
17.	Bullying	21(5.04)	8 th
18.	Ace down	26(6.25)	1 st
19.	Shaggy Hair Styles	15(3.61)	14 th
20.	Prostitution	13(3.12)	19 th
21.	Pre-marital Sex	15(3.61)	14 th
22.	Thuggery	5(1.20)	22 nd
23.	Child abandonment	5(1.20)	22 nd
Total		416(100.00)	

Note: All responses in parentheses are percentages of the raw scores

Table 3 indicated examination dishonesty, plagiarism, motor gaging body for marks, Indecent Dressing, watching nude films, truancy, ace down, substance abuse and bullying ranked the major forms of immorality among students of private schools in Borno State, Nigeria while gangster's, cultism, homosexuality/lesbianism, shaggy hair styles, premarital sex, trafficking, prostitution, violence, thuggery and child abandonment ranked the minor forms of immorality among students of private schools in the study area.

Research Question 4: What are the consequences of immorality among students of private schools in Borno State, Nigeria?

Table 4: Consequences of Immorality among Students of Private Schools in Borno State, Nigeria (N=416[100])

S/No.	Consequences	Responses	Rank
1.	Drop out of School	69 (16.59)	1 st
2.	Lack of Concentration in School	57 (13.70)	3 rd
3.	Poor Academic Performance	57 (13.70)	3 rd
4.	Brain Impairment	69 (16.59)	1 st
5.	Contracting Sexually Transmitted Infections	43 (10.34)	5 th
6.	Relegation of Traditional Values	30 (7.21)	7 th
7.	Imprisonment	38 (9.13)	6 th
8.	Street Begging	30 (7.21)	7 th
9.	Capital/corporal Punishment	23 (5.53)	9 th

Note: All responses in parentheses are percentages of the raw scores

Table 4 showed that drop out of school, brain impairment, lack of concentration in school and poor academic performance ranked the major consequences of immorality among students of private schools in Borno State, Nigeria while street begging, relegation of traditional values and

capital/corporal punishment ranked the least consequences of immorality among students of private schools in the study area.

Hypotheses

HO₁: There is no significant relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria

Table 5: The t-test analysis on the relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria

Group	N	X	SD	DF	t-cal	t-crit	Decision
Male	216	5.24	0.37	2	1.09	1.42	NS
Female	200	8.91	2.12				(0.05)

NS= Significant, $P \geq 0.05$

Table 5 indicated that significant relationship do not exist between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria. This is evident because the calculated t-value (1.09) is less than the critical t-value (1.42) at 0.05 alpha level of significance. Hence, the null-hypothesis is endorsed.

HO₂: There is no significant relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria

Table 6: The t-test analysis on the relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria

Group	N	X	SD	DF	t-cal	t-crit	Decision
Male	216	5.14	0.33	2	2.16	1.32	NS
Female	200	6.71	2.14				(0.05)

NS= Significant, $P \geq 0.05$

Table 6 indicated that significant relationship exist between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria. This is evident because the calculated t-value (2.16) is greater than the critical t-value (1.32) at 0.05 alpha level of significance. Hence, the null-hypothesis is rejected in favour of the alternative.

Discussion

Findings of this study identified 10 causes, 23 forms and 9 consequences of immorality among students of private schools in Borno State, Nigeria. One research question 1, findings of this study identified poor parental rearing, single parenting, peer group pressure, lesser-faire attitude of school principals and influence of mass media as the major causes of immorality exemplified by students in private schools in Borno State, Nigeria. Others are influence of mass media, domestic violence, aggression and urbanization while poor family background and school environment were the least causes in the study area. This finding corroborates the earlier studies (Ibuchim, 2016, Ambrose, 2018; Arewa, 2018 and Ogbodo, 2018) that family, mosques/churches, school and peers constitute the major agents of socialization in any community where examples can be given to a child during socialization process based on acceptable norm and values.

Ogbodo (2018) and Arewa (2018) for example stressed that any act of deviant behaviour or immorality demonstrated by a child is first attributed to the home background which are principal the results of poor parental upbringing, single parenting, and domestic violence or

outside the home may be in school by peers and other negative or anti-social environmental factors in the school. In the same vein, Ahmed (2017) expressed that a number of internal and external forces work independently and in conjunction with one another but largely starting from school that negatively transform the behaviour of a child.

Findings on research question 2 identified poor parental rearing, single parenting, peer group pressure and influence of mass media as the top most causes of immorality among students of private schools expressed by the male respondents. Others are lesser faire attitude of school principals, aggression and urbanization while domestic violence, school environment and poor family background ranked the least causes of immorality among students of private schools by same respondents. On the contrary however, the female respondents ranked lesser faire attitude of school principals, single parenting, peer group pressure and domestic violence as the top most causes of immorality among students of private schools in Borno State, Nigeria.

Others influence of mass media and poor family background while aggression, urbanization and school environment were ranked the lowermost causes of immorality among students of private schools in the study area by the female gender. This finding is in consonance with the assertions of Babayo (2016), Rufus (2016) and Istifanus & Filibus (2017) that both males and females unanimously agreed that the causes of immorality or any form of deviant behaviour of a child starts from home before spreading to the wider society. Istifanus & Filibus (2017) for example opined that broken homes, single parenting and domestic violence constitute the principal components of immorality especially at family level which is basically internal factor while peer group, mass/social media, school environment and principals' incompetence or negligence comprised the external forces.

Findings on research question 3 identified examination dishonesty, plagiarism, motor gaging body for marks, indecent dressing, watching nude films, truancy, ace down, substance abuse and bullying ranked the top most forms of immorality among students of private schools in Borno State, Nigeria. Others are lying to escape punishment, stealing and disrespect for authorities while gangsters', cultism, homosexuality/lesbianism, shaggy hair styles, premarital sex, trafficking, prostitution, violence, thuggery and child abandonment ranked the lowermost forms of immorality among students of private schools in the study area. This finding agreed with the earlier studies of Rufus (2016) and Babayo (2016) who ascertained that all types of deviant behaviours are undesirable characters and they constitute the immoralities exhibited by students with poor family ground and grown up in slumps. Babayo (2016) for example, expressed that substance abuse, truancy, premarital sex; unruliness, gangsters', cultism, violence, prostitution, lawlessness, arm robbery and kidnapping/abduction are the forms of immoralities demonstrated by children with poor socio-economic background.

Finding on research question 4 which stated that what are the consequences of immorality among students of private schools in Borno State, Nigeria? identified 9 consequences. The top most consequences identified include: Drop out of school, brain impairment, lack of concentration in school and poor academic performance. Others are contracting sexually transmitted infections and imprisonment while street begging, relegation of traditional values and capital/corporal punishment ranked the least consequences. This affirms the earlier studies of Ibuchim (2016), Rufus (2016), Istifanus & Filibus (2017) and Ambrose (2018) that immorality is a form of irrational behaviour learned at home due to poor parenting styles and are exhibited in school by students whose parents are affluent but usually end as drop outs, cases of unwanted pregnancy, poor academic achievement, substance abuse, involving in cultism, gangster's and ultimately arm robbery. Istifanus & Filibus (2017) for example, asserts that insubordination is posing a serious threat to learning in most choice schools and the repercussion is capital/corporal punishment, school expulsion, failed results or street begging.

On null-hypothesis one tested at 0.05 alpha level, which stated that there is no significant relationship between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria, indicated that significant relationship do not exist between causes of students' immorality and parents' educational background by gender in Borno State, Nigeria. This is evident because the calculated t-value is less than the critical t-value. Hence, the null-hypothesis is endorsed. In support of this finding are the earlier studies of Asiyai (2012) and Ngwokabuenui (2015) and Mathew (2017). In buttressing this finding, Mathew (2017) for example, immorality and other anti-social behaviours are mal-adaptive behaviours that can be learned outside homes and can still be unlearned through gradual counselling process. Mathew (2017) added that immorality as behaviour could be exhibited without the notice of parents because parents with sound that are well-heeled and educationally sound don't tolerate any act of indecency or immorality by their children as that may discolor their personalities.

On null-hypothesis two tested at 0.05 alpha level, which stated that there is no significant relationship between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria indicated that significant relationship exist between causes of students' immorality and parents' socio-economic status by gender in Borno State, Nigeria. This is evident because the calculated t-value is greater than the critical t-value. Hence, the null-hypothesis is validated. Backing this finding are the findings of Agboola & Salawu (2011) and Balarabe & Kadirri (2016). In supporting this finding, Balarabe & Kadirri (2016) for example, emphasized that children raised by single parent especially affluent women tend to have poor moral training thus demonstrate high level of immorality in their conducts. They usually have the feeling that money is anything and they can do whatever they like getting support from their mothers.

Implications for Counselling

Immorality is an anti-social, undesirable and irrational behaviour that requires individual and group counselling to unlearn the behaviour right from the early school age. Failure to handle the problem of immorality will result into various forms of deviancy thereby seriously affecting learning and development. Hence, parents/guardians, teachers and other agents of socialization such as churches and mosques, counsellors, Ministries of Education, Parents Teachers Associations (PTA) and the media should passionately frown at it.

Immorality poses serious threat on all and sundry, thus parents/guardians should have a proper or good parental rearing for their children being the first agent of socialization for a child. The type of upbringing given to a child is what the child will emulate and demonstrate anywhere in the society. The schools should in collaboration with ministries of education employ professional counsellors and be provided with adequate facilities for effective counselling services. School counsellors shouldn't be over burden with subjects to be taught for effective counselling services to be rendered. The Ministries of education should also in collaboration with school principals make provision for counselling clinics in all secondary schools.

Curriculum designers should make moral counselling as part of the curriculum at all school levels. Necessary behaviour modification diagnostic tools and other resources to be used in the process of counselling cum awareness should also be made available. The professional school counsellors should also work hand in hand with the teachers to encourage good student-teacher relationship and to improve on how teachers handle students' misbehaviour. The religious clerics should assist in the campaign against any form of immortality in their various worship centres. The counsellor should be organizing media chats, phone-in-calls and one-on-one programmes involving parents/guardians, teachers and faith leaders at regular intervals with a view to encouraging morality and discipline.



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Conclusion

Immorality is a serious anti-social behaviour posing threat to teaching and learning in private secondary schools in Borno State, Nigeria. Examination dishonesty, plagiarism, substance abuse, cultism, improper dressing, bullying, pre-marital sex and truancy are some of the various forms of immorality exhibited by students caused by poor parental rearing, single parenting, peer influence, social media and urbanization resulting in school dropout, street begging and contracting sexually transmitted infections among others. Therefore, parents/guardians, teachers and the government should seek for behaviour medication as a remedy through counselling.

Recommendations

Based on the findings, the following recommendations were made:

1. The Borno State Government should through Ministries of Education establish Counselling Clinics in all secondary schools, supply the needed counselling tools and resources and employ professional counsellors for each school.
2. The school principals should in collaboration with school time-table officers reduce the teaching loads of the counsellors for effective counselling to be carried out
3. The School Principals and Chairmen of Parents Teachers Association (PTA) should be allocating time during school general assemblies and PTA meetings for Counsellors to talk on issues relating to moral discipline.
4. Morality should be included in school curriculum at all levels.
5. Religious leaders and the media should be including issues on morality in their sermons and spasmodically organize programmes to inculcate morality.

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TYPES AND EFFECTS OF DOMESTIC VIOLENCE ON ADOLESCENTS IN BORNO STATE, NIGERIA: IMPLICATIONS FOR COUNSELLING

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Abstract: *The study surveyed the types and effects of domestic violence on adolescents in Borno State, Nigeria. Relationship between domestic violence and adolescents' academic performance by gender was also determined. The Target population of the study comprised of 20,774 SS 11 students in public secondary schools in the study area, however 300 subjects constituted the sample. The stratified random sampling technique was used in selecting the respondents based on gender, school location and years of exposure to domestic violence. 155(51.67%) of the subjects were males while 145(48.33%) were females. Researchers' self-authored 36 item instrument tagged "Domestic Violence Questionnaire (DVQ)" was used to elicit data for the study. The instrument has a validity index of .83 and Cronbach alpha reliability coefficient of .91. Identifying the types of domestic violence on adolescent, the effects of domestic violence on adolescent, the effects of domestic violence on adolescents by gender in Borno State and determining the relationship between domestic violence and adolescents' academic performance by gender in Borno State, Nigeria were the four objectives of the study. Three research questions and one null-hypothesis piloted the study. Data collected were analysed using mean, rank order and t-test was used in testing the null-hypothesis at 0.05 alpha level. Findings of the study revealed slapping, choking, hitting by object, forceful pushing, forceful anal sex, use of pejorative statements and suicidal ideation were some of the types of domestic violence identified. Some of the effects of domestic violence include downheartedness, low self-esteem, poor academic performance, nervousness, social desertion, school dropout, trauma and melancholy in Borno State. Thus, arresting the menace of domestic violence requires a multi-dimensional approach blending the positive actions of the government at all levels, community and religious leaders, the youth and women groups, inter and intra-national organizations, community based non-governmental organizations, counsellors, the media, educators, ministries of education, health and youths & sports, local education authorities as well as other stakeholder. Counselling implications were proffered and fashioning school curriculum to transform parents'/guardians ambivalent attitudes towards domestic violence and intensification of enlightenment campaign were some of the recommendations proffered.*

Keywords: *Types, Effects, Domestic Violence, Implications for Counselling.*

Introduction

The World Health Organization (WHO, 2002) defined violence as the intentional use of physical force or power, threatened or actual, against oneself and another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation. Imam (2002) considered violence as the application of injury or hurt people. The United Nation (UN, 2006) in its Article 1 of the Declaration of the General Assembly reported violence against women to include any act of gender-violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivations of liberty, occurring in private or public life.

Liman (2016) consider ethnic violence to imply physical, psychological and moral violence inflicted on individual, group or community as whole specifically the identified group of which that individual is member. In this study however, violence is defined as the act of threat or using any physical object, sexual, psychological, verbal or emotional wallop to humiliate, intimidate, demean or injure an individual, group in school/institution, home/domestic or at community/society level. This definition customarily encapsulates all forms of family discipline in disguise, in workplace, on streets, in prison, bullying, gangsters', locker muggings, assaults, physical combat between paternities/maternities, sibling bitterness, rivalry, friends' squabbles, parents-teachers' skirmish, students-teachers' encounter, teachers-community clatter, school authority-teachers' rattle, teacher-teacher clang, peer group clank, thugs-politicians' smash, ethnic or religious crunch.

UNICEF (2007) identified forms of violence to include physical, psychological, sexual, gender base and health base violence. That physical violence has the highest percentage of occurrence in Nigeria with 85%, followed by psychological violence with 50%, gender base violence accounted for 5%, sexual violence 4% and health violence ranked the least with 1%. Umar (2009) identified reactionary, conservative and revolutionary forms of violence as the top most in Nigeria. Reactionary violence is a form of violence that takes society backward to the primitive or Stone Age devoid of prodigious crisis of the contemporary. Notably, Movement for the Emancipation of the Niger Delta (MEND) and Movement for the Actualization of the Sovereign State of Biafra (MASSOB) are handy examples. Conservative violence is a form of violence perpetrated by the coercive apparatus of the Nigerian state and includes actions by the Military and Para-military, the judiciary, etc. For example, cases of armed robbery, kidnapping, banditry and mounting illegal roadblocks extorting motorists among others. Revolutionary violence refers to the type of violence meant at achieving a certain targeted goal(s) such as forceful overthrow of government in power by especially the military.

Bwadi & Ahmadu (2009) expressed that the major causes of family violence in Nigerian context include low income, growing up in violent family, emergence of insignificant social networks, unemployment, substance by the breadwinner, sexual difficulties, lack of openness between couples, unable to settle school fees, water and electric power bills and exposure to violent films especially among siblings because the violent characters are perceived as heroes and role models. However, Sepper & Pious (2011) stressed that 72% of domestic violence in Nigeria are primarily caused by lack of or inadequate sexual performance or satisfaction. The remaining 28% constitute the secondary causes which usually borders around socio-economic and cultural forces.

Domestic violence is one of the top most vices in the contemporary that plays a vital role in retarding adolescents' all round development. According to Kefas (2016), domestic violence is the major factor that significantly impedes academic performance and ultimately stands as the bottleneck to academic achievements of students while Adubi & Ashara (2018) reported that violence is a drain on virtually all sectors of the social structure with attendant

consequences on the education, healthcare, economic and overall human development. There has been a growing concern over the prevalence of physical, sexual and psychological forms of domestic violence. Newton (2001) ascertained that over 3.3 million children are exposed to physical and verbal spousal abuse annually by way of practically seeing, hearing or dealing with the aftermath of those directly involved. Volpe (2006) expressed that domestic violence occur in varying forms leaving devastating effects on either or both parties directly involved and by extension, the adolescents that are witnesses to the episode.

According to Community Overcoming Relationship Abuse (CORA, 2014), occurrence of domestic violence of whatever magnitude is not limited to the parties (parents/spouses) directly involved in the act but the negative impact might be felt by the offspring's who are witnesses. The impacts on the children could be accidental physical injury or long lasting deeper/inner impacts on their lives. Edleson (2009) expressed that families occasioned by domestic violence, scuffle with multiple problems ranging from substance abuse, poverty, social neglect to other forms of economic predicaments and about 30 to 60 percent of families branded by sporadic domestic violence, also experience other forms of fierceness/brutality such as child maltreatment. However, studies (Collison, 2004; Jarmai & Williams, 2008 and Jarumi, Wali & Bello, 2008) stressed that numerous adolescents are annually exposed to varying forms of domestic violence but there are no consensus regarding the precise number.

Adubi & Ashara (2018) opined that growing up in a family characterized by frequent domestic violence may be a terrifying and traumatic experience that would affect every aspect of adolescents' development. The sociological impact of domestic violence on adolescents tends to be equally as grave as the psychological aspect. Adolescents exposed to domestic violence are more likely to exhibit elements of violence towards peers, increased social inactivity, extreme mistrust, depression, incompetence, poor academic performance and low self-esteem. Although there are many notable risk factors associated with domestic violence, Margolin & Gordis (2000) hypothesized that "association is not causation" even though domestic violence seems to be a menace to humanity as it violates the rights of the victims and those cohabiting under same roof. It is against this background that this study cast its searchlight on the types and effects of domestic violence on adolescents in Borno State, Nigeria with a view to proffer some counselling implications.

Statement of the Problem

Observation has shown that most students in recent years especially at the senior secondary school levels display a sudden and unprecedented change in their behaviour with associated negative academic performance. The unparalleled behaviour cuts across all gender and the aftermath most often than not results in isolation, depression, mistrust, non-interest in school activities and subsequent withdrawal from school. Investigations into records of schools' para-counsellors and interactions with some students revealed that the problems may not be unconnected with family issues. Thus, the main thrust of this study is to identify the types and effects of domestic violence on adolescents and to determine if there exist any relationship between domestic violence and adolescents' academic performance by gender in Borno State, Nigeria.

Objectives of the Study

The study was set to achieve the following objectives:

1. Identify types of domestic violence on adolescents in Borno State, Nigeria
2. Identify effects of domestic violence on adolescents in Borno State, Nigeria
3. Identify effects of domestic violence on adolescents by gender in Borno State, Nigeria

4. Determine the relationship between domestic violence and adolescents' academic performance by gender in Borno State, Nigeria

Research Questions

The following research questions were answered in this study:

1. What are the types of domestic violence on adolescents in Borno State, Nigeria?
2. What are the effects of domestic violence on adolescents in Borno State, Nigeria?
3. What are the effects of domestic violence on adolescents by gender in Borno State, Nigeria?

Hypothesis

The following null-hypothesis was tested for this study at 0.05 significance level:

HO1: There is no significant relationship between domestic violence and adolescent academic performance by gender in Borno State, Nigeria

Methodology

The study was an exploration of observed phenomenon in which representatives of the population were used hence, descriptive survey research design was adopted for the study. Population of the study comprised of all secondary school students in the 3 Senatorial Districts covering the 4 Educational Zones and 27 Local Government Areas in Borno State, Nigeria while the target population consisted of all the 20,774 SS11 students in public secondary schools and a total of 300 students were picked as sample for the study. Multi-stage sampling techniques were employed in selecting the sample. Proportional sampling technique was used in drawing 2 schools from each Senatorial District while stratified random sampling technique was adopted in selecting the 300 respondents. The stratification was based on gender, school location and years of exposure to domestic violence. 155(51.67%) of the subjects were males while 145(48.33%) were females

Researchers' self-authored 36 items questionnaire tagged "Domestic Violence Questionnaire" (DVQ) was the instrument used to collect data for the study. The DVQ consisted of 3 sections (A-C). Section "A" focused on the demographic characteristics of the respondents such as gender, age, school location and years of exposure to domestic violence. Section "B" consisted of 20 items which collected information on types of domestic violence while Section "C" consisted of 11 items that seek information on effects of domestic violence. Four Point Likert-Type rating scale formats were used to score sections B and C which are patterned as follow: Always (A) = 4 Points, Frequently (F) = 3 Points, Seldom (S) = 2 Points and Never (N) = 1 Point. The highest score for an item is 4 points while the lowest score is 1 point. Hence, the average point is $1+2+3+4 = 10/4 = 2.5$. Thus, the average mean score is 2.5 and any score ranging from 2.5 and above was considered as major types and effects of domestic violence while scores below 2.5 were considered the least types and effects of domestic violence. Mean, rank ordering and t-test were employed in analyzing the raw data collected for the study. The findings were analyzed based on the research questions and the hypothesis and presented on Tables 1-4.

Results

Research Question One: What are the types of domestic violence on adolescents in Borno State, Nigeria?

Table 1: Types of Domestic Violence on Adolescents in Borno State, Nigeria

S/No.	Types	Always	Frequently	Seldom	Never	Mean
A.	Physical Violence					
5.	Slapping	62(24.8)	122(48.8)	51(20.4)	15(6.0)	2.92
6.	Chocking	17(6.0)	65(26.0)	5(2.0)	10(4.0)	3.58
7.	Hitting by Object	50(20.0)	165(66.0)	25(10.0)	10(4.0)	3.02
8.	Forceful Pushing	30(12.0)	195(78.0)	25(10.0)	10(4.0)	3.02
9.	Forcing the Ingestion of Substance	14(5.2)	95(38.0)	7(2.8)	5(2.0)	3.50
10.	Use of Disparaging Weapon	10(4.0)	180(72.0)	35(14.0)	25(10.0)	2.70
11.	Twisting of Body Part	21(8.4)	177(70.8)	34(13.6)	18(7.2)	2.80
12.	Pouring Hot Water on Body Parts	10(4.0)	210(84.0)	15(6.0)	10(4.0)	2.88
13.	Pouring Acids on Body Parts	1(0.4)	10(4.0)	52(20.8)	187(74.8)	1.30
B.	Sexual Violence					
14.	Forced Exposure to Sexual Intimacy	10(4.0)	206(82.4)	19(7.6)	15(6.0)	2.84
15.	Vaginal Penetration	10(4.0)	196(78.4)	27(10.8)	17(6.8)	2.80
16.	Forced Nudity	5(2.0)	22(8.0)	110(44.0)	135(54.0)	1.48
17.	Unwanted Oral Sex	6(2.4)	63(25.2)	164(65.6)	17(6.8)	2.23
18.	Forceful Anal Sex		10(4.0)	215(86.0)	25(10.0)	1.94
C.	Psychological Violence					
19.	Use of Pejorative Statements		10(4.0)	110(88.0)	135(54.0)	1.96
20.	Threats of Killings		5(2.0)	15(6.0)	15(6.0)	2.86
21.	Forceful Isolation		35(14.0)	190(76.0)	25(10.0)	2.04
22.	Material Denial		10(4.0)	225(90.0)	15(6.0)	2.58
23.	Suicidal Ideation		20(8.0)	75(30.0)	155(62.0)	1.46
24.	Emotional Abuse		10(4.0)	215(86.0)	25(10.0)	1.94

Table 1 revealed that 16 out of 20 items that are above the mean score of 2.5 which is the cut-off mark with items 6, 7, 8 and 9 taking precedence thus considered the top most types of domestic violence on adolescents in Borno State, Nigeria. Others are items 5, 10, 11, 12, 14, 15, 20 and 22. The least types of domestic violence with scores below the cut-off point of 2.5 are items 13, 16, 17, 18, 19, 21, 23 and 24

Research Question Two: What are the effects of domestic violence on adolescents in Borno State, Nigeria?

Table 2: Mean and Rank of the Effects of Domestic Violence on Adolescents in Borno State, Nigeria

S/No.	Effects	Mean	Rank
25.	Downheartedness	3.26	1 st
26.	Low Self Esteem	3.21	4 th
27.	Poor Academic Performance	3.21	4 th
28.	Nervousness	2.91	6 th
29.	Social Desertion	2.88	7 th
30.	Substance Abuse	2.23	9 th
31.	Resentment	2.23	9 th
32.	Feelings of Incompetence	2.01	11 th
33.	School Dropout	3.26	1 st
34.	Trauma	2.50	8 th
35.	Extreme Mistrust	2.21	12 th
36.	Melancholy	3.26	1 st

Table 2 presents 8 out of 12 items that are above the mean score of 2.5 which is the cut-off mark with items 25, 26, 27, 33 and 36 taking precedence thus ranked 1st to 4th. Items 30, 31, 32 and 35 ranked the least effects of domestic violence because the mean scores are below the cut-off point.

Research Question Three: What are the effects of domestic violence on adolescents by gender in Borno State, Nigeria?

Table 3: Mean and Rank of the Effects of Domestic Violence on Adolescents by gender in Borno State, Nigeria

S/No.	Effects	Mean	Rank	Mean	Rank
		Male		Female	
25.	Downheartedness	3.10	1 st	2.51	4 th
26.	Low Self Esteem	2.53	5 th	3.22	1 st
27.	Poor Academic Performance	3.00	3 rd	2.51	4 th
28.	Nervousness	2.50	7 th	2.35	10 th
29.	Social Desertion	2.51	6 th	2.50	8 th
30.	Substance Abuse	2.41	9 th	3.22	1 st
31.	Resentment	2.41	9 th	2.01	11 th
32.	Feelings of Incompetence	1.46	12 th	2.50	8 th
33.	School Dropout	3.10	1 st	3.01	3 rd
34.	Trauma	1.50	11 th	2.51	4 th
35.	Extreme Mistrust	2.50	7 th	1.06	12 th
36.	Melancholy	3.00	3 rd	2.51	4 th

Table 3 indicated that the male respondents present 8 out of 12 items that are above the mean score of 2.5 which is the cut-off mark with items 25, 27, 33 and 36 taking precedence thus ranked 1st to 3rd while items 30, 31, 32 and 34 ranked the least effects of domestic violence because the mean scores are below the cut-off point. On the contrary however, the female respondents presented 9 out of 12 items that are above the mean score of 2.5 which is the cut-off mark with items 26, 30 and 33 taking precedence thus ranked 1st to 3rd while items 28, 31

and 35 ranked the least effects of domestic violence because the mean scores are below the cut-off point of 2.5.

H₀₁: There is no significant relationship between domestic violence and adolescent academic performance by gender in Borno State, Nigeria

Table 4: t-test analysis of the relationship between domestic violence and adolescent academic performance by gender in Borno State, Nigeria

Variable	No.	Mean	SD	Df	Cal. t-val.	Crit. t-val.
Male	155	35.14	12.03	210	1.96	1.72
Female	145	42.56	8.89			

Table 4 indicated that the calculated t-value of 1.96 is greater than the critical t-value of 1.72 at 0.05 Alpha level. Thus, the null-hypothesis is rejected in favour of the alternative.

Discussion

The findings of this study revealed 20 types and 11 effects of domestic violence on adolescent in Borno State, Nigeria. Finding on research question one revealed the physical, sexual and psychological violence that adolescents are exposed to in Borno State, Nigeria. The top most types of domestic violence include: Slapping, choking, hitting by object, forceful pushing, forcing the ingestion of substance, use of disparaging weapon, twisting of body part, pouring hot water on body parts, forced exposure to sexual intimacy, vaginal penetration, threats of killing and material denial. The lower most types of domestic violence include: Pouring acids on body parts, forced nudity, unwanted oral sex, forceful anal sex, use of pejorative statements, forceful isolation, suicidal ideation and emotional abuse. This finding corroborates the earlier findings of Newton (2001), Volpe (2006), Kefas (2016) and Adubi & Ashara (2018) who expressed that adolescents are confronted with numerous forms of domestic violence ranging from external to internal violence which are detrimental to human life and indeed against human rights. Kefas (2016) for example, asserted that the different types of domestic violence that adolescents are exposed to on virtually daily basis can be grouped into physical, sexual and psychological types and the impact extends beyond the boundaries of family, health and social relations of adolescents but their economic and educational activities.

On research question two, this finding indicates downheartedness, low self-esteem, poor academic performance, nervousness, social desertion, school dropout, trauma and melancholy as the major effects of domestic violence on adolescents in the study area. The least effects of domestic violence on adolescents in Borno State, Nigeria include: Substance abuse, resentment, feelings of incompetence and extreme mistrust. This finding agrees with the studies of Imam (2002), Umar (2009), Margolin & Gordis (2000) and Adubi & Ashara (2018) that adolescents are self-conscious of their physical and social appearances. Thus, they tend to frown at anything that will deform their appearances looking different from peers due to physical marks that may be uncalled for. Umar (2009) and Adubi & Ashara (2018) for example, affirmed that adolescents exposed to domestic violence tend to become reserved, anxiety, worries, angry, trauma, depressed, and dissociate with peers for fear of embarrassment especially at home. Adolescents exposed to domestic violence seldom invite their friends or colleagues home to safeguard themselves against threat to their self-esteem. In some instances, however, the Centre for Disease Control and Study as reported by Adubi & Ashara (2018) confirmed that adolescents exposed to domestic violence become violent, aggressive and troublesome with peers at home and school and has negative effect on their association and social relation with peers.

Finding of this study on research question three revealed that both male and females are exposed to virtually same degree of domestic violence and the effects are detrimental physically, sexually and psychologically. The major effects identified by the male gender are downheartedness, low self-esteem, poor academic performance, nervousness, social desertion, school dropout and melancholy while the female counterpart identified low self-esteem, substance abuse, school dropout, downheartedness, poor academic performance, trauma and melancholy in that order as their major effects of exposure to domestic violence. Similarly, the males acknowledged that substance abuse, resentment, feelings of incompetence, trauma and extreme mistrust are their least effects of being subjected to domestic violence while the female respondents identified nervousness, resentment and extreme mistrust as their effects of being exposed to domestic violence. In upholding the finding of this study, Centre for Disease Control (CDC, 2006), Kefas (2016) and Sepper & Pious (2011) reported that the effects of adolescents' subjection to domestic violence has both physical and internal consequences on the victim irrespective of gender, years of exposure and location. Sepper & Pious (2011) for example, affirmed that domestic violence results in permanent physical or internal injuries on the victims which are extreme violations are human rights.

On the null-hypothesis tested at 0.05 alpha level, which stated that there is no significant relationship between domestic violence and adolescent academic performance by gender in Borno State, Nigeria, the hypothesis was not upheld. It was endorsed in favour of the alternative, meaning that significant relationship exists between domestic violence and adolescent academic performance by gender in Borno State, Nigeria because the calculated t-value is greater than the t-critical. In support of this finding are the earlier studies of Bwadi & Ahmadu (2009) and Sepper & Pious (2011). In buttressing this finding, Bwadi & Ahmadu (2009) for example maintained that domestic violence contributes to about 46% of students' poor performance in private schools and over 38% of students' failure in achievements (WASSCE and NECO) can be attributed to extreme subjugation to domestic violence in Yobe State, Nigeria.

Implications for Counselling

Based on findings of this study, arresting the menace of domestic violence requires a multi-dimensional approach blending the positive actions of the government at all levels, community and religious leaders, the youth and women groups, inter and intra-national organizations, community based non-governmental organizations, counsellors, the media, educators, ministries of education, health and youths & sports, local education authorities as well as other stakeholder.

The Borno State Government should in collaboration with the ministries of education, health, youth and sports, local education authorities, justice and house committee on education (the legislators in the State House of Assembly) promulgate a stringent law, edict, Bye-law or policy that will deter any form of domestic violence with no option of financial charges. The school counsellors and para-counsellors should in collaboration with curriculum designers and implementers as well as the ministries of education (Federal and State) and local education authorities enshrine all forms of violence and conflicts into the school curriculum to be studied at all school levels. Additionally, the counsellors and para-counsellors should with the supports of principals and time-table master/officers incorporate counselling hours into the mundane class time-table. The school counsellors and para-counsellors should also encourage the formation of Counselling Clubs and Societies in various schools to engage students especially in the weekends.

The Counsellors should in collaboration with the Borno State Government, Inter and Intra-National Non-Governmental Organizations construct/built and equip counselling clinics

at various schools and the community for consultations on professional guidance. The professional counsellors should be made effective to be rendering individual/personal, family, and social, group, vocational and other forms of counselling services at the Community Counselling Clinics with a view to eradicating anti-social and undesirable behaviour.

The Counsellors and para-counsellors should in partnership with ministries of education, justice, educators, youth and women groups, religious based organizations, community leaders and other stakeholders organize workshops, talk shops, seminars and conferences at regular intervals to enlighten the public on the detrimental effects/consequences of domestic and all forms of violence on the victims socially, economically, physically, educationally and in all round development of the adolescents

The counsellors and para-counsellors should in friendship with the media, parents, school principals/proprietors, Community Based Organizations (CBOs), Faith Based Organizations (FBOs) and other Non-Governmental Organizations (NGOs) organize talk shows and other Radio/TV programmes/jingles to educate/enlighten the wider community on the effects of school, domestic and all other types of violence on adolescents in the language they comprehend at best. In the same vein, the media both electronic (visual and blind) and print (dailies, magazines, posters, billboards, handbills) should assist the counsellors and para-counsellors in launching campaigns against all types of violence.

Conclusion

Based on the findings of this study, it can be concluded that adolescents are subjected to various forms of physical, sexual and psychological domestic violence in Borno State, Nigeria and the effects cut-across gender with attendant internal and external consequences on the victims. It is alarming as confirmed by the tested null-hypothesis that domestic violence has negative relationship on the academic performance of adolescents in Borno State, Nigeria which requires counselling interventions.

Recommendations

Based on the findings, the following recommendations were made:

1. Borno State government should enforce the existing laws/bye-law, introduce stringent edicts or legislate on jail terms with no option of fine on any person that violates human rights of instilling school, domestic or any form of violence on adolescents.
2. Borno State government should in collaboration with Ministries of education, health, youths and sports, local education authority, social workers and counsellors organize sensitization workshops, talk shops, seminars and conferences on regular intervals for parents/guardians, head teachers and other stakeholders on the negativities of all forms of violence on adolescents.
3. Borno State government should construct counselling clinics and employ professional counsellors to counsel parents/guardians, faith based, traditional and community leaders on effects of domestic violence every fortnight and as well involve the media in organizing phone-in-calls and media chats using both electronic and print media to intensify enlightenment campaign against domestic violence.
4. Borno State government in collaboration with Ministry of Education, curriculum developers and implementers should consider fashioning school curriculum to suit socio-cultural and faith based aspirations, individual and group counselling to transform parents'/guardians ambivalent attitudes towards adolescents' domestic violence.
5. Counsellors should with the authority of the school principals/proprietors be given time during Parents Teachers Association (PTA) meetings, Year Group Tutor Assembly

(YGTA) and general school assemblies to address issues on domestic and school domestic violence and adoptive behaviors’.

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