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Teachers' Pedagogical Skills and Implementation of Trade/Entrepreneurship Subjects in Senior Secondary Schools in Uyo Education Zone, Nigeria

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Abstract:

The study examined 'Teachers' Pedagogical Skills and Implementation of Trade/Entrepreneurship subjects in Senior Secondary Schools in Uyo Education Zone'. The design of the study was ex-post facto with a survey approach. The population of the study consisted of all 21,307 public senior secondary school II students (SS 2 students) in Uyo education zone. The sample size for the study was 600 respondents. Stratified random sampling technique was used to select the schools for the study. The instrument used for the study was "Teachers' Pedagogical Skills and Implementation of Trade/Entrepreneurship subjects Questionnaire (TPSITESQ)", which was validated by three experts; two experts in Curriculum and Instruction and one expert in Research Methodology all in University of Uyo. Cronbach's Alpha statistical method was used to determine the reliability coefficient of .87 for the instrument. Five null hypotheses tested at .05 level of significance guided the study. Pearson's Product Moment Correlation (PPMC) was used to test the null hypotheses. The results showed that there is significant relationship between teachers' pedagogical skills and implementation of trade/entrepreneurship subjects in senior secondary schools. It was recommended based on the findings among other things that teachers should adopt innovating pedagogical skills that suit the trade/entrepreneurship subject he/she teaches.

Keywords: Trade/Entrepreneurship Subjects, Teachers' Pedagogical Skills, Curriculum Implementation

INTRODUCTION

Entrepreneurship education is the education that aims at helping the students acquire skills which can help them to be self-reliant. Entrepreneurship education is a form of education which empowers the recipient with all it takes for him to explore his environment and make a living out of it without depending on anyone (Okoye and Ogunleye, 2015). Entrepreneurship subjects are subjects that inculcate functional and useful skills in the learners to enable them become self-reliant and self-employed after graduation. They are skilled acquisition subjects introduced by the government in a bid to solve the issue of unemployment in the country. Onuka (2018) defined entrepreneurship subjects as a body of knowledge that teaches how to plan, establish and run enterprise, they are subjects devoted to productivity and promotion of entrepreneurs.

Nigerian Educational Research and Development Council (NERDC) developed a New Senior Secondary School Education Curriculum (SSEC) in 2006, which was intended to meet global goals and to bridge the gaps in the content and delivery process of the extant curriculum (Orgi, 2011). The implementation of the new curriculum commenced in September 2011 with the inclusion of thirty-four trade/entrepreneurship subjects. The subjects include: Auto Body Repair and Spray Painting, Auto Electrical Work, Auto Mechanic Work, Auto Parts Merchandising, Air Conditioning

and Refrigerator, Welding and Fabrication Engineering Craft Practice, Electrical Installation and Maintenance Work, Radio, TV and Electrical Servicing, Block Laying, Brick Laying and Concrete Work, Painting and Decorating, Plumbing and Pipe Fitting, Machine Woodworking, Carpentry and Joinery, Furniture Making, Upholstery, Catering Craft Practice, Garment Making, Clothing and Textile, Dyeing and Bleaching, Printing Craft Practice, Cosmetology, Photography, Mining, Tourism, Leather Goods Manufacturing and Repair, Stenography, Data Processing, Store Keeping, Book Keeping, GSM Maintenance and Repairs, Animal Husbandry, Fishery, Marketing and Salesmanship (FRN, 2014). All these subjects cannot be properly implemented using the traditional talk and chalk teacher-centered method.

The aim of the inclusion of the trade/entrepreneurship subjects into Senior Secondary School Curriculum is to ensure that every senior secondary education graduate should have been well prepared for higher education as well as acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. Each student is expected to choose and learn one subject of his/her interest from Senior Secondary I (SS1) to Senior Secondary III (SS3). To achieve the aim of the curriculum, teachers need to employ pedagogical skills that are learner-centered and activity-based for proper implementation of the curriculum.

Pedagogy refers to the strategies of teaching which teachers employ to teach young learners. It is the combination of teaching methods, learning activities and learning assessments. Pedagogy is the study of how best to teach students. It includes examinations of how children learn, various teaching methods, and the impact of the classroom and school environment (Patrice, 2020). Suraasa (2023) sees pedagogy as the art and science of teaching which encompasses a broad range of strategies and techniques aimed at facilitating learning. It is about creating a learning environment that fosters curiosity, engagement and growth. Mosunmola (2016) asserted that pedagogy is the strategies teachers selects to match learner's needs. Therefore, teachers' pedagogical skills are the strategies, methods, techniques teachers use to implement curriculum in classroom. These skills are learner-centered and activity based so as to meet the needs of the 21st century learners. Pedagogical skills are a teacher's ability to instruct students and manage their classroom effectively. It simply refers to how teachers teach what they teach. It involves all the strategies employed by teachers to help students learn better. Drew (2020) noted that pedagogical skill is "the art of teaching". It is a term that describes all the strategies teachers use to teach effectively. Pedagogical skills are the skills and techniques that teachers use to plan, organize and deliver instruction (Career Development, 2022). Amusan (2016) noted that teachers' pedagogical skill is an effective force in driving the arrangement of high-quality education.

Teachers' pedagogical skills give learners autonomy and make them active participants in the teaching-learning process as opposed to the talk-and-chalk teacher-centered strategy which makes the learners passive in the teaching-learning process. The teacher-centered teaching strategies are no more suitable for inculcating in the 21st century learners the knowledge, skills, attitudes and values necessary for effective life in a knowledge-based society. According to Akudolu (2012), the teacher-centered strategies cannot develop in the learners, the abilities of autonomy, innovation, lifelong learning, collaboration and other 21st century knowledge and skills. Hence the need for teachers' pedagogical skills that are learner-centered.

Teacher's pedagogical skill involves understanding each student's unique needs and learning styles and tailoring instruction accordingly to meet those needs. It also involves creating opportunities for active learning, such as group discussions, hands-on activities and problem-

solving exercises. It is concerned with thinking outside the box and finding innovative ways to engage students. This might include the use of technology. Teacher's Pedagogical skills help to improve the standard of instructional delivery, ensure collaborative learning, remove the monotony in teaching, provide a personalized learning experience, ensure critical thinking and attract assessment excellence (Suraasa, 2023). There are various types of teachers' pedagogical skills which promotes critical thinking, lifelong learning, innovation, wealth creation in the learners and are suitable for the implementation of the trade/entrepreneurship subjects in senior secondary schools. These include: experiential learning, technology integration learning, multiple intelligence learning, project-based learning and self-directed learning.

Experiential learning is an educational approach that emphasizes personal or practical experience in the acquisition of knowledge, skills, values and attitudes. It is the process of learning through hands-on experience. Skills, knowledge and experience are acquired outside the traditional academic classroom setting and may include internships, field trips, field research and service-learning projects. Karen, Sabine, Blenker, Helle & Richard (2014) averred that experiential learning is at the heart of a social constructivist learning paradigm, and addresses the ambition to develop competency, understood as the combination of knowledge, skills and attitudes. The role of the learner is to actively explore and experience the world beyond classroom boundaries. This hands-on experience could be facilitated or enhance through technology integration.

Technology integration learning is the use of technology to deepen learning and achieve pedagogical goals. It refers to the use of technology to enhance and support the educational environment. Randall & Richard (2013) defined technology integration learning as the effective implementation of educational technology to accomplish intended learning outcomes. Umoh (2016) explained that many of the teaching and learning activities that are currently being accomplished through Management Systems and other technologies can also be accomplished via some social networking systems like Facebook, WhatsApp, You Tube, Twitter, skype, My space and LinkedIn. These technologies are usually integrated directly into the curriculum as major curriculum contents, or sometimes used as methods or approaches in teaching and learning curriculum contents. The use of these technologies in the teaching-learning process enhances students' learning.

Project-based learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects set around challenges or problems they may face in real world. This approach empowers learners to pursue content knowledge on their own, demonstrate their new understandings through a variety of presentation modes and gain valuable skills that will build a strong foundation for their future in the global economy (Thu, 2018). It is inquiry-based, it stimulates intrinsic curiosity and generates questions as it helps students seek answers. It also inculcates the 21st century skills such as critical thinking, communication skill, collaborative and creative skills in the learners. Multiple intelligence learning can also be used to promote acquisition of skills and effective curriculum implementation.

Multiple intelligence learning is connected to multisensory learning, which teaches that children learn better with activities that involve more than one sense organ. Multiple intelligence provides every student differentiated instruction strategies that work with their strengths and weaknesses (Waterford, 2019). Students apply the learning in the classroom according to their own dominant intelligence and learning style, which is most effective for them. Combining learning styles with dominant intelligences enhances the students' learning processes.

Self-directed learning is a process where individual take primary charge of planning, continuing and evaluating their learning experiences. Self-directed learners are in charge of their own learning, there are autonomous in defining what, how and when to learn. There are responsible for their learning. Tekkol and Demirel (2018) noted that self-directed learning is a way of turning individuals into lifelong learners. In self-directed learning, the responsibility to learn shifts from an external source (teacher) to the individual learner. Control and involvement of the learner in the learning process is crucial in this process. All these pedagogical skills are suitable for teaching entrepreneurship subjects in secondary schools.

Teachers can utilize these pedagogical skills to establish a classroom environment that encourages their learners' critical thinking and problem-solving skills. Gregory & Boglarka (2019) noted that pedagogical skills are geared in the direction of boosting educators' skills in lesson distribution and also assistance in attending to perennial inadequate performance of students. It attracts assessment excellence, as teachers can make evaluations and assessments that precisely reflect the learning results of their students. It also improves the standard of instructional delivery that will lead to proper implementation of the entrepreneurship subjects in senior secondary school.

On the other hand, curriculum implementation according to Umoh (2017) is the instructional phase of the curriculum which involves the interpretation and execution of the planned curriculum by the teacher, who is the implementer. The author emphasized that, it is the stage in the midst of learning activities where the teachers and learners are involved in negotiations aimed at promoting learning. Thus, implementation of the Senior Secondary School Trade/Entrepreneurship Curriculum refers to the way teachers deliver instructions in each of the entrepreneurship subjects. It also refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum (Nevenglosky, Cale and Aguilar, 2019).

However, it has been observed that teachers do not deliver instructions in these subjects the way they ought to be delivered. For instance, a subject like fishery, data processing, painting and decoration etc. should be activity-based. There should be practical teaching/learning to support the theoretical aspects of the learning. When the learners are actively involved in the learning, they will be able to acquire the skill easily and remember what they have learnt but when they are just passive in class and the teacher does all the talking, implementation process become difficult for the teacher while the learners tend to forget and cannot put to practice what they have learnt. Yusuf and Amali (2014) noted that instructional delivery cannot be said to be effective when teachers assume the role of "sage on stage", doing the talking alone. Thus, it will render the goals and objectives of the trade and entrepreneurship curriculum unachievable.

Review of related literature revealed that a lot of researches have been carried out on other aspects of curriculum implementation and delivery. However, it appears that studies have not been carried out specifically on Teacher's Pedagogical Skills and Implementation of Senior Secondary School Trade/Entrepreneurship Curriculum in Uyo Education Zone of Akwa Ibom State, Nigeria. Hence, the gap and the concern of this research.

Statement of the Problem

It is common to find secondary school graduates going to learn skills such as Data Processing, tailoring, welding and fabrication from Entrepreneurs outside school after graduation, while

some whose parents cannot afford to sponsor them continue to be idle. This is contrary to the stipulated aim of introducing the thirty-four trade/entrepreneurship subjects that were introduced into the Nigerian senior secondary schools. The aim of the program was to enable secondary school leavers acquire at least one skill before graduation so as to become functional citizens after graduation. However, this is far from the reality as some of those subjects are not implemented in schools while some that are implemented are not implemented the way they ought to be so the students graduate without having acquired any skill. This may be as a result of some ineffective pedagogical skills used by teachers to implement the curriculum.

All these thirty-four trade/entrepreneurship subjects should be implemented by teachers using pedagogical methods that are activity based (which are facilities and instructional materials connected) and hands-on. This is because entrepreneurship subjects are skill based and usually require equipment's. For learners to be actively involved in the learning of these subjects, the right pedagogical methods are required.

Having observed that majority of secondary school graduates in Nigeria do not have any skill they have acquired from their schools; while some who have acquired one or two do so outside the schools and with extra cost. The researchers became concerned to find out whether there is any relationship between teachers' pedagogical skills used and the implementation of these trade/entrepreneurship subjects in Uyo Education Zone, Nigeria.

Purpose of the Study

The main purpose of this study is to examine the relationship between teachers' pedagogical skills and the implementation of the trade/entrepreneurship subjects in senior secondary schools in Uyo Education Zone of Akwa Ibom State. Specifically, this study sought to find out:

1. The relationship between experiential learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
2. The relationship between technology integration learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
3. The relationship between multiple intelligence learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
4. The relationship between project-based learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
5. The relationship between self-directed learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.

Research Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between experiential learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
2. There is no significant relationship between technology integration learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
3. There is no significant relationship between multiple intelligence learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.

4. There is no significant relationship between project-based learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
5. There is no significant relationship between self-directed learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.

LITERATURE REVIEW

Experiential Learning and Implementation of Trade/Entrepreneurship Subjects

Experiential learning is one of the effective teachers' pedagogical skills in which learners learn skills and develop knowledge through hands-on-activities and real-world experiences. Boggu and Sundarsingh, (2019) opined that experiential learning is a successful teaching method facilitating active learning through providing real-world experiences in which learners interact and critically evaluate course material and become involved with a topic being taught. Onwekwe and chukwuma (2020) defined experiential learning as a method of learning that gives room for easy acquisition of knowledge where students have a personal relationship with their learning materials and are able to learn on their own pace. It makes learning much more than a teacher-student relationship since it gives students the ability to move outside the classroom and learn more through their personal experiences that makes learning more rewarding.

According to Butler, Church and Spencer (2019) experiential learning is a method of teaching that allows learners learn while "Do, Reflect, and Think and Apply". It is concerned with more concrete issues related to the learner and the learning context, it entails a hands-on activity approach to learning that moves away from just the teacher at the front of the classroom imparting and transmitting their knowledge to students Onwekwe and chukwuma (2020). It encourages learners to be flexible, creative and innovative learners. In experiential learning, the conventional role of the teacher shifts from knowledge provider to a mediator of experience through well-known systematic processes. The teacher becomes a facilitator of the learning process rather than an instructor. Teachers are to encourage learners by providing information, suggestions and relevant experiences for the learners.

Sternberg and Zhang, (2014) asserted that experiential learning is a paradigm for resolving the contradiction between how information is gathered and how it is used. It is focused on learning through experience and evaluating learners in line with their previous experiences. The paradigm highlights the importance of learner's participation in all learning processes and faces the idea of how experience contributes to learning. Kolb and Kolb (2017) noted that experiential learning entails giving learners, more authority and responsibility, as well as involving them directly in their learning process within the learning atmosphere.

Technology Integration and Implementation of Trade/Entrepreneurship Subjects

Technology integration simply refers to the use of technology to enhance students learning experience. Baronia (2022) defined technology integration as an act of using technology including computers, digital cameras, compact disks, held devices, probes and related technologies to deliver and enhance the curriculum already in place. It is the seamless blend of digital tools and technology skills into learning. The emphasis is on achieving curriculum objectives using thoughtfully selected hardware and software. Technology integration in its broadest form includes devices, social media platforms, networks, applications, the internet, classroom practices and school management systems (Technokids, 2023).

Fatma (2016) asserted that technology integration means using technology to enhance the educational process that involves more than just learning how to use specific piece of hardware and software. It requires an understanding of pedagogical principles that are specific to the use of technology in an instructional setting. Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess students understanding through multiple means. Utilizing different types of technology in the classroom creates learners who are actively engaged with learning objectives. The implementation of technology also creates pathways for differentiated instruction to meet the unique needs of students as individual learners within a broader classroom climate. Technology provides instant accessibility to information which is why its presence in the classroom is vital.

Project-Based Learning and Implementation of Trade/Entrepreneurship Subjects

Project-based learning is one of the active learning methods where some problems and incidents encountered in real life are investigated and the results are expressed in oral presentation or written reports. It is a teaching strategy that increases students' critical thinking skills and ability to link what they have learnt with real life. (Aydin, Atalay and Goksu, 2018). Project based learning or project-based instruction is a student-centered teaching method that encourages learning through engaging, real-world curriculum related questions and challenges (Meredith, 2022). The goal is to get students to engage with a question or challenged that requires concentration and nuanced problem-solving skills. This question or challenge must be open ended, encourage students to apply skills and knowledge they have developed in classes and allow students to take their own approaches to develop an answer and deliver a product.

Thu (2018) averred that project-based learning is an approach that empowers learners to pursue content knowledge on their own, demonstrate their new understandings through a variety of presentation modes and gain valuable skills that will build a strong foundation for their future in the global economy. It develops and enrich the learning skills of the students, provide life-long learning, enables students participate in learning activities based upon teamwork and collaboration. It does not conform to rote approaches or teacher-led instruction. It is driven by critical thinking and often interdisciplinary and encourages students to take a rewarding-yet-challenging road to skill-building and knowledge acquisition through nuanced learning process. Project based learning boosts classroom engagement and has a direct impact on how well students are prepared to enter the workforce once they graduate (Meredith, 2022).

Multiple Intelligence and Implementation of Trade/Entrepreneurship Subjects

Multiple intelligences theory was developed by Howard Gardner in 1983. This theory is based on the premise that everyone has specific and distinct intelligences and each element of intelligence is separate and can combine with others to provide solutions to problems. It holds that all people possess at least eight different intelligences that operate in varying degrees depending upon each individual. The eight intelligences are spatial intelligence, linguistic intelligence, logical-mathematical intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence. Samuel and Abba (2020) opined that multiple intelligence is a framework that helps teachers design instructions and provide varied learning experiences tailored for each learner. It helps teachers foster student's preferences to improve their performance.

Regardless of the subjects, teachers should present learning materials in multiple ways. Everyone has strengths and weaknesses in various intelligences which is why teachers should decide how

best to present their course material given the subject matter and individual class students. Instruction designed to help students learn material in multiple ways can trigger their confidence to develop areas in which there are not strong. Student's learning is enhanced when instruction includes a range of meaningful and appropriate methods, activities and assessments (Gardner, 2013).

Self-Directed learning and Implementation of Trade/Entrepreneurship Subjects

Self-directed learning also known as student-directed learning is an educational theory or method of content delivery in which the student takes control of their own education (Lois, 2022). Through the use of self-directed learning, students set their own goals and deadlines while following a broad assignment outcome. They participate in research relative to their own interests, while the teacher remains available for support if needed. Szalay (2020) opined that self-directed learning is an instructional strategy where the students with guidance from the teacher decide what and how they will learn. Students can use self-directed learning to learn anything they are motivated to learn whether for hobby or work related. Self-directed learning requires a number of skills, including critical thinking, research, time management, communication and self-management (Lois, 2022).

RESEARCH METHODS

This study was carried out in Uyo Education Zone of Akwa Ibom State. The study adopted the Ex-post facto research design. The population of the study comprised all twenty-one thousand three hundred and seven (21,307) senior secondary school 2 students in the eighty-nine (89) public senior secondary schools in Uyo Education Zone for 2022/2023 academic session (State Secondary Education Board, 2023). The sample for the study was six hundred (600) respondents. This represents 30% of the total population from the 89 public senior secondary schools in the area of study. Stratified random sampling technique was used to select and group the schools according to Local Education Committee (L.E.C.s).

Thereafter, a total of 17 schools were selected to represent 20% of the number of schools in each stratum. Finally, simple random sampling technique was used to select 36 respondents from each school selected for the study. The instrument used for the study was researcher's developed instrument entitled "Teachers Pedagogical Skills and Implementation Questionnaire (TPSIQ). The instrument was designed by the researcher to examine the relationship between teachers' pedagogical skills and implementation of trade/entrepreneurship subjects in senior secondary schools. The instrument was validated by three experts, two experts in Curriculum and Instruction and one expert in Research Methodology all in University of Uyo.

To establish the reliability of the instrument, a trial-test was carried out using forty (40) students who were not part of the main study but were representatives of the study population. The researcher administered the instrument to the respondents. The scores obtained were subjected to Cronbach Alpha Statistical Analysis which yielded a reliability coefficient of 0.87 and was considered reliable and suitable for the study. Data generated was analyzed using Pearson Product Moment Correlation Analysis.

Testing of Research Hypotheses

Null Hypothesis 1:

There is no significant relationship between experiential learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone.

Table 1: Pearson Product Moment Correlation Analysis of the Relationship between Experiential Learning and Implementation of Trade/Entrepreneurial Subjects.

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r-cal r-crit Decision
Experiential Learning (X)	8197	119015	227715	0.65 0.088 Rejected
Implementation of Trade Subjects (Y)	16764	497366		

*=Significant at 0.05 alpha level; df = 598; N = 600

Analysis on Table 1 shows that the calculated r-value of 0.65 is greater than the critical r-value of 0.088 at 0.05 alpha level of significance with 598 degrees of freedom. The null hypothesis that had predicted no significant experiential learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone is rejected. This implies that there is a significant relationship between experiential learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone. The inference is that, experiential learning influences implementation of trade/entrepreneurial subjects in senior secondary schools.

Null Hypothesis 2:

There is no significant relationship between technology integration learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone.

Table 2: Pearson Product Moment Correlation Analysis of the Relationship between Technology Integration and Implementation of Trade/Entrepreneurial Subjects.

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r-cal r-crit Decision
Technology Integration (X)	7585	100855	211937	0.72 0.088 Rejected
Implementation of Trade Subjects (Y)	16764	497366		

*=Significant at 0.05 alpha level; df = 598; N = 600

Analysis on Table 2 shows that the calculated r-value of 0.72 is greater than the critical r-value of 0.088 at 0.05 alpha level of significance with 598 degrees of freedom. The null hypothesis that had predicted no significant technology integration learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone is rejected. This implies that there is a significant relationship between technology integration learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone. The inference is that, technology integration learning influences implementation of trade/entrepreneurial subjects in senior secondary schools.

Null Hypothesis 3:

There is no significant relationship between multiple intelligence learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone.

Table 3: Pearson Product Moment Correlation Analysis of the Relationship between Multiple Intelligence and Implementation of Trade/Entrepreneurial Subjects

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r-cal r-crit Decision
Multiple Intelligence (X)	8088	115284	225664	0.73 0.088 Rejected
Implementation of Trade Subjects (Y)	16764	497366		

*=Significant at 0.05 alpha level; df = 598; N = 600

Analysis on Table 3 shows that the calculated r-value of 0.73 is greater than the critical r-value of 0.088 at 0.05 alpha level of significance with 598 degrees of freedom. The null hypothesis that had predicted no significant multiple intelligence learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone is rejected. This implies that there is a significant relationship between multiple intelligence learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone. The inference is that multiple intelligence learning influences implementation of trade/entrepreneurial subjects in senior secondary schools.

Null Hypothesis 4:

There is no significant relationship between project-based learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone.

Table 4: Pearson Product Moment Correlation Analysis of the Relationship between Project-based and Implementation of Trade/Entrepreneurial Subjects

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r-cal r-crit Decision
Project-Based Learning (X)	8783	137007	244937	0.67 0.088 Rejected
Implementation of Trade Subjects (Y)	16764	497366		

*=Significant at 0.05 alpha level; df = 598; N = 600

Analysis on Table 4 shows that the calculated r-value of 0.67 is greater than the critical r-value of 0.088 at 0.05 alpha level of significance with 598 degrees of freedom. The null hypothesis that had predicted no significant project-based learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone is rejected. This implies that there is a significant relationship between project-based learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone. The inference is that project-based learning influences implementation of trade/entrepreneurial subjects in senior secondary schools.

Null Hypothesis 5:

There is no significant relationship between self-directed learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone.

Table 5: Pearson Product Moment Correlation Analysis of the Relationship between Self-Directed and Implementation of Trade/Entrepreneurial subjects

Variables	Σx Σy	Σx^2 Σy^2	Σxy	r-cal r-crit Decision
Self-Directed Learning (X)	9148	150616	256154	0.61 0.088 Rejected
Implementation of Trade Subjects (Y)	16764	497366		

*=Significant at 0.05 alpha level; df = 598; N = 600

Analysis on Table 5 shows that the calculated r-value of 0.61 is greater than the critical r-value of 0.088 at 0.05 alpha level of significance with 598 degrees of freedom. The null hypothesis that had predicted no significant self-directed learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone is rejected. This implies that there is a significant relationship between self-directed learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone. The inference

is that self-directed learning influences implementation of trade/entrepreneurial subjects in senior secondary schools.

DISCUSSION OF FINDINGS

The result on Table 1 shows that the null hypothesis which states that "there is no significant relationship between experiential learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone" was rejected. The result is so because as speculated earlier, students learn best in what they experience. Students who learn through hands-on-activity or practical experience acquire the required skills faster. Thus, there is significant relationship between experiential learning and implementation of trade/entrepreneurship subjects in senior secondary schools. This result is in line with the opinions of Onwekwe and Chukwuma (2020) who opined that experiential learning gives room for easy acquisition of knowledge where students have a personal relationship with their learning materials and are able to learn on their own pace.

The result on Table 2 shows that the null hypothesis which stated that "there is no significant relationship between technology integration learning and implementation of trade/entrepreneurial subjects" was rejected. The result shows that the calculated t-value of 0.72 is greater than the critical r-value of 0.088. Therefore, the null hypothesis was rejected. The result is in agreement with the opinion of Norman (2016) who opined that teaching strategies based on technology facilitates the students' learning and boost their capacity, productivity and performance. The author also noted that the future of the educational system is practically determined by the development of technology. The result is also in agreement with the assertion of Debi (2019) that classrooms that immerse students in technology are more likely to produce learners who are competent in critical thinking, communication, collaboration and creativity.

The results on Table 3 shows that there is a significance relationship between multiple intelligence and implementation of trade/entrepreneurship subjects. This result is in line with the assertion of Gardner (2013), who asserted that student's learning is enhanced when instruction includes a range of meaningful and appropriate methods, activities and assessments. The result is also in agreement with the findings of Samuel and Abba (2020) who revealed that multiple intelligence learning strategies had significant effect on students' achievement in Genetics. They further revealed a significant difference between the achievement of students taught Genetics using multiple intelligence learning strategies and those taught using discussion method.

The result on Table 4 indicated that there is a significant relationship between project-based learning and implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education. This is so because project-based learning gives learners the opportunity to take charge of the learning by carrying out the practical activities on their own. As they engaged in the learning activities, they acquire the skills and what they learn on their own retains in their memory. It also develops critical thinking in the learners. The result is in agreement with Aydin, Atalay and Goksay (2018) who opined that project-based learning increases students' critical thinking skills and ability to link what they have learnt in real life.

This result on Table 5 shows that there is a significant relationship between self-directed learning and implementation of trade/entrepreneurial subjects in senior secondary schools in Uyo Education Zone. This result is in agreement with the study of Ogwunte (2016) who found out that independent and experiential instructional strategies were considered very effective in teaching

business subjects at secondary school level. The result is also in line with the opinions of Shen, Chen and Hu (2014) who observed that self-directed learning enhanced curiosity, critical thinking, understanding quality, retention and recall.

CONCLUSION

Based on the finding of this research work, the following conclusions were made:

1. There is a significant relationship between experiential learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
2. There is a significant relationship between technology integration learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
3. There is a significant relationship between multiple intelligence learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
4. There is a significant relationship between project-based learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.
5. There is a significant relationship between self-directed learning and the implementation of trade/entrepreneurship subjects in senior secondary schools in Uyo education zone.

RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. Government should provide adequate instructional resources for the implementation of trade/entrepreneurial subjects in senior secondary schools.
2. Teachers should adopt pedagogical skills that soothe the particular trade/entrepreneurial subjects they teach.
3. Teachers should engage students with lots of practical activities in each of the trade/entrepreneurial subjects to promote the learning of skills.
4. Government should set up monitoring team to monitor the implementation of trade/entrepreneurial subjects in senior secondary schools.

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Media Ombudsmen on the scale in Africa: How Journalists Assess the Cameroon National Communication Council's Sanction and Non-Suit Decisions of 2013-2015

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Abstract:

This study is an assessment of the content of the Cameroon National Communication Council's (NCC) sanction and non-suit decisions by journalists. The purpose is to determine the perceptions Cameroon journalists have of their National Communication Council and its decisions and to establish a correlation between the perceptions and the content of the decisions." A survey of 108 journalists working in 40 media houses across four major regions in the country was conducted between the 11th of May and the 19th of June 2015. A textual analysis of 31 NCC sanction and non-suit decisions issued from the 5th of September 2013 to the 24th of February 2015 was also done. The results show that 59.3% of the respondents from the survey and 61.3% of data from the textual analysis indicate that NCC sanctions are protective of state officials and VIPs. Paradoxically, most of the respondents made positive assessments of the NCC decisions in relation to accusations that the decisions were biased, selective and politically motivated with 64.8% and 57.4 % in disagreement as compared to 35.2% and 42.6% in agreement, for the survey and textual analysis respectively. But the findings also reveal that there is a common opinion amongst sanctioned and unsanctioned journalists that the government has an influence on NCC decisions. The study, therefore, recommends that NCC should not focus only on sanctioning journalists and media houses but should also work to encourage journalists and press freedom through the organisation of capacity building workshops for journalists in order to build their capacity to respect professionalism. NCC should also communicate the justifications of their decisions to dispel the opinion that their decisions are influenced by the government.

Keywords: Media Ombudsman, Assessments, Africa, Cameroon Journalists, National Communication Council, Sanction, and non-suit decisions.

INTRODUCTION

Media regulation is considered a sensitive and controversial topic in all liberal democracies (Fukuyama & Grotto, 2020). This is because press freedom is often considered the foundation for the setting up of any solid democratic society. Consequently, as seen in Senghore (2012), one of the elements evaluated while measuring the level of democracy in any society has been the level of press freedom. As stated in the Liberties Media Freedom Report (2023) and earlier indicated by Senghore (2012), freedom of the press and pluralism are a prerequisite for establishing a stable democracy.

The media sensitize, educate and control information that can help set the stage for political debates to enable citizens and policymakers to arrive at informed decisions and policies. Though the media serve as the watchdog of those in power and members of the public, media institutions have also been subjected to intense criticisms even in the world's most reputed democratic countries like USA for bad journalistic practices; thus, warranting that the media be regulated (Devaney, 2013). For instance, it is widely argued that radio broadcasting played a substantial part in the Rwanda genocide of 1994 (Des Forges, 2002). According to Snide (2016), propaganda encouraging the slaughtering of Tutsis leading up to 1994 Rwanda genocide was circulated by Kangura, a Hutu extremist newspaper and RTLM (Television Libre des Milles Collines), a Hutu extremist radio station. Considering this kind of controversial role of the media, proponents of this debate argue that the media can incite hostile attitudes and violence if not regulated.

Mill (1863) argued that it is necessary for an authoritarian state control on press freedom. In other words, Press Freedom cannot be provided on a platter of gold. To attend to such calls and implement media regulation in Cameroon, the National Communication Council (NCC) was created in December 1990. As is expected, with the NCC today, accusations and counter accusations are exchanged between members of the NCC and Media professionals. The NCC is sanctioning some media institutions and journalists on the grounds that they practice bad or irresponsible journalism (unprofessional and unethical). Some journalists on the other hand, are accusing the NCC of being used by government as a mercenary body to silence journalists who expose the misdeeds of government officials and VIPs instead of genuinely performing their functions of regulating the excesses of journalists and the media.

The digital age has also opened another window of cankerworms in journalism practice in Cameroon. As found in Ngange and Moki (2019), the social media is reported to have played a negative role in the ongoing Anglophone crisis by propagating falsehood during which activists use computer software to distort pictures and videos, then superimpose content to spread rumours and fake news. This questions the quality and ethics of journalism practice in Cameroon. Looking at the consequence that comes with the dissemination of disinformation and misinformation through social media platforms, Takhshid (2022) remarked that regulating these platforms has become a necessity. It is against this backdrop that this research set out to constructively engage practicing journalists to assess the National Communication Council's sanctions in the Cameroon media landscape as part of the Council's efforts to regulate the sector and journalism practices. The objective is to examine if there is a correlation between the assessment Cameroon journalists make of the National Communication Council's sanction and non-suite decisions and the actual content of the decisions.

LITERATURE REVIEW

Origin of Media Regulation and Press Councils

The practice of journalism has a very long history. After Johann Gutenberg developed the printing process by inventing the printing press in the 15th century (1440-1454), the printing of text that was hitherto done by hand became simply a more productive alternative to the copying of manuscript texts (Dominick, 1996). Baran and Davis (2010) stated that the content of media industries that developed in the United State of America, such as the penny press in the 1830s or yellow journalism in the 1890s were characterised by sensational content. The history of media regulation started within this period (1890s) in Western Europe and North America. This saw the struggle against restrictions on publication waged in the name of political freedom and human rights.

According to Dominick (1996), most of these early papers opposed discrimination and helped citizens to gain equal rights and opportunities. Baran and Davis (2010) disclosed that some of the early newspapers were developed by people who wanted to maintain the old political order, and others were created by revolutionaries who wanted to impose radical changes. Notwithstanding, there was one common assumption these ideological opponents shared. The assumption was that the mass media were troublesome, if not, totally dangerous. Though new dimensions have been added to media regulation over time due to the invention of new media, regulatory frameworks have often been amended to reflect the new economic and/or political priorities and realities rather than being removed. It has been observed that media all over the world are being closely regulated by national laws implemented by state bodies or a regulatory body like Press Councils.

According to Köylü (2006) and Ritter and Leibowitz (1974), the very first press council was set up in Sweden in 1916, to promote high standards of conduct in journalism. Köylü adds that the Swedish Press Council was harmonised in 1969 when the office of Press Ombudsman, which handles complaints against newspapers and decides whether to refer them to the Council, was introduced. Zlatev (2008) says the Press Council, in principle, is the most common form of self-regulatory body which is mainly composed of media professionals who are independent of political power. These media professionals work collectively and take decisions to guarantee the quality of information the public receives by ensuring that media professionals demonstrate professional responsibilities. In the same vein, Pritchard (1991) said the Press Council represents a form of corporate responsibility which allows people to complain about unethical and irresponsible journalism and help generate trust in the quality of news.

Models and Concepts of Media Regulation

Mtimde (2012) stated that the media being recognised as the fourth estate (in addition to the legislature, judiciary and the executive) is an important medium of communication that informs, educates, and entertains. It provides a platform for dialogue necessary for democratic discourse. Yet, Mtimde (2012) argued further that freedom of the media must be protected by a legislative framework, in particular the constitution, and by implication be protected by an independent judiciary. Mîza (2021) described media regulation to include the holistic and complementary interplay of controls and guidance through established rules, procedures, and standards. This regulation according Mîza (2021) can be internal, or self-regulation, which takes place when standards and controls are implemented within the media sector itself, or on the other hand, external regulation, which occurs when the government or other outside establishments apply rules to control media outlets and journalists. Within these two forms of media regulation (internal and external) that exist, there are four basic concepts frequently discussed in media regulation scholarships. These include statutory regulation, self-regulation, independent regulation, and co-regulation, (Richards, 2011; Feintuck, 1999; Cishecki, 2002; Jenkins, 2004; Mtimde, 2012).

Statutory Regulation:

In the statutory regulation, it is the state that sets the needed legislative or regulatory rules, then monitors and enforces compliance in a transparent way (Mtimde, 2012). Kimumwe (2014) stated that the media regulators in this model are not independent of the state, right from establishment, composition and accountability, and the government is directly involved in the appointment of members of the council, which answers to a government representative. He added that the statutes setting up the regulatory body also establishes the professional standards

that the media must adhere to, as opposed to the self-regulatory model where the industry itself comes up with the professional standards. According to Mîza (2021), state-supported regulation is usually conducted through an independent regulatory body that has the authority to enforce the applicable legislative framework regulating media and impose punishments, such as fines, for non-compliance.

Self-regulation:

Mtimde (2012) describes this model as a peer review system operating within a set of self-imposed rules by the media. Under this model, the media is expected to establish its own regulator through a consultative and all-inclusive process, which then develops and adopts media codes of conduct, and examines complaints against the media. Looking at the nature of self-regulation, Haraszti (2008) claimed that self-regulation is not censorship and not even self-censorship. According to him, it is about establishing minimum principles of ethics, accuracy, personal rights and so on, while fully preserving editorial freedom on what to report and what opinions to express. According to Hugh (2012), self-regulation requires that the press is allowed to act as both the judge and jury in its own courtroom. That is, they write the rules and decide when to enforce them. Breit (2005) opined that good practice in self-regulation is built on two principles. That is, the system must address the specific problems of the industry objectives in the first place and secondly, it must offer an effective minimum solution.

Independent Regulation:

Independent regulation according to Mtimde (2012) implies independence from both the media and the government. He identified the Press Council of Ireland as an independent regulator that embodies qualities of independent regulation, where the Press Council itself and the Press Ombudsman are independent of government and operate independent of the media. Kimumwe (2014) described press regulation in Ireland as an incentivised model of media regulation. According to him, while the regulation is voluntary, statutory incentives are also given to media for adhering to the system in this model. Given the current arguments relating to the impact the Internet has on global democracy, Fukuyama and Grotto (2020) reported that recommendations for state regulation of social media have been submitted as a solution to problems like fake news, hate speech, conspiracy-mongering, and similar ills.

Co-regulation:

Furnémont and Smokvina (2017) noted that co-regulation involves a combination of government and the media industry regulation. The government and the media industry negotiate the rules of the game for those in the sector. According to Kleinstauber (2004), co-regulation is when the State and the private regulators co-operate in joint institutions. An example of this kind of media regulation is found in Mtimde (2012). This example is the Indonesia Press Council that was created by the 1999 Statute Law of the Press in that country. Mtimde (2012) explained that its source of funding is a mixture of journalists, media owners, assistance from the state and other sources. Its membership also consists of media representatives and public figures. Kimumwe (2014) noted that in this situation, the regulator is independent from the state, but the Council is composed of members from the industry and the public. In this system of regulation, the media industry is relatively independent in ensuring the compliance with the rules while the regulator only interferes in case the legally set goals are not respected.

State Control:

In addition to the four media regulation models discussed above, Hugh (2012) extended

regulation models to include the concept of state control media regulation. This model according to Hugh (2012) experienced the direct management of the media by the government, enabling full pre-publication censorship as practised in North Korea. Coder (2015) disclosed that the flow of information in and out of this country is highly restricted since media is strictly controlled by the totalitarian government. Information in North Korea is presented only in support of the regime. The country has *The Korean Central News Agency* that serves as the only source of information for all media outlets in North Korea. Since all media is under state control and under direct control of the North Korean government, Coder (2015) opined that all media opinions in line with the regime underlie all news within the country.

Debates and Relevance of Media Regulation:

As noted in Baran and Davis (2010), the later years of the nineteenth century witnessed a lot of competition among the newspapers which were then the main medium for mass communication. In a bid to increase circulation and readership, the papers resulted in publishing defamatory and sensational stories which led to a style of journalism that was termed, "yellow journalism". This led journalists to embark on a crusade to "clean" the media from this kind of unwelcome practices by insisting on accuracy and objectivity. This eventually led them to develop theoretical guidelines on how the media is expected to operate.

The authoritarian theory was initially used to explain early approaches to media regulation. It maintained that media practitioners could not be trusted to communicate responsibly or to use the media to serve public needs, especially during times of war or social upheaval, (Siebert, Peterson & Schramm, 1956; and O'Malley & Soley, 2000). The media and all forms of communication ought to be placed under the control of the governing elites or authorities. The main principle of this theory was that the media should not be permitted to disseminate anything which can undermine the established authorities (Skjerdal, 1993). Therefore, there was press censorship and no press freedom.

Wojcieszak, Nisbet, Kremer, Behrouzian, and Glynn (2019) disclosed that the authoritarian theory was later opposed because autocratic leaders used the media to sustain their legitimacy and to propagandize dominant narratives about the nation. Proponents who rejected the authoritarian theory were of the view that the "laissez-faire" doctrine should be applied to the mass media and that media ideas should be "traded" freely among people. In this light arose the libertarian theory which argued that humans are rational and can always choose ideas and values; hence, the press should not be restricted from publishing anything. The advocates of a libertarian or free press also maintained that the media should serve as a watchdog to ensure that people in power give a good account of their actions and inactions (Baran and Davis, 2010).

However, the idea of a free press failed to realise the promises that press freedom will expose the truth, and achieve the information, social and moral needs of the society. This led to the quest for a socially responsible media leading to the establishments of media regulatory bodies like the Press Council. There was general demand of the media to be responsible and accountable to the government and to the audience in the 19th century. Ritter and Leibowitz (1974) stated that the possibility of using a press council was suggested in the First Amendment Law in the United States of America of June 8, 1789. Despite the priority given to freedom of communication in the United States, Baran and Davis (2010) noted that, it is important to recognise that many restrictions accepted by media practitioners and media consumers alike have been placed on communication. For example, libel laws protect against the publication of information that will damage

reputations. Judges can issue gag orders to stop the publication of information they think will interfere with a defendant's right to a fair trial.

Scholars studying the role of journalism in a democratic society branded the 1800-1970 periods as the era of Social Responsibility Tradition (Christians, Glasser, McQuail, Nordenstreng & White, 2009). This norm that was supported by social reformist movements, included a quest for education, ethical considerations, and professionalism among journalists. Studies on media effects in DeFleur and Lowery (1983) had also indicated the growing concern parents have shown based on the effects of media contents on their children. Advocates of media regulation have often expressed fears that the media if not regulated can have a lot of negative effects on the audience, especially the children. Regulating the media to protect children from violent media content has increasingly become of great concern.

To minimise the extent of illegal content and content that is harmful from reaching children, like child sexual abuse material, terrorist content and online fraud, Ofcom (2022) and the National Audit Office Report (2023) stated that an online safety bill was introduced in UK to regulate a comprehensive range of online harms. The bill requires search engines, firms which host user-generated content, and providers of pornographic content who fail to meet the duties of minimizing online harm to children to be accountable to Ofcom, the body that regulates communication activities in UK. This concern generally focused on the understanding that children are impressionable and easily influenced either by the type of media content or by the technology itself. Baran and Davis (2010) maintained that laws and regulations protect against false advertising, child pornography, and offensive language. Jacobs (2022) agreed that the recent prevalence of the spread of misinformation experienced in American is indication that regulatory interventions targeting media content is appropriate.

Regulatory intervention can be seen as limiting communication freedom. However, the limits to communication freedom are constantly renegotiated. Bovee and Arens (1994) brought into light the aspect that some media content has been found to be guilty of containing untrue, deceptive, or misleading material that calls for regulation. To this effect, Baran and Davis (2010) added that laws and regulations that protect against false advertising, child pornography, and offensive language have been put in place in the United States of America. In a quantitative survey by Karlsen and Syvertsen (2004), it was clearly demonstrated that advertisements are unwanted in connection with children and youngsters. Of the several aspects discussed in the focus groups, the findings suggested that parents feel their children are subjected to considerable commercial pressure and moreover, parents are not altogether satisfied with signals advertisements send to children about lifestyles.

One cannot underestimate the power of the media. Flaounas (2011) said the media system directly influences people's view in our society than by personal experience. He argued that public opinion and awareness are more influenced by the way news is reported in media as suggested by the 1972 agenda-setting theory of McCombs and Shaw. Using the experience of the Balkan wars and the Rwanda Genocide in the 1990s, White (n.d) holds that journalists have become more aware of the power of the media to do great harm especially when left at the mercy of fanatical and ruthless individual forces. White (n.d) therefore, recommended the institution of codes with warnings to guard journalists and editors against all forms of speeches that can incite violence or prejudicial actions against others. In other words, recommending that the media should be regulated.

Allan (2019) believed that some media organs in Rwanda laid the ground work for the genocide by intentionally disseminating hate messages that led to a dichotomy between the Hutus and Tutsis leading to massive loss of lives. Considering this situation, it will therefore, not be favourable to support the idea by Ritter and Leibowitz (1974) earlier mentioned in this study who claimed that Press Council should not exist since the audience have adequate opportunity to criticise a media organisation through letters addressed to the Editor-in-chief. According to Ritter and Leibowitz (1974), the literate audience (usually of minority in developing countries) can decide not to buy newspapers if they are dissatisfied with media content. In the mist of the debate on whether the media should be regulated or not, Von Krogh (2012) stated that to avoid legislators and other external newsroom instruments against the media, newsroom editors in Sweden prefer that an established system of self-regulation with national code of ethics, a supportive press council and national press ombudsmen be put in place to enhance their credibility. For example, they will prefer to train their journalists to report responsibly than to expose their media houses to external criticisms.

History of Cameroon Media, Legislation, and Regulation:

McQuail (2010) said, every act of communication is shaped by the norms of the society in which it occurs. So too have various historical situations in Cameroon shaped the structure and functioning of the media over time. Lots of changes have taken place in terms of ownership and control (legislation and regulation) policies. Muluh and Ndoh (2002) traced the history of the Cameroon media back to the early 1900's during the period of European colonial rule. In Muluh and Ndoh (2002), it is noted that the European missionaries were the first (early as 1903 to 1908) to publish newspapers in Cameroon as a medium to help spread the gospel. On the other hand, the German colonial administration also published the *Amtsblatt* or the *Official Gazette*.

It was until at the end of the Second World War that a wind of change blew across Africa and this affected the ownership and control of the mass media across the continent, including the Cameroon media landscape. In the French speaking part of Cameroon, a twelve-page weekly publication, *La Presse du Cameroun*, in Douala and *L'Effort Camerounais*, were founded in 1955. The two French language papers were very influential. In spite of several seizures, *L'Effort Camerounais* helped in shaping the mind frame of Cameroonians. It made the government panic as it pointed out the ills that blighted the Cameroonian society (Muluh and Ndoh, 2002).

The media in French speaking Cameroon like all other French-speaking African colonies during this period operated under the press law of 1881. Eko (2008) stated that though the 1881 press law granted French colonies the right to publish newspapers, this right was highly constrained as all publications had to be under the control of a European French citizen. In addition to this, all publications were systematically censored and anything that appeared in print was done at the discretion of the colonial authorities. Worst still, Eko (2008) further disclosed that all African journalists who did not follow the dictates of the French colonial administration were jailed or exiled to other French colonies.

Before 1960, most of what existed as reading material in the English part of Cameroon was from Europe and neighbouring Nigeria. The first two papers to spring up in this part of Cameroon were *Cameroon Times* and *Cameroon Champion*, both founded on the eve of reunification in 1960 (Muluh & Ndoh, 2002). These researchers posited that, while the former newspaper supported the Kamerun National Democratic Party (KNDP) of John Ngu Foncha that stood for the attainment of independence by reunifying with East Cameroon, the latter supported the

Cameroon People's National Congress (CPNC) of Dr Emmanuel Lifafa Endeley, which stood for independence by integrating with Nigeria.

Muluh and Ndoh (2002) reported that the first press laws were enacted in Cameroon in 1966, just six years after independence and it led to the closure of many papers. Until 1966, Ewumbue-Monono (1992) maintained that pressmen in Francophone Cameroon were regulated by the civil law while those in Anglophone Cameroon were regulated by the common law. Ewumbue-Monono (1992) said the French Law on press freedom of July 29, 1881 was first introduced in French Cameroon as a mandated territory in 1923 and was amended in 1936. The French Cameroon Assembly adopted the French Law as law No. 55-35 of May 27, 1959. Whereas in the Anglophone Cameroon, Ewumbue-Monono (1992) traced the sources of press law back to the Britain Licensing Act of 1662. He however noted that, the laws that affected journalism practice in this part of Cameroon was the Nigeria Newspaper Ordinance No. 10, of 1903 which was further amended by the Newspaper Ordinance No. 40 of 1917, the Newspaper Ordinance 26, 1941 and the Eastern Nigerian Law of 1955.

West Cameroon (Anglophone Cameroon) re-unified with Eastern Cameroon in 1961 and the West Cameroon Newspaper Ordinance was passed to govern the establishment of newspapers. Ewumbua-Monono (1992) noted that the practice of vetting and censorship under the instruction of the Minister of Territorial Administration as provided for in the 1959 French Law was extended to Anglophone Cameroon just after unification. Though the Anglophone Cameroon journalists decried the practice, the situation went worst in 1966 when the Federal Assembly adapted Law No. 66/LF/13 of December 21, 1966. According to Eko (2008) the 1966 press law that was enacted by the government of President Ahmadou Ahidjo was a slightly modified version of the content based highly restrictive colonial press law, modelled on the French law of 1881 on freedom of the press. Tanjong and Diffang (2007) described the 1966 press laws as powerful censorship machinery that witnessed pre and post publication censorship. The law was simply draconian. Officials of the Ministry of Territorial Administration (Governors, Senior District and District officials) practically became "editors-in-chief "as they were supposed to read through the newspapers two hours before being published and anything deemed anti-government was blotted out or the paper simply suspended.

Looking at the mass media in Cameroon between 1966-1990 (that witnessed almost thirty years of one-party rule), Tanjong et al (2002) maintain that this period reinforced the tendency by media owners to consider media ownership as a political rather than an economic venture. The 1966 press laws were amended five times notably by Decree No. 69/LF/13 of November 1969; Decree No. 73/6 of December 1973; Decree No. 76/27 of December 14, 1976; Decree No. 80/18 of July 14, 1980, and Decree No. 81/244 of June 22, 1981. In 1990, another piece of legislation regulating the operation of the media in Cameroon was drafted as Law No. 90/52 of 19 December 1990. Ewumbua-Monono (1992) noted that this law was done within the context of a politically charged environment in Cameroon. On his part, Ngangum (2022) revealed that the media landscape in Cameroon was liberalised following the passage of this law (Law No. 90/052 regulating the press). Though the 1990 laws eliminated constraints of administrative and financial requirements for setting up press organs, it extended the concept of mass communication to cover both print and audio-visual media. Ewumbue-Monono (1992) concluded that, the main objective of the 1990 press law was to suppress the media whenever the latter was in "conflict" with the principle of public policy. Ngangum (2022) highlighted the same view stating that the

liberalisation of the Cameroon media space came with a paradoxical face he described as liberal traits mixed with authoritarian characteristics.

The 1990 press laws were followed by the creation of the National Communication Council (NCC) in 1991 by Presidential Decree No. 91/287 of 21 June 1991 and placed under the authority of the Prime Minister, Head of Government, (Tanjong, 2012). It was later reorganised in January 2012 before going operational in February 2013. The main mission of the NCC is to assist the State in monitoring and implementing national communication policies. The reorganisation of the NCC by Presidential Decree has also given the media regulatory body sanction powers. These sanctions can range from warnings to bans of media outlets. The Council thus, has the disciplinary role over media organisations and professionals with the objective of ensuring a responsible media. But while sanctioning, many have cried foul stating that the members of the NCC are overstepping their bounds.

The Image of Cameroon Journalists in The Eyes of The Public:

The perceptions others have about journalists are very important for professional journalists because it helps them to understand the impression the public has about them to make amends. Positive perception will guarantee trust and credibility while negative perception will mean bad business. Within the realm of ethics, Nyamnjoh (2001) argues that poor images of journalists have negative consequences. Nyamnjoh found that the synonym for Brown Envelope Journalism in Cameroon, is "Ngombo" and it in turn resulted in poor output, stimulating conflicting relations among colleagues, low levels of professionalism, and the loss of respect for evidence and balance.

Looking at the Cameroon media landscape, one finds it difficult to differentiate between who is a journalist and who is not. According to Section 46 of Law No. 90/052 of December 19, 1990 on Freedom of Mass Communication, a journalist in Cameroon is defined as one whom on the bases of his intellectual faculties, his training and talents, is recognised as fit to carry out research and process information intended for mass communication. Tanjong (2012) underscored that the word "talent" in this definition has given anyone who deems himself/herself "talented" the title of a journalist. From observation, this has led to a state of cacophony, disorder and the non-respect of journalism ethics as it gives credit to mostly people who get into the profession by "accident", intuition, zeal or prevailing circumstance especially when it comes to the struggle of surviving the economic hardship and high unemployment rate in Cameroon. The journalism profession has become a free-for-all profession and this is what has bedevilled journalism practice in Cameroon because even college dropouts (quacks and charlatans) sneak into the profession without having any formal or informal (hands-on) training. The result is a media industry inundated with poorly edited and published stories that fail to answer the basic 5Ws and H questions that most often gives completeness to a news story.

Though Tanjong and Ngwa (2002) posited that even though there is often very limited public awareness and knowledge of journalistic professionalism, public views of Cameroon journalists are often negative. According to them, it is commonplace to hear journalists in Cameroon being described with negative terms as biased, unprofessional, unethical, ignorant, weak in their command of English and French languages, corrupt, lazy and shabbily dressed. They add that many critics believe journalists deliberately slant stories to embarrass people and cause them untold misery. Though these remarks about Cameroon journalists may be unjustified, we believe findings from empirical studies will not be far from the above claims.

Theoretical Framework (Social Responsibility Theory)

The Social Responsibility theory serves as the theoretical guide for this study. This is one of the Four Theories of the press propounded by Siebert, Peterson and Schramm (1956). They are also known as the Normative Theories of the Press. These scholars use the normative theories of the press to explain that the media takes on the form and colouration of the social and political structures within which it operates. As one of the normative theories, the social responsibility theory recommends for a free press without any censorship (Winkler, 2012). The theory also advocates for a move from simple reporting of facts to interpretative reporting or investigative reporting. This means that although news should be factual and truthful, it is of utmost importance that the news be analysed or interpreted with clear explanations. Despite the positive arguments for a free press without any censorship, the question that arises is if it is possible for the media to perform its social responsibility roles without being regulated. The position of this theory is that the media do not only have rights, but they also have responsibilities or obligations to the public. Such responsibilities are a form of regulation (through media ethics, laws, acts, etc), one way or the other, to check the excesses of a liberal or authoritarian media.

METHODOLOGY

This study combined both quantitative (textual analysis) and qualitative (quantitative content analysis and survey) research methods (mixed method). Shorten and Smith (2017) explained that the use of mixed methods in research facilitates different avenues of exploration that enrich the evidence and enable questions to be answered more deeply. For the qualitative method, the researchers conducted a textual analysis of 31 NCC sanction and non-suit decisions they could gather from the NCC Head Office in Yaounde. Botan and Kreps (1999) explained that there are two general categories of text which include; transcripts of communication (verbatim recordings) and outputs of communication (messages produced by communicators).

In this case, the text constituted NCC sanction and non-suit decisions that were signed from the 5th of September 2013 to the 24th of February 2015. Textual analysis was used to study the content of these decisions by identifying the who, what, when, where, why and how of the text based on Study Smarter (n.d), recommendations. These decisions were tabularised using codes that described their nature in terms of types (suspension, warning, banning, etc.), the journalists and/or media organs sanctioned, the complainants and the reasons NCC gave to justify the decisions. This qualitative data from the textual analysis was later quantified and displayed in a frequency table. This was done by counting the frequency of occurrence (categorising) of certain characteristics in the text (who, what, when, where, why and how) (Botan & Kreps, 1999; Coe & Scacco, 2017; Study Smarter, n.d.).

For the survey, 113 questionnaires were administered to journalists by applying the proportionate sampling technique across five major cities in Cameroon (Buea, Limbe, Douala, Yaounde and Bamenda). These cities were selected because most media houses and journalists in Cameroon are based in these town. Their diversity best reflects the Cameroon media landscape (Tanjong & Diffang, 2007). The proportionate sampling technique according to Amin (2005), is used when it is not possible to list all the members of the population of interest. In the case of Cameroon, Teke (2010) reported that empirical material for journalism studies is drastically lacking in Cameroon. It was difficult to list the number of the journalists in Cameroon at the time data was collected for this study. Hence, the researchers resolved to use the convenient sampling approach by obtaining data from accessible individual journalists by visiting different media houses during work hours. A total of 108 questionnaires were effectively completed with a response rate of 88.5%. The

Statistical Package for Social Sciences (SPSS) version 22.0 was used to analyse data. Descriptive statistics using frequency tables were used to present the data. A chi-square test was used to generate the probability values on the relationships between sanctioned and unsanctioned journalists' opinion on government influence on NCC decisions.

RESULTS

The presentation of the results of this study begins with establishing the nature of NCC sanction and non-suit decisions from September 2013 to February 2015. Using textual analysis, the content of the sanction and non-suit decisions have been tabulated to describe their type (banning, suspension, warning, etc.), those the sanction and non-suit decisions were meted on, the complainants, and the justifications NCC gave for the decisions that were taken. The decisions are also identified by their reference number and date signed.

Textual Analysis of NCC Sanction and Non-Suit Decisions

Table 1: Textual display of NCC sanction and non-suit decisions (September 2013 - February 2015)

SN	Decision Number/Date	Type of Sanction & period	Journalists & Media organs sanctioned	Complainant	Reasons
1.	No. 00013/PC/SG of 05 Sept. 2013	One month suspension from any publication	L'epevier Newspaper and editor-in-chief Noudjou Leopold Clovis	<ul style="list-style-type: none"> Director of the office of Baccalaureates, Dr. Mbatsongo 	<ul style="list-style-type: none"> Sanctioned for purporting that official of the office of Baccalaureates (French Secondary Education Examination Board) are corrupt and that they sell certificates
2.	No. 00014/PC/SG of 05 Sept. 2013	One month suspension from broadcasting	Sky One Radio and Youth FM	<ul style="list-style-type: none"> NCC Monitors 	<ul style="list-style-type: none"> Sanctioned for failing to respect the law prohibiting the publicity of pharmaceuticals
3.	No. 00015/PC/SG of 05 Sept. 2013	Banned	Djacom FM	<ul style="list-style-type: none"> NCC Monitors 	<ul style="list-style-type: none"> Sanctioned for failing to respect the law prohibiting the publicity of pharmaceuticals
4.	No. 00016/PC/SG of 05 September 2013	Three months Suspension	Chronicle Newspaper and the Editor-in-chief, Eric Motomu	<ul style="list-style-type: none"> NCC Monitors John Fru Ndi Ngole Philip Ngwese 	<ul style="list-style-type: none"> Sanctioned for failing to respect the law prohibiting the publicity of pharmaceuticals Reported that "Paul Biya- Fru Ndi secret talks yield dividends as SDF reaps 14 Senators in West and Adamawa". NB: Paul Biya is president of the Republic while Fru Ndi was the leader of the SDF—main opposition party. The paper reported that "Paul Biya humiliated Ngole Philip Ngwese, the non-starter politician that was erroneously catapulted to the post of Minister of Forestry and Wildlife"

5.	No. 00017/PC/SG of 05 Sept. 2013	Two months suspension	The Guardian Post based in Yaounde and the Editor-in-chief, Ngah Christian Mbipgo	<ul style="list-style-type: none"> • NCC Monitors • John Fru Ndi 	<ul style="list-style-type: none"> • Failing to respect the law prohibiting the publicity of pharmaceuticals • Reported that “Fru Ndi backpedals on decisions for SDF not to participate in the April 14 Senatorial Elections after meeting Presidency money bag.
6.	No. 00018/PC/SG of 05 Sept. 2013	Warned	The Watchdog Tribune based in Bamenda	<ul style="list-style-type: none"> • Minister Secretary General at the Presidency of the Republic 	<ul style="list-style-type: none"> • Published the hymn of a secessionist group named Southern Cameroon National Council (SCNC)
7.	No. 00019/PC/SG of 05 Sept. 2013	Three months Suspension	Mr. Peguy Meyong of Radio Satellite based in Yaounde	<ul style="list-style-type: none"> • KONO Marcel Francois, Head of the Intergraded Health Centre, Nkoabang 	<ul style="list-style-type: none"> • It is reported that the journalist said during a programme that Mr. Kono is at the centre of organising the sales of babies.
8.	No. 00026/PC/SG of 21Nov. 2013	Warned	Roger Tende, the Editor-in-chief of Pile au Face based in Yaounde	<ul style="list-style-type: none"> • The President of the Electoral Board of ELECAM, Fonkam Azu’u 	<ul style="list-style-type: none"> • Sanctioned for publishing an article describing Dr. Fonkam Azu’u as the virus in ELECAM (Elections Management Body).
9.	No. 00027/PC/SG of 21Nov. 2013	Three months Suspension	Guardian Post based in Yaounde and the editor-in-chief, Ngah Christian Mbipgo	<ul style="list-style-type: none"> • Cameroon Association of English-Speaking Journalists (CAMASEJ) 	<ul style="list-style-type: none"> • Mr. Ngah published an article claiming that CAMASEJ (Cameroon Association of English-Speaking Journalists) members at the National Communication Council were those who mounted pressure that his Newspaper should be suspended.
10.	No. 00028/PC/SG of 21 November 2013	Warned	The editor-in-chief of L’oeil du Sahel newspaper, Guibai Gatama	<ul style="list-style-type: none"> • Delegate General of National Security 	<ul style="list-style-type: none"> • Reported military operations at the Cameroon-Nigeria frontier claiming that the displaced persons were treated as members of the Boko Haram sect.
11.	No. 00030/PC/SG of 21 November 2013	Three months Suspension	The newspaper, Ouest Littoral and the Publisher of, Benjamine Zebazé	<ul style="list-style-type: none"> • Bishop of Kribi and President of the National Communication Council, Befé Ataba 	<ul style="list-style-type: none"> • Mr. Zebaze was sanctioned for publishing an article describing the Bishop of Kribi who also at the time doubled as the President of the National Communication Council as a clergyman supporting a satanic regime.
12.	No. 00002/CNC of 30 May 2014	Warned	Editor-in-chief of Emergence Newspaper, Magnus Biaga	<ul style="list-style-type: none"> • Speaker of the Cameroon National Assembly, Cavaye Yeguie Djibril 	<ul style="list-style-type: none"> • Mr. Biaga was sanctioned for publishing unjustified information claiming that Mr. Cavaye Djibril who is supposed to be the second personality in Cameroon has been humiliated and passport seized for pocketing

					billions meant for the fight against Boko Haram insurgents.
13.	No. 00003/CNC of 30 May 2014	Six months Suspension	La Scene newspaper and the Publisher, Christian Emok	<ul style="list-style-type: none"> • Ambassador of the Republic of Ivory Coast 	<ul style="list-style-type: none"> • Mr. Emok was sanctioned for publishing the photo of the Ivorian Minister of Communication, Madame Affoussiadou Bamba Lamine defaming her to be a prostitute.
14.	No. 00004/CNC of 20 August 2014	Warned	Sky One Radio based in Yaounde	<ul style="list-style-type: none"> • NCC Monitors 	<ul style="list-style-type: none"> • A presenter of one of their programmes and the panellists used the programme to insult some public officials as impostors and thieves.
15.	No. 00005/CNC of 20 August 2014	Two months suspension	Lazare Zambo of Sky One Radio	<ul style="list-style-type: none"> • NCC Monitors 	<ul style="list-style-type: none"> • Mr. Zambo was sanctioned for using his programme and panellists to insult some public officials as impostors and thieves.
16.	No. 00006/CNC of 20 August 2014	One month suspension for radio station and three months for each journalist	Royal FM and journalists named, Paul Daiza Biya, Papi Simi, Dimitri Amba and Dominique Tita	<ul style="list-style-type: none"> • NCC Monitors 	<ul style="list-style-type: none"> • They were sanctioned for using a programme called Royal Hit to defame public officials.
17.	No. 00007/CNC of 27 November 2014	Warned	Equinox Television and their journalist, Erick Kouamo	<ul style="list-style-type: none"> • NCC Monitors 	<ul style="list-style-type: none"> • Was warned for broadcasting shocking images running down the dignity of an individual through his programme "Regard Sociale"
18.	No. 00008/CNC of 27 November 2014	Three months suspension	Parfait Ayissi Etoa of Vision 4 Television based in Yaounde	<ul style="list-style-type: none"> • NCC Monitors 	<ul style="list-style-type: none"> • Mr. Etoa was sanctioned for using a guest in his programme called "Arrêt majeur" who made statements against the Director of the Civil Cabinet of the Presidency of the Republic of Cameroon.
19.	No. 00009/CNC of 27 November 2014	Six months suspension	The publisher of La Nouvelle newspaper based in Ngoumou, Jacques Blaise MVIE	<ul style="list-style-type: none"> • Director of Finances at the National Social Insurance Fund, Hortense Assim Abisone 	<ul style="list-style-type: none"> • The article reported Madame Abisone to be an unfaithful and adulterous wife.
20.	No. 00010/CNC of 27 November 2014	Six months suspension	Ernest OBAMA of Vision 4 television based in Yaounde	<ul style="list-style-type: none"> • NCC Monitors 	<ul style="list-style-type: none"> • He was sanctioned for using a guest in the programme "Décryptage" who made claims that he was not afraid to say that the elites of the Grand North do not want President Paul Biya, the

					guest also claimed that Madame Jeannette MARAFA was a sick person and also made defamatory statements against other state officials.
21.	No. 00011/CNC of 27 November 2014	One month suspension	Inès BELINGA of Vision 4 Television	<ul style="list-style-type: none"> NCC Monitors 	<ul style="list-style-type: none"> Sanctioned for broadcasting images of a lady involved in a ghastly road accident without protecting the victim's dignity and without warning the viewers.
22.	No. 00012/CNC of 27 November 2014	One month suspension	Roméo MBIDA of Vision 4 television based à Yaoundé	<ul style="list-style-type: none"> NCC Monitors 	<ul style="list-style-type: none"> For broadcasting shocking images of a dead man involved in a road accident without taking into consideration the persons dignity and also without warning the viewers.
23.	No. 00005/CNC of 24 Feb. 2015	Six months suspension	The editor-in-chief of La Nouvelle newspaper base in Ngoumou , Jacques Blaise Mvie	<ul style="list-style-type: none"> Director of Finances at the National Social Insurance Fund, Hortense Assim Abisone 	<ul style="list-style-type: none"> The article reported Madame Abisone to be an unfaithful and adulterous wife.
24.	No. 00006/CNC du 24 Feb. 2015	One month suspension	Martinez Zogo of Amplitude FM base in Yaounde	<ul style="list-style-type: none"> Minister Delegate in charge of special duties at the Presidency of the Republic, Mr Paul Atanga Nji 	<ul style="list-style-type: none"> Mr Zogo was sanctioned for making defamatory statements against Mr. Atanga Nji claiming he was a thief from CAMPOST who was appointed to a post of responsibility at the Presidency.
25.	No. 00006/CNC of 24 Feb. 2015	One month suspension	The Publisher, Armand Mbianda and the newspaper, Le Soir	<ul style="list-style-type: none"> Afriland First Bank 	<ul style="list-style-type: none"> Though six officials of the bank appeared in the Special Tribunal Court, Mr. Mbianda was sanctioned for reporting that the court had already condemned the officials whereas that was not the case.
26.	No. 00008/CNC of 24 Feb. 2015	Six months suspension for the publisher and the paper	The Publisher of Le Devoir newspaper, Harrys Robert Mintya Meka base in Yaounde	<ul style="list-style-type: none"> The Director of the Hydroelectric Project at Memve'ele, Dieudonne Bisso 	<ul style="list-style-type: none"> Mr Meka was sanctioned for describing Mr. Bisso as one who promotes women he dates and that he makes no distinction between married and unmarried women he dates among other defamatory statements.
27.	No. 00010/CNC of 24 Feb. 2015	Banning of the publisher and the newspaper	The publisher, Gilbert Avang and DEPECHE du Cameroun base in Yaounde	<ul style="list-style-type: none"> NCC Monitors 	<ul style="list-style-type: none"> Mr Avang was sanctioned for defaming state officials with sexual scandals. For example, he accused the Minister of Agriculture, Essimi Menye of sexual

					affaires with the wives of top government officials like the Prime Minister, Philimon Yang, Former PM, Inoni Ephraim, etc.
28.	No. 00011/CNC of 24 Feb. 2015	One month suspension of the publisher and the newspaper	The Publisher, Symphorien Olivier Mbelle and Le Courrier	<ul style="list-style-type: none"> Minister Delegate in charge of special duties at the Presidency of the Republic, Mr Paul Atanga Nji 	<ul style="list-style-type: none"> Mr Mbelle Mbelle was sanctioned for reporting in an article associating Mr Atanga Nji (then Minister Delegate in charge of Special Duties at the Presidency of the Republic) to have received 300 million Fcfa to cover for an illegal mineral exploitation, etc.
29.	Non-suit decisions No. 00003/NCC of 24 Feb. 2015	No sanction	The Publisher, The Guardian Post newspaper and the author of the article, Ezieh Sylvanus	<ul style="list-style-type: none"> Minister Delegate in charge of special duties at the Presidency of the Republic, Mr Paul Atanga Nji 	<ul style="list-style-type: none"> Not sanctioned because the information Mr Atanga Nji claimed was published against him was taken from an official document. The publisher agreed that he made an error by reporting that Mr Atanga Nji served as cadre at CAMPOST (National Post Office) whereas he was just a client but that they rectified that on his own initiative on the issue following the contested edition.
30.	Non-suit decisions No. 00004/NCC of 24 Feb. 2015	No sanction	Reporter of The Post Newspaper, Kini Nsom	Minister Delegate in charge of special duties at the Presidency of the Republic, Mr Paul Atanga Nji	<ul style="list-style-type: none"> Not sanctioned because the information Mr Atanga Nji claimed was published against him was established to have been made public in official documents of accredited institutions, NACC and CAMPOST.
31.	Non-suit decisions No. 00007/NCC of 24 Feb. 2015	No sanction	Claude Tadjon of Le Jour newspaper	Minister Delegate in charge of special duties at the Presidency of the Republic, Mr Paul Atanga Nji	<ul style="list-style-type: none"> Information published was based on official documents

Source: (Authors, 2015)

The data in table 1 revealed that there were two kinds of decisions by the NCC on issues concerning the conduct of journalists and media houses. These included sanction and non-suit decisions. The sanctions were meted against some journalists and media houses for offences ranging from defamation against individuals, advertising pharmaceuticals and traditional medicines which is prohibited, broadcasting of violent images, false reporting and using hate and sensational languages in their reports. The sanctions included warnings, like the case of Decision No. 00007/CNC of 27 November 2014 warning Equinoxe Television and their journalist, Erick

Kouamo for broadcasting shocking images running down the dignity of an individual through his programme "Regard Sociale", suspensions that ranged from one to six months like the case of Decision No. 00005/CNC of 24 Feb. 2015 suspending the Editor-in-Chief of La Nouvelle newspaper, Jacques Blaise Mvie for six months for publishing an article purporting that the Director of Finances at the National Social Insurance Fund, Hortense Assim Abisone to be an unfaithful and adulterous wife, and banning like in the case of Decision No. 00010/CNC of 24 Feb. 2015 banning the publisher, Gilbert Avang and the newspaper, DEPECHE du Cameroun for defaming state officials with sexual scandals. For example, Mr Ayang accused the then Minister of Agriculture, Essimi Menye of sexual affairs with the wives of top government officials like the Prime Minister, Philimon Yang, Former PM. Inoni Ephraim, etc. However, there were no decisions requesting the withdrawal of licence from any journalists or a media house.

On the other hand, the non-suit decisions were decisions that did not sanction journalists or media houses for offences they were accused of. For example, non-suit decisions No. 00007/NCC of 24 Feb. 2015 did not sanction Claude Tadjon of Le Jour newspaper after a complaint from the then Minister Delegate in charge of Special Duties at the Presidency of the Republic, Mr Paul Atanga Nji. It was stated in the decision that the information published was based on official documents. This finding is contrary to some of the claims by Cameroon journalists that NCC does not investigate complaints submitted against journalists and media organisation before meting out sanctions. The data also revealed that NCC does not depend on complaints submitted by victims but has also set a mechanism that monitors and reports misconducts of journalists and media houses.

Quantitative Content Analysis of NCC Sanction and Non-Suit Decisions

Table 2: Quantification of NCC sanction and non-suit decisions (September 2013 - February 2015)

Reason for the sanction	Warning	Suspension	Banning	Withdrawal of License	No sanctions	Total
Defamation against state officials and VIPs	(4) 12.9%	(14) 45.2%	(1) 3.2%	(0) 0.0%	(4) 12.9%	(23) 74.2%
Advertising pharmaceuticals and traditional medicines	(0) 0.0%	(2) 6.5%	(1) 3.2%	(0) 0.0%	(0) 0.0%	(3) 9.7%
Broadcasting of violent images	(1) 3.2%	(1) 3.2%	(0) 0.0%	(0) 0.0%	(0) 0.0%	(2) 6.5%
False reporting	(0) 0.0%	(2) 6.5%	(0) 0.0%	(0) 0.0%	(0) 0.0%	(2) 12.9%
Using hate and sensational language	(1) 3.2%	(0) 0.0%	(0) 0.0%	(0) 0.0%	(0) 0.0%	(1) 3.2%
Total	(6) 19.4%	(19) 61.3%	(2) 6.5%	(0) 0.0%	(4) 12.9%	(31) 100%

Source: (Authors, 2015)

The NCC sanction and non-suit decisions were analysed quantitatively, and the data displayed in table 2. The data revealed that majority (74.2%) of the decisions were because of defamation against state officials and VIPs. However, 12.9% of the decisions were non-suit decisions, while 61.3% of the sanctions were related to defamation against state officials and VIPs. Only 12.9% of the sanctions were taken because of false reporting. This was followed by 9.7% for advertising pharmaceuticals and traditional medicines, 6.5% for the broadcast of violent images and the least was 3.2% for using hate and sensational language.

Data from Survey

Table 3: Journalist's assessment of NCC sanctions

Nature of sanctions	Level of agreement		Total
	Agree	Disagree	
Biased & Selective	(38) 35.2%	(70) 64.8%	(108) 100%
Politically motivated sanctions	(46) 42.6%	(62) 57.4%	(108) 100%
Discourages bad journalism	(94) 87.0%	(14) 13.0%	(108) 100%
Protective of state officials and VIPs	(64) 59.3%	(44) 40.7%	(108) 100%
Encourages journalists and press freedom	(30) 27.8%	(78) 72.2%	(108) 100%

Source: (Authors, 2015)

Five elements (biased & selective, protective of VIPs and state officials, politically motivated, discourages bad journalism and encourages journalists and press freedom) were presented to journalists to assess the nature of NCC sanctions. The data suggests that respondents made a more positive than negative assessments of NCC sanctions in three of the elements. Majority (64.8%) of the respondents disagreed as compared to only 35.2% who agreed that NCC decisions were biased & selective in nature. Also, a majority (57.4%) of the respondents disagreed that the sanctions taken by the NCC were politically motivated as opposed to 42.6% who agreed. A majority (87.0%) of the respondents also agreed that NCC sanctions discouraged bad journalism as compared to only 13.0% who disagreed.

Notwithstanding the positive assessment the journalists made relating to the nature of NCC sanction decisions, most (59.3%) agreed that the sanctions were protective of state officials and VIPs while 40.7% disagreed. This finding ties with the content of the sanctions in table 2 indicating that most of the sanctions were because of defamation against state officials and VIPs. Most of the respondents, representing 72.2% disagreed that NCC sanctions encouraged journalists and press freedom as opposed to only 27.8% who agreed.

- Hypothesis: There is a significant difference between the opinion of sanctioned journalists and those who have never been sanctioned on government influence on NCC decisions.

Table 4: Sanctioned and unsanctioned journalists' opinion on government influence on NCC decisions

Category of journalists	Government's influence on NCC			Total
	Much influence	Average influence	No influence	
Sanctioned journalists	(6) 85.7%	(1) 14.3%	(0) 0.0%	(7) 100%
Unsanctioned journalists	(65) 64.4%	(26) 25.7%	(10) 9.9%	(101) 100%
Total	(71) 65.7%	(27) 25.0%	(10) 9.3%	(108) 100%

$$\chi^2 = 1.491^a, df = 2 \text{ and } P\text{-value} < .474$$

Source: (Authors, 2015)

The hypothesis of this study measured if there was a significant difference in the opinions of sanctioned and unsanctioned journalists in relation to the influence of the government on NCC decisions. The computed data in table 4 indicates that majority of the respondents (85.7% of

journalists who have once been sanctioned) and 64.4% of journalists who have never been sanctioned are of the opinion that the government influences NCC decisions. However, the Pearson's Chi-square test was conducted to determine if this difference was significant and the produced values, $\chi^2 = 1.491^a$, $df = 2$ and $P\text{-value} < .474$, indicate that there is no significant difference between the opinions of these two sets of respondents. Therefore, the hypothesis is rejected since the statistical data is not enough to prove this statement. This test was intended to ensure that those with the opinion that NCC decisions were influenced by the government did not do so out of bad faith resulting from the fact that they have once been sanctioned. The fact that majority of those who have never been sanctioned also have the opinion that NCC sanctions are influenced by the government indicates that this is a general opinion amongst journalists.

CONCLUSION

This study had one major objective; that was to examine if there was a similarity between assessment Cameroon journalists make of the National Communication Council's sanction and non-suit decisions and the actual content of the decisions. The findings revealed higher percentages in both the content of the NCC decisions and the journalists' assessment of NCC decisions; thereby, suggesting that NCC sanctions were protective of state officials and VIPs. For example, out of 31 NCC decisions within the study period, 23, representing 74.2% were because of defamation against state officials and VIPs. However, only 61.3% of these decisions effectively sanctioned journalists and media organisation for defaming state officials and VIPs. These results align with Boh (2014) earlier mentioned in this study who described the NCC as a machinery used by the government to protect government officials and VIPs.

It is important to note that, only 12.9% out of 74.2% of these decisions which were complaints against some journalists and media houses by top government officials, were not sanctioned. For example, the case of non-suit decisions No. 00004/NCC of 24 Feb. 2015 and No. 00007/NCC of 24 Feb. 2015 where NCC rejected a defamatory complaint from a top government official, then Minister Delegate in charge of Special Duties at the Presidency of the Republic, Mr. Paul Atanga Nji, on grounds that the information published about him was based on official documents. This finding suggests that the NCC does not act without proper investigation. Without proper investigation, NCC would not have found that the media report, which Mr Atanga Nji complained about, was based on official documents.

The results also suggest that most of the respondents, (72.2%) disagreed that NCC sanctions encouraged journalists and press freedom. This finding also related with Pritchard (1991). Pritchard noted that journalists accused the Press Council of being more concerned with sanctioning journalists than defending press freedom --one of their basic functions and hence, some journalists have refused to give their support to them. Despite these negative assessments of NCC decisions, the respondents made more positive assessments of the sanctions with a majority refuting that the sanctions were biased & selective and being politically motivated while a majority agreed that the sanctions discouraged bad journalism. The Pearson's Chi-square test results, $\chi^2 = 1.491^a$, $df = 2$ and $P\text{-value} < .474$ indicate that the general opinion amongst journalists is that the government has an influence on NCC decisions.

This study, therefore, recommends that NCC should not only focus on sanctioning journalists and media houses but should also work to encourage journalists and press freedom. The encouragements should be in the form of organising capacity building workshops to build their professional skills so that they will learn ways of shunning irresponsible journalism. If done, this

can encourage journalists to lend their support to NCC. The NCC should also work to dispel the opinion journalists have that their decisions are influenced by the government. The findings of this study reveal that some complaints against journalists from some top government officials were rejected. This is a good thing for journalism, press freedom and democracy in Cameroon but has not been communicated effectively because NCC hardly organises press conferences to justify their decisions.

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Determine the Level of Strategic Planning Needs for Administrative Leaders in Public Schools in the Qamines Educational Services Office in Libya

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Abstract:

The current study aimed to identify the level of the needs of administrative leaders in the Qamines Educational Services Office for strategic planning and to identify significant differences attributable to the gender variable and the job title variable. The size of the random sample was 44 school principals and deputy principals, equivalent to 66% of the population size. The descriptive method was used, and the questionnaire was the main tool of the study. The study revealed that the level of strategic planning needs for administrative leaders in public schools was medium, and that there were no statistically significant differences between the responses of the sample members attributed to the gender variable and job title.

Keywords: Strategic Planning, Needs Identification, Administrative Leadership, Public Schools, Qamines Educational Services Office, Qamines Libya

INTRODUCTION

The management of Libyan public schools represents a significant challenge within the broader context of education system governance. Effective and sustainable management of this sector is of critical importance to the long-term sustainability of the education system as a whole. It is evident that the education system in Libya is in a state of crisis. One of the contributing factors is the lack of progress in administrative work and student performance, which has declined year on year. This is due to widespread cheating and the absence of a coherent curriculum. Libya's exit from the global quality ranking is a consequence of this.

Strategic planning represents a crucial element in the enhancement of the administrative performance of public schools. It furnishes clear guidance to administrative leaders on the prioritization and setting of goals that will improve school performance. Furthermore, it shapes the future of schools and improves the overall educational process. Wanjala and Rarieya (2014) identified a number of factors that influenced the engagement of study schools in strategic planning. These included knowledge and awareness of strategic planning, leadership styles, financial resources, training and professional support.

By attaining a comprehensive understanding of the nature and concept of strategic planning, including the general framework of strategic analysis, school leaders in Libya can better navigate the complexities of the educational landscape, stagnation, and poor administrative, professional, and educational performance. A general understanding of strategic planning also includes an understanding of the importance of having a clear vision and mission, and the imperative of defining strategic goals and developing plans to achieve them.

Al-Yahmadi and Al-Mamari (2023) have recommended the implementation of training courses to elucidate the significance of strategic planning in the educational process within basic education institutions.

The challenges faced by public schools in Libya, which include stagnation, poor performance, an inability to respond to a rapidly changing environment, and the exit of public education in Libya from global competitiveness and quality, school administrative leaders are required to implement significant and radical changes and transformations in their current course. Strategic planning is essential to respond to these transformations, anticipate and adapt to changes in the educational landscape, promote comprehensive academic achievement, and provide a roadmap to improve educational outcomes and direct resources according to set priorities.

Strategic planning is the gateway to school development, improvement and change. It is the means to achieve quality and excellence in performance within a framework of accountability and rigorous accountability in the long term (Ibrahim, 2017).

In this context, this study aims to identify the strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office, Libya. This would help them deal with changes in the external and internal environment and build a shared vision, mission and values while providing a framework to meet the needs of students, teachers and stakeholders so that they can realize their full potential.

Statement of the Problem

One of the strategies to enhance the quality of education is strategic planning. The study by Totah and Abdulali (2021) emphasizes the necessity of having a strategic plan in the school, its implementation and follow-up to ensure its success.

The findings of Maharmeh's (2021) study indicated a positive and robust correlation between strategic planning and organizational performance, with strategic planning also exerting a significant influence on organizational performance change.

Elgindy et al (2022) identifies a deficiency in the capacity of individuals to engage in strategic planning and the necessity to educate them in the acquisition of strategic planning skills.

O'Regan and Ghobadian (2002) found in their study that some strategic planning officials in schools lack awareness of how to prepare a strategic school plan in accordance with the stages of strategic planning. This is often associated with an inability to identify and overcome potential obstacles to strategic planning.

Strategic planning is a fundamental instrument for attaining predefined objectives in public schools and optimizing the efficacy of the educational process. However, one of the motivations for this research is that, to the best of the researcher's knowledge, there has been no previous research on strategic planning in the pre-university education sector in Libya. Furthermore, there has been no extensive research on strategic planning for administrative leaders in public schools in Libya. Consequently, the various elements and aspects of strategic planning, including its importance, models and techniques, have not been systematically learned, studied or applied.

The interview conducted by the author with administrative leaders in public schools in the Qamines municipality indicates that strategic planning is not used in the management of schools. There are several reasons for this, starting with the lack of awareness and training available to educational leaders about the importance and benefits of strategic planning. The focus of educational leaders on day-to-day matters and immediate issues can affect their ability to think and plan strategically. Furthermore, financial and temporal constraints may also impede the implementation of strategic approaches in educational institutions. The absence of governmental policies, regulations, and laws that are mandatory to build a strategic plan at the level of the Ministry of Education, education supervisors, and public schools represents another significant obstacle. These and other reasons lie behind the lack of adoption of strategic planning in the Qamines Educational Services Office, where public educational institutions currently lack a clear vision and a strategic plan to improve their performance. The objective of this research is to illuminate the strategic planning needs of administrative leaders in public schools within the Qamines Educational Services Office in Libya.

In light of the aforementioned considerations, the researcher postulates that the core issue of the study can be distilled into the following questions:

- Q1: What is the level of strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office?
- Q2: Are there any statistically significant differences in the strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office due to the gender variable?
- Q3: Are there statistically significant differences in the strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office due to the variable?
- Q4: Are there statistically significant differences in the strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office due to the variable?

RELATED WORK

The concept of strategic planning emerged in response to the rapid and sophisticated changes that occurred in the business environment during the latter half of the 20th century. These changes included a shift from a stable to a rapidly changing business environment and the emergence of high competition in the business environment (Al-Shamili: 2017).

Planning is the fundamental administrative function that precedes any process, regardless of its importance, as it represents the intellectual process that determines the path that educational institutions will take when making and implementing various decisions with the help of other administrative functions and processes. This process is considered the initial process of strategic planning (Elgindy et al, 2022).

In his 2021 publication, Abdulali proposes that a school seeking to achieve its full potential must adopt a strategic planning approach that is based on the pursuit of continuous development and improvement.

Strategic planning is a process that begins with the establishment of goals, followed by an analysis of the organization's external environment and the formulation of strategies, policies and

detailed plans that ensure the implementation of the strategies in a manner that leads to the achievement of the required goals. (Mleiha: 2016).

The term "school strategic planning" is defined as follows: "a future vision carried out by the school principal and teachers by studying and analyzing the internal and external environment, identifying the school's strengths and weaknesses, developing appropriate solutions to achieve the school's goals, and moving from the current situation to a better situation in the future" (Al-Shaer, 2007). Strategic planning is a fundamental aspect of success in a school. A significant proportion of schools appear to operate without strategic plans. In order for a school to be successful, it must align its operations with the expectations of its stakeholders. Strategic planning enables school administrators to anticipate future developments, identify key trends and directions, and respond effectively to them, while also adapting systems and structures to meet new challenges and circumstances (Kiprop et al., 2015).

The study by Toutah and Abdulali (2021) revealed that school principals unanimously agree on the importance of the strategic plan in developing the educational process. They also expressed a strong belief in its importance and demonstrated that the plan works to analyze the internal environment of the school, which helps in identifying the core and basic issues within it. From the definition, it is evident that school strategic planning is the process undertaken by a school principal and teachers to establish a future vision for the institution. This involves a detailed examination of the internal and external environments within the school in order to identify the strengths and weaknesses. The subsequent development of appropriate solutions is then aimed at contributing towards the achievement of the school's goals and the improvement of the school's current situation.

Educational institutions must possess a comprehensive understanding of the concept of strategic planning, its importance, and the policies required to implement the strategy. In addition, they must have an in-depth knowledge of the cultural nuances of the society, the economic and political aspects of the society, and the ability to form effective teams and define the basic characteristics and tasks of each of them. It is similarly vital for team members to be able to complete their tasks accurately and to identify the immediate and future needs of workers. Furthermore, they must be able to develop their own strategic planning skills and create a climate that encourages the development of strategic planning skills throughout the year. Strategic environmental analysis to diagnose the reality is one of the most important stages in the strategic planning process and one of its core components (Elgindy et al 2022). Strategic planning is a tool for facilitating the transition of a school community from its current state to a desired future state. An effective strategic planning process typically comprises a series of sequential steps or activities designed to ensure that the process is rational, informed, and highly inclusive.

Mentioned Knopf (2007) according to Cook (1990), five stages of school strategic planning: stage one– preparing for planning and change; stage two – developing the goals and outcomes of the strategic plan (or school improvement plan); stage three – Defining the process for implementing the strategic plan; stage four – Implementing and monitoring the plan; and stage five – Renewing the plan.

The final stage of the strategic planning process is the renewal of the plan. This stage is initiated during the first stage of the process, when the school or district engages in the following activities: The external environment is analyzed in terms of (a) economic and demographic trends, (b)

economic, demographic, social, political and educational trends, (c) national, state, regional and local patterns in the areas of the above trends, and (d) scenarios that predict future environmental events and their impact on the school. In addition, school responses are created for the most likely scenarios, within the limits of the resources and capabilities of the school.

2. Internal organizational scanning and analysis of strengths (or assets), weaknesses (or constraints), resources (or opportunities), and barriers within the school are identified.
3. An analysis of stakeholder perceptions and expectations. This involves identifying and analysing the needs and goals of the staff and students, as well as those of critical stakeholders (e.g., parents, businesses, others) in the community.
4. A Community Education Process that unifies the entire process (a) by facilitating comprehension of the data collected, the identified trends and scenarios, and the utilization of these data during the subsequent strategic planning stages among all internal and external stakeholders, and (b) by involving these stakeholders as equal partners in the change process to come. In stage II, the foundation of the strategic (or school improvement) plan is drafted by taking the results of the external and internal scans and sequentially developing a vision statement, a mission statement, strategic goals and desired outcomes. In accordance to the previous section, the strategic plan should have prominent sections focusing on each of the components of school effectiveness.
5. The behavioral Instruction linked to Academic Assessment, Intervention, and Self-Management Component is designed to facilitate the implementation of comprehensive positive behavioral support systems across educational institutions.

Schools suffer from several obstacles in the field of strategic planning, which negatively affects the achievement of future goals and the development of school performance, and by applying the best planning practices can contribute to improving the quality of education in schools. The study, which was conducted by Kiprop et al. (2015), concluded that the majority of school leaders lacked the requisite skills, leadership qualities, and commitment to strategic planning. The obstacles to the implementation of educational strategic planning are the powers granted to the principal within the rules and regulations and the facilities provided, such as the school building and human resources. In order to develop the necessary skills to implement educational strategic planning, the rules and regulations must be more flexible (Aalwani, 2014). Al-Yahmadi and Al-Mamari (2023) identify a further impediment, namely the dearth of enthusiasm among school principals for the application of strategic planning skills.

Al-Shaer's (2007) study identified the following challenges: the difficulty of anticipating the impact of external variables on future school activities and the principal's preoccupation with student and parental issues. Additionally, the co-location of schools in the same building and the scarcity of available resources in the school were highlighted.

The most significant impediments to strategic implementation are the dearth of financial resources, the absence of incentive systems, the lack of rewards and wages, and the inadequacy of human resources. These factors relate to the availability of competent human cadres to develop and implement strategic plans, interpret them, and monitor their objectives. Additionally, environmental obstacles, such as the location of the school and the lines of transport

to and from it, and organizational obstacles, including the refusal of employees to change and the presence of permanent opponents to any change, must be considered. Another significant challenge is the lack of effective communication between superiors and subordinates. This can result in a lack of participation in the development of strategic plans, which can in turn lead to a lack of interest in the organization's vision and mission (Totah, Abdulali, 2021). The researcher concludes that the majority of intellectual trends concur that individuals involved in the planning process represent one of the most significant obstacles. This is due to the fact that some school administrative leaders and other influential employees are not fully committed to the planning process.

The obstacles to sound strategic planning are relatively minor when considered in the context of the benefits that can be derived from the process. With experience and competence, the planner can overcome these obstacles and minimize their harmful impact. It is of the utmost importance to convince the members of the educational institution of the importance of the planning process. This will provide a solid foundation for the plan both during its preparation and implementation. However, the implementation of the plan within educational institutions may be hindered by a lack of clarity and confusion, particularly if the employees involved lack prior knowledge of how to manage conflict within the organization. Furthermore, numerous researchers have highlighted the difficulties inherent in predicting and obtaining accurate information, given the multitude of variables that can influence the direction of change. (Al-Shaer: 2007). The commitment of public-school administrative leaders to strategic planning is one of the main mechanisms to overcome the aforementioned obstacles, as this commitment contributes to providing the necessary direction to achieve the school's strategic vision. This commitment contributes to providing the necessary direction to achieve the school's strategic vision. The multifaceted complexities and challenges confronting public school principals in Libya, including the decline of public education in Libya from global quality rankings and other challenges currently faced by today's school principals, underscore the necessity for strategic planning to enhance the quality of education.

OBJECTIVES

The study aims to achieve the following objectives:

1. To determine the level of strategic planning needs among administrative leaders in public schools in the Qamines Educational Services Office.
2. To identify statistically significant differences in the strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office due to gender.
3. To identify statistically significant differences in the strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office due to the variable of job title.

SIGNIFICANCE OF THE STUDY

Theoretical Significance

The theoretical significance of the study stems from the importance of strategic planning in itself, which requires attention to it as a basic administrative behavior that administrative leaders in public schools must practice and adhere to as an important dimension of the personal skills of school principals that should be measured when evaluating them when assessing the success or failure of the educational institutions they manage because this dimension reflects the extent to which they enjoy the characteristic of strategic thinking. The theoretical significance of the study

lies in the importance of identifying needs that should be proactively addressed in strategic planning processes.

Scientific Significance

The scientific significance of this study lies in its contribution to the limited body of research on strategic planning in general education schools in Libya. This study links the findings to the needs of these schools, thereby providing a valuable contribution to the field. Furthermore, this study may add to the existing body of knowledge and scientific research. It may also direct the attention of the Ministry of Education in Libya to the importance of strategic planning and its link to the needs of schools. Those with an interest in the subject may be able to benefit from this study and its findings and recommendations in conducting further studies to develop and improve the performance of public and private schools.

LIMITATIONS

This study will focus on the of administrative leaders (school principals and deputy principals) in the Qamines Educational Services Office, Libya. The objective and spatial boundaries is determining the level of strategic planning needs for administrative leaders in public schools in the Qamines Educational Services Office in Libya. during the academic year 2023-2024.

SEARCH TERMS

Procedural Definitions

Strategic planning is the process of developing a future vision based on an analysis of the internal and external environment of educational institutions. This analysis identifies the strengths, weaknesses, opportunities and threats facing educational institutions, allowing priorities to be set according to performance indicators. The objective is to move from the current situation to the future. The procedural identification of strategic planning needs is the result obtained by the examine through the strategic planning needs identification scale for this study.

Commentary

Public schools face numerous challenges and obstacles in the strategic planning. Some of the most prominent studies that have addressed these obstacles are Al-Harbi et al. (2015) Al Busaidi et al. (2017) Kiprop et al. (2015) Al-Shaer et al. (2007). Strategic planning represents a fundamental instrument in the domain of educational administration. It facilitates the generation of novel methodologies with the objective of optimizing the efficacy of management. Strategic planning represents a fundamental instrument in the domain of educational administration. It facilitates the generation of novel methodologies with the objective of optimising the efficacy of management and development. Among the most prominent studies that have addressed this topic are: Ali, et al., (2016) Qasim, et al. (2016) Al Zain et al (2020) Al-Khalilioui et al (2019) Elsayed et al (2023). It is of paramount importance to provide principals with the requisite strategic planning capabilities to enable them to deal effectively with the inherent challenges associated with their role. A number of studies have addressed these skills and capabilities, including the following: Fawaz (2019) Asiri (2023) Al Yahmadi, Al Maamari (2023). A number of studies have addressed the reality of strategic planning in schools such as the studies of Al-Akawi et al. (2021) and Al-Gha (2021). A review of existing literature reveals that few studies address the topic under consideration in the present study. This study differs from previous studies in that it addresses the concept of strategic planning in light of identifying the level of needs of public-school principals in the Qamines Educational Services Office. It is also the first study in Libya to identify the level of strategic planning needs of administrative leaders in public schools. The current study

benefited from previous studies in defining the study's problem and questions, defining the theoretical framework of the study, determining the type of study and choosing statistical methods to analyze the data, as well as using the descriptive method and using the questionnaire tool.

STUDY PROCEDURES

Community of Interest

The study population comprised 44 school principals and deputy principals of public schools in the Qamines Educational Services Office, distributed among 14 schools. The gender distribution was as follows: males (41) and females (3). Table 1 shows this.

Table 1: Distribution of the study population by gender.

Proportion	Total	gender			
		Proportion	Female	Proportion	Male
%100	44	7%	3	93%	41

Study Sample

The study sample was distributed as follows: 29 school principals and deputy principals (66% of the study population). Of these, 26 were male (90% of the total sample) and 3 were female (10% of the total sample). The following table (2) shows the distribution of the sample according to gender (male and female).

Table (2) illustrates the distribution of the sample by gender (male and female).

Proportion	Total	gender			
		Proportion	Female	Proportion	Male
%100	61	% 36	22	%64	39

A distribution of the study sample by job title is presented below.

Table (3) presents the distribution of the sample by job title.

Proportion	Duplicates	Job title
52%	15	Manager
48%	14	Deputy Director
%100	29	Total

METHODOLOGY

The research utilized the descriptive research method, which is the most appropriate approach for this type of study.

Research Tool

Study utilized a questionnaire as its primary tool, comprising of 45 paragraphs. Each paragraph was evaluated on a three-point scale to determine the level of agreement, with options of 'no', 'a little', and 'a lot'.

The Validity of the Tool

The 45-item instrument was presented to a group of judges consisting of faculty members at the University of Benghazi.

The Stability of the Tool

The stability of the tool was assessed by calculating the stability coefficient using Cronbach's alpha equation. The resulting stability coefficient was 0.92, indicating high stability and sufficient achievement of the study's objectives.

The Final Version of the Instrument

The questionnaire was finalized into 45 items after it was designed and thoroughly tested to ensure its reliability and stability.

Final Application of The Tool

The study sample comprised 14 school principals and vice-principals. The researcher distributed the questionnaires to the sample members during the autumn semester of the 2023-2024 academic year.

Statistical Methods

The study sample data underwent analysis using the Statistical Package for Social Sciences (SPSS). Various statistical methods were applied, including frequencies, percentages, Cronbach's alpha, t-tests, arithmetic means, and standard deviations

RESULTS PRESENTATION AND DISCUSSION

Results Presentation

The First Question:

- **What is the level of strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office?**

The Strategic Planning Needs Identification Scale consists of 45 items rated on a three-point Likert scale. The total score is calculated by adding up the individual's responses to each item, resulting in a range of strategic planning needs from 45 to 135. The highest score represents the greatest level of needs. The scale scores are distributed as follows:

Table 4: the domain and levels.

135 - 107	106 - 76	75 - 45	domain
High	Medium	Low	Level

Table 5: the arithmetic average of the total score.

Standard deviation	mean
14.72749	94.4483

The arithmetic mean of the total score of the scale used to identify the strategic planning needs of administrative leaders at Qamines Educational Services Office is 94.4483, indicating a medium level of strategic planning needs of administrative leaders at Qamines Educational Services Office. This falls within the range of 76-106.

The Second Question:

- **Are there statistically significant differences in the level of strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office according to the gender variable?**

To answer this question, the author employed the T-Test to test for statistical differences between the responses of the study sample members on the level of strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office according to the gender variable (male and female). The results of this analysis are presented in the following table:

Table (6): Arithmetic means, standard deviations and t-test to test the differences between the responses of the study sample according to the gender variable.

T	df	Female		Male		Significance level
		Standard deviation	mean	Standard deviation	mean	
.687	27	21.38535	89.6667	14.25763	95.0000	.562

The data in the table indicates that the value of $T = 0.687$ is greater than 0.05 , which suggests that there are no statistically significant differences between the levels of strategic planning needs attributed to gender. This implies that the condition of equality of variance is fulfilled. In other words, despite the different nature of the sample in terms of gender, the level of strategic planning needs is perceived to be the same.

The Third Question:

- **Are there statistically significant differences in the level of strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office attributable to the variable of job title?**

In order to answer the posed question, the researcher utilized T-test to ascertain any statistical disparities between the responses of the sampled members in relation to the degree of strategic planning requirements for administrative leaders within public schools within the Qamines Educational Services Office. This was conducted on the basis of the variable of job title, as evidenced by the following table.

Table (7): Arithmetic means, standard deviations and t-test to test the differences between the responses of the study sample according to the variable of job title.

T	df	Female		Male		Significance level
		Standard deviation	mean	Standard deviation	mean	
.130	27	15.524471	95.3571	14.43607	93.6000	.755

The data in the table indicates that the value of $T = 0.130$ is greater than the significance level of 0.05 , suggesting that there are no statistically significant differences between male and female variance. This implies that the condition of equality of variance is fulfilled. Furthermore, the table shows that there are no statistically significant differences at the significance level of 0.05 in the level of strategic planning needs attributed to the gender variable. In other words, despite the differing nature of the sample in terms of job title, they exhibit the same level of strategic planning needs.

Discussion of the Results

The results of the discussion reveal the following findings: The level of identifying the strategic planning needs of administrative leaders in public schools in the Qamines Educational Services Office is moderate. There were no statistically significant differences in the level of identifying the strategic planning needs of administrative leaders in public schools in the Educational Services

Office in Qamines due to the gender variable. There were no statistically significant differences in the level of identifying the strategic planning needs of administrative leaders in public schools in the Educational Services Office in Qamines due to the variable of job title.

STUDY RECOMMENDATIONS

In the light of the findings of the study, the researcher recommends that identifying the need for strategic planning as one of the most important priorities for the development of public-school principals. Work on improving the professional development programs for public school principals in general education at the Education Services Office in Qamines by holding workshops on strategic planning for public school principals in Qamines. Promoting the concept of strategic planning and emphasizing its importance. Submitting a draft of law requiring public schools to prepare their strategic plans and holding principals accountable for progress towards achieving strategic goals.

Suggestions

- Conducting a comparative study on the planning needs of private schools in Qamines Educational Services Office.
- Conducting a study on the obstacles facing the administrative leaders of public schools in Qamines Education Control in applying strategic planning.

CONCLUSION

The current study aimed to identify the level of strategic planning needs of administrative leaders in the Educational Services Office in Qamines and to identify significant differences attributable to gender and job title variables. The level of strategic planning needs of administrative leaders in public schools was moderate, and there were no statistically significant differences between the responses of the sample members attributable to gender and job title variables. It is therefore recommended that school leaders in Libya should be provided with comprehensive training in strategic planning, in order that they may effectively lead their schools and set strategic priorities and goals. This should lead to improved operations and enhanced performance within the schools concerned. It can be concluded that effective strategic planning is a key factor in this regard, and that the knowledge and skills required to undertake this process should be made a priority for those in leadership positions within public schools.

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Eating Disorders: Analysis and Therapy Based on Personality Organization

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Abstract:

Eating disorders are generally described as being associated with body image, involving an attempt to reduce bodily dimensions to the maximum extent. The disorders are characterized by fasts that last for a period of one or two days, minimal food intake, vomiting and bulimic consumption. The present article proposes that the customary categorization according to symptomatic evidence is inadequate and that a more accurate classification would be based on the sufferer's level of personality organization. Such a division would enable therapy to be optimally matched to each patient (Kernberg, 1967), greatly assisting therapists in choosing and planning treatment for the individual sufferer.

Keywords: Eating disorders, Anorexia nervosa, Personality organisation, Bulimia Nervosa, Neurotics, Borderline.

INTRODUCTION

Eating disorders are generally described as being associated with body image, expressing typically a desire to slim or alter the body form. It is customary to classify the disorders according to their characteristic symptoms (Keel, 2017):

- Anorexia nervosa – reduction of food intake to a minimum.
- Bulimia nervosa – eating binges alongside vomiting.

In recent years there has been a greatly increased awareness of the fact that eating disorders stem from severe mental states and that the mental symptom is the result of extreme problems (Carter, Bewell, Blackmore, & Woodside, 2006) (Culbert, Racine, & Klump, 2015).

Although the US classification system for psychiatric disorders (DSM-5: APA, 2013) as well as the European classification system ICD-10 (World Health Organization) currently offer a broader and deeper view of evidence-based eating disorders, criticism exists over the fact that their classifications do not succeed in capturing all that is encountered by clinicians in sessions with their patients, these disorders still being considered difficult to treat.

In light of the above, the present article proposes that categorization of eating disorders based on symptomatic evidence is inadequate and that they are better classified according to the level of the sufferer's personality organization (Polivy & Herman, 2002). This claim is made in view of the fact that such a division could help determine more appropriate therapy for the sufferer (Murphy, Straebler, Basden, Cooper, & Fairburn, 2012).

Categorization according to the level of personality organization would be in accordance with the division proposed by Kernberg (1967), who referred to three levels: neurotic, borderline and psychotic. Kernberg's categories are associated with the personality development process, and

are distinguished principally by the nature of the defence mechanisms the individual activates in the face of unconscious anxieties, the nature of the early internalized relationship with the object, and the extent to which the sufferer's reality testing has been affected (Kernberg & Caligor, 2005). In our view, an eating disorder is a type of organizational symptom that allows anxieties to be concentrated around it on the conscious level. It thus serves as a defence mechanism against unbearable mental states. For example, unconscious fears of annihilation or emptiness can be manifested consciously in a fear of obesity or in the perception of place and space in the world (Becher, 2002). Observation of a patient suffering from an eating disorder in terms of the personality organization level is intended to help in identifying the etiological aspect of the disorder and the factors responsible for its development. It would thus simplify the determination of appropriate therapy (Kernberg O. F., 1993).

EATING DISORDERS AGAINST THE BACKGROUND OF NEUROTIC PERSONALITY ORGANIZATION – "SLIM IS BEAUTIFUL"

According to the Kernberg distribution, neurotic individuals generally succeed in coping with deep-seated distress and anxieties. They are equipped with ego forces and an ability to control and regulate urges, conduct relationships, and perform sound reality testing. Nevertheless, their defence mechanisms may be manifested in symptoms that lead to distress and non-adaptive behaviours (Kernberg & Caligor, 2005).

Accordingly, patients suffering from eating disorders based on neurotic personality organization are not only generally typified by sound reality testing, but in most cases will also understand the physiological and emotional risks inherent in this kind of disorder (Sullivan, 2002). However, it is perhaps precisely why, in their case, an inner conflict arises between attainment of the perfect body and the desire to remain healthy (Juli, 2019). From the symptomatic point of view the clinical picture associated with them will be reduced food intake, prolonged fasts, and attacks of binge eating followed by the occasional vomiting. There could also be uncontrollable munching, leading to weight gain. Such patients are also characterized by a need for strenuous physical activity alongside strict eating rules, including "permissible" and "forbidden" foods. Symptoms in this class of individuals appear according to varying levels of stringency. Their moods are generally good, with displays of vitality and cheerfulness. Their suffering is, at the same time, intense, their cheery façade often serving as a defence against a tendency to depression that is camouflaged by their eating dysfunction. Typically, these patients suffer from low self-confidence, a damaged body image, social anxiety, and a need to meet the social criteria so often portrayed in the media (Fairburn & Cooper, 2011).

Underlying the disorder is the aspiration to conform to a particular ideal of beauty and, to this end, alter the figure (Cassin & Von Ranson, 2005). A tendency is often observed in the families of these girls towards gratification of others, which at times has a definitive impact on the girls. By and large, these individuals do not suffer from any significant psychiatric malfunction, reactive depression or neurotic anxieties of any kind.

THE CONFLICT INHERENT IN A NEUROTIC DISORDER

The conflict inherent in a neurotic disorder is easy to detect even during the initial intake stages. Following a psycho-educational explanation on the risks involved in the disorder, such as cardiac injury, reduced fertility, bone impairment and mood disruption, the girls are observed to experience anxiety and an attempt to deny the possible consequences with respect to their bodies. Despite this, denial in most cases is not the dominant factor here, but rather depression,

deriving from the realization that practically speaking it is not possible to arrive at the desired result, in terms of weight and figure, in a state of health. Depression also sets in from the girls' resigning themselves to the fact that there is no control over weight and figure, being genetic attributes. In developing an eating disorder, the girl is in fact denying any understanding of the figure she has inherited and her ability to change it to only a very limited extent – denial serving as a factor in protecting her from depression based on a recognition of the facts. As a defence mechanism, however, denial is not sufficiently effective and in itself becomes the cause of distress. Denial of reality in this group can be regarded initially as distorted reality testing; however, insight gradually makes inroads and a rapid breakdown of the denial mechanism may be observed.

The mantra colouring the inner experience of the patient in this group is "I am not good, pretty or attractive enough", translating to "I am not slim enough". The concept of slimness is invariably viewed as positive and esteemed, whereas fulness of figure is viewed as negative and worthy of scorn. A sharp dichotomy commonly observed among girls of this group is beautiful-slim vs. ugly-fat, or attractive-slim vs. repulsive-fat. Holding this dichotomy necessitates a paradoxical, dialectic attitude that allows an understanding of the fact that contradictions can exist side by side (Zysberg & Rubanov, 2010).

Therapy for groups suffering from neurotic personality organization would focus on self-acceptance, necessitating support in large measures to boost self-confidence, as well as the definition of personal values to enable the individual to cope with frustration. In administering therapy, an attempt would be made to deal with the depression that goes hand in hand with the dialectic attitude with which the girl must cope. On commencing therapy, a considerable difficulty must be addressed around the matter of weight gain, involving a strong desire to remain at home and out of sight. The neurotic individual can muster her own strengths – ego forces that are in no way negligible – as well as her cognitive abilities. Rational explanations can help her to adopt more reasonable conduct with respect to her eating habits.

During the therapeutic process many patients experience depression and learn to accept it as part of the human condition. As therapy progresses, the patient will let herself sink into a depression and lament over having to forfeit everything she perceived as the ideal body, but without fearing an overall breakdown. In general, in the absence of therapy, an eating disorder based on neurotic personality organization could continue for a long period of time, and even worsen. It should be noted that individuals in this group are generally cooperative and their prognosis is positive. Most of them attain a good balance while processing and holding the depression arising from their condition.

Most treatment and rehabilitation programs are geared to this group.

EATING DISORDERS BASED ON PSYCHOTIC PERSONALITY ORGANIZATION – "I HAVE TO BECAUSE I SIMPLY HAVE TO"

According to (Kernberg O. , 1967), patients with a level of psychotic personality organization tend to use denial and idealization as defence mechanisms, hindering them in their performance of integration between the different parts of their personality. They tend to project internal content, anxieties and conflicts on concrete events in the real world, and based on their experience in maintaining such severe content they express it in overt behaviour. That is why this population has been observed to suffer from deficient reality testing and object relations that are barely

expressed to differentiate between inside and outside – namely, between the person himself and other representations of human objects. These individuals will mostly find it difficult to lead a normal life and maintain sound, steady relationships. In patients belonging to this group, adherence to the symptom is observed, alongside a lack of reality testing. The eating disorder with them is generally accompanied by significant psychiatric morbidity, and at times full-blown psychosis is observed even after recovery.

Patients with psychotic personality organization observe eating patterns that do not always square with the concept of weight loss. They will at times state that they "simply have to" refrain from eating, or that they are "not allowed" to eat. They might also impose a limit on certain foods because they are "forbidden". Some of these forbidden foods are indeed fattening, but it is not about gaining weight that the patients appear to be anxious. For example, a patient can avoid carbohydrates of all types, but make an exception with chocolate, since it may be perceived as safe. Eating foods that are forbidden is viewed as an unacceptable act.

The inner emotion experienced by patients from this group is one of existential anxiety that is threatening and all-consuming, alongside a loss of control and horror of uncertainty. Any change from the set pattern of eating is perceived as leading to mental breakdown. A patient might, for example, suffer a mental breakdown if the store is out of the cheese that she is used to eating every morning. There is thus a great deal of rigidity regarding eating patterns, causing anxiety together with unfounded thoughts about undergoing a breakdown.

The control conflict experienced by a patient in this group may be described as one that focuses on the issue of the "foreign self" (Rossi & Fong, 2012). The reference is to the part that is internalized in the person's memory and belief system with respect to himself. This part "speaks to him" from within. Patients do not necessarily report on hearing external voices, but do refer to voices from within, instructing them not to eat, and at times to even harm themselves. The voices are demeaning and censorious, warning them of acute suffering if they do not comply.

From the psychodynamic point of view, an eating disorder based on psychotic personality organization originates in symbiosis, manifested in a difficulty in acquiring a separateness in relationships. Sufferers also find it difficult to distinguish between their own thoughts and the voices they hear from others. Their implacable attitude towards the question of "forbidden foods" may be understood as a mechanism that kicks in so as to achieve a separateness and a sense of control over a world that so threatens to take chaotic command of the individual's self.

The acute anxiety that is a part of life for the anorexic girl casts a pall over the therapeutic environment. The anxiety experienced by the patient is projected on to the therapist, and vice versa. The patient's family members also report considerable suffering and the need to "tread on eggshells" where it comes to the patient's demands of them.

An eating disorder in the case of this group is particularly difficult. An objection to any change could be extreme, being expressed even in suicidal terms. The experience of self is so precarious, it is as though the patient is being held up entirely by strong external "scaffolding" and sturdy defences, which if compromised, can cause her breakdown.

In such cases hospitalization, even forced, can be alleviating, for "someone is making a decision for me; I don't have to bear responsibility for facing the threatening inner element". In therapy an

attempt is made to help the patient strengthen her healthy parts and identify the inner voices. The key target with respect to the inner voices would be to expose them and arrive at an understanding that a voice heard by the patient in the past was internalized by her as though it was her own. An attempt is also made to help the patient understand that the voice bears no logic and that there is no point in arguing with it. At times the voice may be likened to a recording that repeats itself over and over again. The patient would be helped to control the intensity of the voices she hears in the recording and lower their volume. She would then learn that the voices were not really her own and that the choice of whether to obey them or not could be hers. In cognitive terms, the patient will learn that it is precisely a disregard of the narrative repeated by the voices that will be instrumental in lowering the level of anxiety. Clearly, in this group medicinal treatment geared to the psychotic side of their personality would be highly effective (Bloch, 2006).

It may thus be stated that therapy for patients suffering from psychotic personality organization is similar to cognitive therapy commonly administered to OCD patients. This is based on the fact that patients with a compulsive disorder are subjected to repeated therapy by tranquillization, achieved by lowering the level of anxiety with respect to the anxious state, provided the patient succeeds in acquiring an insight into her condition. In such a situation the patient can lower the volume of her thoughts and the voices she hears. Another aim in working with patients from this group could be improvement in cognitive flexibility and formulation of various possibilities for managing a range of situations. The "thoughts monster", nurtured repeatedly by compulsive behaviour, could thus be defanged.

EATING DISORDERS BASED ON BORDERLINE PERSONALITY ORGANIZATION – THE ME / NOT ME EXPERIENCE

Individuals with borderline personality organization possess typically primitive defence mechanisms, principally split and dissociation (Kernberg O. , 1967). Their ego forces are unstable. Their reality testing is sound, although it tends to be affected adversely by situations where self-intuition is required and where interpersonal relations remain ambiguous. Accordingly, attempts at establishing contact could lead them to intensely emotional reactions, including displays of tempestuous behaviour.

Frequently, those belonging to this group find it difficult to discern where they themselves end and where others begin. In cases of eating disorders among individuals with borderline personality organization, their reality testing is unstable while their insight regarding their precarious state of health is highly fluid. Thus, it appears at times that they have a complete understanding of the fact that a person cannot exist without food, whereas they exhibit a denial of this understanding where it involves their own condition. Biological rules do not apply to them; they will cope.

Patients in this group do not generally show signs of fear regarding bodily injuries that they could sustain due to their eating patterns, flouting the possibility of a resultant death or, alternatively, actually welcoming death (Kernberg O. F., 1993). Their conduct is chronically dangerous, indeed, suicidal, the drive towards ending their lives being intense and ever-present.

From the psychodynamic viewpoint, the death drive can be understood as a way of validating the absence of existence and the inner meaning with which they live. Their behaviour can be extremely unpredictable and impulsive, being accompanied by severance from people and

dissociation to the point of identity disorder. In many cases one encounters significant early trauma, mostly sexual, in childhood. Most sufferers report negligence and mental or sexual abuse in their early years; indeed, their personality develops against a traumatic and unstable background. Their attachment figures were alternately affectionate and hurtful, exploitative or abusive (Franzi, 1933). Such patients grow up with a "language confusion", finding it difficult to understand when others love them and when they exploit them for their own ends. They carry this behavioural pattern with them into future relationships. Thus, every contact they make is tinged with extreme intensity at first, but with hope advancing to suspicion and ultimately to injury to themselves. This haphazard pattern is re-enacted with respect to their bodies as well. Their bodies are attractive and repulsive at the same time: their attractiveness serves as a means to establish contact; their repulsiveness is a means of defence against the hurt that is inherent in every relationship.

Dissociation develops among girls in this group at an early age, constituting a mechanism for severance based on trauma and injury. The young girl learns to affect a split between her bodily sensations and her emotional experiences. Subsequently, the severance mechanism leads to a condition in which pain is represented differently in the mind. These patients are able to hurt themselves cruelly at times, without feeling pain or distress: there are times when pain and distress even bring them relief. As part of the eating disorder, these patients make their digestive system available to them in a reality that is painful to unbearable.

They experience vomiting, diarrhoea, fasts and dizziness without these phenomena causing them any particular disturbance, the mental pain being vastly greater than the physical discomfort. As stated, patients in this group tend towards self-infliction, practising this both by slashing the skin and pursuing idiosyncratic eating patterns. They will try to push their body to its ultimate limit, since it is only there that they will experience something meaningful apart from mere existence. Alongside subsistence, threats of suicide are part of their arsenal, aimed at arousing concern among the people around them with respect to their health. Their indulgence in self-infliction is also oriented to obtaining a sense of existence.

Within this internal chaos and the unconsolidated experience of self, the eating disorder serves as an organizational anchor with respect to the personality. The symptoms serve as steadying defence mechanisms, for they involve behaviour that one can identify with, alongside clear desires that are articulated. Patients from this group find it difficult to accept the presence of benevolent others and therefore feel unloved. When a patient from this group expresses her wish to die, her immediate surroundings are distraught. Stating a desire to be slim, on the other hand, is less rattling to others, who find this fact easier to swallow.

An eating disorder in this group serves, in effect, only as a smokescreen for the death urge. Underlying the disorder is emptiness, a sense of nonexistence, which the disorder validates and to which it provides a concrete answer. Deep within their souls there is profound depression, together with a vast void. They seek to eat nothing, but the unsteady condition that typifies them makes it difficult for them to persevere and they often succumb. The experience of fullness becomes invasive, akin to a foreign object penetrating their body and assuming control over them (Coleman & Caswell, 2020).

Dissociation takes place at times in the therapeutic relationship as well, so that it is experienced as psycho-aggressive, as though the therapist and patient are strangers to each other. The

patient's relationship with the therapist is always extremely ambivalent and fraught with suspicion. Interpretations are swept aside, often out of hand and belligerently. Any breakdown in empathy on the part of the therapist could lead to threats of suicide by the patient. Displays of neediness are extremely common, while the thirst for dependency is also very strong. Further, because of the ambivalence and suspiciousness on the part of the patients, it is very difficult to meet their needs. The ambivalent relationships that typify the girls in this group reflect the patterns of interaction that governed their early childhood – girls who so wanted love and did not know when they would find it, if at all (Herpertz-Dahlmann, 2015).

Persevering with therapy in this group is agonizingly difficult, for both therapist and patient. The patients test the limits of therapy and stretch them to the extent that the therapist is forced to abandon treatment. These patients are known in the field of eating disorders as being chronic examples, with a condition that is severe and prolonged. They find it very difficult to heal or even improve, in contrast to the neurotic group or even the psychotic group, who succeed in achieving remission for extended periods of time.

Therapy is long and intense, and makes an attempt at holding the areas of early depression and the accompanying experience of emptiness. Nevertheless, the symptoms continue to endanger the patients, and they need occasional hospitalization, strict behavioural therapy, and even forced feeding. Most of the patients in this group will drop out without completing their therapy. For them, forced feeding is experienced as a re-enactment of the rape and abuse they suffered in childhood. Their prognosis is not at all optimistic (Gur, 2015).

CLINICAL IMPLICATIONS – NEUROTIC LEVEL OF PERSONALITY ORGANIZATION

In the neurotic level of personality organization, there usually is an ability to cope with deeper emotional stresses. These patients have ego strength, control of their impulses, ability to manage interpersonal relationships and intact reality judgment. Nevertheless, their defenses might on occasion acquire a symptomatic form and appearance alongside their maladaptive functioning. Because their reality testing is preserved, these patients understand the physical physiological and emotional threats inherent to eating disorders. This understanding and their inability to accept the knowledge that acquiring the “perfect body” entails a threat to the self and severe injury to the body and mind, arouses both anxiety and considerable conflict. The latter comprises, on the one hand the drive to be thin which is equivalent to being beautiful, while on the other hand the wish to remain healthy and without damaging their physiological well-being.

It is possible, already during the initial intake, to identify the level of neurotic conflicts associated with the eating disturbances. In this group, it is appropriate to provide psycho-educational explanation regarding the dangers to cardiac health, fertility, and the skeletal and bone structure. In response to such information and explanations we frequently encounter denial in these patients regarding their physical condition, but mostly the most prevalent response is depression. This depression derives mainly from the need to apprehend and accept the absence of control over genetic, congenital factors regarding the structure of their bodies. They apparently never will be skinny! The eating disturbance then serves as a repudiation and denial of the acceptance of this fact. This arouses terror, and it then serves as a defense against depression.

In therapy, to guard themselves from the negative influences of anorexia, the patient belonging to this group will need to accept themselves, even though they do not meet their extreme aspirations and criteria of being thin, skinny, and hence successful, beautiful and deserving of

admiration. It is necessary to teach them via the therapy, to distinguish and separate between the terms thin and the term ideal. It is also worthwhile to practice much compassion towards herself. The treatment in this group will focus frequently on self-acceptance and acceptance of whom the patient currently is, strengthening their self-confidence and social self-confidence and defining their personal values. This will enhance and enable coping with their acceptance and forgoing of being thin and ideal.

In the early stages of the initial treatment, it appears in general, that patients stubbornly attempt to avoid the depressive position that derives from the dialectic understanding that the skinny and thin body structure is not that of their own! It will never be both thin and healthy! These patients initially report in treatment on the tremendous difficulty that they encounter when increasing their weight. They tend to isolate themselves in their homes or cloak themselves with large baggy clothes in their attempts to hide their bodies. But because of the higher level of their personality organization, and their strengths, they generally succeed in employing their resources: Both their ego strengths and their cognitive abilities.

We should expect that patients in this group will experience depressive episodes and that they will learn to accept them as part of the spectrum of human experience. They should be enabled to mourn the loss of the aspired for, idealized, perfectly looking body rather than a good, adequate, and worthy one.

We may add that most of these patients, in their treatments, cooperate and collaborate with an empathic approach to their difficulties and depression and their prognosis is relatively good. Implications: Patients with eating disturbances having a background psychotic level of personality organization.

CLINICAL IMPLICATIONS -PSYCHOTIC LEVEL OF PERSONALITY ORGANIZATION

According to Kernberg's conceptualization, people having a psychotic level of personality organization, tend to employ denial and idealization as defense mechanisms. In this group there is a serious difficulty in establishing an integration between the various parts of the personality. Their attempts to contain powerful intense emotional content, manifests frequently in behavior that manifests concretely. Consequently, there are understandably, implications concerning reality testing and or their ability to distinguish between themselves and representations of other human objects.

Patients with an eating disturbance and a psychotic background, will be attached to their symptoms together with the loss of their capacity for reality testing. The eating disturbance in this group is often accompanied by significant comorbid psychiatric illness, and at times, after recovery or remission from the eating disorder, the psychosis manifests.

The basis for the disturbance in this group is existential annihilation anxiety, while facing loss of control or uncertainty. The basic experience of these patient is the terror they experience towards eating, and any change in their established eating pattern may lead to overall mental decompensation.

Consequently, treatment that includes a nutritional program, may create a situation of adherence to "correct" eating nutritional behavior, but this will be accompanied by unbearable rigidity. These kinds of patients may decompensate mentally if for example an item they are used to

routinely eating, is absent e.g., cheese, from their breakfast. They are unable to tolerate an alternative or replacement.

In such a situation, an acute anxiety attack may be triggered, and it may include ideas of reference in which the patient experiences her world as coming apart. In such situations, instead of the original symptoms, other symptoms will manifest, reflecting the need for anchoring via rigid control over other templates. The internal conflict regarding control may be described as a conflict that focuses around a "foreign self" (Rosso & Fonagy). This concerns part-objects that were internalized into the system of memories and beliefs that the person has, concerning himself. These are part-objects that "speak to him" from inside. These patients will not necessarily report hearing sounds from the outside but will report on "many voices" from within that command them "not to eat" or to eat only in a certain way. These voices threaten them, and sometimes command them to injure themselves. The voices admonish, humiliate, and threaten that if they are not obeyed by the patients, they will be hurt even more.

From a dynamic viewpoint, the eating disturbance in this group appears with the background of a symbiosis and difficulty to attain separation in relationships. The patient reports on occasion of a difficulty to distinguish and separate between their own thoughts and those of others. The rigid behavioral mechanism can be understood as an attempt to attain separateness and control of the world, emanating from a chaotic experience of the self being overpowered by external forces. But the powerful anxiety that accompanies this experience acts on the symbiotic environment of the patient and forces the figures in the environment to surrender to the rigid demands of the disturbance. This may be illustrated by the need to purchase products from a particular company or to store the food only in one way and no other.

Therapists treating such patients with psychotic backgrounds, will frequently find themselves affected and experiencing anxiety that was projected onto and into them as they are invaded by the anxieties of the patients, and this evolves with a back and forth. Not infrequently we will witness how the patient's anxieties pervade and overtake their homes, because any minor digression from the strict rules, leads to anxiety attacks and rage. Sometimes the patient will request to define her home as a "sterile space", in which only she is permitted to enter and to prepare her meals. We found that these patients who make these requests, wish will all their hearts to separate themselves from parental symbiotic figures but find themselves nevertheless in a deep and severe symbiosis with the members of their home. This symbiosis is accompanied mostly by mutual severe hostility.

Treating a patient with an eating disorder, and a background personality with a psychotic organization, is exhausting and particularly difficult as it is confusing and intractable. The patient's difficulty to collaborate and cooperate is challenging. The resistance to any change is strong and may lead to suicidality. The experience of the self is so undermined that there is a sense that they are held together by "external scaffolding". The defenses are most rigid and there is a sense that all might collapse if the patient forgoes them.

In these cases, hospitalization may alleviate the severe internal conflicts. "Someone else decides for me and I am relieved of the responsibility".

In treatment, we will try to help the patient to strengthen her healthy attributes, to identify the internal voices, to build more flexible and adaptive defense mechanisms. A central therapeutic

aim will be the externalization of the threatening voices, which entails attaining understanding that they are the voices expressed by someone from the patient's past that have been internalized as if they are the current voice of the therapist. We will try to help the patient understand that the voice is not speaking rationally, with logic and consequently it is pointless to argue with it. We will talk about how the voices repeat themselves endlessly, that they do not transform for the better, and that it is up to her choice if to obey them or not. In such a treatment we will be aided by cognitive and behavioral elements in a way similar to the treatment of OCD. The working assumption is that the patient needs to learn to reduce their anxiety of becoming anxious, which is created by their compulsive behavior associated with eating. Reduction of the volume of threatening, irrational thoughts, deficient of logic, helps the patients to develop a capacity to think more rationally and weaken the "monster of thoughts" that is fed by the compulsive behavior.

CLINICAL IMPLICATIONS: BORDERLINE PERSONALITY ORGANIZATION

The group that has Borderline Personality Organization is also characterized with defense mechanisms that are considered "primitive". The most prominent of them are splitting and disassociation. The ego strength of patients of this group are not sufficiently stable and will manifest variably in various life situations. Reality testing is mostly intact while it is vulnerable in situations wherein integration of the self is necessary, or in tense situations that involve interpersonal relationships. Consequently, attempts to establish relationships with these patients is likely to lead to stormy behavioral responses. Very often in such groups the difficulty becomes apparent that patients encounter difficulty in distinguishing where they end and where the other begins. They also have difficulty in identifying whether a mental behavioral pattern of behavior is theirs or whether it is that of another person. Questions of "whom am I really?" frequently arise.

In eating disorders with a background of borderline personality disorder, reality testing is unstable. Consequently, their insight and self-awareness regarding their dire states of health, are fluid. A patient at this level is aware that the disturbance is a threat to their life and potentially fatal, but the denial of this understanding towards themselves, enables them more easily to disregard the danger. The laws of physics and biology are not valid for them. Frequent vomiting, high dosages of a diarrhetic, will not damage their "invincible" bodies. They display almost no fear of any bodily damage. They deny death or alternately accept it with open arms. Some even report that death is a reasonable solution for them. In this way, their behavior becomes chronically dangerous and suicidal, and the death instinct is prominent and very powerful.

From a dynamic viewpoint their suicidal tendencies are understandable as manifestations of the experience of a lack of meaningful existence and internal significance, in the light of which they live.

The behavior of this group of patients tends to be impulsive and unpredictable. Sometimes their behavior will be accompanied by absences and disassociations to the extent of appearing to be a dissociative identity disturbance. In the background of these patients, we often discover significant early trauma. On occasion this involves a background of sexual trauma and sometimes abuse or severe neglect. Attachment figures of these patients were alternately good and bad, on the one hand supportive, loving and soothing while on the other hand, abusive and exploitative. In Ferenczi's terms (1933) these patients development contained a background "confusion of tongues". They could never determine whether the other was loving or exploitative. This early pattern of attachment accompanied them in their future relationships. In this manner all

experiences of relationships were colored with powerful intensities of hope, suspicion and finally inevitable injury and exploitation.

This same confusing pattern is reactivated in these patients, in relation to their own bodies. Their bodies are supposed to be both seductive and repulsive: Seduction is perceived as a means of creating relationships and repulsion is a defense mechanism, protecting them from certain injury within the relationship. As part of the disassociation in the personality, there can be an almost complete separation between the wish to live and the wish to die. Between the intense hate towards the body and sexuality and the need to externalize sexuality and to be aided by it.

The dissociation develops at an early age and appears as a defense mechanism of disconnection consequent to trauma and severe injury. The patient as a child learnt to disconnect their bodily sensations from their emotional experiences. Only the mental dissociation from the physical pain enabled them to survive the abuse and the pain. These patients are thus able to survive cruel pain and especially without feeling any anguish from the pain.

As part of the eating disturbance, they inflict extreme pain on their digestive systems. This pain would be intolerable to anyone else not having their disturbance. They are also able to tolerate fasting and dizziness or chronic pain without this being particularly disturbing to them. Their mental-emotional pain is much greater than their physical pain, and the latter becomes unfelt.

Patients in this group lead themselves repeatedly to the edge. They succeed in manipulating their environment to receive acknowledgment of their existence and they sometimes injure themselves secretly, for years, to attain some degree and sense of feeling.

Within the internal chaos, with the crumbling experience of self, the eating disturbance creates an anchor that organizes their personality. The symptoms of the disturbance serve as a stabilizing defense mechanism. This is so, since they comprise behavior that can be adhered to and in their experiences that transform from unformulated to formulated experiences.

For example: A patient experiencing emptiness is unable to love or be loved, imagines that they will be loved more if they are thin. But, more than once during treatment it transpires paradoxically, that the need to be acknowledged as an individual who is worthy, loved and appreciated, is a bottomless pit. The patient has difficulty in containing love and acceptance and has a general difficulty in acknowledging the presence of a benevolent other towards her. The trauma seared inside her makes her suspicious towards the other and even aggressive, both towards the other and towards herself. Because of the difficulty to separate between herself and the injury, she identifies with the aggressive parts and injures herself systematically and permanently.

This patient's wish to die is considered strange and unacceptable to her environment, though her wish to be thin sometimes appears as an attempt to integrate socially. In this manner, the eating disturbance camouflages her impulse to die.

From the outset, in the initial intake meeting, it is possible to identify their deep depression and the terrifying emptiness that pervades their beings. Their ambition is usually to be a perfect anorectic, such as those who eat nothing! But their mental instability makes it difficult for them to persist in this way. Quite often, the strong need to feel something and to fill themselves will

lead them to attacks of bulimia, in attempts to fill the intolerable emptiness. But since they do not really succeed in feeling full, the feelings of fullness from the self-engorgement becomes an invasive experience, as if something foreign invaded and seized control of their bodies. Hence, the uncontrolled need to vomit out the "foreign invader". After the vomiting, the emptiness provides some temporary alleviation and then once again turns into an intolerable emptiness once again and the process repeats itself.

In Treatment

Because of the characteristic dissociation in the therapeutic relationships with patients of this group, we will sometimes feel as if we are working with different figures in the same person, alternately conciliatory and then aggressive. Pursuing love and attacking it in parallel. These patients' relationships with the therapist are typically strongly ambivalent. The relationships are similar to the early ambivalent attachment relationships. The child that so much wanted love and security, but never knew or knows whether she will receive them or that she will experience rejection and abuse.

Holding and managing such treatments are challenging both for the therapist and for the patients. Frequently patients test the limits and stretch them to the extent that they are uncontainable and so patients are ejected and leave the treatment. The treatment frequently feels as if it is an inevitable inescapable picture of the future that recurs endlessly without any possibility of stopping or eluding it. Repetition and recapitulation of the aggressive past relationships encumbers attempts to create trust towards any therapist or any kind of treatment.

Patients of this group are known in the world of eating disturbances as chronic patients whose illness is difficult and long-term. They have difficulty in recovering and even improving for short periods. In contrast, patients with a neurotic personality organization and even psychotic personality organization may have long remissions. Consequently, a long-term treatment is required that enables patients to continue to hold on to their eating disturbances and thereby prevent a decompensation of their defenses and consequent psychotic episodes. The treatment must provide the patient with containment of their depression. The early areas of emptiness may eventually undergo development of the personality and acquire some emotional alleviation.

That withstanding, in eating disturbances of this severity the symptoms continue to threaten the lives of the patients and the anxiety for the lives of these patients spreads to the treatment and colors it. It must be remembered that for some of these patients, forced feeding comprises a repetition of the experiences of rape that they experienced in the past and consequently the treatment itself is experienced as traumatic.

Consequently, the treatment of this group is very challenging for the therapist. It is difficult to contain simultaneously the threat to their lives because of the continued symptomology together with the knowledge that they should maintain their defense mechanisms, thereby avoiding a breakdown into possible psychosis. This therapeutic situation often creates an impossible situation for the therapist.

DISCUSSION AND CONCLUSIONS

Any treatment of an eating disorder must be suited specifically to the patient. There is no one-size-fits-all solution to the various types of disorders (Safer, Telch, & Chen, 2009). This article

seeks to extend the scope of observation of the disorder and proposes that maximum attention be paid to the personality organization of the patient.

Information on the patient's personality and mode of development can shed light on her condition, enabling prediction of her prognosis and the degree of cooperation that can be expected of her.

Patients with neurotic personality organization can also be helped with therapy that is not geared specifically to them, thanks to their relative resilience in responding to treatment. However, patients with borderline or psychotic personality organization, whose reality testing is not sound, will require more specific therapy as they have great difficulty in cooperating with the therapist as a result of their overwhelming anxiety.

As described herein, an eating disorder based on psychotic personality organization constitutes a defence mechanism in the face of a breakdown, focusing the distorted thought processes and reality testing on a specific organizational framework that comprises control over eating habits and bodily needs. In contrast, those with borderline personality organization tend to adopt the eating disorder symptoms for the purpose of organizing their personality, typified by a feeling of emptiness and an absence of meaning. In such cases the symptoms contribute to feelings of significance and belonging, quickly becoming a "safe haven" for the patient. In contrast, any other contact will be experienced as temporary, involving feelings of impending abandonment. Therefore, this group generally requires prolonged therapy in which demands are made of the therapist himself by way of survival in the face of thoughts of constant abandonment during the therapeutic sessions. Therapy in the case of this group is invariably complex.

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The Dynamics of Motivation, Satisfaction, Commitment, and Performance in Contemporary Workplaces

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Abstract:

In recent years, the organizational landscape has witnessed significant changes, influencing the dynamics of motivation, job satisfaction, commitment, and performance among employees. The purpose of this study was to find the impact of motivation, commitment, and satisfaction, on performance. The study was conducted at a town hall and employed a quantitative method by a structured questionnaire to collect the data. Our findings reveal a positive and significant impact of job satisfaction on public workers' performance and that motivation and commitment strongly influence satisfaction. Furthermore, older workers, married, those with permanent contracts, lower occupational categories, individuals with lower educational qualifications, and those with longer tenure tend to report higher levels of job satisfaction.

Keywords: Motivation, Satisfaction, Commitment, Performance

INTRODUCTION

The relationship between motivation, satisfaction, commitment, and performance has long been of interest to scholars and practitioners in organizational psychology and management.

Recent studies have explored the complex interplay between motivation, satisfaction, commitment, and performance. For instance, Zhao et al. (2023) conducted a longitudinal study examining how changes in motivation and satisfaction over time influence employee commitment and subsequent performance outcomes. Their findings suggest that sustained levels of intrinsic motivation and job satisfaction are positively associated with long-term commitment and performance.

Despite significant advancements, there are several challenges and gaps in the literature. One key challenge is the need for studies to assess the long-term impact of motivation, satisfaction, and commitment on performance. Additionally, there is a need for more research exploring the role of emerging organizational structures, such as remote work arrangements, on employee motivation, satisfaction, and performance. Studies on public workers performance have been done in various perspectives (Chong & Cozzubo, 2017; Palma, Hinna, & Mangia, 2017; Shim & Faerman, 2015). In the competitive world of business, it is companies that can produce quality goods and services that can enter the global market.

The leader must know the organizational system applied in the company by paying attention to good motivation and job satisfaction so that employees feel satisfied at work and can improve employee performance in the company (Banks et al., 2022).

Nawaz et al. (2019) argue that performance is the result of work in quality and quantity achieved by employees in carrying out their duties according to the responsibilities given to them. Good performance is influenced by job satisfaction obtained in the company. In other words, a quality company is a company that has a good quality of work life and can prosper employees to produce qualified and competent employees. Companies not only expect employees to be capable, and skilled, but most importantly they are willing to work hard and are willing to achieve maximum performance results (Searle et al., 2021).

The purpose of this study is to investigate the dynamics between motivation, satisfaction, commitment, and performance.

LITERATURE REVIEW

Motivation

Motivation remains a central concept in understanding employee behavior and performance. Recent research by Grant (2018) emphasizes the importance of intrinsic motivation, highlighting its role in fostering creativity and engagement among employees. Additionally, Ryan and Deci (2019) propose the Self-Determination Theory, which suggests that intrinsic motivation is crucial for sustained performance and well-being in the workplace.

For instance, studies by Smith and Brown (2020) highlight the growing importance of intrinsic motivators, emphasizing the need for a sense of purpose and autonomy. Additionally, recent meta-analyses by Johnson et al. (2021) delve into the role of technology-driven motivational tools and their impact on employee engagement.

Scholars have explored new dimensions of motivation, emphasizing the significance of intrinsic factors (Ryan et al., 2020; Vu et al., 2022) suggesting a growing recognition of the impact of employee motivation on productivity and job satisfaction in the modern workplace.

Nguyen and Bui (2020) explain that motivation is the driving force that causes a member of the organization to be willing to do a responsible activity and fulfill his obligations

It is believed that the behaviour that helps the firm to be successful is most likely to happen when the employees are well-motivated and feel committed to the organization, and when the job gives them a high level of satisfaction (Paais & Pattiruhu, 2020).

Motivation theories have been examined for decades. These theories can be implemented in the company's human resource policies to get the best out of the employees (Ali, 2021). If the worker feels motivated, then they will find satisfaction in their work and will work with more enthusiasm. Some studies report a positive correlation between motivation and satisfaction (Smith & Johnson, 2018; Garcia & Martinez, 2020; Li & Wang, 2019).

Satisfaction

Job satisfaction is defined as a pleasant state or positive emotion resulting from assessing a person's work or work experience. Job satisfaction results from employees' perceptions of how well their work provides what is seen as important. Job satisfaction and dissatisfaction will affect productivity, absence, and quitting intention and the impact on work performance. Job satisfaction according to (Jones, & Johnston, 2021) is a person's perspective, both positive and negative, about his work.

Job satisfaction is a critical component of employee well-being and organizational effectiveness. Studies by Judge et al. (2020) suggest that job satisfaction is positively associated with employee retention and performance. Moreover, recent research by Wang and Hsieh (2021) explores the role of work-life balance in enhancing overall job satisfaction and its subsequent impact on performance.

Anderson and Williams (2021) emphasize the influence of remote work arrangements on job satisfaction, exploring the challenges and benefits of this trend. Furthermore, the study by Garcia et al. (2024) highlights the impact of workplace inclusivity initiatives on overall employee satisfaction.

Other recent studies reveal a shifting focus on understanding job satisfaction, incorporating elements such as work-life balance, organizational culture, and employee well-being (Scientist et al., 2019; Scholar, 2021). This evolving perspective highlights the complex interplay between satisfaction and other organizational factors. Studies on the effect of job satisfaction on performance can be explained through empirical studies stating that job satisfaction has a significant influence on employee performance including research conducted by Joo et al. (2021), Zheng et al. (2021), and Wan and Zhu (2022).

Satisfied workers show generally higher job performance over time than do unsatisfied workers and job performance is, in turn, a significant contributor to an employee's satisfaction with the job (Diab & Pinnington, 2021; Sowmya et al., 2020; Christian et al., 2020; Gubler et al., 2020; Ali et al., 2020). One who feels satisfied on the job is likely to increase their effort to reach better work achievements.

From the organization's point of view, good job satisfaction can lead to better performance of the workers which affects the results of the company (Smith et al., 2020). The importance of studying worker satisfaction in the organizational context is attributed to its positive correlation with job performance, which leads to organizational performance (Smith et al., 2021; Garcia & Nguyen, 2022; Johnson & Smith, 2024; Patel & Brown, 2023).

Commitment

Organizational commitment refers to an employee's psychological attachment to the organization and its goals. Meyer and Herscovitch (2019) propose the Three-Component Model of Commitment, which includes affective, continuance, and normative commitment. Recent studies by Meyer et al. (2022) highlight the importance of fostering affective commitment through organizational support and leadership practices to enhance employee performance and retention.

Organizational commitment remains a vital aspect of employee engagement and performance. Research by Roberts and Lee (2019) identifies a shift towards a more dynamic understanding of commitment, considering the impact of gig economy structures. Moreover, the study by Chen and Zang (2022) delves into the role of leadership styles in fostering organizational commitment in the modern workplace.

Organizational commitment, a key determinant of employee behavior, has seen changes. Research by Expert et al. (2020) and Academic (2023) points towards an increased emphasis on

psychological ownership and the alignment of individual values with organizational goals, influencing overall commitment levels.

Organizational commitment can be defined as a belief and acceptance of the organization's goals and values. A willingness to use earnest efforts for the organization's benefit, and a desire to maintain membership in the organization (Asgari et al., 2019). Organizational commitment and job satisfaction are two things that are often taken into consideration when reviewing the turnover of workers. If workers are highly committed to the company they work for, their efforts to achieve the company's goals and values will be reinforced, and their performance will be higher (Meynhard et al., 2020). Some empirical studies suggest that organizational commitment affects satisfaction (Karem et al., 2019; Hidayah et al., 2018; Jawaad et al., 2019).

Performance

Employee performance is a multifaceted construct influenced by motivation, satisfaction, and commitment. Recent research by Luthans et al. (2020) emphasizes the role of positive psychological capital in driving individual and team performance. Furthermore, studies by Podsakoff et al. (2021) highlight the importance of transformational leadership in enhancing employee performance through increased motivation and commitment.

Recent literature on individual and organizational performance provides insights into evolving metrics and determinants. The research by Taylor and Clark (2020) explores the influence of remote work on performance outcomes, while the study by Wang and Hsieh (2021) investigates the role of continuous learning and skill development in enhancing employee performance in the digital age.

Performance metrics in the contemporary workplace have expanded beyond traditional measures. Studies by Leader et al. (2019) and Analyst (2021) indicate a paradigm shift towards evaluating performance through holistic criteria, including innovation, collaboration, and adaptability.

Integration of Factors

Researchers are increasingly recognizing the interconnected nature of motivation, satisfaction, commitment, and performance (Investigator et al., 2022; Specialist, 2023). Integrative models propose a more holistic understanding, emphasizing the dynamic and reciprocal relationships between these variables.

Synthesizing these dimensions, recent studies by Martin and Johnson (2022) propose an integrated framework that considers the reciprocal relationships between motivation, satisfaction, commitment, and performance. This holistic perspective acknowledges the complexity of the modern work environment and emphasizes the need for a comprehensive approach to managing human resources.

Advancements in research methodologies have contributed to a deeper understanding of these relationships. Studies by Scholarly et al. (2020) and Practitioner (2022) illustrate the use of mixed-methods approaches, combining surveys, interviews, and objective performance metrics for a more comprehensive analysis.

METHODOLOGY

This study aims to understand the contribution of the variables Motivation, Satisfaction, and Commitment to the Performance of the institutions. To support our findings, we inquire about the workers of a City Hall (CMOA) in Portugal with 760 workers.

A sample was chosen by randomly selecting the workers of CMOA, to whom a questionnaire was applied. The reliability of these dimensions was calculated using Cronbach's Alpha.

An online questionnaire with closed questions was used, to collect data, supported by hypotheses, and later computerized and statistical treatment of the data obtained. To guarantee the validity of the questionnaire, a pre-test was carried out on a group of 10 workers and asked for feedback on the coherence and global comprehension, to make the necessary adjustments.

The questionnaire was structured in two parts. In the first part, data were collected on the respondents, i.e., the characteristics of the sample, gender, age, marital status, dependents number, literary qualifications, tenure in CMOA, link to the Institution and professional category

In the second part, data were collected on the perception that the respondents had about the four dimensions, materialized on a Likert scale with levels from 1 to 5, in which 1 represented "not at all" and 5 "very much".

To improve the management of performance item responses were classified as green if their average >4 , yellow if it is $3 \leq \text{average} \leq 4$, and red if their average <3 . Items classified as red need special action measures and immediate intervention to be improved. Yellow items need attention to improve to green. Green items need to be stimulated to be maintained and improved. Stepwise regression analysis was used to assess related items to the red items such that interventions to increase their average may be more effective.

A conceptual research model, presented in Figure 1, was used to test the impact of the dimensions on the performance.

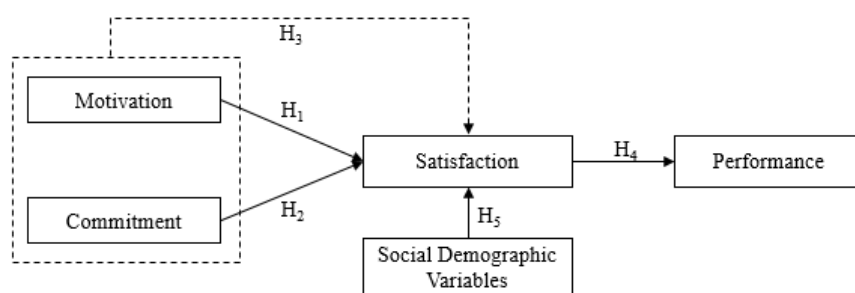


Figure 1: Conceptual research model

To assess group average differences of the contextual variables related to performance we used one-way ANOVA, the Mann-Whitney U test, and the Kruskal-Wallis non-parametric, followed by multiple comparisons of the order means with ANOVA Tukey, as described by Maroco (2021) and tested the following hypothesis:

- (H₁): The Motivation dimension positively influences the Satisfaction of CMOA workers.
- (H₂): The Commitment dimension positively influences the Satisfaction of CMOA workers.

- (H₃): The dimensions of Motivation and Commitment positively influence the Satisfaction of CMOA workers.
- (H₄): The Satisfaction dimension has a positive effect on the Performance of CMOA workers.
- (H₅): There are significant differences between the sociodemographic variables: gender, age, marital status, number of dependents, educational qualifications, years of service, employment, and professional category, and the dimension Satisfaction of CMOA workers.

Collected 166 valid questionnaires. In determining the sample size, we had a significance level of 5% and a sampling error of 4.82%.

All statistical work was performed on IBM SPSS software (v29 - SPSS Inc Chicago, IL) and Excel (Microsoft Office 2019, Microsoft Corporation).

ANALYSIS AND DISCUSSION OF THE RESULTS

The majority of respondents are male (63.3%), aged between 37-47 years (37.9%), married (60.2%), with 1 or 2 dependants (65.7%), with an open-ended employment contract (83.7%), with the professional category of senior technician or technical assistant (68.1%), with educational qualifications below secondary education (56.6%) and have been with the CMOA for more than 6 years (80.7%) (Table 1).

Table 1: Sociodemographic Profile of Respondents

Category	Items	Frequency	(%)
Gender	Male	105	63.25
	Female	61	36.75
Age (years)	≤25	1	0.60
	26-36	35	21.08
	37-47	63	37.95
	48-58	53	31.93
	≥59	14	8.43
Marital Status	Single	17	10.24
	De Facto Union	26	15.66
	Married	100	60.24
	Divorced	20	12.05
	Other	3	1.81
Number Children	None	45	27.11
	1	53	31.93
	2	56	33.73
	≥3	12	7.23
Employee Contract	Certain Term	9	5.42
	Uncertain Term	17	10.24
	No Term	139	83.73
	Provision of Service	0	0.00
	Internship	0	0.00
	Other	1	0.60
Professional Category	Senior Technician	54	32.53
	Technical Assistant	59	35.54
	Operational Assistant	41	24.70

	Other	12	7.23
Educational Level	1st Cycle	23	13.86
	2nd Cycle	18	10.84
	Secondary	53	31.93
	Bachelor	3	1.81
	Graduate	55	33.13
	Master	13	7.83
	PhD	1	0.00
	Other	23	0.60
Tenure	≤5	20	12.05
	6-15	50	30.12
	16-25	48	28.92
	26-35	36	21.69
	≥36	12	7.23

Table 2 presents the data collected on the perception that the respondents had about the four dimensions.

Table 2: Dimensions

Variables	Mean	Standard Deviation
Motivation	3.13	0.659
• I identify with the roles I perform	3.78	0.771
• My job is stable and secure	4.36	0.661
• I have a good relationship with my colleagues and bosses	3.96	0.866
• They provide me with opportunities to develop skills and acquire new knowledge	2.90	1.001
• My work is valued and respected	2.86	1.050
• My salary meets my needs	2.31	0.866
• I am duly rewarded for my performance	2.11	0.884
• I can participate in decision-making processes. whether through suggestions. ideas. or criticism	2.72	1.060
Commitment	3.54	0.669
• I feel happy and fulfilled for my work	4.42	0.715
• Working hours "go by fast". I don't notice time passing	3.22	0.949
• Every day I feel energetic and eager to go to work	3.80	0.757
• I defend and support the public entity to which I belong	3.98	0.687
• I intend to remain in this organization until the end of my career	3.83	0.927
• When difficulties arise, I don't give up easily	2.92	0.934
• I'm proud of my work	2.11	0.954
• I feel integrated into the organization	3.93	0.912
Satisfaction	2.99	0.680
• My work is interesting and challenging	3.33	0.882
• I work in an environment where cooperation mutual help and team spirit prevail	3.73	0.975
• The duties I perform are suited to my skills and knowledge	3.57	0.923
• I have all the necessary equipment and tools for my work	2.99	1.006
• As I perform my tasks, I get feedback (information) about their performance	2.83	0.976

• Career progression takes place fairly and according to one's knowledge and performance	2.04	0.914
• I have the necessary autonomy over my work	3.04	1.023
• My remuneration is appropriate to the duties I perform	2.42	0.998
Performance	3.52	0.554
• I am assiduous and punctual	4.42	0.715
• The amount of work I am given is appropriate to my working period	3.22	0.949
• I always understand the tasks that are proposed to me and how they should be carried out	3.80	0.757
• My work meets the quality that the entity requires	3.98	0.687
• I always meet the deadlines set for the completion of tasks	3.83	0.927
• My objectives within the institution have been set clearly and accurately	2.92	0.934
• There is equal treatment in performance appraisal	2.11	0.954
• I strive to achieve better results	3.93	0.912

Of the thirty-two items used in the questionnaire only 9.37% were classified as green. so, they need to be stimulated to be sustained and improved. On the other hand. 50.00% have a yellow rating which indicates that these items need special care to improve and evolve to a green rating. Thirteen items (40.63%) were classified as red so they need specific action measures and direct intervention to be improved.

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is 0.911 and Cronbach's α is 0.951 being that all dimensions are superior to 0.771 (Table 3) meaning that the questionnaire's reliability and validity were deemed effective (Parsian & Dunning, 2009).

Table 3: Reliability Statistics

Dimension	Number of Items	KMO	Bartlett Test (Significance)	Cronbach Alfa
Motivation	8	0.876	609.767 ($p=0.000$)	0.874
Satisfaction	8	0.843	517.354 ($p=0.000$)	0.857
Commitment	8	0.848	609.140 ($p=0.000$)	0.867
Performance	8	0.771	397.825 ($p=0.000$)	0.798
Questionnaire	32	0.911	3476.707 ($p=0.000$)	0.951

Table 4 shows Spearman's correlation between the dimensions. There was a strong positive and statistically significant correlation ($p \leq 0.01$) between all dimensions which indicates that all of them are related.

Table 4: Pearson Correlation Matrix of the four Dimensions

	1	2	3	4
1. Motivation	1			
2. Satisfaction	.892**	1		
3. Commitment	.854**	.854**	1	
4. Performance	.608**	.600**	.634**	1

**[Correlations are significant at the 0.01 level (2-tailed test)]

The dimension Motivation has a significant positive statistical effect ($p \leq 0.001$) on the dimension Satisfaction (Table 5) so hypothesis H_1 is supported. The $R^2=0.795$ means that the Motivation Dimension explains 79.5% of the variation in the Satisfaction Dimension.

Table 5: Linear Regression Model – Motivation versus Satisfaction

Predictor variable	B	SE	Beta	t	Sig	Hypothesis	Remarks
Intercept	0.113	0.117		0.968	0.335	-	-
Motivation	0.921	0.037	0.892	25.236	0.000	H ₁	Supported

R=0.892; R²=0.795; Adjusted R²=0.794; t=25.236 (p<0.001)

These results are in line with Cong and Van (2013) who found that motivation can be a fundamental critical means of shaping job satisfaction and influencing worker performance. Haerani et al. (2020) also state that motivation is a mental condition that encourages a person to achieve peak performance and satisfaction. Smith and Johnson (2021), Brown and Garcia (2022), and Patel and Nguyen (2023) report that motivation is seen as an outlet to improve professional performance and employee satisfaction contributing to higher productivity in the organization.

The dimension Commitment has a significant positive statistical effect ($p \leq 0.001$) on the dimension Satisfaction (Table 6) so hypothesis H₂ is supported. The R²=0.795 means that the Motivation Dimension explains 79.5% of the variation in the Satisfaction Dimension.

Table 6: Linear Regression Model – Commitment versus Satisfaction

Predictor variable	B	SE	Beta	t	Sig	Hypothesis	Remarks
Intercept	-0.079	0.149		-0.531	0.596	-	-
Motivation	0.869	0.041	0.854	21.001	0.000	H ₂	Supported

R=0.854; R²=0.729; Adjusted R²=0.727; t=21.01 (p<0.001)

These results are in line with other authors (Meng & Berger, 2019; Smith et al., 2020; Susanti et al., 2019). To test the H₃ hypothesis, the Multiple Linear Regression Model (Table 7) was used. The R²=0.827 means that 82.7% of the change in the dependent variable Satisfaction can be explained by the two independent variables namely Motivation and Commitment. The F value is equal to 389.041 ($p < 0.001$) which shows that the Multiple Linear Regression is significant and that at least one of the two independent variables has a significant relationship with the variable Satisfaction. Both variables ($p = 0.000$) contribute to the explanation of the variable Satisfaction. so, hypothesis H₃ is supported although the dimension Motivation ($\beta = 0.601$) is the variable that most strongly predicts the dependent variable Satisfaction.

Table 7: Multiple Linear Regression Model

Predictor variable	B	SE	Beta	t	Sig	Hypothesis	Remarks
Intercept	-0.174	0.120		-1.454	0.148	-	-
Motivation	0.620	0.065	0.601	9.596	0.000	H ₃	Supported
Commitment	0.347	0.064	0.341	5.451	0.000	H ₃	Supported

R=0.909; R²=0.827; Adjusted R²=0.825; F=389.041 (p<0.001)

The dimension Satisfaction has a significant positive statistical effect ($p \leq 0.001$) on the dimension Performance (Table 8) so hypothesis H₄ is supported. The R²=0.489 means that the Satisfaction Dimension explains 48.9% of the variation in the Performance Dimension.

Table 8: Linear Regression Model – Satisfaction versus Performance

Predictor variable	B	SE	Beta	t	Sig	Hypothesis	Remarks
Intercept	2.062	0.156		13.202	0.000	-	-
Satisfaction	0.489	0.051	0.600	9.608	0.000	H ₄	Supported

R=0.600; R²=0.360; Adjusted R²=0.356; t=9.608 (p<0.001)

In summary, there is a statistically significant positive relationship between the Job Satisfaction dimension and the CMOA employee performance dimension. In other words, in general, more satisfied workers perform better (Smith et al., 2020). These results are also in line with studies by other authors (Judge & Kammeyer-Mueller, 2020; Bowling et al., 2021; Boamah et al., 2017). To improve the performance of CMOA we tried to find significant differences in the sociodemographic factors (gender, age, marital status, number of dependents, employee contract, professional category, educational level, and tenure) related to the dimension of Satisfaction. The Kolmogorov-Smirnov test ($p < 0.05$) shows that the dimension Satisfaction is not normally distributed (Table 9) so we used the nonparametric tests to assess the differences.

Table 9: Test of Normality - Satisfaction

Variable	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Satisfaction	0.129	166	0.000*
a. Lilliefors Significance Correction			
* This is a lower bound in the true significance			

To test the differences in Satisfaction caused by the sociodemographic profiles (Hypothesis H₅) we used the non-parametric tests U de Mann-Whitney and Kruskal-Wallis.

Gender

The *Mann-Whitney U* test showed that gender does not have a statistically significant difference in worker satisfaction ($U=3107$, $p=0.749$) and the factor of Gender. The satisfaction mean for men (2.98) is very similar to the mean for women (3.00). These results don't agree with Judge and Watanabe (2018), Zou (2018), and Roche (2019) who says women are more satisfied with their jobs than men. Ferreira (2015) suggests the possibility that women have lower expectations when compared to men and consequently, they are easier to achieve and increase the level of satisfaction in the work.

Age

The *Kruskal-Wallis* χ^2 test showed that age has a statistically significant difference in worker satisfaction ($\chi^2=34.143$, $p=0.000$). The Anova Tukey test ($p \leq 0.05$) showed that workers with an age equal to or more than 48 years are more satisfied with the work. Their classification lies in yellow and the other scallion lies in red classification).

Marital Status

The *Kruskal-Wallis* χ^2 test showed that marital status has a statistically significant difference in worker satisfaction ($\chi^2=22.508$, $p=0.000$). The Anova Tukey test ($p \leq 0.05$) showed that the workers who are married and divorced lie in the yellow classification and the others in the red classification.

Number of Children

The *Kruskal-Wallis* χ^2 test showed that the number of children doesn't have a significant difference in worker satisfaction ($\chi^2=2.389$, $p=0.496$).

Employee Contract

The *Kruskal-Wallis* χ^2 test showed that the employee contract has a significant difference in worker satisfaction ($\chi^2=9.062$, $p=0.028$). The Anova Tukey test ($p \leq 0.05$) showed that the workers

with Uncertain Term contracts are less satisfied (classification in red against yellow classification for the other categories).

Professional Category

The *Kruskal-Wallis* χ^2 test showed that the employee contract has a significant difference in worker satisfaction ($\chi^2=22.293, p=0.000$). The Anova Tukey test ($p\leq 0.05$) showed that the workers with inferior categories are more satisfied (classification lies in yellow and the others categories in red).

Educational Level

The *Kruskal-Wallis* χ^2 test showed that the educational level has a significant difference in Worker Satisfaction ($\chi^2=28.424, p=0.000$). The Anova Tukey test showed that the workers with a high educational level are less satisfied (classification lies in red and the others in yellow).

Tenure

The *Kruskal-Wallis* χ^2 test showed that tenure has a significant difference in Worker Satisfaction ($\chi^2=36.924, p=0.000$). The Anova Tukey test showed that workers with a tenure equal to or more than 26 years are more satisfied with the work (yellow classification against red classification).

CONCLUSION

Despite significant progress challenges persist in comprehensively understanding and managing the dimensions of motivation, satisfaction, commitment, and performance. It is vital for institutions, public or private, to adapt organizational practices to the changing dynamics of the modern workplace.

This study in the CMOA organization helps managers and practitioners understand how these dimensions can impact work performance. The study also explores the implications of sociodemographic profiles on worker satisfaction.

Our findings suggest that several significant relationships exist within our study:

- There is a positive and statistically significant relationship between the Motivation dimension, which alone accounts for 79.5% of the variation in the Satisfaction dimension.
- Similarly, there is a positive and statistically significant relationship between the Commitment dimension, which alone explains 72.9% of the Satisfaction dimension.
- When considering both the Motivation and Commitment dimensions together, they collectively account for 82.7% of the variation in the Satisfaction dimension.
- Furthermore, our analysis reveals that the Satisfaction dimension explains 36% of the variation in the Performance dimension.

Additionally, our study identifies certain demographic factors associated with job satisfaction: older workers, married individuals, those with permanent contracts, lower occupational categories, individuals with lower educational qualifications, and those with longer tenure tend to report higher levels of job satisfaction.

Overall, these findings underscore the importance of motivation and commitment in fostering job satisfaction, as well as the influence of satisfied workers on organizational performance. Despite progress challenges on this topic future research should include longitudinal studies to better understand how factors evolve and their long-term effects.

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Anita Desai's *Fasting, Feasting* as a Direct Threat to the Indian Sub-continental Patriarchal Societal Structures: A Feminist Exploration

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Abstract:

A close and attentive perusal of the works by Anita Desai, one of the renowned India-born Diasporas, will show that the novelist has expressed her long-smothered outburst for the autonomy of the female of the society she lives in. And with a view to reaching her goal, she has sarcastically criticized the social norms, values, superstitious principles laid down on the females by the male members of the society. In her famous novel *Fasting, Feasting*, Uma—the protagonist—is treated as a maid servant of the family of which she is a member. She is forbidden to carry on her studies after her only brother 'Arun' – the so-called light (prodigal) of the family— is born, asked to provide her mother with all types of aids she needs to bring up the child (the son). Anamika, another female character who gets a scholarship to pursue her study at Oxford University, is not allowed to go for higher study; rather she is forced to get married with an elderly man. She was indescribably persecuted by her husband and mother-in-law, and compelled to go for hysterectomy. Finally, Anamika is burned alive but nobody knows the reason. So, the condition of women of the society Anita Desai lives in is so deplorable that it surpasses the condition of women of the Dark Age just before the advent of Prophet Mohammed (peace be upon him). Thus, the present study, besides spotlighting on how Anita Desai has delineated all these incidents picturesquely in her novel, will also show how the novelist has sarcastically denounced the patriarchal societal structures and threatened them. The research has been carried out from feminist point of view. Both primary as well as secondary sources have been explored in order to give this work a complete shape.

Keywords: autonomy, feminism, male-chauvinism, misogyny, patriarchy, threat

INTRODUCTION

Thousands of works related to criticisms on Anita Desai's literary pieces are there, but her novels have hardly been criticised from the point of view the present research article has been thought to design. Desai is no doubt a feminist, and most of her works have been analysed based on pure feminism. But there is hardly any critical work where she has been shown as a sarcastic writer who has been trying to correct the social vices and follies through laughter and ridicule. That the feminists have been fighting for gender equality for ages needs no telling. 'Feminism is an umbrella term for a number of cultural phenomena related to the ever-deteriorating situation of women under the patriarchal status quo. The term was coined in 1837 by the utopian philosopher and radical socialist Charles Fourier (1772–1837) as a reaction to the organized forms of activism for supporting women's suffrage.' (Malinowska 1-7) Though the ways the feminists have dealt with the issues differ from writer to writer, their main goal is identical i.e., to establish equality between men and women. Mary Wollstonecraft struggled for the emancipation and freedom of the women of Europe, Begum Rokeya brought about revolution for the women of the East and West Bengal, Jeremy Bentham wrote for the autonomy of women in England. (Haque 15-42)

Customarily, the writers like Anita Desai, Kamala Markandaya, Ruth Praver Jhabvala, Nayantara Sahgal, Shashi Desh Pande, Shobha De, Arundhuti Roy and Suguna Iyer are seen to struggle for the rights of women in the Indian Subcontinent. Anita Desai is the first Indian English woman novelist who has raised the issue of feminism through her novels, particularly *Fasting, Feasting*. In this novel, she has picturesquely delineated how brutally and deplorably the women of the society she lives in are treated. Through different characters like Mama Papa, Uma, Anika, Aruna etc., the novelist has pointed out how the second sex (females) of the society bear with indescribable sufferings, pangs, pains, plights, and predicaments practiced on them by the male members. After perusing this novel, it becomes crystal clear to the readers that this work is a direct threat to the Indian sub-continental patriarchal societal structures.

Women are an integral part of human civilization. No society or country can ever progress without an active participation of women in its general development. Although the place of women in society has differed from culture to culture and from age to age, yet one fact common to almost all societies is that woman has never been considered equal to man. Her status largely depends on the simple biological fact that she is the bearer of children whose care is her responsibility. Thus, her sphere is usually restricted to the familial roles.

Since time immemorial woman has been the victim of male domination and oppression, and treated like a beast of burden and an object for pleasure. Man has always looked down upon woman as the weaker sex. The religions of the world have given sanction to the female's subjugation to the male. (Prasad 08) Anita Desai is one of those writers who have used their pens to write down how the society treats the women.

THEORETICAL FRAMEWORK

With a view to justifying the title, the paper has been designed to be investigated from a feminist point of view. Feminism is nothing but the name of a movement which actually started in order to ensure the rights of women. The history of modern western feminism is divided into five waves and each is described as dealing with different aspects of the same feminist issues. The first wave refers to the movement of the 19th through early 20th centuries, which dealt mainly with suffrage, working conditions, and educational rights for women. The second wave (1960s-1980s) dealt with the inequality of laws and the role of women in society. The third, fourth, and fifth waves (late 1980s-early 2000s) are both a continuation of the second wave and a response to the perceived failures. (Haque 15) But notwithstanding, women are hardly given what they deserve. Consequently, the writers of the Indian subcontinent especially the social reformers and the feminists like Anita Desai are writing their works to point out feminist issues. Accordingly, the present researcher thinks that the novel *Fasting, Feasting* picturesquely reflects the condition of the women of Indian subcontinent.

HOW FASTING, FEASTING IS A DIRECT THREAT

A critic who has fascination for modernism will try to find its characteristics even in the works of Anglo Saxon period. Similarly, a lover of romanticism will find romantic elements in the literary works of neo-classical period. Thus, it will not be an exaggeration to think that a particular writer puts emphasis on a particular direction at the time of writing his literary piece, but even a single reader finds different characteristics of different literary aspects in the same work. So, that many critics or readers find various traits in the works of the same writer is very general. Now accordingly, most of the Desai's works deal with the complexities of the modern Indian culture from the feminine perspectives. Many of her novels reveal woman's strife to maintain self-identity

as an individual woman. Her novels revolve around the working of the mind of her women protagonists. (Patel v-vii) Sometimes, it seems that she has struggled for the women autonomy through her works; sometimes the readers find that her novels directly let the readers know how the women suffer from psycho-traumatic panic; some of her works are a complete reflection of the male-chauvinistic Indian society. But that most of the critics agree to the idea that the novels of Anita Desai are the outcome of her outburst for long smothered wail of lacerated psyche is almost found out by the readers. Thus, through her novel *Fasting,Feasting*, she seems to threaten the patriarchal societal structures of the society she is a member of.

Fasting, Feasting, a notable literary work of Anita Desai, expatiates how the male members of a family dominate the female members in almost all aspects of life. It will not, I think, be an overstatement to opine that here in this novel the family of Uma represents a whole country or a sub-continent or even the whole world where the people like MamaPapa, Uma, Arun, Anamika, Baku uncle, Lily Aunty, husband and mother-in-law of Anamika represent both the male as well as female members. Using these characters as her mouthpiece, Desai seems to have left no stone unturned to show how the females are cruelly, pitilessly, viciously, unkindly, ruthlessly, mercilessly and brutally treated and how they are deprived of what they deserve. The novelist seems to interweave the daily incidents practiced by the males and females of a society sarcastically. Since she has sarcasm to delineate the happenings, it can unquestionably be stated that her delineation is a direct threat to the malpractices done on the females by the males of her society. Now, let's peruse some events from the novel to find out how this famous work is a direct threat to the misogynistic practices of male-dominated society.

WOMEN ARE DEGRADED AND REGARDED AS THE SECOND SEX IN THE SOCIETY

Anita Desai is recognized as the first Indian author writing in English who addresses feminist themes seriously, focusing on the condition of women in India. Unlike Nayantara Sahgal and Kamala Markandeya, for example, who respond primarily to the external social and political circumstances of their female characters, Desai concentrates on the exploration of the psychological condition of the oppressed heroines who, at first, are entirely passive. *Fasting, feasting* (2000), so far Desai's latest novel, is, above all, a work whose main concern is the condition of women in India and is related to women in general. (Volna 1-11)

Uma, the protagonist of the novel, is the eldest child of the MamaPapa family, but she is treated as a maid servant which we can see with the gradual development of the novel. As a school going student, Uma may have some desires to enjoy her time with her friends, and this is general with every child of the world. It is seen in the novel that Uma goes outside in a fair with her parents. She feels like enjoying the taste of some food items which are generally available in such occasions. She once expresses her desire to eat them, but Mama and Papa were in a hurry to leave so that Uma does not have opportunity to even look at the items of the food. As we see in the novel-

'He (Papa) does not stop to look at anyone, anything. Mama gives an annoyed little snort and tells Uma they will continue their walk by themselves and not try to keep up with Papa. Sedately, they circle the park, keeping to a path between the railing and the canna beds and pretending not to notice the peanut and ice-cream vendors thrusting their wares between the bars and calling to customers—Uma finds saliva gathering at the corners of her mouth at the smell of the spiced, roasted gram but decides to say nothing. Every now and then they catch sight of Papa—his

blinding white shorts and his sombre energy make him stand out in the desultory, disorderly crowds.' (Desai 12)

The above passage stated by Anita Desai in *Fasting, Feasting* reminds us Nietzsche's statement about the women: 'She is God's second mistake.' (Gupta6) That the novelist has described the state of the women of her society sarcastically is understood here clearly. It seems that the girls should not have any desire to enjoy foods outside home. How heartily Uma expected to eat at least some items of food from the fair is discerned from the word 'saliva' here. She could not help discharging her saliva out of her mouth. But still MamaPapa did not allow her to enjoy any item. They were running hurriedly to go out of the fair so that Uma does not have any opportunity to look at any food item well and expect to eat. It seems that the girls do not have any right to eat any food outside home especially in the male-chauvinistic society of the Indian sub-continent. They are side-lined in the society as they are 'girls.' This type of denunciation of the disgraceful condition of the women of the society by the writer indicates her sarcastic attitude. And it is known to all that the literati use sarcasm attacking the vices and follies of a particular society with a view to correcting them through laughter and ridicule. Thus, that Anita Desai has threatened the sub-continental patriarchal societal structure through her depiction can be easily discerned. With the gradual advancement of the novel, we see that the MamaPapa family is expecting the second baby of the family, and they were quite sure that this time they are going to be blessed with a baby boy. Accordingly, they fixed a name 'Arun.' They were in hope of congratulating the new member of the family since this time they are getting a boy who, as they thought, will be holding the lamp of the family. But 'unfortunately' Mama gave birth to a baby girl. After the baby is born, the family seems to be burdened with an unbearable burden. Anyway, they named the baby Aruna.

Thus, in the society where Anita Desai lives, the boy is supposed to be holding the lamp of the family. In comparison with a boy, a girl is not allowed to carry that imaginary lamp of a family since she is a girl. It seems that the society could be happy if it could get rid of the burden of the girls. Thus, the way Anita Desai criticises the male-chauvinism prevalent in the society refers to the idea that her work *Fasting, Feasting* is really a threat to the existing societal attitude towards women.

BOYS ARE REGARDED AS THE 'LAMP' FOR THE FAMILY

The family continues leading their life. Now they are waiting for the third baby to come, and they expected it would be a baby boy. Once in the novel, it is noticed that Mama 'fortunately' gives birth to a baby boy. So, the happiness in the family knows no bounds. All the members of the family as well as their relatives start expressing their enjoyment and elation through different gestures and activities. How the father, Papa, of the family expresses his happiness has been elucidated in the following lines:

'Arriving home, however, he sprang out of the car, raced into the house and shouted the news to whoever was there to hear. Servants, elderly relatives, all gathered at the door, and then saw the most astounding sight of their lives—Papa, in his elation, leaping over the three chairs in the hall, one after the other, like a boy playing leap-frog, his arms flung in the air and his hair flying. 'A boy!' he screamed, 'a bo-oy! Arun, Arun, at last!' It turned out that when a second daughter had been born, the name Arun had already been chosen in anticipation of a son. It had had to be changed, in disappointing, to Aruna.' (Desai 17)

Furthermore, Uma, the eldest daughter is now fixed for taking care of the 'lamp' of the family. Once she told her mother that she needs to do some work for her. Then her mother asked her to take care of the new baby 'boy' leaving all other things:

'I have to go and do my homework; she told her mother. 'I've got to get my sums done and then write the composition—

'Leave all that; Mama snapped at her. (Desai 18)

That Desai is quite sarcastic in her description becomes clear like broad-day light here. In this family, two babies were born before, but nobody is observed to be elated and delighted; rather they were totally unhappy. Thus it seems that when a baby 'boy' is born to a family, it brings happiness and elation to the family. On the other hand, a baby 'girl' is very unfornate as it brings pangs, pains and plights to the family.

UMA'S EDUCATION IS STOPPED

As a student, Uma was quite good. Her teachers are seen to praise her and certify her a dutiful and mindful learner. But her education is stopped after the birth of Arun. After the so-called 'lamp' of the family is born, Uma is asked not to carry on her studies any more. A reader's heart is touched in indescribable grief when Desai is noticed to say—

"Uma was at school beore any other time and everyday she searched for an excuse to stay on. School was not open long enough. There were the rest weekends when she was plucked back into the triviliaties of her home, which seemed a denial, a negation of life as it ought to be, sombre and splendid, and then the endless summer vacation when the heat reduced even that pointless existence to further vacuity. She prickled with impatience for the fifteenth of July when school would re-open and a new term begin. She hurried to buy the new books, gloated over their freshness, wrapped them in brown paper covers to keep them clean, eager for the day when they would be put to use.

True, there was one uncomfortable fact that could not be denied: in spite of her raging enthusiasm, she was an abject scholar. Why? It was so unfair. The nuns clucked and shook their heads and sent for Mama, wrote notes to Papa, and every year, after the exams, said sorrowfully that they would have to hold her back—she had managed to fail every single test: in English, Hindi, history, geography, arithmetic, drawing, and even domestic science! There was not a thing Uma put her hand to that did not turn failure. Uma rubbed and rubbed at her exercise books with an increasingly black and stumpy eraser, struggled to work out her sums, to remember dates, to spell 'Constantinople'; and over and over again she failed. Her record book was marked red for failure. The other girls, their own books marked healthily in green and blue for success and approval, looked at her with pity on the day the record book was handed out. She wept with shame and frustration. So now Mama was able to say, 'You know you failed your exams again. You're not being moved up. What's the use of going back to school? Stay at home and look after your baby brother.' Then, seeing Uma's hands shake as she tried to continue with folding the nappies, she seemed to feel a little pity. 'What is the use of going back to school if you keep failing, Uma?' she asked in a reasonable tone. 'You will be happier at home. You won't need to do any lessons. You are a big girl now. We are trying to arrange a marriage for you. Not now, she added, seeing the panic on Uma's face. 'But soon. Till then, you can help me look after Arun. And learn to

run the house. She reached out her hand to catch Uma's. 'I need your help, beti,' she coaxed, her voice sweet with pleading.

Uma wrenched her hand free." (Desai 21-22)

The above delineation of how Uma is asked not to continue her studies anymore and look after the newly born son is really heart-touching. This is not MamaPapa who asks her not to go to school anymore, rather it is the society that does not allow any girl to be educated. The girls are instructed to stay under the four walls. Anita Desai observes this situation with her own eyes, and thus she has cynically attacked this objectionable practice of the society with a view to correcting them.

WOMEN ARE NOT EVEN SAFE IN THEIR HUSBAND'S HOUSE

Moreover, Anamika is the beautiful, graceful, intelligent daughter of Lily Aunty and Bakul Uncle, niece to MamaPapa and cousin to Uma. Kind and sweet, Anamika is the family's favorite girl, and as children, Uma and Aruna fight for her affections. An excellent student, Anamika wins a scholarship to Oxford, but her parents don't even consider allowing her to go. When the girls reach adolescence, marriage proposals abound for Anamika. Looking for a man who matches Anamika's accomplishments, Lily Aunt and Bakul Uncle marry her off to a rich, educated man from another town. The marriage proves tragic for Anamika, whose husband and mother-in-law treat her like a household servant, beating her on a regular basis. She becomes infertile from beatings, and after twenty-five years of marriage is found burned to death on her porch. The novel never reveals whether Anamika's death was suicide or murder. Desai is seen to relate—

"Anamika had been beaten, Anamika was beaten regularly by her mother-in-law while her husband stood by and approved- or, at least, did not object. Anamika spent her entire time in the kitchen, cooking for his family which was large so that meals were eaten in shifts—first the men, then the children, finally the women. She herself ate the remains in the pots before scouring them (or did Uma and Aruna imagine this last detail?). If the pots were not properly scoured, so they heard, her mother-in-law threw them on the ground and made her do them all over again.

When Anamika was not scrubbing or cooking, she was in her mother-in-law's room, either massaging that lady's feet or folding and tidying her clothes. She never went out of the house except to the temple with other women. Anamika had never once been out alone with her husband. Aruna wondered what she did with all the fine clothes and jewelry she had been given at her wedding. Then the news came that Anamika had had to go to the hospital. She had had a miscarriage at home, it was said, after a beating. It was said she could not bear more children. Now Anamika was flawed, she was damaged goods. She was no longer perfect. Would she be sent back to her family? Everyone waited to hear." (Desai 72) How beautifully and picturesquely Anita Desai has depicted the painful picture of the females of the society she lives in! Any reader after reading the above passages won't but shed tears. What are really happening and how the women are being tortured in our society have been reflected here. It seems that Desai has observed the social picture and drawn pictures on the pages of the books. That many of the girls are beaten in the house of their husband in our sub-continent is known to all. Anita Desai has condemned these derelictions and malpractices in her novel *Fasting, Feasting*. This kind of bold and brave picturization of how the women are indescribably being persecuted and mistreated and how they are being bereft of what they deserve is really very rare in the writings of her contemporaries. Thus, Dr. Shubha Mukherjee is observed to state:

"Anita Desai, a name that suggests uniqueness and individuality, power and potentiality, has throughout expressed herself in various ways to voice the tribulations and catastrophes faced by women in particular throughout the world."
(Mukharjee 51-59)

CONCLUSION

Now in the concluding part, it can be stated that every writer has some motives that they want to deliver to the readers of their writings. Anita Desai is no way an exception. Like most other writers of the world, she seems to be exploring the minds of females of her society to know how they feel, how they lead their life, and how they gather experiences at the time of living in this material universe. The novelist in *Fasting, Feasting* has disparaged and reprimanded how the male members of the society she lives in treat the females quite brutally, cruelly, viciously and savagely. That Anita Desai has very sarcastically attacked the vices and follies of her society with a view to correcting them is discerned from the discussion above. Therefore, it also becomes clear that Desai undoubtedly falls under the category of those writers who delve into the galaxy of feminism in order to expose how the Beauvoirian Second Sex (females) are bereft of what they deserve in the society. Thus, it seems that this novel is a direct threat to the Indian sub-continental patriarchal societal structures that have been prevalent for ages.

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