

EJAHSS

EUROPEAN JOURNAL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

ISSN 3041-1262
VOL.2, NO.2
2025

XXXXXX
XXXXXX
XXXXXX
XXXXXX
XXXXXX

XXXXX
XXXXX
XXXXX
XXXXX

XX

XXXXX
XXXXX
XXXXX

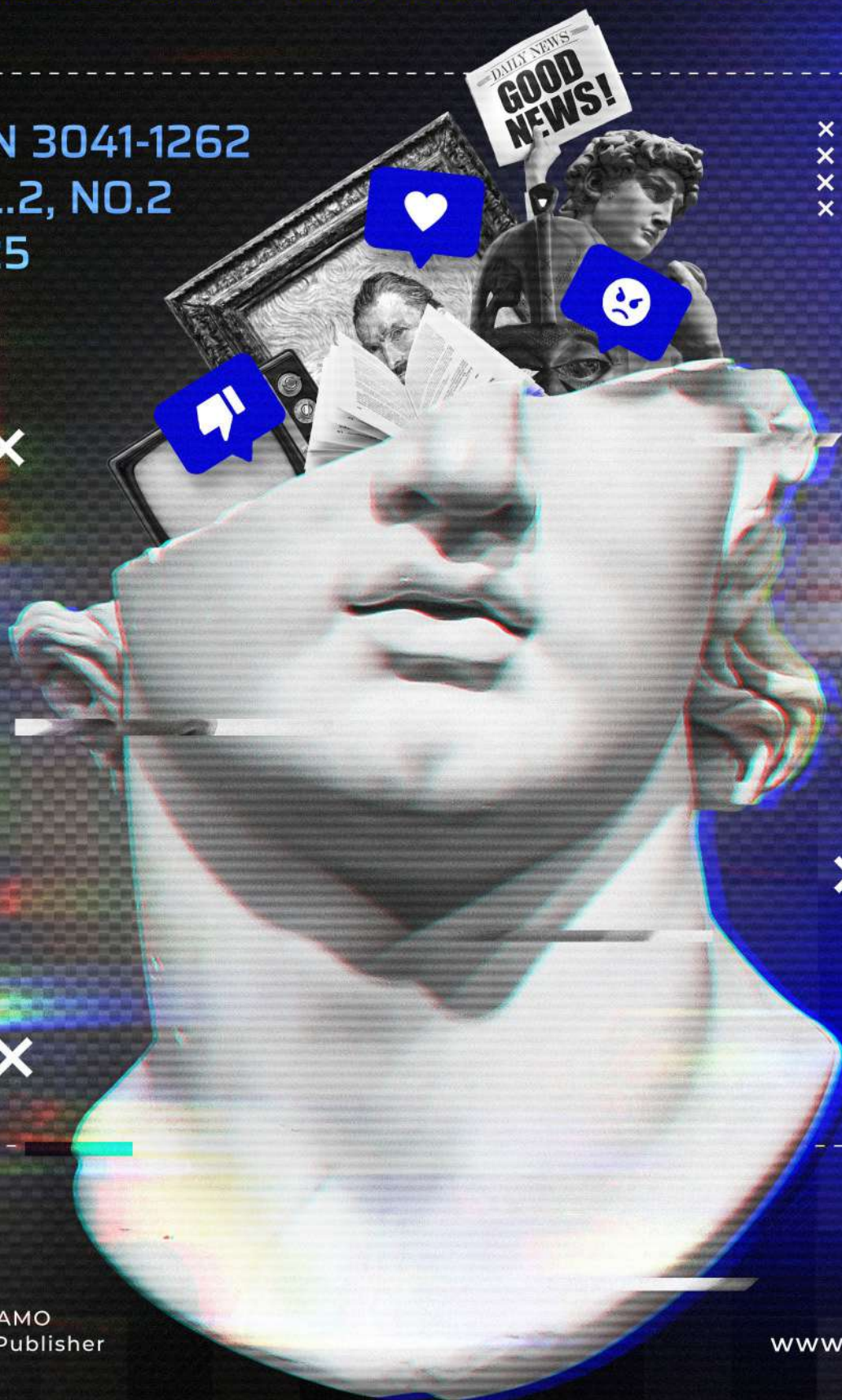
XX

XXXXX
XXXXX
XXXXX
XXXXX



AMO
Publisher

www.ejahss.com



ISSN (online) 3041-1262

Founder and Publisher



www.amopublisher.com

Editor-in-Chief:

Maryna O. Aleksandrenko, Kyiv National University
of Culture and Arts, Kyiv, Ukraine

Editorial Board:

Ademola Adegoroye, University of Fairfax, Salem
Virginia, USA

Manuel Macías Borrego, Autonomous University
of Madrid; Camilo Jose Cela University, Spain

Albrecht Classen, University of Arizona, Tucson, USA

Sanya Kenaphoom, Rajabhat Mahasarakham University,
Thailand

Fida Mohammad, State University of New York,
Oneonta, USA

Rohana Seneviratne, University of Peradeniya,
Sri Lanka

Eriona Çela, University of New York Tirana, Albania

Georgios Xanthakis, School of Business, Aegean
University, Chios, Greece

Ana Pedro, University of Aveiro, Aveiro, Portugal

The European Journal of Arts, Humanities and
Social Sciences is licensed by Creative Commons
Attribution International CC-BY:

<https://creativecommons.org/licenses/by/4.0>



The European Journal of Arts, Humanities and
Social Sciences provides immediate open access to all
content



Dinh Tran Ngoc Huy, International University of
Japan, Japan

Bobur Sobirov, Tashkent State University of
Economics, Uzbekistan

Neil Bryan B. Booc, Holy Cross of Davao College;
Ateneo de Davao University, Philippines

Emine Öztürk, Department of Philosophy and
Religious Sciences, Kafkas University, Turkey

Jojames Arnaldo G. Gaddi, St. Paul University Surigao,
Surigao, Philippines

Sam Rany, National University of Battambang (NUBB),
Battambang, Cambodia

Manuel Iglesias Vázquez, Polytechnic University of
Madrid, Madrid, Spain

Oljana Hoxhaj, Faculty of Humanities and Law,
University "Ismael Qemali", Vlore, Albania

Didi Jubaidi, 17 August 1945 University, Indonesia

Belinda Halilaj, Department of Law, Faculty of
Humanities, University "Ismael Qemali", Vlore, Albania

Language Editor:

Svitlana Baranenko

Editorial Assistant:

Victoriia Lebedenko

Art Designer:

Inna Kharchenko

Anti-plagiarism Check Program



Digital Preservation Archive



Editorial Office Address:

20-b Diachenko Str., Kyiv, 02088, Ukraine

Email: editor@ejahss.com

Web: www.ejahss.com



The Dangers of Greed and Wealth: A Study of Luke 12:13-21

Paul Danbaki Jatau ✉

Catholic Institute of West Africa, Port Harcourt, Nigeria

Abstract

Jesus used different pedagogical methods in driving the Gospel message home to his listeners such as parables. Through these methods He wanted to modify human attitude towards wealth acquisition and management. Luke 12:13-21 addresses the problem of covetousness. It was told in response to the invitation of a younger brother for Christ to intervene in a family dispute over their inheritance. The particular dispute of these two brothers about the acquisition and management of wealth were of little concern to Christ in terms of his mission for humanity. Yet Christ through this parable provided principles that are very applicable to our contemporary society where the inordinate urge for wealth often leads people to engage in corrupt practices. This paper discusses the parable and draws contextual implications for Nigerian society.

Keywords: *parable, possession, wealth, money, corruption.*

Suggested citation: Jatau, P.D. (2025). The Dangers of Greed and Wealth: A Study of Luke 12:13-21. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 3-11. DOI: 10.59324/ejahss.2025.2(2).01

Introduction

Most biblical scholars consider the Gospel of Luke as “the most beautiful book in existence” (Martin, 1975) because, for one, its literary style is excellent. From his prologue, one can discern that he wrote his own version of the gospel very carefully, in an orderly fashion, and tried to be as accurate as possible. He chose his materials or sources very well and used them creatively to serve his intent. This is evident especially in the parables (Stagg, 1997). He made good use of parables to convey theology (Stagg, 1997). One of the theologies Luke emphasizes involves the Christian attitude towards wealth. Stein says, “No other books in the NT are as concerned about the Christian’s relationship to material possessions (Stein, 1992).” Not only in his gospel does Luke deal with this subject but also in Acts (see Acts 2:42-47; 4:32-5:11). Here, Luke portrays the positive results of generosity and seeking first the Kingdom of God: blessings for the individual and growth for the church (compare Joseph in Acts 4:36-37 and Ananias and Sapphira in 5:1-11; see also Acts 2:47; 6:7).

Luke 12:13-21 addresses the problem of covetousness. It was told in response to the invitation of a younger brother for Christ to intervene in a family dispute over their inheritance. The particular dispute of these two brothers about the acquisition and management of wealth were of little concern to Christ in terms of his mission for humanity. Jesus told the story to illustrate the point He made in verse 15: “Watch out! Be on your guard against all kinds of greed; a man’s life does not consist in the abundance of his possessions.”

The drive to possess everything, as demonstrated in this passage, is very noticeable in the quest for material possessions which dominates Nigerian society. This phenomenon is heightened by the assumption by many, that economic wealth is the answer to poverty and low self-esteem. For others, wealth is power and security. Therefore, the lust for wealth has led some to engage in many unwholesome practices and even the commercialization of religion and other corrupt practices such as, yahoo plus, ritual killings, kidnapping, prostitution, establishments of baby factories etc.



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

This article aims to study exegetically Luke 12:13-21 in order to understand the attitude of Jesus towards wealth acquisition and management in the context Nigeria. The work concludes by bringing out relevant lessons for Christians in Nigeria.

Historical and Cultural Details of Inheritance

In the ancient Mediterranean region, sibling rivalry was typical, and inheritance would not be an uncommon source of contention (Malina, & Rohrbaugh, 1992). The Jewish law on inheritance is laid out in the Torah in Deut 21:15-17 and Num 27:1- 11; 36:7-9. According to the Torah, the firstborn son of the family is entitled to a double portion of the inheritance. The rest of the sons are to divide the remainder among themselves. If the father has no sons, the inheritance shall go to the daughters, as in the case of the daughters of Zelophehad. The inheritance shall remain within the tribe of the family and must not be transferred from tribe to tribe. Thus, the daughters of Zelophehad, in order to retain their inheritance, had to marry within the tribe of Manasseh, the tribe to which their father belonged. Ancient Jewish custom also allowed inheritance to be distributed among the heirs even if the father were still living if a son demanded it - this was the case with the prodigal son (Malina, & Rohrbaugh, 1992). Apart from his request, Luke did not give any more details about the man. Was he duped out of his inheritance? Was his proper share not given to him? Or did he want more than what he received?

The man was not really out of order in bringing the problem to Jesus because it was common in that day for people to ask religious teachers or rabbis to settle their disputes (Barclay, 1975). The reason behind this is that the law of the land was embodied in the Torah, and since Israel was a theocracy, who was in a better position to settle disputes than the authorities on the Scriptures—the rabbis (Stacy, 1997)? And Jesus, having been recognized by this time in His ministry as a rabbi or one who spoke on the Scriptures with great authority (Luke 4:32, 36; Matt 7:29), was approached by the man with his family problem.

With this in mind, it is interesting to note that Jesus refused to help the man. Why did He object to being the arbitrator? Luke did not tell us the reason. One can only surmise. Probably, though Jesus was looked up to as a rabbi, He did not immediately assume that it was proper for Him to be a judge, not having been formally recognized by the religious hierarchy as a rabbi (Plummer, 1981); or perhaps because it was not part of His mission to try to change the structure of the civil laws of Israel as embodied in the Torah. He said He came to fulfil the Law, not to abolish it (Luke 24:44; Matt 5:17). Jesus also said that He came to seek and save the lost (Luke 19:10). He did not come simply to settle civil disputes; He had a much higher calling. As Stacy asserts,

The brother in Luke 12:13 is not a poor, disaffected person whose cause Jesus can step up to champion. The dispute is about money, not persons, and Jesus seems to have very little interest in money *per se*. Jesus' belief in the Kingdom of God and the radical reorientation of life it brings was so central to his teaching that he regards disputes over furniture and dishes and silverware as irrelevant (Stacy, 1997).

The Lord saw the man's real problem. "What this individual needed was not some casuistic legal ruling by a religious teacher but a basic understanding of how possessions relate to the purpose of life (Stein, 1992)." The Lord also saw the real motive of the man. He was consumed by greed. "Greed is to be rejected, for the meaning and purpose of life is not found in the accumulation of wealth and possessions (Stein, 1992)."

Nolland offers a very good insight on the reason why the Lord refused the man's request. He says it is most likely that Jesus turned down the man's appeal because he was usurping Jesus' authority for his personal gain. In other words, he was attempting to use the status and authority of Jesus to satisfy his covetousness (Nolland, 1989), the pronouncement in verse 15 confirms this. Malina and Rohrbaugh hold that behind this verse is "the traditional peasant assumption that greed is invariably the underlying motive of anyone able to gain a surplus (Malina, & Rohrbaugh, 1992)." This is due to the fact that in ancient Palestine, the people's idea of goods is that they are limited, and have already been distributed. Therefore, if one acquired more, it meant that someone's piece of the pie got smaller. The individual enjoyed a



surplus at someone else's expense; thus, he was not being fair. "An honorable man would thus be interested only in what was rightfully his and would have no desire to gain anything more, that is, to take what was another's (Malina, & Rohrbaugh, 1992)." That is why to be rich in those days said a lot more about one's morality than one's economic status. Commonly, people thought of the rich as greedy (Malina, & Rohrbaugh, 1992).

Luke 12:13-21 within Its Larger Context

Luke 12:13-21 belongs to the travel narratives (see Luke 9:51-19:27), a literary feature peculiar to the Third Gospel. Luke here records a great deal of material which is absent in Matthew and Mark. It is in this section that Luke demonstrates vividly Jesus' extensive use of parables to teach very important lessons relating to ethics and the kingdom motif. It is set as one of Jesus' discourses while traveling to Jerusalem. Now, this is not one of Jesus' trips to Jerusalem. This is the journey that will eventually lead Him to the cross. The events narrated here, scholars say, cover the last six months of Jesus' life before being crucified. Luke tells us that Jesus "sets his face" (9:51) towards Jerusalem. Jesus was resolved to fulfill His mission. Stacy describes the mood surrounding the events as "'crunch time,' with high anxiety all around (Stacy, 1997)." Much of the content of this document is unique to Luke and/or Matthew, also known as non-Markan material.

Martin regards this section of Luke's Gospel as the most important unit because it is here that the Gospel's distinctive features come out. This section is primarily didactic, "even the parables in this section have a didactic-paraeletic flavor (Martin, 1975)." Jesus addressed the parable primarily to His disciples (Luke 12:1) but also to the swelling crowd that was following Him. In the context of chapter 12, He was teaching them how a disciple should live in the Kingdom of God. Stacy divides the discourse into three areas: persecution (vv.1-12), possessions (vv. 13-34), and the parousia (vv.35-48) (Stacy, 1997). Jesus just came from a meal in a Pharisee's house and was proceeding on His journey, giving various warnings and encouragements to His disciples, when one from the crowd asked Him to settle an inheritance dispute between him and his brother. Jesus found the request a very good springboard to teach about the right attitude towards wealth or material possessions. He told them the story of the rich fool.

The Text of Luke 12:13-21

There are no significant textual issues in the text. Therefore, the work adopts the text as it is.

Literary Structure of Luke 12:13-21

- A. The request by the Aggrieved Brother (v.13)
- B. Jesus' Answer to the Aggrieved Brother (v.14)
- C. Jesus' Exhortation to the Crowd (vv.15-20)
 - 1. The Dangers of Greed (v.15)
 - 2. The Parable of the Rich Fool (vv.16-21)

Content Analysis of Luke 12:13-21

The above structure shows that the pericope deals with the uncertainty of human life and the transient nature of material possessions. Therefore, this article would exegetically analyse the text by faithful to the structure.

Verses 13: This verse links the pericope to the preceding discourse (vv.1-12), making it part of the larger context of chapter 12. In this verse, the imperative *eipen* is used for "tell". Therefore, the man is commanding Jesus to actually order his brother to divide the inheritance with him. He did not make a request that Jesus should act as a judge; he was giving a command to the Him. It was ironic because the fact that he approached Jesus with this issue tells the readers that in a way, he respected the authority of



Jesus. However, the way he spoke to Jesus was anything but respectful. In answering the man, Jesus uses the vocative of *anthrōpos* which is *anthrōpe*. According to Fitzmyer, “it is a rebuking term, implying aloofness (Fitzmyer, 1981).”

The ancient Jewish legal system left no doubt concerning the dividing of family inheritance. It provided for the first son to succeed the father as the head of the home and guaranteed him the inheritance of a double portion of his father’s estate, leaving the remaining son(s) to share the final one-third (Deut 21:17; 1 Chron 5:1-2) (Horn, 1979). Where there is no male family member, the family’s wealth passes on to the daughters on the condition that they marry within their tribe (Num 27:1-11; 36:6-9). The cause of the younger brother’s contention over family inheritance in the passage in question is not obvious. Some suggestions have been made in the quest to understand this situation. First, the elder brother might have taken beyond what the legal system authorizes. Second, the complainant might be challenging the law because he felt unprotected. Lastly, it is suggested that the elder brother might have desired a partnership in the management of the inheritance; an option unacceptable to the complainant. While the last option might have been unwelcome by the plaintiff, in the ancient world families could jointly hold their property and share its resources for business purposes (Bock, 1994). This, however, would still be at the supervision of the elder brother. Thus, the complaint of the youngest in this setting could have arisen from his protest against the elder brother’s legitimate share or his (the complainant) disapproval of the established legal rights governing the management of inheritance which may have left him with less than what he desired.

Verse 14: Jesus’ Response to the Complainant (the brother)

The aggrieved brother calls Jesus “rabbi,” a term used to refer to religious teachers who are supposed to have authority to teach and abdicate on ethical matters such as the one in question. This title is generously applied to Christ in the Gospels (see Matt 26:25; Mark 14:45; John 1:38, 49; 3:2, 26; 4:31; 6:25; 9:2; 11:8). The title was used for scholars and teachers of the law. It is assumed that their learning and knowledge of the Torah and their interpretation of the religious duties prescribed in it are infallible and thus unquestionable (Horn, 1979). During the time of Christ it was not unusual for these honored teachers to travel from one place to another, dispensing answers to social and ethical concerns. Therefore, it was with this notion that the aggrieved brother approached Christ with the request to intervene in his affairs. But the expectation of the aggrieved brother is dashed with Christ’s refusal to be drawn into this family affair.

Two principal reasons have been adduced for Jesus’ refusal to accede to this request. First, Barnes suggests that Christ’s refusal was because the primary purpose of His ministry was not to settle civil affairs which the laws of the land could resolve (Barnes, 1976). The second reason raised is the question of motivation of the younger brother who had asked Jesus to intervene in this family dispute. The mood of the expression—the imperative, which in this context could be seen as a command, may point to this. The phrase communicating his request in verse 13 could read, “Teacher, command my brother to divide the inheritance with me (Bock, 1994)” implies that this position from the perspective of the complainant, recognizes certain authority in Jesus which could enable Him to issue such a command. With this understanding, the request may not have been to arbitrate, but to advocate for the petitioner against his brother. Consequently, Jesus’ response was to distance Himself from trivialities inconsistent with His divine mission to save humanity from the very wantonness plaguing the complainant.

Verse 15: Jesus’ Teaching on the Ethics of wealth/Possessions

Verse 15 is the transitional statement of the parable. Many scholars believe that this passage was not really Jesus’ own statement, but was a Lukan addition (Nolland, 1989; Fitzmyer, 1981). Nevertheless, one can say that this is Jesus’ main point in the parable. Knowing the man’s real motive, Jesus warns the disciples and the multitudes against greed. He reinforces this by saying that it does not follow that if one has an abundance of goods, one’s life is secure, and that he or she will enjoy a meaningful and fulfilling life. The statement is very profound and it is quite difficult to understand at first. That is why the parable was given.



Caveat on the Dangers of Greed and Wealth

Rather than consenting to the request of the petitioner, Jesus takes advantage of the opportunity to warn of the dangers of greed or covetousness. But this time, He speaks to the crowd (*autous*, “them”) who is His first audience. In warning about greed, Jesus employs the Greek term *pleonexía*, a word which can be translated as “greediness”, “avarice”, “covetousness.” In a non-biblical sense, *pleonexía* could be used positively as in Epictetus 2, 10:9. In this context it could denote a desire for more knowledge or holiness. But it is suggested that its scriptural usage is always negative (Perry, 1975). Thus in the context of usage, *pleonexía*, could refer to the gross selfishness and inordinate desire to have more by denying others what is legitimately theirs. While Luke does not elucidate on this theme of greed—mentioning it only in 8:14 and 16:14, its dangers are frequently mentioned in other passages of the New Testament (Rom 1:29; 2 Cor 9:5; Col 3:5; Eph 4:19; 5:3; 2 Pet 2:3-14). Speaking of the possessive nature of greed, Plutarch observed that “greed never rests from the acquiring of more.” It drives its captives to an insatiable state where everything that matters is wealth, no matter how it comes (Johnson, 1991).

Next, Christ admonishes that life is not measured by possessions (v.15b). Certain difficulties attend the clear intention of Jesus in this part. Perhaps, it is because of this line that some have suggested Luke 12:13-15 is the work of an editor. But in our view this line is entirely appropriate, and there is no reason that it should be labeled secondary. The warning against covetousness provides the perfect backdrop for the parable.

The Greek word, *ζωή*, translated “life” in v. 15, could be symbolic and may thus mean “happiness,” or “quality of living.” It could also be taken literally as the “physical life.” If understood from the first two meanings (happiness and quality of life), Christ could here be saying: “Happiness in life is not determined by the amount of wealth one has at his possession, even if the quality of life might be enhanced by items of luxury and comfort.” On the other hand, if the “life” here is physical, he could be saying: “wealth does not guarantee the length of life; it cannot prolong it.” Earlier in His teachings on the Mount, Christ had stated that no person could lengthen his life by worries for wealth and the cares of life. In this vein therefore, the latter meaning of life as physical in v. 15, seems more consistent with the passage as is illustrated by the parable of the rich but foolish farmer who follows this warning.

Christ’s injunction elevates the meaning and value of life above riches and wealth. Security of life is not in amassing property. This was a radical challenge to the original hearers and also to contemporary society’s measure of success. The message is clear; possessions do not guarantee comfort and security, nor lengthen one’s life, thus, one is not to be obsessed by it.

The Parable of the Rich Fool (verses 16-21)

These introductory warnings concerning the dangers of greed prepare the stage for the parable of the rich but idiotic man told in verses 16-21. This parable is the fitting illustration of the statement of Christ in verse 15b about the uncertainty of human life and the transient nature of wealth. The parable does not suggest that the man had acquired the wealth illegally or coveted it. Yet it plainly shows that obsession with wealth, whether acquired genuinely or through dubious means, is a vain pursuit.

The man in question could have been a wealthy Jewish farmer who, beyond his careful planning and forecast, had excess returns in his harvest for the year in question. In such a situation he could be spared the worries of life (v. 19). In handling this abundance, his human wisdom was displayed in his decision to expand his barns to accommodate the bounty harvest. Being a farmer, the barns certainly would be for the storage of the grains, possibly wheat and barley, two very important grains in Palestine. This type of barn was “commonly made by the ancients, underground, where grain could be kept a long time more-safe (sic) from thieves and from vermin (Barnes, 1976).” In fact, no wise farmer or investor could think and do less than the man in this parable sought to do. Jesus had no query on the manner of the abundance, since there was no indication of Him being a stern farmer such as indicated in James 5:4.

What then was the basis of His rebuke as *aphrōn*—foolish or senseless (verse 20), a person “who rejects the knowledge and precepts of God as the basis for life.” Barclay offers a further insight thus:



There is no (other) parable which is so full of the words, I, me, my and mine....The rich fool was aggressively self-centered...When this man had superfluity of goods, the one thing that never entered his mind was to give any away. His whole attitude was the very reverse of Christianity. Instead of denying himself, he aggressively affirmed himself; Instead of finding his happiness in giving, he tried to conserve it by Keeping (Barclay, 1975).

Commenting further on the attitude of the rich fool, Geldenhuys also observes:

He considered that he had the full command over his life and over all his possessions and thus spoke about 'my barns, my fruits, my goods, and my soul' (vv. 18, 19). He did not regard the possessions as things lent to him by God's grace and to be used for his own pleasure and enjoyments (Geldenhuys, 1951).

In the light of the disposition of the rich fool, God addresses the man on his own pragmatic terms of not dealing with kingdom matters or life beyond the present realm, but on the question of mundane affairs—his possessions. Thus, he has to leave it all, possibly to an incompetent heir or to no one in particular (see Eccl 2:18-19).

Verse 21 is the application meant to strengthen the point Jesus made in verse 15. Indeed, if people will try to find life, hope and security in things or wealth, they will be disappointed. They will reap pain, suffering, and even destruction.

Finally, therefore Luke 12:13-21 leaves one with the following insights:

- i. Selfishness involves the urge to have more at the expense of what legitimately belongs to others and it brings dissatisfaction with what one has.
- ii. Greed is possessive and leads to destruction.
- iii. Obsession with wealth, whether acquired legitimately or otherwise is contrary to the God's will for humankind.
- iv. Happiness in life is not measured by the amount of a person's earthly possessions nor can an extension to a person's life be guaranteed by one's wealth.
- v. Life has to be lived in the light of eschatological realities, since whatever a person has on earth would be ultimately left following death.

Nigerian Society and Material Possessions

The quest for material possessions by most Christians in Nigeria is mostly motivated by fear and selfishness. Many Christians seek to accumulate wealth and possessions because they fear that they might not have enough to live on and to live comfortably till the end of their days. They are always fearful of suffering, hunger and the lack of comforts in life. So it is natural for them to grow their wealth and their assets so that they can provide for the needs of their family and loved ones, and especially in their old age.

The Nigerian society has been hyped with the quest for material possessions, thereby making so many to think that life consists in abundance of possessions. George Hubbard's perspective of the message of the Parable of the Rich Fool speaks powerfully. He asks this question: what made the rich man a fool in God's eyes? Or why did God call him a fool? If we look at him using today's modern standards, we could call him a practical man. After all, he worked hard; he did not gain his wealth through illegal or immoral means. In fact, his farm provided jobs for others. And he was wise to save for his future. Yet, he was a fool before God. This is because he wisely provides for his body but not for his soul. Hubbard puts it so simply yet effectively:

He was wise to secure himself against material want for the time which would probably be his. There was no folly in this. There was every probability that he would live for many years, and he was wise to prepare



for that. But while that was only a probability, there was the positive certainty that his soul would live through all eternity, and he was a thriftless fool to make no provision for that... Wise to foresee and supply the needs of the body; fool to imagine that the soul can be fed with corn and wheat (Hubbard, 1907).

The falsehood that security can be found in covetous wealth accumulation has led some Christians in public offices to engage in severe corrupt practices to amass for themselves a greater percentage of wealth. It is sad, however, that most of the perpetrators boldly defend their action and explain them away. At the same time, basic amenities such as water, light, good roads, affordable health care and other social benefits for the masses are conspicuously absent. The unequal distribution of wealth has left no less than seventy percent of the populace below the poverty line.

In the circumstances described above, one may ask: “what is the relevance of Luke 12:13-21 for Christians in Nigeria today?” One can say that that the text speaks to the individual wealthy Nigerian Christians whose manner of wealth acquisitions is questionable and whose security is wealth. Second, it speaks to the country of Nigeria collectively, which in the midst of abundant resources has a high level of its populace living in penury.

The Relevance of Luke 12:13-21 for Christians in Nigeria

In Nigeria today, it is very easy to get caught up in the race for more and more things. People think that there is life in the acquisition of wealth because it provides security, hope and fulfilment. But what is life? Is it the life here on earth or is it the life beyond? Jesus says eternal life is knowing God (John 10:10); security is in giving (Prov 11:24); and true hope and fulfilment are in God (Jer 17:7-8; Ps 146; 1 Chron 4:10; Eph 3:17-19). Jesus says, “If anyone would come after me, he must deny himself and take up his cross and follow me. For whoever wants to save his life will lose it, but whoever loses his life for me will find it. What will it profit a man if he gains the whole world, loses his life?” (see Matt 16:24-26; Mark 8:34-36; Luke 9:23-25).

Luke 12:13-21 does not suggest that possessions in themselves are evil. Rather the query is on the obsession for possessions and its management. Since possessions and wealth do not define the ultimate purpose of life now and even at the eschaton, Jesus admonishes that a person with eschatological orientation would moderate his quest for wealth and consider such bestowals as the beginning of responsibilities (Nolland, 1993) because even honest wealth requires faithful stewardship which includes being rich towards God and impacts on one’s view of eternal realities. Coming to terms with this fact can moderate the obsession to wealth acquisition and management by Christians in Nigeria. Consequently, this could engender generosity rather than self-centeredness--the challenge that the rich fool could not overcome.

This parable also teaches Christians in Nigeria about the function of wealth or possessions in our life: they are not only for us, not for our benefit alone; our wealth and possessions are meant for others as well (1 Chron 29:3-4; Matt 6:1-4; 19:21; Acts 2:45; 4:32-36; 11:29). We work hard not because we want to enrich ourselves with material things but to provide for the needs of those who depend on us: our families and loved ones; other people--the needy, the under-privileged, the disabled, and the poor in our society. God wills that we help these kinds of people with our resources, even financial resources (see Mark 10:17-31).

Jesus challenges Christians in Nigeria to have a heavenly perspective of life here on earth. Indeed, true disciples of Jesus Christ understand that the lives they live here have eternal repercussions. They do not live for this life only but also for the life beyond death, which is what really matters the most. They understand that they are just pilgrims here on earth. Their real home and treasures are in heaven not in this world.

Wealth does not guarantee the extension of life nor does its possession secure eternal life. For instance, the rich fool never imagined his life was coming to an end suddenly. Hence, death to him was not



imminent. But at the very moment of abundance when he concluded plans on how to satiate himself, death came knocking. Thus, to “define life in terms of things is the ultimate reversal of the creature serving the creation and ignoring the Creator (Bock, 1994).” While needs should be met and satisfied, it is necessary to always note that any possession and wealth more than human need is superfluous (Malherbe, 1996).

Conclusion

Luke 12:13-21 shows that God does not principally loath wealth. But He abhors covetousness and greed, which compel one to secure wealth at all cost. He also disdains wealth management that neglects the needy and other appropriate use of wealth and possession in society. Thus, since wealth is no substitute for goodness and character and is not a guarantee for the real essence of life accountability towards God rather than the desire to satisfy ephemeral needs should govern the pursuit of and management of wealth and possession.

Life does not consist in how much one has. It is not living a luxurious life but when one is able to give oneself to others. When Christians share what they have with others, whether resources, talents, wealth and possessions, they are enriched by the friendship, love and bond they establish with others. In giving, Christians receive. Love is the greatest of riches and possessions Christians can have in their lives because no one can take away from them. Jesus said, “Do not store up for yourselves treasures on earth, where moth and rust consume and where thieves break in and steal; but store up for yourselves treasures in heaven, where neither moth nor rust consumes and where thieves do not break in and steal. For where your treasure is, there your heart will be also” (see Matt 6:19-21).

The divine pronouncement on the rich but foolish farmer, constitute an invitation to the readers of Luke to evaluate their attitude towards possession and management in view of eschatology. The conclusion of this illustrative parable counsels that life has to be lived in the light of eschatological orientation.

References

- Barclay, W. (1975). *The Gospel of Luke*. Philadelphia: The Westminster Press.
- Barnes, A. (1976). *Notes on the New Testament: Vol. 2*. Grand Rapids: Baker Books.
- Bock, D. L. (1994). *Luke*. Downers Grove, IL: InterVarsity Press.
- Bock, D. L. (1996). *Luke* (The NIV Application Commentary). Grand Rapids: Zondervan.
- Fitzmyer, J. A. (1981). *The Gospel According to Luke* (2 Vols.). New York: Doubleday.
- Geldenhuys, N. (1951). *Commentary on the Gospel of Luke*. Grand Rapids: William B. Eerdmans.
- Horn, S. H. (Ed.). (1979). *The Seventh-day Adventist Bible Dictionary*. Hagerstown, MD: Review and Herald.
- Hubbard, G. H. (n.d.). *The Teachings of Jesus in Parables*. Boston: The Pilgrim Press.
- Johnson, L. T. (1991). *Luke*. Wilmington, DE: Michael Glazier.
- Malina, B. J., & Rohrbaugh, R. L. (1992). *Social-Science Commentary on the Synoptic Gospels*. Minneapolis: Fortress Press.
- Malherbe, A. J. (1996). The Christianization of A Topos (Luke 12:13-34). *Novum Testamentum*, 38(2), 123-135.
- Martin, R. P. (1975). *New Testament Foundations: A Guide for Christian Students* (Vol. 1, The Four Gospels). Grand Rapids: Eerdmans.
- Nolland, J. (1989). *Luke 9:21-18:34*. Dallas: Word Books.



- Nolland, J. (1993). *Word Biblical Commentary: Luke 9:21-18:34(35b)*. Grand Rapids, MI: Zondervan.
- Perry, R. E. (1975). Greed. In *The Zondervan Pictorial Encyclopedia of the Bible* (Vol. 2). Grand Rapids: Zondervan.
- Plummer, A. (1981). *A Critical and Exegetical Commentary on the Gospel according to St. Luke* (5th ed.). Edinburgh: T & T Clark.
- Stacy, W. R. (1997). Luke 12:13-21: The Parable of the Rich Fool. *Review and Expositor*, 94(2), 253-260.
- Stagg, F. (1997). Luke's Theological Use of Parables. *Review and Expositor*, 94(2), 187-198.
- Stein, R. H. (1992). *Luke*. Nashville: Broadman.



Art Directing of the Film *Rencana Besar* on the Indonesian Over The Top Platform

Bintang Bayangkari ✉, I Wayan Mudra, I Ketut Muka P., I Made Bayu Pramana
Program Study of Art, Doctoral Program, Indonesian Art Institute, Denpasar, Indonesia

Abstract

This research examines the art directing in the film *Rencana Besar* aired on the OTT (Over The Top) platform in Indonesia, the art directing in question such as sets, costumes, make-up, properties, and special effects, which reflect Indonesia's national identity and secondly examines the aesthetics of the film *Rencana Besar*. The method used is a qualitative-descriptive approach through textual analysis, data collection is done by observation, interview and documentation. In the discussion of the art directing, Jane Barnwell and LoBrutto's theories are applied and the socio-cultural discussion applies Stuart Hall's theory. Determination of data sources is done by purposive sampling. The results showed that the art directing in the movie *Rencana Besar* not only acts as an aesthetic visual element, but also as an effective narrative tool. Elements such as color, texture, and setting make a significant contribution to character development and the formation of the story's atmosphere. The findings of this research are in the form of guidelines for making art directing for films with Indonesian national identity, namely; 1) the use of sets that can be multifunctional and have Indonesian identity, 2) costumes and make-up that combine Indonesian tradition and modernity, 3) properties that authentically reflect Indonesian culture. These findings are expected to serve as a guide for filmmakers or audiences who love Indonesian films in producing works that are aesthetic, meaningful, and able to compete on the OTT platform.

Keywords: *art directing, OTT platform, Indonesian national identity.*

Suggested citation: Bayangkari, B., Mudra, I.W., Muka P., I.K., & Pramana, I.M.B. (2025). Art Directing of the Film *Rencana Besar* on the Indonesian Over The Top Platform. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 12-25. DOI: 10.59324/ejahss.2025.2(2).02

Introduction

Film Art Directing is the visual elements in the cinematic experience. These include sets, costumes, make-up, props, and special effects. According to Rizzo (2015) Art Directing is responsible for creating a visual environment that matches the director's vision. A strong artistic medium of a film can be an attraction of the film itself, such as in fantasy or science fiction genre films that have a tendency to rely on extraordinary sets and visual effects so that they can influence the audience in enjoying a film.

The study of the film "Rencana Besar", which airs on the Prime Video platform, offers a different perspective on Film Art Directing and can also help understand the Art Directing elements of films on OTT (Over The Top) in Indonesia and how visual arts can influence the audience's viewing experience, both from a theoretical and practical perspective, and can also be applied in film Art Directing on Over The Top, hereinafter abbreviated as OTT, especially in the context of films that reflect the culture and identity of the Indonesian nation. The movie *Rencana Besar* is an original production on the Indonesian OTT platform with the genre Laga. It was released on October 5, 2023 and directed by Danial Rifki. Although the television series is set in the present, it originally took place twenty-five years ago. This film was chosen as research material because the Art Directing in the film *Rencana Besar* can represent Indonesian characteristics and can be used as a benchmark for Art Directing assessment.



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

The study of the film *Rencana Besar*, which airs on the Prime Video platform, offers a different perspective on film aesthetics and can also help understand the Art Directing elements of Over The Top films in Indonesia and how visual arts can influence the audience's viewing experience, both from a theoretical and practical perspective, and can also be applied to the Art Directing of Over The Top films, hereinafter abbreviated as OTT, especially in the context of films that reflect Indonesian culture and identity.

An interesting phenomenon that is of concern is the lack of representation of Indonesia's national identity in the Art Directing of films produced and aired on the OTT platform seen in the lack of representation of national identity in the Art Directing of Films on the OTT Platform in Indonesia from the rapid development of digital technology with the emergence of the Over The Top (OTT) platform as a new broadcasting medium that changes content consumption patterns globally, including in Indonesia. A study by Parmar Kajal (2021:1-22) reveals that in India, OTT services have played an important role in shaping youth culture through the provision of diverse content that reflects their lifestyle. This phenomenon reflects a gap in the Art Directing development of films on Indonesia's OTT platform, where Indonesia's national identity has not been fully utilized. As a result, the resulting films tend to lose the characteristics that reflect national identity and are unable to leave a lasting impression. This research on film Art Directing on Indonesian OTT platforms was conducted due to the significant growth in demand for original films on OTT platforms. How Art Directing plays an important role in creating visual identity and atmosphere in OTT platforms. So the researcher will create a theory of Art Directing Film that can be applied to the Indonesian OTT platform

This research also aims to find the identity of the Indonesian nation. The urgency of the results of this research is to contribute to the film industry in Indonesia by providing an understanding to the audience in better way in improving the creation of good Art Directing film on the OTT platform. In addition, the aesthetics applied to the movie to produce visuals that reflect Indonesian culture.

Literature Review

The *Rencana Besar*, airing on the OTT Prime platform, is a crime-thriller drama that will explore themes of power, moral ambiguity, and the mystery surrounding the man at the center of it all. The series can spark the audience's curiosity. The literature review in this research involves a review of some relevant literature and related studies. Some of the topics covered in this literature review include: OTT platforms and the Movie Industry; This literature review discusses the meaning and characteristics of OTT platforms and the history of their development. This includes an analysis of how OTT platforms provide new distribution channels and reach a wider audience, especially in developing countries such as Indonesia

In addition, research on Film Art Directing on the OTT platform in Indonesia refers to several related studies. How important these books are for reference is because they are different from previous studies, which are very few and serve as research guidelines. In *Film Art: An Introduction* written by Bordwell and Kristin Thompson (2016), is a comprehensive introduction to film theory and analysis. The book provides an in-depth understanding of the fundamental aspects of film studies, including the visual, and narrative elements that make-up the cinematic medium. It explains the use of camera, cinematography, lighting, sound, and editing to create powerful visual and audio experiences in film.

In a book entitled *Netflix Nations: The Geography of Digital Distribution* written by Ramon Lobato (2019), which examines the transformation of viewing habits and media consumption in the digital age. It discusses changes in audience behavior, distributing digital content, and changing business models in the entertainment industry. In addition, the book discusses the relationship between streaming platforms such as Netflix and local and national content producers. It considers the impact on the local film and television industry and the market dynamics associated with digital distribution. Meanwhile, the book *Storytelling in the Digital Age*, written by Carolyn Handler Miller (2018), examines the various forms of digital storytelling that have emerged in contemporary culture. How a story is told, a message delivered, or a narrative delivered has changed dramatically over the past few years. Stories are told through video



games, interactive books, and social media. Stories are told on all kinds of different platforms and through all kinds of different devices, letting audiences interact with stories.

In the book *The Filmmaker's Guide to Production Designer*, written by Vincent LoBrutto (2002), explains the importance of production design in creating imagery and atmosphere that support the story of a movie. Explains the role of Production Designers and how they work with Directors, Cinematographers, and other creative team members to create compositions, settings, and other image elements. While in the book *Indonesian Visual Culture*, written by Agus Sachari (2007), which discusses Indonesian visual culture as an inseparable part of the country's cultural wealth. It also describes how visual culture reflects the identity and diversity of Indonesia through different artistic expressions. In observing the development of visual culture in Indonesia, there are two major discourses, namely the view from the angle of cultural transformation and the view from the aspect of cultural value empowerment.

A brief history of film artistry begins with the need for the style of a film, where the image or visual screen of the film is filled with various shapes and colors, such as elements of the set or physical environment, elements of costume, make-up and hairstyling, as well as objects or props referred to as properties and special effects, which then all of these elements are orchestrated to become a harmony that creates a look and style that can support the film's story. In the film industry, this is known as Art Directing, which is encompassed in the art department led by an art director. In western movies, the profession of art director is more often used with the term production designer. The term refers to the ability of an art director to create or create a product design of the look of a movie.

A production designer designs all the shapes and colors and lights that will create the look and style of the film being made. To first discuss the difference between "art director" and "production designer", and why Indonesians prefer to use the former, the term "art director" refers to someone who handles the visual and aesthetic aspects of a production, such as a film, theater, or television show. Designing sets, choosing props, costumes, and determining the colors and atmosphere that support the story are all part of his/her job. Whereas Production Designer is a term more commonly used in the international film industry that is similar to art director. However, the term "production design" usually focuses more on the overall visual planning and development process, from pre-production to post-production, and is also crucial for creating a consistent, authentic, and compelling visual world of the film, which will ultimately provide a more immersive and memorable viewing experience.

In Indonesia, according to Paggaru, et al. (2020) the term "art director" has become more popular for several reasons, including that the word "stylist" is more suitable for describing work that organizes and arranges artistically in Indonesian. Thus, there is a cultural influence on language, which indeed every language has unique meanings and nuances, different from other languages. Indonesian usually has more descriptive words that describe actions and processes. The term "art director" may have been used earlier in Indonesia and is now part of the common vocabulary in the creative industry. The term may also be used more frequently in educational curricula in Indonesia for courses related to filmmaking, theater, or other performing arts.

Although the terms "art director" and "production design" are different, they refer to the same important role in the production process. They both refer to people who build vivid worlds and support stories through visual and aesthetic aspects. It's important to understand these two terms, especially for those who want to work in the creative industry. By understanding the differences of each term, we can better communicate with colleagues from different cultures and backgrounds. The history of film Art Directing in Indonesia is influenced by both local culture and western or colonial culture. As mentioned earlier, traditional performing arts such as wayang kulit, gamelan, and traditional theater have formed the basis of the visual aesthetics of Indonesian performing arts. Film Art Directing use visual elements such as costumes, staging, and props from these performances. Also on the setting, where architecture and fine arts are the basis.

Indonesian Film Art Directing is heavily influenced by batik, wood carving and traditional architecture. For example, incorporating traditional Javanese or Balinese ornaments into the set design of movies set



against the backdrop of historical events. Western and colonial influences, on the other hand, began with the arrival of cinematography brought to Indonesia during colonialism. Early films produced in the Netherlands and later in Indonesia were heavily influenced by Western visual styles. In its development, Indonesian filmmakers began to try various visual styles, both from the West and local traditions, along with the growth of the national film industry. During the pre-independence film period until the 60s, the Art Directing of Indonesian films was often influenced by Hollywood or European styles. After independence, there was a period of stagnation where there was limited visual experimentation and artistic innovation. During the golden age of Indonesian cinema, Art Directing played an important role in creating a dramatic and majestic atmosphere. Extravagant costumes, grand sets, and dramatic lighting were the hallmarks of films of the time. At the end of the 20th century, the Indonesian film industry experienced a revival after experiencing a bad period. Art Directing in this century were more interested in exploring more experimental and contemporary visual styles. The Kuldesak movement became an important moment in Indonesian cinema. The young filmmakers who participated in this movement tried to raise themes that were more relevant to Indonesian society and produce fresh and experimental visual styles. The Kuldesak movement also contributed greatly to the development of Indonesian film in Art Directing. Kuldesak filmmakers tried out various visual techniques, including the use of bold colors, different image compositions, and unusual location choices.

Indonesian film in Art Directing is influenced by popular culture around the world, including Indonesia. Some things to note, such as the fashion of the characters' costumes in movies often follow popular fashion trends. Also the use of traditional clothing with a contemporary twist or the use of famous brands to show the social status of the characters are two examples. The landscape of Indonesian film in Art Directing has changed due to the influence of popular culture and technological advancements. Now filmmakers have more tools and resources to create creative and visually appealing works. However, the use of technology must be balanced with creativity and consideration of Indonesian cultural values.

A Brief History of OTT Starting with Over the Top (OTT) platform services refer to the provision of communication and entertainment services that directly stream content over the internet without using the traditional infrastructure or networks of telecommunications or cable service providers. According to Valentine (2018), the history of OTT services can be traced through several important stages related to the development of internet technology and changes in media consumption patterns. In the 1990s, the internet began to develop rapidly, allowing people to access a wide range of information through computer networks. However, at that time, internet service providers and telecommunication companies still had full control over the communication channels, and the majority of content or services were delivered through cable or satellite channels.

The faster development of the internet, supported by broadband infrastructure, facilitated the emergence of the first OTT services. In the 2000s, several technology companies began to provide internet-based services that did not rely on the infrastructure of cable or telecommunications providers. In 2003, Skype was one of the first OTT service pioneers, providing voice and video communication over the internet without involving traditional telecommunication networks. Then in 2005 YouTube was born as a web-based video platform that allowed users to upload and watch videos for free. The service shook up the traditional media industry, which at that time still relied on cable and satellite television for video distribution.

In the 2010s, OTT services began to proliferate, especially in the form of video and music streaming. With the growing penetration of the internet and mobile devices (smartphones, tablets), OTT services began to replace traditional ways of accessing entertainment. Some of them were born in this decade such as Netflix (2007), where Netflix started to shift from a DVD-by-mail delivery model to an internet-based streaming service. This changed the way people watched movies and TV series, and affected the way content was produced and distributed. Then Spotify (2008) changed the music industry by offering music streaming over the internet without requiring downloads or physical possession. And Hulu (2007) that allowed users to watch television shows from various channels online, which also became a direct competitor to traditional cable services.



Then OTT services continued to grow and diversify, covering almost every form of entertainment and communication. In addition, many large companies began to adapt to the OTT model. Such as Amazon Prime Video (2006), Disney+ (2019), Apple TV+ (2019), which are streaming platforms from tech giants played a big role in replacing cable and satellite TV as the main channel to watch entertainment content. There are also OTT services for Sports, such as ESPN+ or DAZN providing live sports streaming without the use of traditional cable channels. As well as OTT in Business Communications, such as the Zoom video conferencing platform (2011) and Microsoft Teams have become important OTT services in the workplace, enabling remote communication and collaboration.

With the rise of Over The Top (OTT) platforms, which allow users to enjoy audiovisual content online, the movie industry in the digital era is thriving. This phenomenon allows local filmmakers to showcase works that reflect national culture and identity and increase audience access. Local films on OTT platforms have the task of maintaining and representing the rich culture of Indonesian society amidst globalization and dominating foreign content. In this process, the Art Directing of the film can help shape a unique national identity that is recognizable to audiences around the world.

Materials and Methods

Film Art Directing in the Indonesian OTT *platform* uses a descriptive qualitative approach and data collection methods of observation, interviews and documentation. The activity examines the Art Directing elements of original films that are full of Indonesian culture and are produced by the Indonesian OTT *platform*. Data Collection Methods, Research on film production on the Indonesian OTT *platform* was carried out using several methodologies, which can be described as follows; first of all, artistic observations, one of which focuses on Art Directing elements as well as the use of technology and special effects. Then interviews were conducted to gain deeper insight into the Art Directing process of films on the Indonesian OTT *platform*, photo documentation of *audiovisual* productions, from the series being an important data source for analyzing the application of Art Directing in a production. finally, the Data Analysis Method is carried out to analyze data on users and film producers on the Indonesian OTT *platform*. Using analysis in the **application of Art Directing** on the Indonesian OTT *platform* in its production, to create a certain atmosphere for the audience through *settings*, costumes of actors or actresses, make-up and props and special effects. The discussion of Art Directing elements of movies on the Indonesian OTT *platform* is as follows:

Set

Producing a movie or television series, the choice of *setting* is one of the important factors that must be considered in order to create an atmosphere in accordance with the story to be conveyed. Jane Barnwell (2017:9) states "sets are very important in determining the genre of the film and are one of the central aspects of *mise en scene* when using real locations or creating artificial or virtual spaces on the screen". The assessment of the *setting* in local production films is considered good because it is able to explore various kinds of places such as old buildings, nature and modern buildings.

Costumes

The choice of costumes for actors or actresses is also very important in creating the characteristics of each character in a story. According to Deborah Landis (2012) Costumes can play an important role in bringing characters to life, creating atmosphere, and conveying stories through visuals. addition, costumes can serve as an important component character identity and movie narrative. The results of the assessment regarding costumes on local production content are considered good because they are able to provide an overview of the characteristics of the characters.

Make-up

The character of an actor or actress when acting in front of the camera can be supported by good make-up, so that the audience can more easily feel the emotions that the character is trying to convey. Jan Musgrove (2003:8) says "make-up, hair, and costumes are art departments, the purpose of which is to



help create images that are pleasing to the eye, or to help create the right impression or atmosphere for production needs". The results of the assessment regarding make-up on local production content are considered good because they are able to support the characteristics of the characters.

Property

Objects that support the scene and reinforce the characters *and setting*. According to Ascher and Edward Pincus (2012) In film production, the term "*property*" refers to items or objects used as elements, such as properties used in certain scenes or *settings*. The results of the assessment regarding property in local production content are considered good because they are able to support the exploration of the scenes.

Special Effects

Creating a certain *mood* for a scene in a movie so that it can support the delivery of its message more effectively. According to Richard Rickitt (2007) special effects in film include methods and techniques used to create scenes or visual effects that are difficult or impossible to record in the real world. This includes the use of special technologies and techniques such as animation, miniatures, prosthetics, sound effects and more. The results of the assessment regarding special effects on locally produced content are considered good because they are able to support the dramatization of the scene.

Indonesian National Identity Criteria Assessment Guide

The following is an assessment guide on the discussion of sequences from each Art Directing element that includes film art directing theory, film aesthetic theory, socio-cultural theory, technology and media theory, and color theory. Referring to the discussion of the Art Directing elements of the film *Rencana Besar* on the Indonesian OTT Platform. The **National Identity** criteria in this study consist of several main aspects. **The depiction of local culture** can also be linked to the views of Agus S. Sachari (2007), who states that local culture has a crucial role in shaping a distinctive visual identity. Who revealed that local culture not only reflects the traditions and values of the community, but also serves as the main source of inspiration in creating works of art and design that are able to authentically represent the character and identity of the nation. **Location and setting** in this study refer to the concept proposed by Jane Barnwell (2017), who explained that location and *setting* not only act as a physical *setting*, but also contribute significantly in creating atmosphere, strengthening themes, and supporting character development in a story. This view is in line with the opinion of Vincent Lobrutto (1992), who asserts that setting is the main element that describes the cultural context, time, and place, as well as being an effective visual medium in building emotions and strengthening characterization in film narratives. According to Michael Rabiger (2008), **costumes and make-up** have a significant role in supporting visual narrative and character development in film. Rabiger explains that costumes and make-up are not only aesthetic elements, but also function as a medium to represent cultural identity, social status, time setting, and character personality. The right choice of costumes and make-up can strengthen the context of the story, give depth to the characters, and create an atmosphere that supports the overall visual message in the movie. According to Kristin Thompson (2003), **story themes that are relevant to local issues** play an important role in building emotional and cultural connections between movies and audiences. Thompson explains that local themes not only add richness to the narrative through elements that reflect the characteristics of a culture, but also strengthen the identity of the culture represented. Thus, local themes are able to make stories more authentic and relevant to the social and historical context of the target audience. **Symbolism and representation** are based on Stuart Hall's theory (2005), which outlines the role of symbolism in representing cultural values and identities.

Table 1. Indonesian National Identity Criteria

A	Depiction of Local Culture: Films may feature customs, traditions, language, or behaviors that represent local Indonesian culture. This may include the use of local languages, family traditions, or scenes showing cultural aspects such as Indonesian clothing, ceremonies, or customs.
---	---



B	Location and Setting: The locations chosen for the movie can show Indonesian characteristics, such as choosing a unique location, such as a big city like Jakarta or a popular natural tourist spot in Indonesia. The sense of Indonesian identity in the movie can be reinforced with visuals that showcase the beauty of nature or local architecture.
C	Social Values and Norms: Values such as kinship, gotong royong, and religion may be portrayed in the movie. This can be seen in the way the characters interact with each other, resolve conflicts, or convey certain moral messages that are relevant to Indonesian society.
D	Costumes and Makeup: The use of costumes or clothing that are appropriate to Indonesian culture also contributes to national identity in movies. For example, wearing traditional clothes at certain events or wearing typical Indonesian everyday clothes can emphasize Indonesian culture.
E	Story Themes Relevant to Local Issues: Local issues, such as economic, social, or political, can reflect national identity. For example, if a film raises issues of urbanization, social problems, or family conflicts that are common in Indonesia, it can show local nuances in a broader context.
F	Symbolism and Representation: The use of Indonesian symbols or representations on certain objects or characters can also be part of national identity. For example, using the Indonesian flag, the Garuda emblem, or other national symbols.

Source: Author's document, 2025

The theoretical foundation for the research of the film *Rencana Besar* on the Indonesian OTT platform, includes a variety of theories and approaches that are relevant to understanding and analyzing aspects of film and video in depth. Some of the commonly used theoretical foundations include:

Film art directing theory as part of cinema theory is a collection of views and concepts related to production design or visual design in a film. The film *Rencana Besar* on the Indonesian OTT platform, some cinema theory is conveyed by Jane Bardwell(2017:06) "There is something in the medium of film that allows it to display images in the mind that are more than the real world", evaluating the important role of Art Directing in creating strong visual storytelling in films. According to Vincent LoBrutto (2002:3), "Production design functions to create stories, visions and creations from the illusion of truth and fantasy", explaining the importance of art directing in creating imagery and atmosphere that support the story of a movie. These theories are very relevant in examining the movie *Rencana Besar* on the Indonesian OTT platform.

Film Aesthetic Theory, Bordwell's approach to film studies is scientific, based on in-depth observations aimed at finding shared values and understanding among critics. Bordwell provides a better understanding of film narrative. On film aesthetics Bordwell emphasizes the importance of a deep understanding of the fundamental aspects of film studies, which include visual, narrative and elements that make up the cinematic medium.

Stuart Hall's **Socio-Cultural Theory** (2005:126-127) discusses that meaning lies not in the message, but in the interpretation. Thus the discussion of *encoding and decoding*. This theory includes the idea how producers encode media messages and how audiences interpret them. This theory can help in understanding how art directing elements in Indonesian films are encoded by producers and then interpreted by audiences. It can also help in exploring how Indonesian society understands and accepts artistic constructions in films, as well as how there are differences in cultural interpretations between producers and audiences.

Technology and Media Theory on the film *Rencana Besar* on the Indonesian OTT platform, is also worth reviewing through technology and media theory, by discussing the role of technology in production, especially in the field of film artistry. This approach involves analyzing how technological developments have changed the way films are produced. According to Lev Manovich (2013: 27) "The identity of the media has changed even more dramatically than the identity of the computer". So the evolution of new media, including computers, the internet, and digitization, and its impact on culture and society how digital technology has influenced the structure and style of storytelling, the use of multimedia, nonlinearity, and media convergence in the formation of digital narratives.



In the assessment of the film *Rencana Besar* on the Indonesian OTT *platform*, color theory is used, this is because it is needed as a support is something that is often taken into consideration in making the concept of Film Art Directing. This color theory in addition to studying how colors interact with each other in images, Johannes Itten (1973: 15) made an in-depth theory of how colors affect the human mind and impact the human brain. Some of his important contributions include the division of colors into primary, secondary, and tertiary categories, as well as the application of his theory to art and design. The movie *Rencana Besar* is also worth reviewing from this theory.

Results and Discussion

Film Art Directing plays an important role in supporting the narrative and creating a visual experience that can represent Indonesia's cultural identity. Art Directing elements, such as location selection and set arrangement, property and decorations, costumes and make-up, and special effects, are integral elements in the production of film art. Each of these elements works harmoniously to build atmosphere and provide an immersive cultural context, reflecting urban life and local Indonesian culture. The object of this research is 6 episodes, each episode is discussed from the Art Directing consisting of elements: sets, costumes, make-up, properties, and special effects. Then after the data description is discussed, it is continued with a discussion using the theory of Art Directing from Barnwell and LoBrutto, as well as socio-cultural theory by Hall, Manovich's theory of media technology and also color theory by Itten, following the data and discussion of each of these elements.

Art Directing Analysis Based on Set

The sets in episodes 1 to 6 play an important role in strengthening the visual narrative and reflect Indonesia's national identity by displaying the contrast between elite spaces and slums, depicting social hierarchy and inequality. These sets also reflect Indonesian cultural values, such as solidarity, struggle and social injustice, which enrich the emotional context of the story.

Art Directing Analysis Based on Costume

Costumes in episodes 1 to 6 play a role in reinforcing the visual narrative and depicting Indonesia's national identity. Formal costumes, such as suits and uniforms, assert authority and social status, while casual clothing and symbols such as alma mater jackets and red headbands reflect solidarity, resistance that illustrates social hierarchy and conflict dynamics in Indonesian society.

Art Directing Analysis Based on Make-up

The make-up in episodes 1 to 6 plays an important role in enriching the narrative and reflecting Indonesia's national identity. Natural make-up gives a realistic impression, while special effects enhance emotional intensity. The use of strategic colors portrays an atmosphere of grief, tension and fatigue, and reflects social values such as kinship, solidarity and social hierarchy that exist in Indonesian society.

Art Directing Analysis Based on Properties

Properties in episodes 1 to 6 play an important role in supporting the visual narrative as well as reflecting Indonesia's national identity. Elements such as banners, flags and TOAs depict the spirit of social struggle, while jasmine flowers and family photos enrich the emotional dimension of the story. Modern props, such as microphones and cameras, reflect socio-political dynamics and reinforce themes of social inequality and Indonesian cultural identity.

Art Directing Analysis based on Special Effects

The special effects in episodes 1 to 6 play an important role in reinforcing the narrative and creating a deep emotional atmosphere. The use of smoke, fire and gunfire heightened the tension, while the effects of wounds and blood deepened the emotional impact. These visual effects reflect Indonesia's struggle, solidarity and national identity, and strengthen the emotional connection and social relevance of the story.



This research found a method of making Art Directing for films with Indonesian national identity through Art Directing elements, namely

1) The creation of a set using a single location that is designed multifunctionally through decor modifications that reflect Indonesia's national identity allows for the creation of different set variations for various scenes.

2) Costume making that adapts traditional Indonesian elements with a touch of contemporary fashion trends is designed to strengthen the character as well as being a symbolic representation of Indonesia's national identity.

3) Make-up and hair and hair inspired by the traditional styles of a particular region can strengthen the characters in a movie. In genres such as fantasy or history, these make-ups can create iconic characters that still reflect Indonesia's national identity.

4) Making Properties such as traditional musical instruments, typical weapons, or cultural artifacts, are used to enrich the narrative dimension while representing Indonesian social and cultural values in the story.

Case Study

Set data obtained from the movie *Rencana Besar* in episode 1; “Bongkar”, as follows:



Figure 1. Set from the Demo scene
Source: Prime Video

Description of Data Set Episode 1: “Bongkar”

The first episode opens with a demonstration scene in front of the Universal Bank of Indonesia building, which has a Dutch colonial-style design. Elements such as large pillars, tall windows and a grand facade. This colonial design reflects the adaptation of European architecture to the tropical climate, as described by Hidajat (2008). The presence of this set reinforces the theme of social conflict and people's struggle against powerful institutions.

Set Discussion Episode 1: “Bongkar”

The sets in Episode 1, especially the colonial-style Universal Bank of Indonesia building, are effective visual symbols to depict authority and power hierarchy. The grand building design with large pillars and spacious corridors emphasizes the exclusivity of the institution at the center of the story conflict. Bardwell (2017) reveals that settings in film can transcend reality, adding an emotional dimension and meaning to



the narrative. In addition, the bank meeting room, which is decorated with classic furniture and formal interiors, supports the theme of conflict between the working class and powerful institutions. LoBrutto (2002) explains that production design creates an atmosphere relevant to the story, reinforcing the dynamics of the narrative through set elements.

The sets in Episode 1 were designed to support a narrative that encompasses social conflict, modern technology and family dynamics. Colonial design elements, advanced technology, and local styles are used harmoniously to create an immersive visual narrative. The mix of traditional and modern elements creates a visual contrast that enriches the story and reinforces Indonesia's national identity. This visual narrative provides relevant context to support the grand themes of the story.

Costume data obtained from the movie *Rencana Besar* in episode 5; “Matinya Kebenaran”, as follows:



Figure 2. Rifad's Costume when Leads the Demo
Source: Prime Video

Description of Data Costume Episode 5: “Matinya Kebenaran”

shows that fashion can represent the personality and social status of the characters in a story. In the climactic scene, the protesters wore red headbands as a symbol of struggle. Their clothes are formal office attire. Rifad, as the leader of the demonstration, wore a red shirt and headband. In contrast, Surya and Agung appeared in suits and ties, emphasizing their image as corporate elites. Vojkovic (2020) mentions that costumes can be a powerful visual element, influencing the audience's emotions through symbolism and color.

Costume Discussion Episode 5: “Matinya Kebenaran”

Costume design is a key element in supporting the narrative, strengthening characterization, and conveying social, cultural, and technological messages through symbolism and color aesthetics. According to Jane Barnwell (2017), costume artistry should create a character's visual identity that aligns with the story. Lo Brutto (2002) adds that costumes function as a narrative tool to convey the emotional and social context of the character. In this episode, Rifad wears a shirt with a red headband, while other demo participants wear office clothes with additional symbolic elements such as headbands. This contrast illustrates the duality of roles as professional workers as well as social fighters. Stuart Hall (2005) explains that visual elements, including costumes, function as social and cultural messengers. The formal costumes of the bank employees in this episode reflect the norms of professionalism and social hierarchy in urban



society. In contrast, the red headbands on the demonstrators symbolize solidarity and courage, reflecting the tradition of collectivity in Indonesian culture. In the demonstration scene, the formal clothes and red headbands function as symbols of struggle that are conveyed to the public through digital *platforms* such as live uploads. In this episode, the red color on the demonstrators' headbands symbolizes the spirit of struggle and courage. The costumes of the demonstrators with red headbands symbolize the struggle. With the strategic use of costumes, this episode successfully conveys social messages, strengthens the emotion of the story, and creates a strong connection with the audience.

Make-up data obtained from the movie *Rencana Besar* episode 1; "Bongkar", as follows:



Figure 3. Rifad's Make-up when Leads the Demo
Source: Prime Video

Description of Data Make-up Episode 1: "Bongkar"

The episode opens with a scene of a demonstration in front of the Universal Bank of Indonesia that ends in chaos. The demonstrators, including Rifad, appear sweaty, with toothpaste under their eyes as protection from tear gas. Sciortino's (2021) study shows that appropriate make-up can strengthen character narratives and clarify story context

Make-up Discussion Episode 1: "Bongkar"

The makeup in Episode 1 plays an important role in building a visual narrative that reinforces the emotion and atmosphere of the story, in accordance with Film Make-up Theory which emphasizes the importance of visual elements in supporting the narrative. A concrete example is seen in the use of toothpaste under the eyes of the demonstrators in the demo scene. This element accentuates the realism and pressure of the situation, reflecting authentic social conditions. In line with LoBrutto's (2002) view, production design, including make-up, aims to create an illusion of reality that reinforces the story. In this case, the demonstration scene shows how make-up can give the impression of being real and contextually relevant. From the use of toothpaste under the eyes of the demonstrators to the sweaty make-up on the police in the raid scene, every detail of the make-up serves to support the visual narrative and create an emotional connection with the audience. The make-up not only reinforces the themes of the story, but also reflects the social and cultural realities of Indonesia, making it an integral narrative tool in strengthening the relevance of the story.

Property data obtained from the movie *Rencana Besar* episode 1; "Bongkar", as follows:





Figure 4. The Mask Property use for The Hacker
Source: Prime Video

Description of Data Property Episode 1: “Bongkar”

Property in episode 1 were used strategically to strengthen the visual narrative, create an authentic atmosphere and support the story's themes. Block (2008) states that props support cinematography in reinforcing visual messages. The hacker dormitory is equipped with props such as sophisticated computers, *hacker* posters, masks, neon lights, and CCTV, creating a typical world of underground technology full of mystery. Finney et al. (2022) explain that props in action films are often used to accentuate character identity and conflict.

Property Discussion Episode 1: “Bongkar”

In the context of Technology and Media Theory, high-tech props such as advanced computers illustrate the impact of modern technology in digital investigations. Manovich (2013) states that the evolution of technology affects not only the shape of the story but also the visual setting, where high-tech props give a futuristic feel that supports the theme of the story. In addition, it emphasizes modern visual elements that are integrated with the storyline. The props also reflect Indonesian cultural values, as seen in the scenes where masks are used to depict social dynamics and emotions that are appropriate to the local context. Hall (2005) notes that visual elements in media reflect cultural identity and become a means for audiences to understand the message of the story. National identity is seen through local cultural symbols that connect the story with the audience, while colors are used to accentuate the emotional and visual atmosphere of the story. Props become an integral element in building aesthetics and supporting the visual narrative .

Special Effects data obtained from the movie *Rencana Besar* in episode 6; "Revolusi", as follows:



Figure 5. Smoke Effects are used when Makarim lobbies Agung
Source: Prime Video



Description of Data Special Effects Episode 6: "Revolusi"

The scene focuses on an intense conversation between Makarim and Agung, in which Makarim persuades Agung to open up and become a *Justice Collaborator*. This moment ends with a greeting from Makarim to Agung's family, adding an emotional dimension to the story. The setting of the detention cell is complemented by a thin smoke effect that forms a beam of light from the *exhaust* fan, creating a reflective and dramatic atmosphere. According to Alfarozi (2023), smoke effects not only enhance visual aesthetics but are also able to create a more interesting atmosphere. In the context of this scene, the effect emphasizes the stressful atmosphere, relevant to the themes of morality and justice at the heart of the conversation between the two characters. This visual effect adds depth to the scene, supporting the overall narrative atmosphere.

Special Effects Discussion Episode 6: "Revolution"

According to Jane Bardwell (2017), art directing in film serves to present visualizations that transcend reality, creating an immersive experience for the audience. In Episode 6, special effects such as the thin smoke in the holding cell, which forms a beam of light from the *exhaust* fan, creates a reflective and emotional atmosphere. This nuance reinforces the intense conversation between Makarim and Agung, providing emotional depth that supports the themes of justice and morality. In Episode 6, effects technologies such as fire, smoke and lighting are used to create visual intensity that supports the theme of social conflict. Smoke effects in scenes of large demonstrations and raids add to the tense atmosphere, while light beams in the detention cells reinforce the emotional elements. Lev Manovich (2013) explains that digital technology allows the creation of more complex atmospheres, making visual effects an important element in supporting the theme of revolution and adding visual depth to the narrative. According to Stuart Hall (2005), visual elements in media encode a cultural identity that can be interpreted by the audience. Johannes Itten (1973) explains that color has a significant emotional impact on the audience. In Episode 6 the soft colors of the light beams in the detention cell provide a somber feel that supports the emotional dialogue between Makarim and Agung. The strategic use of color enriches the visual aesthetics and strengthens the emotions generated by each scene

Conclusion

The conclusion from the Art Directing point of view of the film *Rencana Besar* on the Indonesian OTT platform in elements such as sets, costumes, make-up, props, and special effects has an important role in presenting an authentic local feel while strengthening the film's narrative. Sets can reflect Indonesia's social and cultural richness, while costumes reinforce character identity through a combination of traditional and modern elements. Make-up supports character development, property add a symbolic dimension that enriches the story, and special effects create a visual world that remains relevant to the local cultural context. The film "Rencana Besar" successfully optimizes the setting to represent a strong cultural identity, while responding to the challenges presented by the OTT platform. Research suggestions are 1). For the general public, the audience is expected to give greater appreciation to films that promote local culture, both through support in the form of watching and promoting these works. This step is important to raise collective awareness about the importance of cultural preservation. In addition, the community is encouraged to contribute to preservation efforts within Indonesia's national identity. Cultural education through film also needs to be strengthened so that audience can better recognize, appreciate and preserve the nation's cultural heritage. 2) For filmmakers, it is important for film industry players to establish close collaboration with cultural experts, designers, academics, to ensure accurate and aesthetic representation of culture in each work, and global aesthetic trends so that the films produced remain relevant and competitive in the international market without putting aside Indonesia's national identity. Innovation in film production must be based on local cultural values to produce works that are unique, have character, and are highly competitive at the global level.



References

- Akanfani, F. L., Zubaidah, S., Marwiyah, S., Nurjanah, S., & Aisyah, S. (2022). Tari Topeng Betawi: Kajian Filosofi dan Kajian Simbolis. *GETER: Jurnal Seni Drama, Tari dan Musik*, 5(2), 98–108.
- Alfarozzi, E. (2023). Penggunaan Lighting Dalam Fotografi Konseptual Human Interest. *IMAJI: Jurnal Film, Fotografi, Televisi, dan Media Baru*, 14(2), 108–117.
- Ascher, S., & Pincus, E. (2012). *The Filmmaker's Handbook: Comprehensive Guide for the Digital Age*. London: Penguin Books Ltd.
- Barnwell, J. (2017). *Production Design for Screen: Visual Storytelling in Film and Television*. Ramsbury: Crowood Press.
- Block, B. (2008). *The Visual Story: Creating the Visual Structure of Film, TV and Digital Media*. Boston: Focal Press.
- Bordwell, D., & Thompson, K. (2013). *Film Art: An Introduction* (10th ed.). New York: McGraw-Hill.
- Hall, S. (2005). *Culture, Media, Language*. New York: Taylor & Francis e-Library.
- Hidajat, A. (2008). Aspek Iklim Dalam Desain Bangunan di Kawasan Konservasi Kota Jakarta. *DIMENSI: Jurnal Teknik Arsitektur*, 36(1), 1–9.
- Itten, J. (1973). *The Art of Color*. New York: Van Nostrand Reinhold Company.
- Kajal, P., & Pandit, M. (2021). The Evolution of Mediated Youth Culture: OTT as “New Television” in India. *Offscreen*, 25(2), 1–22.
- Landis, D. N. (2012). *Hollywood Costume*. London: V&A Publishing.
- Landis, D. N. (2018). Characters and Costumes in Cinema: Hollywood Costume Exhibition. *Studies in Costume & Performance*, 3(1), 93–97.
- Lobato, R. (2019). *Netflix Nations: The Geography of Digital Distribution*. New York: Columbia University Press.
- LoBrutto, V. (2002). *The Filmmaker's Guide to Production Design*. New York: Allworth Press.
- Manovich, L. (2013). *The Language of New Media*. Cambridge: MIT Press.
- Miller, C. H. (2018). *Storytelling in the Digital Age*. London: Routledge.
- Musgrove, J. (2003). *Make-up, Hair and Costume for Film and Television*. Oxford: Focal Press.
- Paggaru, G., Gunawan, E., & Iskandar, N. (2020). *Peluang Karier Industri Film Indonesia: 99 Profesi Bidang Produksi Film*. Jakarta: Kementerian Pendidikan dan Kebudayaan, Direktorat Jenderal Kebudayaan, Direktorat Pembinaan Tenaga dan Lembaga Kebudayaan.
- Rabiger, M. (2003). *Directing: Film Techniques and Aesthetics* (3rd ed.). New York: Focal Press.
- Rickitt, R. (2007). *Special Effects: The History and Technique* (2nd ed.). New York: Billboard Books.
- Rizzo, M. (2015). *The Art Direction Handbook for Film*. Oxford: Focal Press.
- Sachari, A. (2007). *Budaya Visual Indonesia*. Jakarta: Penerbit Erlangga.
- Sciortino, C. (2021). *Makeup Artistry for Film and Television: Your Tools for Success On-Set and Behind-the-Scenes*. New York: Routledge.
- Valentine, L. Z. (2018). Analisis Perspektif Regulasi Over The Top Di Indonesia Dengan Pendekatan Regulatory Impact Analysis. *IncomTech: Jurnal Telekomunikasi dan Komputer*, 8(3), 222–232.
- Vojkovic, J. (2020). Film Costume as a Visual Narrative Element: Defining the Abstract Emotions of the Film Viewer via Plutchik's Wheel of Emotions. *Textile & Leather Review*, 3(2), 92–100.



Visual Interpretation of Dragonfly Wine's New Label in a Hermeneutic Perspective

Made Arini Hanindharputri , I Nyoman Artayasa ,
Anak Agung Gede Rai Remawa , Alit Kumala Dewi 
Doctoral Program, Graduate School, Indonesian Art Institute, Denpasar, Indonesia

Abstract

The wine industry in Indonesia has been growing rapidly, despite the country not being a major grape producer. PT. Hatten Bali, Tbk., as a pioneer in Indonesia's wine industry, continues to embrace local values in its products, including Dragonfly Wines. In 2021, the Dragonfly label underwent a design transformation, shifting from a minimalist aesthetic to a more expressive and colorful look, aligning with a younger and more dynamic target market. This change has led to various visual interpretations that influence the product's image and consumer perception. This study analyzes the transformation of the Dragonfly Wines label through Jacques Derrida's hermeneutic approach to understand how visual meaning evolves alongside design changes. The research employs a qualitative descriptive method, focusing on the analysis of visual communication design elements, including illustration, color, and typography. The findings reveal that the dragonfly illustration, as the central element of the new label, symbolizes transformation and adaptability, while the use of brighter colors reflects energy and enthusiasm. The design change also impacts consumer perception, with many assuming that the new label represents a different product or a reformulated version. This study reaffirms that visual elements in branding play a crucial role in shaping product identity and perception. The transformation of the Dragonfly Wines label is not merely an aesthetic strategy but a branding approach that adapts to market dynamics while preserving the essence of the brand identity.

Keywords: *branding, label design, hermeneutics, visual interpretation, Dragonfly Wines.*

Suggested citation: Hanindharputri, M.A., Artayasa, I.N., Remawa, A.A.G.R., & Dewi, A.K. (2025). Visual Interpretation of Dragonfly Wine's New Label in a Hermeneutic Perspective. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 26-34. DOI: 10.59324/ejahss.2025.2(2).03

Introduction

The beverage industry in Indonesia continues to grow, including the wine industry, an alcoholic drink commonly associated with Western culture. Although Indonesia is not known as a major wine-producing country, the industry has expanded, particularly in Bali, where the climate supports the cultivation of certain grape varieties.

PT. Hatten Bali, Tbk., established in 1994 and based in Sanur, Bali, is a pioneer in Indonesia's wine industry. The company emphasizes local identity in its products, including the selection of grape varieties. One of its notable products is Dragonfly Wines, first introduced in 2019. This wine offers a sweet taste with a low alcohol content of 8%. Dragonfly Wines comes in two variants, such as Dragonfly Moscato and Cabernet Shiraz, made from grapes grown in PT. Hatten Bali, Tbk.'s vineyards in South Australia and processed in Bali. To establish a distinct identity for this wine, PT. Hatten Bali, Tbk. initially designed an elegant label highlighting the product name and Dragonfly logo.

In 2021, PT. Hatten Bali, Tbk. redesigned the Dragonfly label to align with the younger, more creative, and dynamic target market. The new label features a bolder visual exploration with expressive illustrations



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

and a more vibrant color palette, that significantly different from their previous design that has minimalist design. This transformation was not merely a marketing strategy but also had a considerable impact on the product's image and consumer perception. Many consumers assumed that the new label indicated a different product, a new variant, or even a modification in formula and taste. This phenomenon highlights the crucial role of visual elements in label design in shaping consumer perception of a product's identity and the connection to the master brand.

According to Ibrahim (2025), visual elements such as logos, colors, and typography play a significant role in shaping brand image. Strong branding fosters consumer trust and enhances customer loyalty. Additionally, product packaging significantly influences consumer perceptions of quality and value. An attractive and high-quality packaging design can elevate consumer perceptions of product quality (Ariodutho, 2023:213). Some of these studies have discussed the influence of visual elements in branding on consumer perception and how packaging design can influence purchasing decisions. However, there are no studies that specifically address how label transformation, particularly of local wine labels in Indonesia, can change visual interpretation in the context of visual communication design and their relationship to the main brand. Therefore, this research aims to analyze the transformation of Dragonfly's label using hermeneutic approach, to understand how this visual transformation is perceived and interpreted in the context of branding and brand identity. The hermeneutic approach was used to understand how the meaning of the visual branding elements evolved along with the design changes. This method allows for an in-depth examination of how consumers interpreted the changes to the Dragonfly label in relation to PT. Hatten Bali, Tbk.,'s core brand identity.

Materials and Methods

The research method used in this research is a qualitative descriptive method, with analysis based on data obtained by the researcher using a Hermeneutic approach. Hermeneutics is a science or art of interpretation of a text (Susanto, 2016:2). It is considered a science because it requires a systematic and logical process of meaning-making that is rational and testable. At the same time, Hermeneutics regarded as an art because it involves presenting interpretations in a meaningful and aesthetically compelling way. Hermeneutics, as the "art of understanding," always involves a fusion between the subjective dimension of comprehension and the recognition of the linguistic nature of what is being interpreted or the objective dimension (Simamora, 2005:3).

This study adopts Jacques Derrida's hermeneutic approach. Derrida states that the meaning of a text is always change depending on the context and the reader's interpretation. According to Derrida, every text has the potential to deconstruct itself, meaning the text can always be read and understood in multiple ways. He emphasizes that in understanding the meaning of the text should not continue to maintain the old meaning (already existing), and impose the meaning as the true meaning. Instead, new truths must emerge from previous meanings and be reshaped into new interpretations. Once these new meanings are found, interpreters must refrain from claiming them as absolute or definitive truths. Derrida's perspective constantly encourages the emergence of new meanings by challenging existing interpretations, allowing unexpected meanings to surface (Tana, 2019).

For Derrida, no text is bound by a transcendental foundation. A text is always correlated with the context, which creates continuous opportunities for new interpretations that interconnect between text and context (Udang, 2019:122). This means that although different individuals may engage with the same text (or reality), they can generate diverse interpretations and understandings. This celebration of plurality is one of the fundamental principles of Derrida's deconstructionist approach.

Results and Discussion

The label is one of the most crucial elements of a product. It is not only a medium for conveying information but also serves as an advertisement and a key aspect of product branding. According to



Kotler (2000:478), the functions of a label are as follows: (1) identifying the product or brand; (2) determining the product class; (3) providing information about the product, such as its manufacturer, place and date of production, contents, usage instructions, and safety guidelines; and (4) promoting the product through visually appealing designs. In the case of wine products, labels typically include details about the brand, variety, vintage year, producer, region of production, and more. Wine labels are also widely used as a marketing tool to attract consumer attention and assist them in selecting a wine that aligns with their preferences.

In the previous label design, Dragonfly Moscato and Cabernet Shiraz emphasized the product logo and essential information about the wine. The color scheme was limited to red and orange, creating a simple yet elegant look, much like the traditional aesthetic of wine packaging.



Figure 1. The Previous Label of Dragonfly Wine
Source: Dragonfly Instagram @dragonflywines. 2019

Dragonfly redesigned its label in 2021, adopting a more modern approach by emphasizing illustrations on the label. This significant transformation introduces a Hermeneutic process, leading to various interpretations of the meanings embedded in the new label. In Derrida's Hermeneutic approach, a sign or symbol used in a design is always open to multiple interpretations. The author interprets the new Dragonfly label as an object or text to uncover its meaning. Additionally, the author seeks interpretations from the creators to understand the meaning based on their perspective and intent. The interpretations obtained are then reanalyzed to generate new meanings.

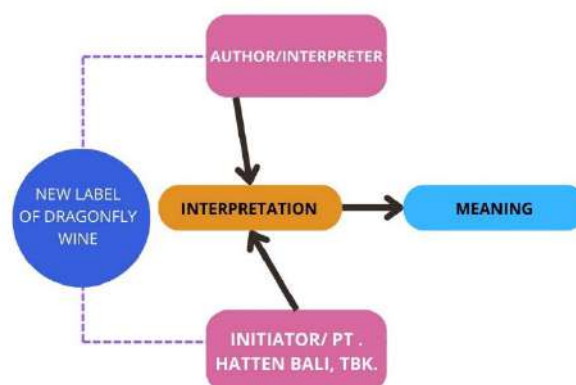


Figure 2. The Author's Hermeneutic Approach

Source: Author's Documentation. 2025

Interpretation of The New Dragonfly Wine Label Based on Visual Communication Design Elements

The Hermeneutic process applied to the new Dragonfly Wine label involves interpreting the label based on its visual elements.



Figure 3. The New Label of Dragonfly Wine

Source: Author's Documentation. 2025

Below is the interpretation obtained by the author using a hermeneutic approach to the new Dragonfly label:

1. Illustration

Illustration serves as a key element and focal point in the new Dragonfly label. The author observes that the illustration displayed on the label consists of several components, such as:

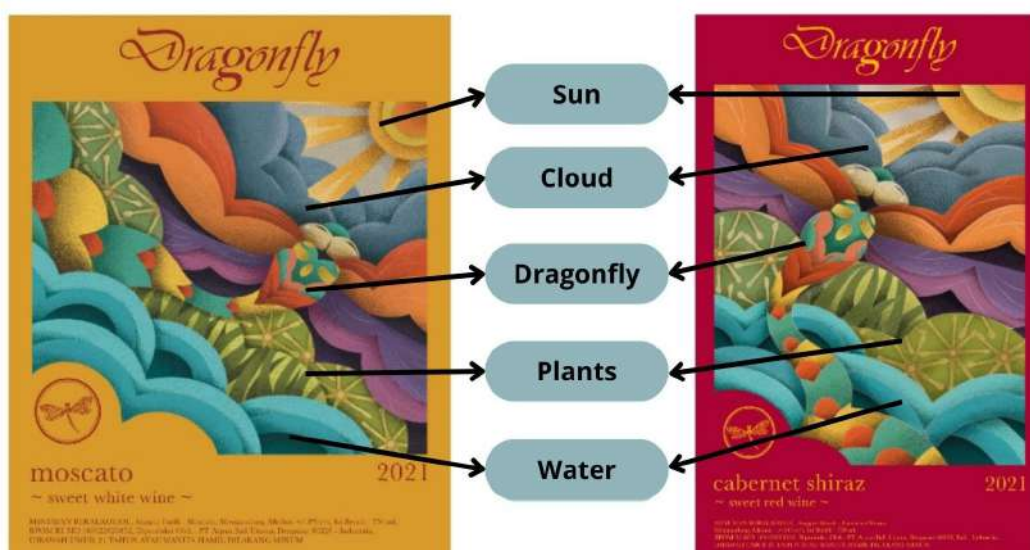


Figure 4. Breakdown of Illustrations on the Dragonfly Label

Sources: Author's Documentation. 2025



a. *Dragonfly Illustration*

The dragonfly illustration appears to blend with other elements; however, the author can still identify the structure of the dragonfly's head and body. The head is represented by three curved lines, indicating the head and two eyes. The thorax, located in the middle of the body, features four wavy wings that merge with the surrounding illustrations, followed by a long, curved abdomen. The author identifies the dragonfly as the primary element, as it directly corresponds to the product's name, Dragonfly. The shape of the dragonfly is adapted to the illustrator's artistic style while also aligning with the image of the creative consumer that the brand aims to highlight.

The way the dragonfly appears integrated with other illustration elements is interpreted as a representation of adaptation within the colorful ecosystem, symbolizing the joy and vitality. Additionally, the dragonfly is often interpreted as a symbol of transformation and change, because of their metamorphic life cycle, from egg to larva, then pupa, and finally to adulthood. The dragonfly is also a symbol of courage and strength, commonly associated with persistence and the ability to thrive in ever-changing environments. This is further reflected in the diverse patterns within the dragonfly's form, which signify continuous transformation throughout the lifecycle.

b. *Sun Illustration*

A sun illustration is placed in the upper right corner of the label. The sun is universally associated with bright light and a source of energy. The dragonfly appears to be flying towards the sun, symbolizing a pursuit of light and energy, essential for growth and survival.

c. *Ilustrasi of Clouds, Plants, and Water as the Dragonfly's Ecosystem*

The illustration represents the habitat and ecosystem of the dragonfly's life cycle. Some dragonflies inhabit areas near clean water sources surrounded by lush green plants. The presence of dragonflies in an environment often serves as a bioindicator, signifying that the surrounding area still has clean water. In this label illustration, the depiction of the dragonfly's ecosystem is designed with interconnected elements, creating a sense of unity among the visual components. This integration conveys the harmony and beauty of the dragonfly's natural habitat.

2. Color

In this new label, Dragonfly retains the same background colors as its previous label. The background color for Dragonfly Moscato is bright orange, which conveys a cheerful and lively impression. Orange is associated with happiness, energy, enthusiasm, and joy (Rustan, 2009:58). However, orange can also evoke a psychological response that emphasizes an inexpensive product (Pujiriyanto, 2005:48). Meanwhile, the background color for Dragonfly Cabernet Shiraz is red, which appears luxurious, premium, and strong. Based on the meaning of color, red is often associated with passion, warmth, strength, ambition, and energy (Rustan, 2009:58). However, depending on the context and individual experiences, red can also symbolize danger or warning. These two background colors are eye-catching and create a sense of brightness, which, according to the author, makes the product more noticeable from a distance and sparks consumer curiosity.

In terms of the colors used in the illustration, the author observes that Dragonfly incorporates a variety of pastel tones. Additionally, the label features a layered coloring technique similar to *Sigar Mangsi*. *Sigar Mangsi* is a traditional Balinese coloring technique that employs a layer-by-layer approach to create a smooth color gradient. This technique builds colors from dark to light, and vice versa (Pastika, 2008:110). The use of this technique gives the label a sense of depth and volume. For the author, this coloring technique also reinforces the perception that Dragonfly is a product originating from a Balinese wine company.

3. Typography

The label features two types of typography, such as Script for the product name, Dragonfly and Serif for the information located at the bottom. This choice of typefaces gives the label a rigid, classic, and formal



appearance. The author observes a certain ambiguity between the illustration and the typography used on the label. The illustration appears vibrant and dynamic, while the typography is structured and overly formal. This contrast creates an interesting tension between playfulness and sophistication in the overall design.

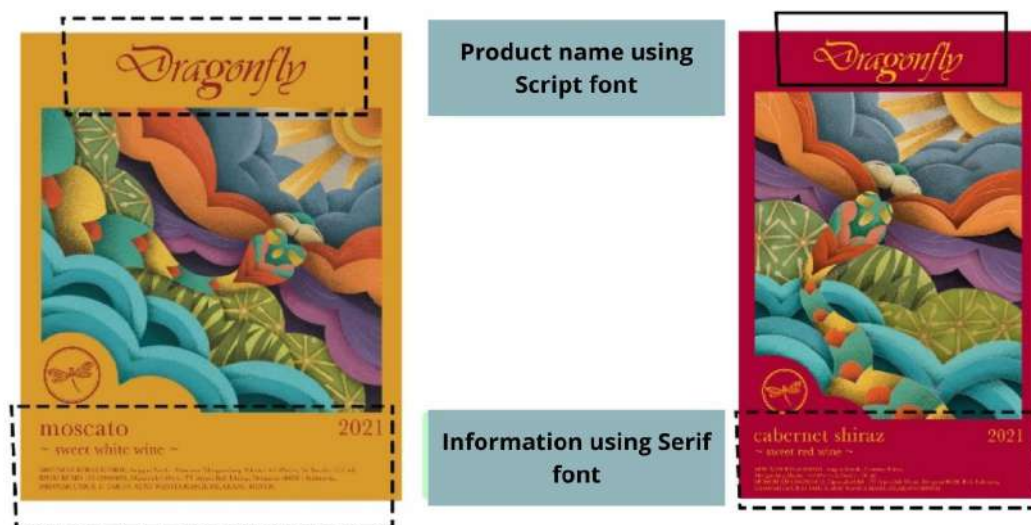


Figure 5. Typography and Text Composition on Dragonfly Label

Source: Author's Documentation. 2025

4. Copywriting or Text

The text displayed on the label, apart from the product name, includes details such as the type of wine, grape variety, year of production, alcohol content, volume, BPOM code, production location, and a pregnancy warning. The author observes that the dominance of text is very low compared to the illustration. Consumers are more likely to focus on the illustration rather than the textual information due to its small size and placement at the bottom of the label. Based on the author's interpretation, in terms of visual hierarchy, the new Dragonfly wine label significantly deviates from standard wine labeling conventions. This label prioritizes illustration as the main visual attraction, which overwhelmingly dominates the space on the label. Meanwhile, crucial information about the wine's origin, grape variety, alcohol content, year, volume, and other essential details is presented in a much smaller font.

This approach challenges the conventional structure of wine labeling, which typically emphasizes key product details. Standard wine labels generally display important information such as the brand name, address, grape variety, region of origin, alcohol content, year of production, net volume, sulfite and allergy indications, and health warnings. However, in this case, consumers are more likely to focus on the illustration rather than reading the product information.

Overall, the visual elements, particularly the illustrations on this new label, create a vastly different impression from the overall branding of PT. Hatten Bali, Tbk. The company has long maintained an elegant image, both in its corporate branding and across its wine products. In contrast, the Dragonfly label conveys a sense of cheerfulness, relaxation, vibrancy, and even childlike playfulness. The childlike impression primarily comes from the pastel colors used in the label design. Pastel colors are commonly associated with children's characteristics, as they motivate activity, joy, and creativity. Additionally, pastel colors are considered visually safe for children, because they are not glaring, do not cause eye fatigue, pleasant, and non-intimidating (Sari, 2004:32). This playful visual identity creates a stark contrast to the typical wine imagery, that has been reserved for 21 years and above.





Figure 6. General Wine Label Standards
Source: Bluelabelpackaging. 2025

To better understand the intended meaning behind this new label, the author also conducted an interview with PT. Hatten Bali, Tbk.'s designer. Since the company itself was the main initiator of the label change, the interview aimed to clarify their objectives. For the new Dragonfly label, PT. Hatten Bali, Tbk. collaborated with a Balinese illustrator, Monez. The interview revealed that the label redesign was intended to align with the sweet taste profile of Dragonfly Moscato and Cabernet Shiraz. This sweetness was meant to be visually reflected through a modern and dynamic style, appealing more directly to young consumers. According to PT. Hatten Bali, Tbk., the sweetness of Dragonfly wine makes it suitable for parties, pairing with any type of food, or simply enjoyed as a refreshing drink after a long day. As a result, their target consumers for Dragonfly include young, creative, flexible, socially active, and productive individuals. Monez was selected as the illustrator because of his signature style, which prominently features bright colors, a perfect match for Dragonfly's youthful target audience. Consequently, the color palette for the Dragonfly label uses vibrant hues. Vibrant colors, often associated with boldness, enthusiasm, and high contrast, create a modern, expressive, and dramatic feel. Moreover, vibrant colors help emphasize the illustrations (Novia, 2016:5).

The choice of the dragonfly elements as the central illustration is directly tied to the product's name, Dragonfly. Additionally, the philosophy of the dragonfly aligns with the brand's narrative, as dragonflies are known as indicators of a clean ecosystem. Dragonflies play a crucial role in the environment, serving as bioindicators of water quality. Their presence often signals a healthy and unpolluted habitat. Beyond its ecological significance, the dragonfly also carries positive symbolic meanings, representing happiness, good fortune, and personal transformation. When comparing the author's interpretation with the brand's intended meaning, it becomes evident that there are differences in how the visual communication elements on the new Dragonfly label are perceived.

Table 1. Comparison of Visual Communication Design Elements

Visual Communication Design Elements	Author/Interpreter's Perspective	Brand Owner's Perspective (PT. Hatten Bali, Tbk.)
Illustration	The dragonfly and its habitat appear as a unified composition, conveying a sense of happiness, creativity, and strength. The illustration is visually aesthetic.	The illustration represents the dragonfly as the icon of Dragonfly wine, symbolizing its presence in a healthy and fertile ecosystem.



Color	<ul style="list-style-type: none"> • The red and orange background appears bright and eye-catching. • The coloring technique resembles <i>Sigar Mangsi</i>, a Balinese artistic style, subtly indicating local identity. • The colors in the illustration appear pastel-like, which is commonly associated with children rather than the vibrant, expressive, and dramatic hues expected for a wine label. 	<ul style="list-style-type: none"> • The color scheme remains the same as the previous label. • The colors are adjusted to match the characteristics of the target audience—young consumers who are creative, dynamic, sociable, and productive. • The illustration features vibrant colors, symbolizing boldness.
Typography	The use of Script and Serif fonts gives a formal and rigid impression, which contradicts the intended modern, trendy, and dynamic brand image.	The Script and Serif fonts align with PT. Hatten Bali, Tbk.'s elegant branding concept.
Copywriting	The text appears very small, making the label seem solely focused on the illustration.	The displayed information is sufficient and complies with wine labeling requirements.
<p>From these two interpretations come the positive and negative meanings of Dragonfly's new label, such as:</p> <p>Positive Meanings</p> <ul style="list-style-type: none"> • Introduces innovation in wine labeling, departing from conventional label designs. • The visually attractive and eye-catching label piques curiosity about the wine's taste. <p>Negative Meanings</p> <ul style="list-style-type: none"> • The branding contradicts PT. Hatten Bali, Tbk.'s established elegant image, potentially leading consumers to mistake Dragonfly as an unrelated product. • The label design does not strongly indicate that the product is for consumers aged 21 and above. Instead, it leans towards a younger audience, even resembling a children's beverage. 		

Source: Author's Documentation. 2025

Conclusion

PT. Hatten Bali, Tbk., through its Dragonfly Moscato and Cabernet Shiraz products, attempts to break away from modernist conventions and shift towards postmodernism in the sense of deconstructive transformation. According to Derrida, this deconstruction is a form of metaphysical identification. This metaphysical deconstruction is carried out through collaboration with a Balinese illustrator, yet different interpretations arise from various perspectives. PT. Hatten Bali, Tbk.'s effort in conducting this metaphysical deconstruction represents a novel approach in wine labeling. However, it appears somewhat misaligned, as interpreters are drawn primarily to its visual appeal, rather than perceiving it as an integrated representation of PT. Hatten Bali, Tbk.'s established brand identity, one that emphasizes elegance and Balinese locality. The new label introduces a different image, portraying creativity, cheerfulness, and a party-friendly vibe. Interestingly, Dragonfly's new label presents a fresh perspective, demonstrating that a wine label does not necessarily have to depict traditional wine-related elements such as grapes, but can instead incorporate elements tailored to the characteristics of its target audience. By applying Derrida's hermeneutic approach, the author realizes that a visual communication design piece does not have a fixed, absolute meaning; rather, it remains open to multiple interpretations. Therefore, before drawing conclusions about the meaning of a design, we must consider it from various perspectives, consider the social and cultural contexts, as well as the unique experiences and perceptions of each individual in interpreting the design's meaning.

References


Ariodutho, S., Sugiyanti, L., Larasati, A., & Wijaya, I. S. (2023). Pengaruh packaging produk terhadap persepsi kualitas dan nilai produk UMKM Anisa Bakery. *Masarin*, 2(1), 204–214. <https://jurnalbima.id/index.php/masarin/article/view/206>



- Ibrahim, J., Tambunan, O. D., & Husenudin, A. (2025). Analisis pengaruh branding visual terhadap minat beli konsumen. *MES Management Journal*, 4(1), 652–661. <https://doi.org/10.56709/mesman.v4i1.606>
- Kotler, P., & Keller, K. L. (2009). *Manajemen pemasaran* (Edisi ke-13, Jilid I). Jakarta: Erlangga.
- Pastika, I. D. M. (2008). Bentuk-bentuk petualangan dalam upacara Ngaben ditinjau dari sudut kesenirupaan Bali. *Mudra Jurnal Seni Budaya*, 22(1), 102–113.
- Novia, C. E., Waluyanto, H. D., & Zacky, A. (2016). Perancangan buku bergambar dengan daya tarik pop-up tentang manajemen emosi untuk anak-anak usia 4–6 tahun. *Jurnal DKV Adiwarna*, 1(8), 1–11.
- Pujiriyanto. (2005). *Desain grafis komputer (Teori grafis komputer)*. Yogyakarta: Andi.
- Rustan, S. (2009). *Mendesain logo*. Jakarta: Gramedia Pustaka Utama.
- Sari, S. M. (2004). Peran warna interior terhadap perkembangan dan pendidikan anak di taman kanak-kanak. *Dimensi Interior*, 2(1), 22–36.
- Simamora, S. (2005). Hermeneutika postmodern: Wacana pembuka atas hermeneutika Jacques Derrida. *Logos*, 4(1), 1–16. <https://doi.org/10.54367/logos.v4i1.1828>
- Susanto, E. (2016). *Studi hermeneutika: Kajian pengantar*. Jakarta: Kencana.
- Tana, Y. F. (2019, Juli 26). Memahami teori dekonstruksi Jacques Derrida sebagai hermeneutika radikal. *LSF Discourse*. <https://lsfdiscourse.org/memahami-teori-dekonstruksi-jacques-derrida-sebagai-hermeneutika-radikal/>
- Triartanto, A. Y., Suriyanto, A. D., & Mutiah, T. (2021). Dekonstruksi makna teks protokol kesehatan COVID-19 pada kampanye lagu "Ingat Pesan Ibu" di media YouTube (Analisis hermeneutika radikal Derrida). *Jurnal Mitra Pendidikan (JMP Online)*, 5(1), 25–44. <https://doi.org/10.52160/e-jmp.v5i1.808>
- Udang, F. C. (2019). Berhermeneutik bersama Derrida. *Tumou Tou*, 6(2), 117–127.



Development of Balinese Script Learning Media Animation Based on Wana Kerthi Approach

I Nyoman Agus Suarya Putra ✉ , Ni Luh Sustiwati,
Anak Agung Gde Bagus Udayana, I Wayan Suardana, I Made Gede Arimbawa
Indonesian Art Institute, Denpasar, Indonesia

Abstract

This study aims to develop an interactive learning media for Balinese script using the *Wana Kerthi* approach through 2D animation. The integration of animation and music is intended to enhance children's understanding and interest in learning the Balinese script while simultaneously introducing them to environmental conservation concepts. The research method includes observation, interviews, and questionnaires distributed to educators and parents. The media development process consists of three stages: pre-production (research, concept design, and storyboard creation), production (animation and music development), and post-production (final editing and integration). The test results indicate that the developed learning media is feasible and effective, with an approval rating of 83.3% from media experts, 88% from content experts, and 90.1% from users. These results demonstrate that the combination of 2D animation and music enhances engagement and retention in learning Balinese script. Future research is recommended to expand the variety of musical elements, increase language content, and improve animation quality to further optimize its effectiveness in early childhood education.

Keywords: *Balinese script, Wana Kerthi, 2D animation, interactive learning, early childhood education.*

Suggested citation: Putra, I.N.A.S., Sustiwati, N.L., Udayana, A.A.G.B., Suardana, I.W., & Arimbawa, I.M.G. (2025). Development of Balinese Script Learning Media Animation Based on Wana Kerthi Approach. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 35-44. DOI: 10.59324/ejahss.2025.2(2).04

Introduction

Widespread digital development has made it easier for children to access information through digital devices. Electronic games and social media platforms such as TikTok, Instagram and YouTube have become part of their daily lives (Kurniawan et al., 2024). While providing benefits in terms of entertainment and education, exposure to age-inappropriate digital content can cause a shift in cultural values and weaken children's character. As a result, children tend to forget their local wisdom and cultural heritage (N. A. S. Putra et al., 2023; Setiawan et al., 2023). Therefore, efforts to instill cultural values must begin at an early age to build awareness and a strong cultural identity in children (Fleer, 2020; Saracho, 2023).

The introduction of culture should start from fundamental aspects such as regional language. Balinese, as the mother tongue of the Balinese people, plays an important role in daily communication as well as in the preservation of local culture (Susiani, 2021). This language is not only a means of communication, but also the main medium in transmitting cultural values through various forms of literature, songs, and oral traditions (Sari & Asmendri, 2020).. Balinese script, as part of the Balinese writing system, has unique shapes and characteristics that are different from Latin letters. However, uninteresting learning methods often cause children difficulties in understanding and memorizing Balinese Script (Sudarma et al., 2024).

In Balinese culture, there is the concept of *Wana Kerthi*, which is a teaching about preserving forests as part of the Sad Kerthi philosophy (Muku et al., 2025; I. N. A. S. Putra & Mudra, 2022). Forests have an



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

essential role in the ecosystem as well as in the lives of Balinese Hindus. The concept of *Wana Kerthi* has long been applied in Balinese traditions, such as the celebration of Tumpek Wariga/Tumpek Uduh, the existence of Alas Angker Temple, and customary rules (*awig-awig*) that regulate forest protection (Dewi, 2017). Therefore, it is important to introduce this concept to children from an early age as part of local wisdom-based education (Ernawati et al., 2018; Syamsi & Tahar, 2021).

The learning-by-play approach is an effective method in introducing culture to early childhood. Interactive media-based learning can increase their interest and understanding of the material being taught. Based on observations at Dharma Sentana Kindergarten, the method of teaching local culture still uses simple media such as pictures, statues, and frames (Tafonao, 2018). An interview with the Principal of Dharma Sentana Kindergarten revealed that teaching Balinese is mostly done through stories and folk songs, while the introduction of Balinese Script is still limited due to the lack of age-appropriate learning media for children.

One effective method in attracting children's attention is through a combination of music and animation. Cartoon or animation is a form of media that is highly favored by children because of its attractive visuals and funny characters (Ibrahim et al., 2023). Therefore, the introduction of Balinese Script can be packaged in the form of songs combined with 2D animations with animal characters and forest backgrounds as a representation of the *Wana Kerthi* concept. In this way, children not only learn to recognize Balinese Script but also gain an understanding of the importance of environmental conservation (Sudrajat, 2021).

Based on these problems, this research aims to develop learning media for Balinese script based on 2D animation with the *Wana Kerthi* approach. This media is expected to be an interesting and effective educational tool for early childhood in recognizing Balinese Script while understanding the values of environmental conservation in Balinese culture.

Materials and Methods

Data Collection Method

This study uses a data collection method that involves observation, interviews, and the distribution of questionnaires to obtain comprehensive information regarding the effectiveness of 2D animation-based Balinese script learning media. Observations were carried out at Dharma Sentana Kindergarten to understand the teaching methods that have been applied in introducing Balinese script to children. Through this observation, an overview of the learning environment, the availability of teaching media, and the children's response to the method used was obtained.

Interviews were conducted with educators to explore their perspectives regarding the obstacles in teaching Balinese script and their hopes for animation-based learning media. This interview focused on the need for more interactive learning media, the challenges in attracting children's attention, and the effectiveness of the methods that have been applied.

In addition, questionnaires were distributed to parents and educators to evaluate the extent to which the learning media developed can help children recognize and understand Balinese script. This questionnaire measures readability, visual appeal, understanding of the material, and the effectiveness of the combination of animation and songs in increasing children's interest in learning.

Design Process Diagram

The design process scheme in this design includes creating a background that contains the background of the problem, then continuing with data collection to support the research (Luna, 2018). From the results of data collection, an analysis was carried out on the data that had been obtained, after which a solution was taken to solve the problems found in the background, namely the Design of 2D Animation-Based *Wana Kerthi* Balinese Script Learning Media. From this solution, a realization process consisting of three stages was carried out. The first is the pre-production stage, which determines the concept, theme,



characters, script, and storyboard that match the solution provided. Then, the production stage begins, which is the stage of making the animation. Audio and the merging of assets are carried out. The post-production stage is the final stage of creating learning media. At this stage, the animated video will be given effects and audio added until the rendering process of the animated video in MP4 format and 1080p resolution.

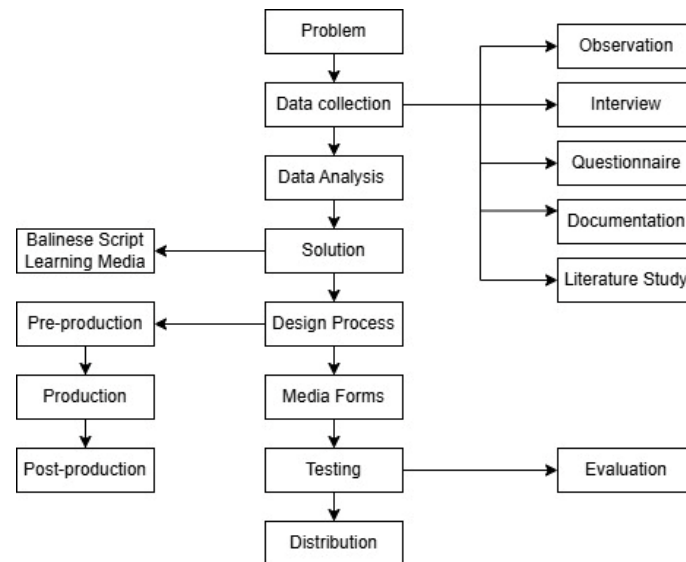


Figure 1. Design Process Scheme
Source: Priyono et al., 2023

The design process for this learning medium consists of several main stages, namely needs analysis, visual and animation design, media production, and testing and evaluation. This design scheme aims to ensure that the learning media developed is not only attractive to children, but also effective in supporting the Balinese script learning process.

The first stage is a needs analysis, which identifies the needs of users, both from the perspective of children as the target users and educators as learning facilitators. From the results of observations and interviews, it was found that the method of teaching Balinese script is still very limited, so interactive media that is more interesting and easier for children to understand is needed.

Furthermore, visual design and animation were carried out. In this stage, a visual concept was developed that was suitable for early childhood characters. Character illustrations and background elements were designed using Adobe Illustrator to ensure an attractive and educational visual. In addition, 2D animation was developed using Adobe After Effects by applying animation principles such as squash and stretch, anticipation, and timing, so that the character's movements look more natural and interactive.

In the media production stage, all the previously designed elements are combined into a single, complete learning media unit. The educational song containing lyrics in Balinese script is made using FL Studio, with an interesting musical composition to make it easier for children to memorize and recognize Balinese script. The song is then synchronized with the animation that has been created to create a fun and effective learning experience.

The final stage is testing and evaluation. The learning media was tested by involving 30 early childhood children and educators at Dharma Sentana Kindergarten. The evaluation was carried out using a Likert scale-based questionnaire method to assess the effectiveness of the learning media from various aspects, including text readability, visual appeal, children's understanding of the material, and user comfort in accessing the media. The results of this test were analyzed quantitatively to determine the level of success of the learning media developed.



By applying this method, this study aims to ensure that 2D animation-based learning media with the *Wana Kerthi* approach can be an effective solution in improving children's understanding of Balinese script through a more interactive and interesting approach.

Results

Animation Visualization

The Balinese script learning video can be visualized in the following scenes.

In this scene, the monkey and elephant characters are singing a Balinese script song with the addition of a starling extra character at the beginning of the video. The animation technique used in this scene is tweened animation and rigging. This scene is added with karaoke text that uses franklin gothic heavy font to make it easier for children to sing.



Figure 2. Animation Scene (a)
Source: Author's Document, 2025

In this scene, the monkey and elephant characters learn about Balinese script and pengangge script by adding narration by dubbing. The animation technique used is tweened animation and rigging. This scene is added with the shape of each script and explanatory text using franklin gothic heavy font.

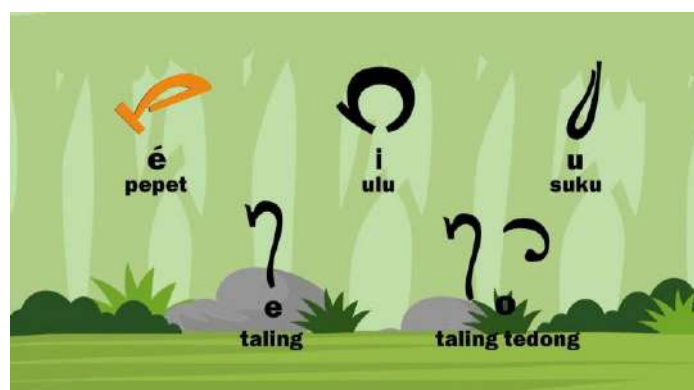


Figure 3. Animation Scene (b)
Source: Author's Document, 2025



This scene features a Balinese starling character as a guide in learning Balinese about things in the forest. This scene is added with the Balinese script of each letter and the Latin text of the word using franklin gothic heavy font. The animation technique used in this scene is rigging technique.



Figure 4. Animation Scene (c)
Source: Author's Document, 2025

This scene features a monkey and an elephant playing, with a voice-over narration explaining how to preserve the forest. The animation techniques used in this scene are tweened animation and rigging.



Figure 5. Animation Scene (d)
Source: Author's Document, 2025

Testing Results

Based on the presentation of the test results by media experts, it can be concluded that the learning media for Balinese characters through the *Wana Kerthi* approach is declared feasible with an average percentage of 83.3%. Exposure to the results of testing by material experts can be concluded that the Balinese script learning media through the *Wana Kerthi* approach is declared in accordance with Balinese language learning with a percentage of 88%. The presentation of the test results by users can be concluded that the learning media for Balinese characters through the *Wana Kerthi* approach is declared feasible as learning Balinese characters for children with a percentage of 90.1%.



Discussion

A) Pre-Production Stage

The pre-production stage is the initial stage of creating a work, starting from data collection to storyboard creation, which will serve as a guide in the next stage.

Research

In this stage, the writer collects data such as conducting observations, interviews, documentation, questionnaires, and literature studies to determine the theme and concept to support the creation of this learning medium. From the results of the research, it can be concluded that this Balinese script learning medium will be presented in the form of 2D animation with the concept of a music video. The song or music used is specially made with Balinese script as the lyrics. During the song breaks, simple words in Balinese language and script related to *Wana Kerthi* will be inserted according to the theme used, which is the forest.

Wana Kerthi Approach

Wana Kerthi is a concept of preserving and maintaining the sanctity of the forests in Bali. So that the concept of *Wana Kerthi* will be presented in the Balinese script learning media as a theme and additional material in 2D animation videos. The theme taken is the forest according to the concept of *Wana Kerthi* and additional material that will be inserted in the Balinese script song breaks such as the introduction of words related to the forest in the form of Balinese and Balinese script as well as how to protect the forest and the environment.

Depiction of Assets

The depiction of assets in this learning medium is adapted to the theme and concept that has been designed. From these themes and concepts, the character assets used in this 2D animation-based learning medium are animals found in the forest, namely monkeys and elephants. These animal character assets are made as cute as possible to attract children's attention. Other assets such as forest backgrounds, trees, to Balinese script vectors are adapted to the theme raised, namely the *Wana Kerthi* approach.



Figure 6. Animation Scene (d)
Source: Author's Document, 2025

Synopsis

The intro will show the bright shining sun and then go to the scenery section where it will show mountains, forests and pristine streams. Next, the animal characters are busy playing in the forest and then a voice over invites the animals to sing a Balinese alphabet song. The animals sing happily, then during the break of the Balinese alphabet song, the voice over begins to tell about how Balinese people preserve trees and forests and invite the animals to help plant trees to protect the forest. In addition, a few words in Balinese related to the forest will be inserted, such as Woh, Buron, Alas, Tukad, Punyan,



which are changed using Balinese script. Then it continues with singing the Balinese alphabet song and ends with the animal characters waving their hands.

B) Production Process

The production of Balinese alphabet learning media with a *Wana Kerthi* approach based on 2D animation can be explained as follows.

Illustration of Asset Images

The process of making characters and assets in this 2D animation video was created using Adobe Illustrator CC 2019 Software. In the creation of asset illustrations, visual communication design elements are used, namely lines, shapes, and colors, resulting in a harmonious design composition. The stages in the creation of characters and assets are as follows:

Worksheet Size

In the creation of characters and assets, the file layout size used is 1920 x 1080 px which corresponds to the animation resolution to be made, namely HD 1080p.

Outline Creation

The outline creation process is adjusted to the manual sketch that has been made previously. Furthermore, the outline creation is continued digitally using Adobe Illustrator CC 2019. Some of the tools used are pen tools, rectangle tool, shape boilder tool, selection tool, and direct selection tool.

Coloring Outline

The outline of the characters and previously created assets will be colored using several tools such as the fill tool, eyedropper, and color picker. The color used is a tertiary color, resulting in a color that tends to be soft and not too contrasting so as not to disturb children's vision.



Figure 7. Character Coloring
Source: Author's Document, 2025

Concept

The concept applied to this learning medium is a collaboration between a music video and 2D animation where the music and song used are made specifically for this animated video. This song contains an introduction to Balinese script, namely *Ha, Na, Ca, Ra, Ka, Da, Ta, Sa, Wa, La, Ma, Ga, Ba, Nga, Pa, Ja, Ya, Nya* in Latin letters. Then it uses the *Wana Kerthi* approach as a theme and additional material that is included in the break of the Balinese script song. The material inserted related to *Wana Kerthi* such as how to preserve the forest and the addition of simple Balinese words that are still related to *Wana Kerthi* are then transformed into Balinese script such as *Woh, Buron, Alas, Don, Tukad, Yeh, Punyan, Danyuh, Batu, Sunar* which are explained through dubbing/voice over to produce an animated video that can be accepted by young children.



Animation Techniques

The animation technique used in learning media, namely Tweened animation technique, is the process of animating movement by determining the initial keyframe and final keyframe, then running the animation in between the initial and final frame positions. The Rigging technique is the process of animating movement using a puppet tool that is placed on the character's asset so that the character can be moved according to the body joints. For example, the movement of the head where the puppet tool is placed on the neck and head so that it can be moved.

Basic Principles of Animation

The basic principles of animation used are as follows:

Arcs

This principle is used to give a natural and dynamic impression because the movement of the character forms a pattern. This principle is used in the scene of a bird jumping from a tree branch.



Figure 8. Arcs

Source: Author's Document, 2025

Secondary Action

This principle is used to make the movement of the character appear more lively because basically there is no single movement. This principle is applied to several scenes, one of which is when the monkey is hanging before singing.



Figure 9. Secondary Action

Source: Source: Author's Document, 2025



Exaggeration

This principle is used to provide a dramatic effect that is exaggerated so that the animation becomes more interesting. This principle is used in the scene of the sun rotating.

Squash and Stretch

This principle is used to add a bending effect to an object so that the resulting movement looks more lifelike. This principle is used on some objects such as grass.

Sound

This Balinese literacy learning media video uses several types of sound, such as background sound, songs, sound effects, and narration. The following are the types of sound used:

Background sound

The background sound used in this animated video is gamelan music made by myself using the FL Studio 20 application. The instruments used are the Jublag, Jegogan, Kajar, and Ugal gamelan. The gamelan rhythm is made smooth and loud to produce gamelan accompaniment that matches the concept of the animated video.

Song

In this animated video, the song is used as teaching material for learning Balinese script. The song was made by myself using Balinese script as the lyrics, such as *Ha, Na, Ca, Ra, Ka, Da, Ta, Sa, Wa, La, Ma, Ga, Ba, Nga, Pa, Ja, Ya, Nya*.

Sound Effect

The sound effects used in this animated video are the sounds of birds, babies, and water.

Narration

The voiceover in this animation is a female voice with a clear sound character. The narration explains things in the forest in Balinese and how to preserve the forest.

Conclusion

This study has succeeded in designing and developing a 2D animation-based learning medium with the *Wana Kerthi* approach to introduce Balinese script to children. This medium not only functions as a tool for learning script, but also as a means of education regarding environmental preservation through the *Wana Kerthi* concept. The results of the test show that this medium is effective in increasing children's understanding of Balinese script with a high level of success. Based on the results of testing by media experts, this learning medium received a feasibility score of 83.3%, while testing by subject matter experts showed that this medium is suitable for learning Balinese with an approval rate of 88%. In addition, user testing shows that this medium is suitable for use as a learning tool with an effectiveness rate of 90.1%. From these results, it can be concluded that this 2D animation-based learning medium has a positive impact on improving children's understanding of Balinese script and instilling environmental conservation values from an early age. The effectiveness of this medium shows that visual and audio-based learning methods have great potential to strengthen memory and increase children's interest in learning. For further development, it is recommended that the songs and music used be more varied with diverse instruments to avoid boredom in children. In addition, the use of Balinese in this learning medium can be expanded by adding more examples of words and sentences relevant to everyday life.




References

- Dewi, K. (2017). The importance of learning media for early childhood. *Raudhatul Athfal: Jurnal Pendidikan Islam Anak Usia Dini*, 1(1), 1–16. <https://doi.org/10.19109/ra.v1i1.1489>
- Ernawati, T., Siswoyo, R. E., Hardyanto, W., & Raharjo, T. J. (2018). Local-wisdom-based character education management in early childhood education. *The Journal of Educational Development*, 6(3), 348–355. <https://doi.org/10.15294/jed.v6i3.25078>
- Fleer, M. (2020). The cultural construction of child development: Creating institutional and cultural intersubjectivity. In M. Fleer & B. van Oers (Eds.), *The Routledge reader in early childhood education* (pp. 37–52). Routledge.
- Ibrahim, M. B., Sari, F. P., Kharisma, L. P. I., Kertati, I., Artawan, P., Sudipa, I. G. I., Simanihuruk, P., Rusmayadi, G., Nursanty, E., & Lolang, E. (2023). *Research methods in various scientific fields (Guidelines & References)*. PT. Sonpedia Publishing Indonesia.
- Kurniawan, A., Pattiasina, P. J., Rahman, A., Lestari, N. C., & Al Haddar, G. (2024). Utilization of YouTube as a problem-solving-based learning media. *TECHNOVATE: Journal of Information Technology and Strategic Innovation Management*, 1(2), 62–68. <https://doi.org/10.52432/technovate.1.2.2024.62-68>
- Luna, P. (2018). *Typography: A very short introduction*. Oxford University Press.
- Muku, I. D. M. K., Sudiarta, I. G. P., Nitiasih, P. K., & Warpala, I. W. S. (2025). Entrepreneurship training model based on Sad Kerthi Loka Bali perspective. *Journal of Ecobumanism*, 4(1), 940–951. <https://doi.org/10.62754/joe.v4i1.5899>
- Priyono, D., Putra, I. N. A. S., Sutarwiyasa, I. K., Rizaq, M. C., Setiawan, I. N. A. F., & Jayanegara, I. N. (2023). *Visual communication design in the era of technology: The role of technology in the development of visual communication design*. PT. Sonpedia Publishing Indonesia.
- Putra, I. N. A. S., & Mudra, I. W. (2022). Digital learning media for early children based on local wisdom of the "Jagat Kertih." *International Journal of Humanities, Literature & Arts*, 5(1), 60–68.
- Putra, N. A. S., Yusa, M. M., & Arsana, G. Y. (2023). The visual narrative of Satria Barong's character as a representation of the mystical entity of Barong Ket. *KnE Social Sciences*, 69–76. <https://doi.org/10.18502/kss.v8i15.13908>
- Saracho, O. N. (2023). Theories of child development and their impact on early childhood education and care. *Early Childhood Education Journal*, 51(1), 15–30. <https://doi.org/10.1007/s10643-021-01271-5>
- Sari, M., & Asmendri, A. (2020). Library research in science education research. *Natural Science*, 6(1), 41–53.
- Setiawan, Z., Pustikayasa, I. M., Jayanegara, I. N., Setiawan, I. N. A. F., Putra, I. N. A. S., Yasa, I. W. A. P., Asry, W., Arsana, I. N. A., Chaniago, G. G., & Wibowo, S. E. (2023). *Multimedia education: Concepts and applications in the era of industrial revolution 4.0 towards society 5.0*. PT. Sonpedia Publishing Indonesia.
- Sudarma, I. K., Sujana, I. W., Dewantara, K. A. K., Ardiyasa, I. N. S., & Sudiartini, N. P. K. D. (2024). Breaking barriers: Empowering visually impaired students with audio-assisted Balinese script relief media for enhanced literacy at a special public school. *International Journal of Language Education*, 8(2), 307–321.
- Sudrajat, D. D. (2021). Overcoming tourism threats through Balinese local wisdom. In *2nd International Conference on Business Law and Local Wisdom in Tourism (ICBLT 2021)* (pp. 51–54).
- Susiani, K. (2021). Maintenance efforts of Bali culture and language through local content in primary schools. *Bisma The Journal of Counseling*, 5(1), 9–15. <https://doi.org/10.23887/bisma.v5i1.34228>
- Syamsi, I., & Tahar, M. (2021). Local wisdom-based character education for special needs students in inclusive elementary schools. *Cypriot Journal of Educational Sciences*, 16(6), 3329–3342.
- Tafonao, T. (2018). The role of learning media in increasing students' interest in learning. *Journal of Educational Communication*, 2(2), 103.



Exploratory Analysis of the Factors Influencing Occupational Health and Safety (OHS) in Hospitals

Dr. Sangeetha Natarajan , Sumaya Sulaiman Rashid Al Farsi, Reem Dhahir Sulaiman Al Amri, Raida Salim Hamood Al Jamoodi, Wafa Rashid Hamed Al Shueili
University of Technology and Applied Sciences, Nizwa, Sultanate of Oman

Abstract

Since the ILO preamble in 1919, occupational safety and health have been key to ensuring safe workplaces and a strong preventive safety culture worldwide. Oman, an ILO member since 1994, has one of the best healthcare systems, offering free primary care for citizens and subsidized care for expatriates. As of 2023, Oman has 74 hospitals, 897 medical centers, and 6,409 medical professionals, with a hospital bed capacity of 14.9 per 10,000 people (National Centre for Statistics and Information). In 2014, Oman launched Health Vision 2050, a long-term strategy to build an efficient, equitable healthcare system through major investments (Oman Medical Journal, 2017). Today, hospitals focus on delivering high-quality care aligned with international standards, with an emphasis on education and research. However, work-related injuries, diseases, and accidents remain prevalent, leading to significant human and economic costs. This study explores factors affecting occupational health and safety in hospitals in the Ad Dakhliyah region, Oman. Using a mixed-method approach with surveys and interviews, it examines ways to reduce workplace risks and hazards. The findings were analyzed statistically to provide meaningful conclusions and recommendations.

Keywords: *Occupational Health, Safety, Hazards, Risks, Healthcare, Hospitals.*

Suggested citation: Natarajan, S., Al Farsi, S.S.R., Al Amri, R.D.S., Al Jamoodi, R.S.H., & Al Shueili, W.R.H. (2025). Exploratory Analysis of the Factors Influencing Occupational Health and Safety (OHS) in Hospitals. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 45-56. DOI: 10.59324/ejahss.2025.2(2).05

Introduction

Under Oman Vision 2040, the Ministry of Health plays a key role in shaping the nation's healthcare system, integrating strategies into five-year development plans. In early 2023, it submitted a performance report to guide future healthcare investments (Qasem Al Salmi et al., 2024). Oman has made remarkable progress in healthcare, earning global recognition for reducing infant mortality rates (Al Dhawi et al., 2007). To enhance patient safety, Oman adopted the WHO's Patient Safety Friendly Hospital Initiative (PSFHI), with 11 hospitals participating in 2016 through structured planning, training, and evaluations (Ahmed Al-Mandhari et al., 2018). The government has invested \$275 million in healthcare projects, including new hospitals, expansions, and specialized units to improve accessibility and efficiency (Times of Oman, 2021). Notable projects include the \$1.5 billion Sultan Qaboos Medical City in Muscat and the \$1 billion International Medical City in Salalah, both aimed at strengthening healthcare services and boosting medical tourism. Oman has also embraced digital transformation, linking 86% of government hospitals to a central electronic database by 2015, streamlining healthcare services and reducing patient wait times. Despite economic challenges, the ninth five-year plan (2016–2020) prioritized developing medical cities, investing in healthcare professionals, and restructuring medical education (Oxford Business Group).



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

Occupational Health and Safety (OHS) remains essential for the worker's well-being. The Joint ILO/WHO Committee defines OHS as protecting workers from hazards while promoting overall health and safety, aiming to prevent workplace accidents and risks (Pierre Vincensini). Occupational health and safety (OHS) aim to prevent workplace hazards, ensuring a safe environment for employees. OHS programs include policies and procedures to minimize accidents, injuries, and work-related illnesses. These measures can be statutory or non-statutory, but their main goal is workplace safety. In hospitals, where risks are high, proactive measures are essential. Hospital workers face various hazards (NASP, 2023) say Physical Hazards, Biological Hazards, Chemical Hazards, Ergonomic Risks, Psychological threats. While these hazards pose serious risks, they can be reduced by integrating OHS practices into daily hospital operations.

This study explores key challenges, evaluates existing safety measures, and identifies strategies to enhance workplace safety, ultimately benefiting both employees and patients. Thereby the present study explores the following research questions:

1. How do physical, psychosocial, and individual factors impact OHS in hospitals?
2. Does workplace organization influence OHS practices in these hospitals?
3. How does ergonomics contribute to OHS in hospitals?
4. What measures can help reduce hospital workplace hazards?

Literature Review

While numerous studies on Occupational Health and Safety (OHS) in hospitals exist globally, research in Oman's healthcare sector remains limited. International studies emphasize the importance of workplace safety, the role of hospital management in implementing OHS programs, and the impact of training on reducing workplace hazards.

Occupational Safety and Health in Hospitals Outside Oman

Vredenburgh AG. (2002), stressed that the safety of the workers, doctors, nurses, technicians, workers, patients and visitors is the cornerstone of occupational care, safety and health in the hospital. It is the Department of Occupational Safety and Security System, that bears the responsibility. Its duties are to manage, to guide, to plan, to implement and to follow-up the occupational security and safety in the organization. Gimeno D, Felknor S, Burau KD, Delclos GL. (2005), studied occupational safety and suggested ways on maintaining sound and secure work in hospital environment. The results show that occupational safety and health contribute to reducing the rates of work accidents and injuries, protecting them from diseases and impairments, and preserving physical and psychological capabilities. Manyele, Ngonyani, Eliakimu (2008) conducted a study to assess the status of occupational health and safety (OHS) in Tanzanian hospitals and identified the key areas of intervention. Occupational hazards exist wherever health care is practiced. Nefise Bahcecik and Havva Ozturk (2009) examined the problems in relation to occupational health, assessed occupational safety precautions and the applications of a private hospital as well as a university hospital.

Prof. Dr. Najm Al-Azzawi and Prof. Dr. Abbas Hussein Jawad (2010) examined the importance of health and safety for workers in their institutions. The management of organizations has increased its interest nowadays in determining the level of protection that it should provide to its employees. A hospital-based cross-sectional study was undertaken in a tertiary private hospital in Karnataka, Bangalore, India by Phukan.P in 2014, in which the awareness of occupational safety measures, biomedical waste handling, disposal and its compliance in their daily practice was examined. Nuwayhid (2016), in his study on Occupational health and safety in hospitals accreditation system, assessed the relationship between the status of accreditation among private Lebanese hospitals and compliance with OHS accreditation standards. The results were that accredited hospitals reported statistically better OHS performance than non-accredited hospitals based on the standards outlined in the accreditation manual. Rima R. Habib,



Ghandour Blanche, Fares Souha, Fadi El-Jardali, and Iman Nazanin Izadi and Reza Piruznia (2018) in their research study found out that hospital staffs are exposed to a wide range of health hazards in their workplace that are mainly biological, chemical, physical, ergonomic and psychological in nature.

Sarah Mossburg, Angela Agore, Manka Nkimberg, Yvonne (2019) in their study on “Occupational Hazards among Healthcare Workers in Africa: A Systematic Review” found out that workers in sub-Saharan Africa have higher rates of occupational exposure to infectious diseases than workers in developed countries. Prajwal MS, Kundury KK, Sujay MJ (2020) assessed the awareness on occupational safety and health hazards among nursing staff of a teaching hospital. Rasiah, Jaafar, Yusof, Ponnudurai, KatrinaPooi Yin Chung, Sasikala Devi (2020) assessed the level of trust between patients and healthcare providers, its dimensions and determinants. Imran Aslan (2021) studied the ranking and comparing occupational health and safety system performance indicators in hospitals by the analytic hierarchy process. Philip Apraku et al (2022), identified the occupational health hazards among healthcare providers and ancillary staff in Ghana. Takalani Denge and Mahlasela Rakhudu (2022), explored and described the perceptions of nurses on occupational health hazards and safety practices in Ditsobotla public hospitals of Northwest province. Ramita Marasini, Pratik Shrestha, Yaman Chaudhary (2023) stressed the fact that occupational health and safety is a broad discipline that covers several specialized fields, including physical, psychological, chemical, biological, and mechanical/electrical, and assesses the health and safety of employees in a broader context.

Research Studies in Healthcare in Oman

Asma S. Al Yahyai (2009) studied the factors determining the level of job satisfaction of Registered nurses in Muscat and the relationships to Herzberg’s motivation and hygiene factors. The findings proved that motivation factors and hygiene factors are significantly correlated with job satisfaction. Khamis N. Al-Gharbi, Said M. Gattoufi, Ali H. Al-Badi, Ali A. Al-Hashmi (2015), presented a case study of the project management of Al-Shifa healthcare information system (HIS) in Oman. Firdouse Rahman Khan, Sheikha Mohammed Ali Al-Balushi (2017), analyzed the factors influencing patients to go to private hospitals against public hospitals of Oman and their expectations of patients in the integrated public hospitals in Oman. In a study conducted by Muna Habib AL Lawati, Stephanie D. Short, Nadia Noor Abdulhadi, Sathiya Murthi Panchatcharam and Sarah Dennis (2019), the participants rated patient safety in the primary health care setting as excellent and the perception of patient safety was positive. Humaid Al-Kalbani, Tariq Al-Saadi, Ahmed Al-Kumzari, Hassan Al-Bahrani (2020), indicated that there are no standards to measure patient satisfaction and most of the developed countries have well-structured health care systems. Fatma Al-Jabri, Tarja Kvist, Reijo Sund and Hannele Turunen(2021), conducted a study to examine the perspectives of patients’ and healthcare professionals’ on overall quality of care and patient safety standards at two tertiary hospitals in Oman. They tried to identify the demographic characteristics that are related to the overall quality of care and patient safety.

Overall, while global research underscores the significance of OHS in hospitals, Omani studies have focused more on patient care than occupational safety. This gap highlights the need for further investigation into OHS challenges specific to Oman’s healthcare sector, ensuring better protection for healthcare workers and improved safety standards.

Methodology

This research follows a mixed-methods approach, combining qualitative (employee interviews) and quantitative (structured surveys) methods to assess occupational health and safety (OHS) practices in hospitals across Ad Dakhliyah. As an exploratory study, it seeks to identify key factors physical, psychological, individual, organizational, and ergonomic—that influence OHS in the region. The sampling design includes hospitals from major regions in Ad Dakhliyah, such as Nizwa, Bahla, Adam, Izki, and Samail. The study covers all government and private hospitals in these areas, with a total of six hospitals forming the research population. A multistage sampling technique is used, beginning with area sampling to categorize hospitals by location, followed by quota and convenience sampling to ensure



proportional and accessible sample selection. Data for the study is collected from both primary and secondary sources. Primary data is obtained through structured questionnaires and interviews with hospital employees, while secondary data is gathered from relevant published and unpublished reports. The collected data is analyzed using various statistical tools. Descriptive statistics summarize key variables through percentage analysis, while correlation analysis examines the influence of gender, age, and department on OHS practices, in the Ad Dakhliyah region, Oman.

Results and Implications

Descriptive Statistics of Independent and Dependent Variables

Demographic Profile

Most participants in the study were female (66%) and primarily belonged to the 25–31 age group (58%). Most respondents were Omani nationals (63%).

Table 1. Physical Factors Influencing the OHS Practices in Hospitals

Physical factors influencing the OHS practices in Hospitals.	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Manual handling of materials (hazardous chemicals, gas cylinders etc)	180 (51.43%)	90 (25.71%)	50 (14.29%)	30 (8.57%)	0 (0%)
Frequent lifting of patients and handling postures	170 (48.57%)	120 (34.29%)	60 (17.14%)	0 (0%)	0 (0%)
Transferring and repositioning of patients and musculoskeletal injury	170 (48.57%)	110 (31.43%)	40 (11.43%)	20 (5.71%)	10 (2.86%)
Work pressure, malfunctioning machines	150 (42.86%)	140 (40%)	40 (11.43%)	20 (5.71%)	0 (0%)
Unfamiliar tasks, failure to wear gloves and protective equipment	140 (40%)	130 (37.14%)	20 (5.71%)	40 (11.43%)	20 (5.71%)
Exposed to ergonomic and safety hazards from manual handling	170 (48.57%)	110 (31.43%)	30 (8.57%)	40 (11.43%)	0 (0%)

The findings highlight key occupational health and safety (OHS) concerns in hospitals, particularly related to manual handling, patient lifting, and ergonomic hazards. A significant majority (77.14%) agree that manual handling of materials is a critical factor in hospital safety, while an even larger percentage (82.86%) recognize frequent patient lifting as a major physical strain on healthcare workers. Similarly, 80% believe that transferring and repositioning patients poses a substantial risk to workplace safety. Work pressure and malfunctioning machines were also identified as major concerns, with 82.86% acknowledging their impact on OHS. Additionally, 77.14% of respondents believe that unfamiliar tasks and failure to wear protective equipment affect workplace safety, though a notable 17.14% expressed disagreement, suggesting some variation in perceptions. Ergonomic risks from manual handling were another significant issue, with 80% of respondents agreeing on their importance. Overall, the most pressing risks identified were manual handling, patient lifting, transferring patients, and ergonomic hazards, with over 75% agreement on their impact. Unfamiliar tasks and failure to wear protective equipment received slightly lower concern, with more respondents expressing mixed views. Given these findings, hospitals should prioritize improving safety measures related to manual handling, patient lifting, and ergonomic hazards. Additionally, addressing secondary concerns, such as proper training for unfamiliar tasks and ensuring consistent use of protective equipment, can further enhance workplace safety and support the well-being of healthcare professionals.



Table 2. Psychosocial Factors Influencing the OHS Practices in Hospitals

Psychosocial factors influencing the OHS practices in Hospitals.	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Work intensification	140 (40%)	160 (45.71%)	30 (8.57%)	20 (5.71%)	0 (0%)
Highly monotonous work	110 (31.43%)	160 (45.71%)	50 (14.29%)	0 (0%)	30 (8.57%)
Time pressure or deadlines	170 (48.57%)	140 (40%)	30 (8.57%)	0 (0%)	10 (2.86%)
Significant mental workload	120 (34.29%)	150 (42.86%)	50 (14.29%)	20 (5.71%)	10 (2.86%)
Less /Weak supervisor support	110 (31.43%)	130 (37.14%)	70 (20%)	0 (0%)	40 (11.43%)
Job insecurity	120 (34.29%)	110 (31.43%)	100 (28.57%)	10 (2.86%)	10 (2.86%)

The study highlights key psychosocial factors affecting occupational health and safety (OHS) in hospitals, based on respondents' perceptions. Time pressure and deadlines (88.57%) and work intensification (85.71%) emerged as the most significant concerns, with most employees agreeing that heavy workloads and tight deadlines negatively impact workplace safety. Other notable issues included monotonous work (77.14%), significant mental workload (77.15%), and weak supervisor support (68.57%), though responses varied. While most acknowledged these as important, some respondents expressed neutrality or disagreement, suggesting differences in workplace experiences. Job insecurity (65.72%) had the highest percentage of neutral responses (28.57%), indicating that its impact may depend on individual job roles. To improve OHS in hospitals, efforts should focus on reducing time pressure, managing workloads more effectively, and alleviating excessive mental strain. Strengthening supervisor support and addressing job security concerns can also contribute to a healthier and safer work environment for healthcare professionals.

Table 3. Work Organizing Factors Influencing the OHS Practices in Hospitals

Work organising factors influencing the OHS practices in Hospitals.	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
Interference of day and night shift decreases the efficiency of workers	140 (40%)	140 (40%)	50 (14.29%)	0 (0%)	20 (5.71%)
Workers with rotating shifts often experience sleep deficits and fatigue	150 (42.86%)	170 (48.57%)	10 (2.86%)	10 (2.86%)	10 (2.86%)
Night workers have higher risk for injury	140 (40%)	120 (34.29%)	50 (14.29%)	20 (5.71%)	20 (5.71%)
Increased risk is linked to working overtime, long hours and 7-hour shifts	140 (40%)	80 (22.86%)	90 (25.71%)	20 (5.71%)	20 (5.71%)
Work-related problems cause a reduced labor force	80 (22.86%)	190 (54.29%)	30 (8.57%)	0 (0%)	50 (14.29%)

The study highlights the impact of work schedules on occupational health and safety (OHS) in hospitals. Rotating shifts (91.43%) and shift interference (80%) were identified as major concerns, with most respondents agreeing that frequent schedule changes and disrupted shifts negatively affect worker efficiency and well-being. Other significant factors included night shifts (74.29%) and work-related problems affecting workforce efficiency (77.15%), though some respondents remained neutral or disagreed, suggesting that experiences vary among employees. Extended working hours (62.86%) had the highest level of neutrality (25.71%), indicating mixed perceptions of their impact on health and safety.



To improve OHS, hospitals should focus on minimizing shift-related fatigue, addressing night shift injury risks, and finding ways to reduce the negative effects of rotating schedules. Additionally, further research into the varying perceptions of overtime risks can help create a safer and more supportive work environment for healthcare professionals.

Table 4. Individual Factors Influencing the OHS Practices in Hospital

Individual factors influencing the OHS practices in Hospitals.	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly Disagree (5)
More injuries are being reported among younger workers	40 (11.43%)	210 (60%)	60 (17.14%)	20 (5.71%)	20 (5.71%)
More injuries are being reported among workers with lower educational attainment	110 (31.43%)	110 (31.43%)	50 (14.29%)	40 (11.43%)	40 (11.43%)
Increased risks are being observed among beginner workers	70 (20%)	120 (34.29%)	110 (31.43%)	40 (11.43%)	10 (2.86%)
Experienced workers plan, limit fatigue, avoid stressful and emergency situations	70 (20%)	90 (25.71%)	50 (14.29%)	120 (34.29%)	20 (5.71%)
Male workers are more capable in handling equipment, heavy material, and patients	180 (51.43%)	80 (22.86%)	20 (5.71%)	40 (11.43%)	71 (8.57%)

71.43% believe younger workers are more injury-prone, suggesting a perception of inexperience as a risk factor, while 17.14% remain neutral. 62.86% link lower education levels with higher injury rates, but 22.86% disagree, reflecting differing views on education's role in workplace safety. 54.29% agree that new employees face higher risks, though 31.43% are neutral, indicating inconsistency in perceptions. 45.71% believe experienced workers avoid risks better, while 40% disagree, showing mixed opinions. 74.29% perceive male workers as more capable in managing tasks, but 20% disagree, indicating potential for more inclusive perspectives on gender roles in safety.

Correlation Analysis Studying the Influence of Gender on Physical, Psychological, Work Organization and Individual Factors of OHS Practices in Hospitals in Ad Dakhliyah Region

Null Hypothesis (H₀):

There is no significant correlation between Gender of employees and physical, psychological, work organization, individual factors and OHS practices in hospitals in Ad Dakhliyah region.

Table 5. Correlation Analysis Studying the Influence of Gender on Influencing Factors of OHS Practices in Hospitals

Physical factors influencing the OHS practices in Hospitals.	P VALUE	Result
Manual handling of materials	9.554080	Correlated (Reject Null Hypothesis)
Frequent lifting of patients and handling postures	0.016578	Correlated (Reject Null Hypothesis)
Transferring and repositioning of patients and musculoskeletal injury	4.63250	Correlated (Reject Null Hypothesis)
Work pressure, malfunctioning machines	4.104324	Correlated (Reject Null Hypothesis)
Unfamiliar tasks, failure to wear gloves and protective equipment	1.955744	Correlated (Reject Null Hypothesis)
Exposed to ergonomic and safety hazards from manual handling	0.076022	Not Correlated (Accept Null Hypothesis)
Power tools and equipment, noise, confined spaces and electricity	1.297535	Correlated (Reject Null Hypothesis)
Handling of dangerous substances	0.000607	Correlated (Reject Null Hypothesis)
Performance of physical jobs in isolation	4.532771	Correlated (Reject Null Hypothesis)



Long and variable working hours	1.902373	Correlated (Reject Null Hypothesis)
Psychosocial factors influencing the OHS practices in Hospitals.	P VALUE	Result
Work intensification	3.916405	Correlated (Reject Null Hypothesis)
Highly monotonous work	5.872864	Correlated (Reject Null Hypothesis)
Time pressure or deadlines	1.100539	Correlated (Reject Null Hypothesis)
Significant mental workload	9.920694	Correlated (Reject Null Hypothesis)
Less /Weak supervisor support	1.401887	Correlated (Reject Null Hypothesis)
Job insecurity	2.886291	Correlated (Reject Null Hypothesis)
Work organizing factors influencing the OHS practices in Hospitals.	P VALUE	Result
Interference of day and night shift decreases the efficiency of workers	0.07271	Not Correlated (Accept Null Hypothesis)
Workers with rotating shifts often experience sleep deficits and fatigue	1.76001	Correlated (Reject Null Hypothesis)
Night workers have higher risk for injury	0.00896	Correlated (Reject Null Hypothesis)
Increased risk is linked to working overtime, long hours and 7-hour shifts	1.28242	Correlated (Reject Null Hypothesis)
Work-related problems cause reduced labor force	0.00061	Correlated (Reject Null Hypothesis)
Individual factors influencing the OHS practices in Hospitals.	P VALUE	Result
More injuries are being reported among younger workers	2.360872	Correlated (Reject Null Hypothesis)
More injuries are being reported among workers with lower educational attainment	4.606313	Correlated (Reject Null Hypothesis)
Increased risks are being observed among beginner workers	1.131729	Correlated (Reject Null Hypothesis)
Experienced workers plan, limit fatigue, avoid stressful and emergency situations	0.000261	Correlated (Reject Null Hypothesis)
Male workers are more capable in handling equipment, heavy material, and patients	9.507523	Correlated (Reject Null Hypothesis)

The analysis shows a significant correlation between gender and most physical, psychological, work organization, and individual factors that influence OHS practices in hospitals. However, exposure to ergonomic and safety hazards from manual handling and interference between day and night shifts do not show a notable link to gender. These findings suggest that gender plays a crucial role in how employees perceive and navigate OHS-related challenges in hospital settings. This highlights the importance of implementing gender-sensitive policies and interventions to ensure workplace safety measures are inclusive and effectively address the unique experiences of all employees.

Correlation Analysis Studying the Influence of Age on Physical, Psychological, Work Organization and Individual Factors of OHS Practices in Hospitals in Ad Dakhliyah Region

Null Hypothesis (H₀):

There is no significant correlation between Age of employees and physical, psychological, work organization, individual factors and OHS practices in hospitals in Ad Dakhliyah region.

Table 6. Correlation Analysis Studying the Influence of Age on Influencing Factors of OHS Practices in Hospitals

Physical factors influencing the OHS practices in Hospitals.	P VALUE	Result
Manual handling of materials	4.91959	Correlated (Reject Null Hypothesis)
Frequent lifting of patients and handling postures	7.33391	Correlated (Reject Null Hypothesis)
Transferring and repositioning of patients and musculoskeletal injury	5.55669	Correlated (Reject Null Hypothesis)
Work pressure, malfunctioning machines	3.97254	Correlated (Reject Null Hypothesis)



Unfamiliar tasks, failure to wear gloves and protective equipment	6.93650	Correlated (Reject Null Hypothesis)
Exposed to ergonomic and safety hazards from manual handling	1.17574	Correlated (Reject Null Hypothesis)
Power tools and equipment, noise, confined spaces and electricity	4.59597	Correlated (Reject Null Hypothesis)
Handling of dangerous substances	1.67986	Correlated (Reject Null Hypothesis)
Performance of physical jobs in isolation	4.38058	Correlated (Reject Null Hypothesis)
Long and variable working hours	6.86500	Correlated (Reject Null Hypothesis)
Psychosocial factors influencing the OHS practices in Hospitals.	P VALUE	Result
Work intensification	4.90998	Correlated (Reject Null Hypothesis)
Highly monotonous work	4.09613	Correlated (Reject Null Hypothesis)
Time pressure or deadlines	1.00668	Correlated (Reject Null Hypothesis)
Significant mental workload	1.83217	Correlated (Reject Null Hypothesis)
Less /Weak supervisor support	3.37907	Correlated (Reject Null Hypothesis)
Job insecurity	1.44117	Correlated (Reject Null Hypothesis)
Work organizing factors influencing the OHS practices in Hospitals.	P VALUE	Result
Interference of day and night shift decreases the efficiency of workers	8.62315	Correlated (Reject Null Hypothesis)
Workers with rotating shifts often experience sleep deficits and fatigue	4.26205	Correlated (Reject Null Hypothesis)
Night workers have higher risk for injury	3.85050	Correlated (Reject Null Hypothesis)
Increased risk is linked to working overtime, long hours and 7-hour shifts	6.61577	Correlated (Reject Null Hypothesis)
Work-related problems cause reduced labor force	5.76338	Correlated (Reject Null Hypothesis)
Individual factors influencing the OHS practices in Hospitals.	P VALUE	Result
More injuries are being reported among younger workers	1.46625	Correlated (Reject Null Hypothesis)
More injuries are being reported among workers with lower educational attainment	2.63528	Correlated (Reject Null Hypothesis)
Increased risks are being observed among beginner workers	2.47244	Correlated (Reject Null Hypothesis)
Experienced workers plan, limit fatigue, avoid stressful and emergency situations	1.97770	Correlated (Reject Null Hypothesis)
Male workers are more capable in handling equipment, heavy material, and patients	1.49824	Correlated (Reject Null Hypothesis)

The analysis reveals a significant correlation between age and various factors influencing occupational health and safety (OHS) practices in hospitals across the Ad Dakhliyah region. These factors include physical and psychological aspects, work organization, and individual characteristics. The findings highlight that age plays a crucial role in shaping how these elements impact employees' health and safety.

Given these insights, it is essential to develop age-specific policies in OHS management to address the distinct needs and challenges faced by different age groups. For example:

- Younger employees may require additional training and support to minimize the risk of workplace injuries.
- Older employees might benefit from modified workloads or ergonomic adjustments to alleviate physical strain.

These results underscore the importance of incorporating age diversity into OHS strategies to create a safer and more supportive hospital environment for all employees.



Correlation Analysis studying the influence of Nationality on physical, psychological, Work organization and individual factors of OHS practices in hospitals in Ad Dakhliyah region

Null Hypothesis (H₀):

There is no significant correlation between the Nationality of employees and physical, psychological, work organization, individual factors and OHS practices in hospitals in Ad Dakhliyah region.

Table 7. Correlation Analysis Studying the Influence of Nationality on Influencing Factors of OHS Practices in Hospitals

Physical factors influencing the OHS practices in Hospitals.	P VALUE	Result
Manual handling of materials	1.44600	Correlated (Reject Null Hypothesis)
Frequent lifting of patients and handling postures	3.18317	Correlated (Reject Null Hypothesis)
Transferring and repositioning of patients and musculoskeletal injury	1.65412	Correlated (Reject Null Hypothesis)
Work pressure, malfunctioning machines	0.00076	Correlated (Reject Null Hypothesis)
Unfamiliar tasks, failure to wear gloves and protective equipment	0.00265	Correlated (Reject Null Hypothesis)
Exposed to ergonomic and safety hazards from manual handling	0.26956	Not Correlated (Accept Null Hypothesis)
Power tools and equipment, noise, confined spaces and electricity	3.59406	Correlated (Reject Null Hypothesis)
Handling of dangerous substances	2.89181	Correlated (Reject Null Hypothesis)
Performance of physical jobs in isolation	0.00258	Correlated (Reject Null Hypothesis)
Long and variable working hours	3.19275	Correlated (Reject Null Hypothesis)
Psychosocial factors influencing the OHS practices in Hospitals.	P VALUE	Result
Work intensification	4.3881	Correlated (Reject Null Hypothesis)
Highly monotonous work	0.0032	Correlated (Reject Null Hypothesis)
2.C. Time pressure or deadlines	4.6638	Correlated (Reject Null Hypothesis)
2.D. Significant mental workload	1.5437	Correlated (Reject Null Hypothesis)
2.E. Less /Weak supervisor support	1.4273	Correlated (Reject Null Hypothesis)
2.F. Job insecurity	3.9554	Correlated (Reject Null Hypothesis)
Work organizing factors influencing the OHS practices in Hospitals.	P VALUE	Result
Interference of day and night shift decreases the efficiency of workers	1.29297	Correlated (Reject Null Hypothesis)
Workers with rotating shifts often experience sleep deficits and fatigue	4.53313	Correlated (Reject Null Hypothesis)
Night workers have higher risk for injury	2.6923	Correlated (Reject Null Hypothesis)
Increased risk is linked to working overtime, long hours and 7-hour shifts	2.4796	Correlated (Reject Null Hypothesis)
Work-related problems cause reduced labor force	1.92478	Correlated (Reject Null Hypothesis)
Individual factors influencing the OHS practices in Hospitals.	P VALUE	Result
More injuries are being reported among younger workers	4.6337	Correlated (Reject Null Hypothesis)
More injuries are being reported among workers with lower educational attainment	5.8201	Correlated (Reject Null Hypothesis)
Increased risks are being observed among beginner workers	1.2956	Correlated (Reject Null Hypothesis)
Experienced workers plan, limit fatigue, avoid stressful and emergency situations	2.1284	Correlated (Reject Null Hypothesis)
Male workers are more capable in handling equipment, heavy material, and patients	0.0004	Correlated (Reject Null Hypothesis)

The analysis indicates a significant correlation between nationality and most factors influencing occupational health and safety (OHS) practices in hospitals across the Ad Dakhliyah region. These factors include physical and psychological aspects, work organization, and individual characteristics. However, the study found no significant link between nationality and ergonomic or safety hazards related to manual handling. These findings highlight the need to consider employees' nationality when developing and



implementing OHS policies in hospitals. Workers from different national backgrounds may encounter unique challenges due to cultural differences, language barriers, or varying skill levels, which can impact their ability to perform certain tasks or adapt to workplace conditions. To address these differences, tailored OHS interventions may include:

- Training programs are designed to overcome cultural or language barriers.
- Adjustments to job roles or responsibilities based on employees' physical capabilities or educational backgrounds.
- Improved communication and support systems to foster inclusivity and enhance the effectiveness of OHS practices for a diverse workforce.

Conclusion

This study examines key factors affecting Occupational Health and Safety (OHS) practices in hospitals in the Al Dhakilya region, focusing on physical, psychosocial, work organization, and individual influences. The analysis identifies significant weaknesses in OHS, particularly regarding gender, age, nationality, and departmental challenges. Key issues include high injury risks for younger employees, physical strain on older workers, inadequate training for non-national employees, gender disparities, inconsistent workload distribution, long working hours, shift fatigue, weak supervisor support, and psychosocial stressors. To improve workplace safety, reduce risks, and enhance employee well-being, several key areas in hospital settings need attention.

- First, physical factors such as manual handling and unsafe work conditions must be addressed. Implementing ergonomic training, regular equipment maintenance, and mandatory use of protective gear can reduce injury risks. Additionally, investing in automated patient-lifting devices can minimize physical strain on healthcare workers.
- Second, work organization improvements are necessary to manage long hours, shift issues, and overtime. Hospitals should adopt fair shift scheduling, provide sufficient rest breaks, introduce rotational policies to balance workloads, and encourage staffing adjustments to reduce reliance on overtime.
- Third, psychosocial factors like stress, mental load, and weak supervision require careful management. Training supervisors in effective leadership, establishing mental health programs, offering career development opportunities, and implementing task rotation can enhance job satisfaction and prevent burnout.
- Fourth, specific attention should be given to high-risk groups, such as young, inexperienced, and night-shift employees. Specialized safety training, enhanced support, and mentorship for these workers can reduce injury risks. Onboarding safety programs and improved supervision for night shifts will further safeguard vulnerable workers.
- Finally, strengthening safety management and OHS strategies is essential. Developing comprehensive risk management frameworks, implementing regular and practical OHS training, ensuring compliance with safety regulations, and improving data tracking systems will lead to more effective hazard prevention. Introducing safety incentive programs can also foster a culture of safety awareness. By addressing these key areas: manual handling, work organization, mental health, injury risks, and safety management, hospitals can create a safer, more supportive work environment, ultimately improving employee well-being, job satisfaction, and healthcare efficiency.

References

Al-Azzawi, N., & Jawad, A. H. (2010). *Egyptian Journal of Social Work*, 8(1).




- Al-Gharbi, K. N., Gattoufi, S. M., Al-Badi, A. H., & Al-Hashmi, A. A. (2015). Al-Shifa healthcare information system in Oman: A debatable implementation success. *The Electronic Journal of Information Systems in Developing Countries*, 66(1), 1–17. <https://doi.org/10.1002/j.1681-4835.2015.tb00473.x>
- Al-Jabri, F., Kvist, T., Sund, R., & Turunen, H. (2021). Quality of care and patient safety at healthcare institutions in Oman: Quantitative study of the perspectives of patients and healthcare professionals. *BMC Health Services Research*, 21(1), 1109. <https://doi.org/10.1186/s12913-021-07152-2>
- Al-Kalbani, H., Al-Saadi, T., Al-Kumzari, A., & Al-Bahrani, H. (2020). Public's perception and satisfaction on the healthcare system in Sultanate of Oman: A cross-sectional study. *Annals of the National Academy of Medical Sciences (India)*, 56(4), 214–219.
- Al-Lawati, M. H., Short, S. D., Abdulhadi, N. N., Panchatcharam, S. M., & Dennis, S. (2019). Assessment of patient safety culture in primary health care in Muscat, Oman: A questionnaire-based survey. *BMC Family Practice*, 20(1), 50. <https://doi.org/10.1186/s12875-019-0932-4>
- Apraku, P., Akweongo, P., & Adjuik, M. (2022). Occupational health hazards among healthcare providers and ancillary staff in Ghana: A scoping review. *BMJ Open*, 12(10), e064499. <https://doi.org/10.1136/bmjopen-2022-064499>
- Bahcecik, N., & Ozturk, H. (2009). The occupational safety and health in hospitals from the point of nurses. *Research Gate Publications*, 33(4), 1205–1214.
- Denge, T., & Rakhudu, M. (2022). Perceptions of nurses on occupational health hazards and safety practices in Ditsobotla public hospitals in North West province. *Curationis*, 45(1), e1–e9. <https://doi.org/10.4102/curationis.v45i1.2346>
- Gimeno, D., Felknor, S., Burau, K. D., & Delclos, G. L. (2005). Organizational and occupational risk factors associated with work-related injuries among public hospital employees in Costa Rica. *Occupational and Environmental Medicine*, 62(5), 337–343. <https://doi.org/10.1136/oem.2004.015750>
- Habib, R. R., Ghandour, B., Fares, S., El-Jardali, F., & Nuwayhid, I. (2016). Occupational health and safety in hospitals accreditation system: The case of Lebanon. *International Journal of Occupational and Environmental Health*, 22(3), 201–210. <https://doi.org/10.1080/10773525.2016.1172254>
- Hämäläinen, P., Takala, J., & Saarela, K. L. (2006). Global estimates of occupational accidents. *Safety Science*, 44(2), 137–156. <https://doi.org/10.1016/j.ssci.2005.08.017>
- International Labour Organization. (2013). International labour standards on occupational safety and health. Retrieved from <https://www.ilo.org/global/standards/subjects-covered-by-international-labour-standards/occupational-safety-and-health/lang--en/index.htm>
- Izadi, N., & Piruznia, R. (2018). Occupational health hazards among health care workers. *Public Health Open Access*, 2(1). <https://doi.org/10.23880/phoa-16000120>
- Khan, F. R., & Al-Balushi, S. M. A. (2017). Factors influencing the preference of private hospitals to public hospitals in Oman. *International Journal of Management*, 3(2), 67–77.
- Manyele, S. V., Ngonyani, H. A., & Eliakimu, E. (2008). The status of occupational safety among health service providers in hospitals in Tanzania. *Tanzania Journal of Health Research*, 10(3), 159–167. <https://doi.org/10.4314/thrb.v10i3.14347>
- Marasini, R., Shrestha, P., & Chaudhary, Y. (2023). Occupational health and safety hazards faced by healthcare professionals in Kathmandu-based hospitals: A cross-sectional analytical study. *International Journal of Community Medicine and Public Health*, 10(2), 593–603. <https://doi.org/10.18203/2394-6040.ijcmph20230273>
- Ministry of Health. (2014). *Health Vision 2050*. Muscat: Ministry of Health. Retrieved from <https://www.moh.gov.om/documents/16506/119833/Health+Vision+2050/7b6f40f3-8f93-4397-9fde-34e04026b829>



- Ministry of Health. (2018). *Annual health report 2018*. Muscat: Ministry of Health. Retrieved from <https://www.moh.gov.om/en/web/statistics/annual-reports>
- Mosburg, S., Agore, A., Nkimbeng, M., & Comodore-Mensah, Y. (2019). Occupational hazards among healthcare workers in Africa: A systematic review. *Annals of Global Health*, 85(1), 78. <https://doi.org/10.5334/aogh.2419>
- National Association of Safety Professionals. (2023). Types of hazards. Retrieved from <https://naspweb.com/blog/types-of-hazards/>
- National Institute for Occupational Safety and Health (NIOSH), Centers for Disease Control and Prevention (CDC). (2022). Workplace safety and health topics. Retrieved from <https://www.cdc.gov/niosh/topics/default.html>
- Occupational health definition and meaning. (n.d.). *Collins English Dictionary*. Retrieved from <https://www.collinsdictionary.com/dictionary/english/occupational-health>
- Oman Medical Journal. (2017). 32(2), 86–96. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5397084/>
- Oxford Business Group. (2017). *The Report: Oman 2017*. Retrieved from <https://oxfordbusinessgroup.com/reports/oman/2017-report>
- Phukan, P. (2014). Compliance to occupational safety measures among the paramedical workers in a tertiary hospital in Karnataka, South India. *International Journal of Occupational and Environmental Medicine*, 4(1), 40–50.
- Prajwal, M. S., Kundury, K. K., & Sujay, M. J. (2020). Assessing the awareness on occupational safety and health hazards among nursing staff of a teaching hospital. *Journal of Family Medicine and Primary Care*, 9(12), 5961–5965. https://doi.org/10.4103/jfmpc.jfmpc_1295_20
- Rasiah, S., Jaafar, S., Yusof, S., et al. (2020). A study of the nature and level of trust between patients and healthcare providers, its dimensions and determinants: A scoping review protocol. *BMJ Open*, 10(e028061). <https://doi.org/10.1136/bmjopen-2018-028061>
- Vredenburg, A. G. (2002). Organizational safety: Which management practices are most effective in reducing employee injury rates? *Journal of Safety Research*, 33(2), 259–276. [https://doi.org/10.1016/S0022-4375\(02\)00014-6](https://doi.org/10.1016/S0022-4375(02)00014-6)
- World Health Organization. (2022). Occupational health. Retrieved from <https://www.who.int/health-topics/occupational-health>
- World Health Organization. (2022). Occupational health: Health workers. Retrieved from <https://www.who.int/news-room/questions-and-answers/item/occupational-health-health-workers>
- Yahyaie, A. S. A. (2009). *Job satisfaction of registered nurses in Muscat, Sultanate of Oman* (Master's thesis). California State University, Long Beach.



The Impact of Organisational Support and Organisational Identification on the Job Performance of University Staff

Abigail Dzama Anderson 

*Faculty of Law, Kwame Nkrumah University of Science
and Technology, Kumasi, Ghana*

Grace Yeboah 

*Department of Interdisciplinary Studies, Akenten Appiah-Menka University of Skills
Training and Entrepreneurial Development, Kumasi, Ghana*

Theodora Oduro 

*Directorate of Student Affairs, Kwame Nkrumah University of Science
and Technology, Kumasi, Ghana*

Grace Aba Mensah, PhD 

*Department of Educational Studies,
Wesley College of Education, Kumasi, Ghana*

Joseph Asamoah-Gyawu 

*Counselling Centre, Kwame Nkrumah University of Science
and Technology, Kumasi, Ghana*

Sarah Takyi 

*Department of Education and Psychology, University
of Cape Coast, Cape Coast, Ghana*

Emmanuel Eshun  

*Department of Guidance and Counselling, University
of Cape Coast, Cape Coast, Ghana*

Solomon Jil Barimah 

*Department of Guidance and Counselling, University
of Cape Coast, Cape Coast, Ghana*

Abstract

This study examined the impact of perceived organisational support (POS) and organisational identification (OI) on job performance among university staff. The research was conducted using a cross-sectional design, with data collected from 164 staff members of the University of Cape Coast through structured questionnaires. Findings indicate that 90.2% of staff perceive moderate levels of organisational support. However, the study found no direct relationship between POS and job performance ($r = .077$, $p = .326$). Instead, organisational identification emerged as a significant predictor of job performance ($r = .458$, $p < .001$). A weak but significant correlation between POS and OI ($r = .156$, $p = .046$) was observed. Multiple regression analysis further confirmed that OI significantly predicts job performance ($\beta = .827$, $p < .001$), while POS does not have a significant impact ($\beta = .013$, $p = .900$). The overall model explains 21.1% of the variance in job performance ($R^2 = .211$, $F(3,160) = 14.248$, $p < .001$), emphasising that OI plays a stronger role in predicting employee performance than POS. The study underscores the importance of strengthening organisational identification as a more effective strategy for improving employee performance than simply increasing perceived support. Recommendations include enhancing



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/). The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

organisational identification through leadership initiatives, participatory decision-making, and a strong workplace culture. Additionally, professional development opportunities, fair treatment, and recognition programmes can help improve POS and indirectly influence job performance.

Keywords: *Higher Education Institutions, Job Performance, Organisational Identification, Perceived Organisational Support, Professional development and University of Cape Coast.*

Suggested citation: Anderson, A.D., Yeboah, G., Oduro, T., Mensah, G.A., Asamoah-Gyawu, J., Takyi, S., Eshun, E., & Barimah, S.J. (2025). The Impact of Organisational Support and Organisational Identification on the job Performance of University Staff. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 57-5. DOI: 10.59324/ejahss.2025.2(2).06

Introduction

Performance is considered an essential element in managing organisations worldwide where outcomes are compared with overall organisational goals and objectives (Akpa et al., 2021). Organisations have to focus extensively on the performance of employees to enhance their capabilities and for the achievement of goals (Zhenjing et al., 2022). Organisations have considered employees as strategic assets and have begun to invest in employee development programmes. Employees show greater commitment towards the organisation in terms of heightened performance and less likelihood of quitting the job (Yandi & Havidz, 2022). Some employees in organisations enjoy facilities like daycare, meals, a gym and transportation to and from work and they are encouraged to spend 20% of their time pursuing their ideas. In these ways, the organisation communicates that it values employees' contributions (Norouzi & Angel, 2023).

The norm of reciprocity prescribes that “people should help those who have helped them and that people should not injure those who have helped them” (Kotowski, 2020). To the extent that both parties apply the norm of reciprocity to their relationship, it would benefit both. In the employment context, social exchange theory emphasises that the interacting parties (employee and employer) exchange effort and loyalty for tangible benefits and social rewards. The organisational support theory supposes that employees create global beliefs that their organisation will reward their extra effort and meet their socio-emotional needs, which is termed as perceived organisational support (POS) (Eisenberger et al., 1986). Therefore, perceived organisational support is an assurance that organisation would be involved in activities to help employees to carry out the job effectively. Important outcomes of perceived organisational support are job performance (Karatepe, 2012), employee physical health (Arnold & Dupre, 2012) and organisational commitment (Arshadi, 2011). Among the outcomes of perceived organisational support, is job performance which is measured through in-role performance and extra-role performance.

Perceived organisational support has been defined as the value contributions, and recognition given to employees by organisations (Mascarenhas et al., 2022). It is also the organisational mindset for valuing the efforts of workers and care for employee well-being. Various factors combine to form perceived organisational support which includes working conditions, positive behaviour and attitude of employees and human resources management practices (Karatepe et al., 2022). Equal and fair treatment at the workplace among employees for rewards and favourable working conditions which are supported by management and the strategic apex who was found to be positively associated with perceived organisational support (Chillakuri & Vanka, 2022). On the other hand, the efforts of employees at the workplace are reinforced by perceived organisational support and the consequence was found to be the achievement of goals.

Organisational identification, which refers to the psychological attachment between an individual and his or her work organisation, has captured the attention of organisational theorists and practitioners during the last decade because of the positive effects that it has been shown to have on various work outcomes (Akpa et al., 2021). For example, studies have indicated that higher identification leads to enhanced job



performance, lower absenteeism and turnover rates, more extra-role behaviours, greater job satisfaction, increased motivation and improved health and physical well-being (Kim et al., 2023; Roodbol & Stynen, 2023). Given this evidence, it is reasonable to expect that increased identification can play a pivotal role in augmenting organisational efficiency and effectiveness.

Organisational identification is a particular form of social identification in which individuals categorise themselves as members of an organisation (Schwarz, 2017). Organisational identification can be defined as the 'perception of oneness with or belongingness to an organisation' (Sammarrá et al., 2021). Individuals identify strongly with an organisation if their organisational membership is more salient than alternative identities and if their self-concept features attributes that they ascribe to their organisation (Caprar et al., 2022).

Perceived organisational support and organisational identification influence work-related and job performance outcomes. Organisations must focus extensively on the performance of employees to enhance their capabilities and achievement of goals (Chen, 2017). Therefore, the performance of employees in an educational institution emerges as an important factor. Previously, various studies explained multiple reasons for dropped performance such as lack of organisational support, recent studies found an influence of perceived organisational support on performance (Khan, 2015).

University employees' effectiveness is crucial to delivering high-quality instruction, progressing research, and smoothing administrative processes in modern higher education institutions. Perceived organisational support (POS) and organisational identity (OI) significantly impact employee motivation, engagement, and performance. Workers who believe their organisations are providing them with a lot of assistance are typically more engaged, dedicated, and effective. On the other hand, people who feel unsupported could experience disengagement, burnout, and job discontent. Universities still face difficulties with staff turnover, low work satisfaction, and weakened organisational commitment, all of which have a negative impact on institutional effectiveness, even though there is a growing body of research addressing these issues (Dinc et al., 2022).

According to research, perceived organisational support (POS) helps to improve organisational identity (OI), which in turn improves job performance (Druey et al. 2024). However, not enough research has been done to determine how much OI influences the connection between performance and perceived support in academic settings (Champika, 2024). Hence, this paper examined the influence of organisational support and organisational identification of employees on job performance.

This paper would provide useful information on how organisational support and organisation identification affects the job performance of staff at the University of Cape Coast and measures needed to improve staff performance at their workplace.

Research Questions

1. What is the level of organisational support of staff of University of Cape Coast?
2. What is the relationship between organisational support, organisational identification and job performance among staff of the University of Cape Coast?
3. What is the impact of organisational support and organisational identification on job performance of staff of University of Cape Coast?

Theoretical Background

Organisational Support Theory

According to the organisational support theory, fortunate opportunities for rewards help to communicate a confident valuation of employees' assistance and thus fund perceived organisational support (POS) (Arokiasamy et al., 2010). Favourable HR practices that indicate an investment in human assets and demonstrate gratitude for employee contributions have remained suggested to encourage POS (Serenko, 2023). Employees are notified of how co-workers are treated based on their opinion of organisational support (Kotowski, 2020). Perceived organisational support is perceived as work-group maintenance,



which is a distinct idea (Self et al., 2005). A strong evidence of this give-and-take relationship is found in organisational support theory (Eisenberger et al., 2017). Activities that demonstrate over-commitment to the organisation reflect employees reciprocating organisational support. Workers feel a sense of identification (Knippenberg & Sleebos, 2006) and a sense of self-importance (Fuller et al., 2006) in their organisation.

Social Identity Theory

In social identity theory, a social identity is a person's knowledge that he or she belongs to a social category or group (Hogg 2016). A social group is a set of individuals who hold a common social identification or view themselves as members of the same social category. Through a social comparison process, people who are similar to the self are categorised with the self and are labelled the in-group; people who differ from the self are categorised as the out-group. In early work, social identity included the emotional, evaluative, and other psychological correlates of in-group classification (Devine, 2015). Later researchers often separated the self-categorisation component from the self-esteem (evaluative) and commitment (psychological) components to empirically investigate the relationships among them. The two important processes involved in social identity formation, namely self-categorisation and social comparison, produce different consequences (Hogg & Abrams, 1988). The consequence of self-categorisation is an accentuation of the perceived similarities between the self and other in-group members and an accentuation of the perceived differences between the self and out-group members. This accentuation occurs for all the attitudes, beliefs and values, affective reactions, behavioural norms, styles of speech, and other properties that are believed to be correlated with the relevant intergroup categorisation. The consequence of the social comparison process is the selective application of the evaluation effect, primarily to those dimensions that will result in self-enhancing outcomes for the self. Specifically, one's self-esteem is enhanced by evaluating the in-group and the out-group on dimensions that lead the in-group to be judged positively and the out-group to be judged negatively. As Hogg and Abrams (1988) posited social categories in which individuals place themselves are parts of a structured society and exist only with other contrasting categories (for example, black vs. white); each has more or less power, prestige, status, and so on. Further, these authors point out that the social categories precede individuals; individuals are born into an already structured society. Once in society, people derive their identity or sense of self largely from the social categories to which they belong. Each person, however, throughout his or her personal history, is a member of a unique combination of social categories; therefore, the set of social identities making up that person's self-concept is unique.

Social identity theory maintains that an individual's self-concept consists of a personal and social component and that individuals order their social environment by categorising people into groups (Asgari et al. 2008). Individuals identify with social categories due to a desire for safety and uncertainty reduction and to enhance their self-esteem. This identification enables them to partake in the successes of a group whose accomplishments are beyond their individualistic powers (Haslam, et al. 2020). Organisational identification is a particular form of social identification in which individuals categorise themselves as members of an organisation (Schwarz, 2017).

Individuals identify strongly with an organisation if their organisational membership is more salient than alternative identities and if their self-concept features attributes they ascribe to their organisation (Dutton & Dukerich, 1991). Strong organisational identification can translate into favourable outcomes, such as greater employee compliance and job satisfaction (Haslam et al 2020). However, strong identification can also lead to stress and depression when the employing organisation is confronted with external criticism (Dutton & Dukerich, 1991). While this research demonstrates that organisational identification is a powerful concept that facilitates the understanding of employee behaviours in the wider literature, Rho et al. (2015) argued that 'the role of inside members' image and identification has been ignored in public and non-profit management research' and should be analysed in more detail. Civil servants may possess high levels of organisational identification if they believe that their public agency is similarly motivated to serve the public good. Therefore, organisational identification offers a unique perspective to examine the job performance relationship (Akila & Priyadarshini, 2018).



Level of Perceived Organisational Support of University Staff

Many studies have investigated the perceptions of faculty and administrative staff regarding organisational support and how these perceptions influence workplace behaviour, academic output, and institutional loyalty. The research findings indicate that elevated levels of perceived organisational support (POS) are associated with positive workplace behaviour, heightened motivation, and decreased turnover. In contrast, insufficient levels of support correlate with increased workplace stress, dissatisfaction, and disengagement. For example, academic staff at Eastern University in Sri Lanka reported a high level of POS, which was positively correlated with job satisfaction (Judge et al 2020). Similarly, staff at Al-Aqsa University in Gaza recognised a significant degree of organisational support, which was linked to enhanced organisational confidence and citizenship behaviour (Hashish, 2018). Conversely, administrative personnel at newly established universities in China indicated slightly lower levels of POS, which adversely impacted their job performance and work engagement (Wan & Saidin, 2018; Hassan et al., 2021). Furthermore, research indicates that when perceived organisational support is excessively high or low, employees who experience organisational cynicism exhibit diminished performance. Conversely, when perceived organisational support is moderate, employees exhibiting organisational cynicism tend to demonstrate improved performance (Byrne & Hochwarter, 2008). This variability in POS levels suggests a dependence on the university's establishment status and administrative focus.

Relationship between Organisational Support, Organisational Identification and Job Performance among University Staff

Perceived organisational support has shown a moderate, positive relationship with job performance (Riggle, Edmondson & Hansen, 2009). It showed a positive association with work performance and organisational citizenship behaviour (Miao & Kim, 2010; Rich, Lepine & Crawford, 2010). Perceived organisational support from the parent company and the subsidiary is positively related to expatriates' organisational citizenship behaviour (Liu, 2009). Perceived organisational support showed an insignificant, indirect relationship with job performance through social exchange with organisation (Byrne et al., 2011). Perceived organisational support showed a positive relationship with athletic performance (Rocha & Chelladurai, 2011). It is found that perceived organisational support is positively related to temporal changes in performance, while the reverse relationship is found to be insignificant (Chen et al., 2009). In addition, it is found that perceived organisational support increases service recovery performance among hotel employees (Karatepe, 2012). Using a cross-lagged panel design, perceived organisational support is found to be related to a change in extra-role performance (Chen et al., 2009).

Organisational identification (OI) is positively associated with job performance. This relationship is evident across various studies, showing that when university staff feel a strong connection to their institution, their performance improves (Ting & Ho, 2017; Thanh et al., 2022; Issa et al., 2022). OI can act as a moderating variable, enhancing the relationship between job satisfaction and job performance. It also serves as a mediator in the relationship between leader-member exchange and job performance, indicating that strong identification with the organisation can enhance the effects of positive leader-member relationships on performance (Thanh et al., 2022; Issa et al., 2022).

Impact of Organisational Support and Organisational Identification on Job Performance of University Staff

Organisational support and identification significantly impact the job performance of university staff. Perceived organisational support (POS) is consistently linked to improved job performance, job satisfaction, and organisational commitment among university staff, while organisational identification (OI) enhances employee performance through increased job satisfaction and commitment. For instance, POS is positively correlated with job performance among university staff. Studies indicate that higher levels of perceived organisational support lead to better job performance, although factors like job satisfaction and affective commitment can mediate the effect (Wan & Saidin, 2018; Guan et al., 2014). Kazmi and Javaid (2022) posited that organisational identification significantly influences employee performance by fostering a sense of belonging and commitment to the organisation.



Methodology

The study used a cross-sectional design, which collects data from many different individuals at a single point in time. The study's target population comprised all staff of the University of Cape Coast. The accessible population was a total of 300 staff from the halls of residence namely Casely Hayford Hall, Kwame Nkrumah Hall, Valco Hall, Adehye Hall, Oguaa Hall, Atlantic Hall, SRC Hall, and Superannuation Hall served as the theoretical population for this study. A total of 132 were males and 168 were females (Directorate of Human Resource, 2021). This group of staff were chosen because they were the most accessible to the researchers. Out of the 300 accessible population, a sample of 164 were selected. The sample was selected with reference to Krejcie and Morgan (1970) table for determining the sample size of a population. The study revealed 96 (58.5%) were males and 68 (41.5%), females. This implies more males participated in the study than females. Regarding age, the average age was 38. For marital status, the majority were married 87 (53%), followed by single individuals 65 (39.6%), while a smaller proportion were divorced 7 (4.3%) or widowed 5 (3%). In terms of work experience, the average working experience was 12 years. Simple random sampling was subsequently employed in distributing the questionnaire to respondents. This sampling technique was chosen due to its capacity to enhance both internal validity and external validity, ensuring that findings are reliable and generalisable to the broader population (Acharya et al 2013). The staff members of seven halls of the University of Cape Coast responded to a Likert scale questionnaire, which served as the data collection tool.

Instruments

Perceived Organisational Support Scale

The perceived Organizational Support (POS) Scale, developed by Eisenberger et al. (1997) was employed. The Scale consisted of 8 items with a 7-point Likert scale (e.g., 1 = strongly disagree to 7 = strongly agree). The POS Scale includes statements such as *"The organisation strongly considers my goals and values"* and *"The organisation cares about my well-being."* Cronbach's alpha is 0.90, indicating excellent internal consistency.

Organisational Identification Scale

The degree to which employees identify with their organisation was measured with the Organisational Identification Scale (Mael & Tetrick, 1992). With a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree), the 6-item test evaluates employees' feelings of emotional connection, shared identity, belongingness and response to organisational criticism. For example, *"When someone criticises my organisation, it feels like a personal insult"* and *"My organisation's successes are my successes"* are examples. The reliability is strong (Cronbach's alpha > 0.80).

Job Performance Scale

The Job Performance Scale was employed. It has an 18-item Likert-scale measure that uses a 5-point Likert-type scale, from 1 "rarely" to 5 "always," to evaluate job performance across various occupations (Koopmans et al. (2013). Task performance, contextual performance and counterproductive work behaviour are the three main dimensions. Sample examples include, *"I manage my workload efficiently,"* *"I take the initiative when there is a problem at work,"* and *"I make mistakes that negatively affect my work."* This scale had Cronbach's alpha of 0.80. which means that it has a high internal consistency.

Ethical Considerations

Throughout the study, various ethical standards were adhered to. Articles, journals, books, and other credible resources were properly cited to uphold academic integrity. Before distributing the questionnaires, the study's objectives were briefed to respondents. Measures were taken to protect their privacy and anonymity, with all identifying information maintained in strict confidence. Participation in the study was voluntary, granting respondents the autonomy to withdraw at any point without facing any repercussions. Furthermore, the selection of participants was conducted equitably, ensuring that no form of discrimination was present.



Results

Table 1. Group Statistics for Variables

Variable	Mean	SD
Perceived Organisational Support	30.95	6.27
Organisational Identification	21.41	5.02
Job performance	57.59	9.35

1. What is the Level of Perceived Organisational Support of Staff of University of Cape Coast?

Table 2. Level of Perceived Organisational Support

	Frequency	Percent
Low (8-23)	8	4.9
Moderate (24-39)	148	90.2
High (40-56)	8	4.9
Total	164	100.0

Results from Table 2 indicate that the majority (148) 90.2% of workers receive moderate organisational support. The mean of 30.95 falls in the score range of 24-39 which is moderate organisational support.

2. What is the Relationship between Organisational Support, Organisational Identification and Job Performance among Staff of the University of Cape Coast?

Table 3. Pearson Correlation

		Organisational support	Organisational identification	Job performance
Organisational support	Pearson Correlation	1	.156*	.077
	Sig. (2-tailed)		.046	.326
	N	164	164	164
Organisational identification	Pearson Correlation	.156*	1	.458**
	Sig. (2-tailed)	.046		.000
	N	164	164	164
Job performance	Pearson Correlation	.077	.458**	1
	Sig. (2-tailed)	.326	.000	
	N	164	164	164

Results from Table 3 show a positive relationship between organisational identification and job performance $r(163) = .458, p < .001$. However, there was no relationship between organisational support and job performance but a positive relationship between organisational support and organisational identification $r(163) = .156, p = .046$.

3. What is the Impact of Organisational Support and Organisational Identification on Job Performance of Staff of University of Cape Coast?

Table 4. Multiple Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	38.424	4.316		8.903	.000
	Organisational support	.013	.107	.009	.125	.900
	Organisational identification	.827	.145	.444	5.705	.000

a. Dependent Variable: job performance



Table 4 shows results on the test of multiple regression on how organisational support and organisational identification impact job performance. From the results, only organisational identification made positive significant predictions or impact, which means as organisational identification increases job performance increases. However, there were no significant predictions or impact relating to organisational support as $R=.459$, $R^2=.211$, $F(3, 160)=14.248$, $p<.001$.

Discussion of Findings

Level of Perceived Organisational Support of University Staff

The findings indicated that the majority of the staff perceived moderate levels of organisational support. This aligns with broader research on perceived organisational support (POS), which emphasises the significant impact of POS on workplace behaviour and employee outcomes. For instance, Thevanes and Savanraj (2018) reported high levels of POS, which were directly linked to increased job satisfaction. Similarly, Hashish (2020) indicated that staff members who perceived significant organisational support displayed greater organisational confidence and citizenship behaviour. According to Byrne and Hochwarter (2008), moderate levels of POS can be beneficial, particularly for employees experiencing organisational cynicism, as they tend to demonstrate improved performance compared to those experiencing either very high or very low POS. This suggests that moderate levels of support may provide a balanced environment where employees receive adequate resources and recognition without feeling excessively dependent or complacent.

Relationship between Organisational Support, Organisational Identification and Job Performance among University Staff

The study revealed a significant positive relationship between organisational identification and job performance but no direct relationship between organisational support and job performance. However, a weak but significant correlation was found between organisational support and organisational identification. These results suggest that while employees' sense of belonging to their organisation enhances their job performance, perceived organisational support may not directly influence their performance outcomes. Contrary to previous research, which generally reports a moderate positive relationship between perceived organisational support (POS) and job performance, this study found no such direct correlation. Earlier studies by Riggle et al. (2009) and Miao and Kim (2010), demonstrated that higher levels of POS contribute to increased work performance and organisational citizenship behaviour. However, Byrne et al. (2011), suggested that POS may have an indirect effect on job performance, mediated by factors like employee engagement and social exchange processes. This supports the idea that POS alone may not be sufficient to enhance job performance unless other workplace dynamics are considered.

The positive relationship between organisational support and organisational identification aligns with findings from Liu (2009), who noted that employees who feel supported by their organisation tend to internalise its values and exhibit higher levels of organisational citizenship behaviour. This suggests that when employees perceive their organisation as supportive, they are more likely to develop a stronger emotional connection to it, leading to greater workplace commitment. The strongest relationship observed in this study was between organisational identification and job performance. This supports research by Rabenu et al. (2017), Thanh et al. (2022), Issa et al. (2022), and Tanriverdi et al. (2022), who found that employees who strongly identify with their organisation tend to perform better. Employees who feel connected to their organisation are more engaged, motivated, and willing to invest discretionary effort in their roles.

Impact of Organisational Support and Organisational Identification on Job Performance of University Staff

The study revealed that organisational identification significantly predicts job performance, whereas organisational support (POS) does not have a direct impact. The results indicate that as OI increases, job



performance improves, while POS shows no significant relationship with performance. The model explains 21.1% of the variance in job performance, suggesting that OI plays a greater role in predicting employee performance than POS. The finding that POS does not significantly influence job performance contrasts with previous research, which has consistently reported a positive link between perceived support and job performance. Studies such as Wan and Saidin (2018), and Guan et al. (2014) highlight that higher organisational support enhances job satisfaction and commitment, leading to better performance. However, other research suggests that POS may work indirectly, requiring mediating factors such as engagement, job satisfaction, or affective commitment to fully translate into improved performance. This aligns with Byrne et al. (2011), who found that POS does not always have a direct impact but functions through social exchange and workplace relationships.

In contrast, OI emerged as a strong predictor of job performance, supporting the idea that employees who feel emotionally connected to their organisation are more engaged, motivated, and willing to contribute beyond their formal job roles. This finding is consistent with Lai et al. (2024), who argue that organisational identification enhances employee performance by fostering a sense of belonging and commitment. Employees who identify with their organisation are more likely to align with its goals, remain loyal, and actively contribute to its success.

The comparison between POS and OI suggests that fostering organisational identification may be more effective in driving performance than simply providing organisational support. This highlights the need for organisations to strengthen employees' emotional attachment through internal branding, leadership development, and workplace culture initiatives. Additionally, the study suggests that POS may still be valuable but requires mediating factors such as job satisfaction to fully impact performance.

Conclusion

The study's findings indicate that university staff perceive moderate levels of organisational support (POS), which aligns with research suggesting that moderate levels of POS can create a balanced work environment without leading to excessive dependence or complacency. However, POS did not directly impact job performance, which contrasts with prior studies that have reported a positive association between perceived support and employee performance. Instead, the study found that organisational identification (OI) is a significant predictor of job performance, as employees who strongly identify with their organisation tend to exhibit higher engagement, motivation, and discretionary effort in their roles.

A weak but significant correlation between POS and OI was observed, suggesting that while organisational support may not directly enhance job performance, it plays a role in strengthening employees' emotional connection to their organisation, which in turn influences their performance. These findings highlight that OI is more crucial in shaping employee behaviour and performance than POS alone.

Counselling Implications

These implications were drawn based on the results of the study.

1. Counselling initiatives should enhance employees' sense of belonging and commitment through comprehensive programmes beyond immediate aid.
2. Counsellors should organize more mentorship and career activities that align employees' personal and professional goals with the institution's objectives.
3. Counsellors should focus on leadership development, team-building, and communication across the various work places to foster inclusion as employees feel valued when engaged and often exceed expectations.



4. Counsellors should involve structured onboarding, promote diversity, and offer professional development for adapting to university culture, including career advancement paths to strengthen commitment.

5. Counsellors must address psychological and emotional barriers to job performance, such as stress, dissatisfaction, and conflicts to increase productivity.

Recommendations

The management of the University of Cape Coast should prioritise organisational identification by fostering a strong workplace culture that cultivates a sense of belonging and commitment. Leadership initiatives such as internal branding, participatory decision-making, and transparent communication can help UCC staff align with institutional values and objectives, ultimately leading to higher job performance and long-term engagement. The university Hall Management should focus on strengthening POS by providing professional development opportunities, ensuring fair treatment, and recognising staff contributions. Initiatives such as mentorship programmes, career advancement pathways, and wellness policies can help employees feel valued and motivated to perform at their best.

Given that POS may influence job performance indirectly through mediating factors like job satisfaction and employee engagement, universities should implement strategies that enhance these workplace dynamics. This can include work-life balance policies, leadership coaching, and team collaboration initiatives to help bridge the gap between perceived support and improved performance. Universities should align employees' goals with institutional objectives, ensuring that halls and administrative staff feel motivated and empowered to contribute effectively. Encouraging continuous learning, collaborative teamwork, and strong leadership support can further strengthen organisational identification and work outcomes.

Originality Statement

This work is original and that this paper has not been submitted to any other journal for consideration or so ever.

Competing Interest

The authors declare no competing interest in this study and publication.

Funding

There was no external funding for this work.

Ethics Declaration and Data availability statement

The authors of this article declare that this study was conducted following ethical principles of research and that all data collected was used solely for research purposes. Data are available upon reasonable request. Requests may be submitted to the corresponding author. The data will not be made publicly available because of privacy and ethical restrictions.

Acknowledgement



We would like to thank the participants who availed themselves for this study and shared their valuable insights by completing the questionnaires. We also sincerely thank the editorial team and the reviewers for the positive feedback.

Author Contribution

Anderson: Conceptualisation & Initial Draft

Yeboah: Ethics & Methods & Data Analysis

Oduro: Literature Review & Verification

Mensah: Literature & Proofreading & Visualisation

Asamoah-Gyawu: Review Writing & Principal Investigator

Takyi: Data Analysis & Data Curation, & Principal Investigator

Eshun: Proofreading & Corresponding Author

Barimah: Data Collection & Data Analysis

All authors discussed the results and contributed to the final manuscript.

References

- Akila, A., & Priyadarshini, R. G. (2018, July). The impact of workplace friendships on organizational commitment and intention to leave. In *IOP Conference Series: Materials Science and Engineering* (Vol. 390, p. 012064). IOP Publishing. <https://doi.org/10.1088/1757-899X/390/1/012064>
- Akpa, V. O., Asikhia, O. U., & Nneji, N. E. (2021). Organizational culture and organizational performance: A review of literature. *International Journal of Advances in Engineering and Management*, 3(1), 361–372. <https://doi.org/10.35629/5252-0301361372>
- Serenko, A. (2023). The human capital management perspective on quiet quitting: Recommendations for employees, managers, and national policymakers. *Journal of Knowledge Management*, 28(1), 27–43. <https://doi.org/10.1108/JKM-11-2022-0900>
- Arnold, K. A., & Dupré, K. E. (2012). Perceived organizational support, employee health, and emotions. *International Journal of Workplace Health Management*, 5(2), 139–152. <https://doi.org/10.1108/17538351211239171>
- Arokiasamy, A. R. A., Marimuthu, M., & Moorthy, M. K. (2010). A study on the perceived organisational support in the financial industry in Malaysia: A literature review. *International Journal of Business and Management*, 5(4), 98–107. <https://doi.org/10.5539/ijbm.v5n4p98>
- Arshadi, N. (2011). The relationships of perceived organizational support with organizational commitment, in-role performance, and turnover intention: Mediating role of felt obligation. *Procedia - Social and Behavioral Sciences*, 30, 1103–1108. <https://doi.org/10.1016/j.sbspro.2011.10.215>
- Asgari, A., Silong, A. D., Ahmad, A., & Samah, B. A. (2008). The relationship between leader-member exchange, organizational inflexibility, perceived organizational support, interactional justice, and organizational citizenship behavior. *African Journal of Business Management*, 2(8), 138–145.
- Byrne, Z. S., & Hochwarter, W. A. (2008). Perceived organizational support and performance: Relationships across levels of organizational cynicism. *Journal of Managerial Psychology*, 23(1), 54–72. <https://doi.org/10.1108/02683940810849666>



- Caprar, D. V., Walker, B. W., & Ashforth, B. E. (2022). The dark side of strong identification in organizations: A conceptual review. *Academy of Management Annals*, 16(2), 759–805. <https://doi.org/10.5465/annals.2020.0312>
- Chillakuri, B., & Vanka, S. (2022). Understanding the effects of perceived organizational support and high-performance work systems on health harm through sustainable HRM lens: A moderated mediated examination. *Employee Relations: The International Journal*, 44(3), 629–649. <https://doi.org/10.1108/ER-05-2021-0235>
- Devine, C. J. (2015). Ideological social identity: Psychological attachment to ideological in-groups as a political phenomenon and a behavioral influence. *Political Behavior*, 37, 509–535. <https://doi.org/10.1007/s11109-014-9280-6>
- Dinc, M. S., Kuzey, C., & Hadziahmetovic, N. (2022). Factors influencing organisational citizenship behaviour of nurses in healthcare services. *International Journal of Behavioural and Healthcare Research*, 8(1–2), 121–142. <https://doi.org/10.1504/IJBHR.2022.10045935>
- Drue, A. A., Agyare, D. F., Akoto-Buabeng, W., Zutah, J., Offei, F. O., Nabe, B., ... & Hagan, J. E. Jr. (2024). Healthcare professionals' knowledge, attitudes, and practices in the assessment and management of sickle-cell disease: A meta-aggregative review. *Diseases*, 12(7), 156. <https://doi.org/10.3390/diseases12070156>
- Dutton, J. E., & Dukerich, J. M. (1991). Keeping an eye on the mirror: The role of image and identity in organizational adaptation. *Academy of Management Journal*, 34(3), 517–554. <https://doi.org/10.2307/256405>
- Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology*, 82(5), 812–820. <https://doi.org/10.1037/0021-9010.82.5.812>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500–507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Eisenberger, R., Kurtessis, J. N., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of Management*, 43(6), 1854–1884. <https://doi.org/10.1177/0149206315575554>
- Fuller, J. B., Hester, K., Barnett, T., Frey, L., & Relyea, C. (2006). Perceived organizational support and perceived external prestige: Predicting organizational attachment for university faculty, staff, and administrators. *The Journal of Social Psychology*, 146(3), 327–347.
- Guan, X., Sun, T., Hou, Y., Zhao, L., Luan, Y. Z., & Fan, L. H. (2014). The relationship between job performance and perceived organizational support in faculty members at Chinese universities: A questionnaire survey. *BMC Medical Education*, 14, Article 50.
- Hashish, E. A. A. (2020). Nurses' perception of organizational justice and its relationship to their workplace deviance. *Nursing Ethics*, 27(1), 273–288.
- Haslam, S. A., Reicher, S., & Platow, M. J. (2020). *The new psychology of leadership: Identity, influence and power*. Routledge.
- Hogg, M. A. (2016). *Social identity theory*. In S. McKeown, R. Haji, & N. Ferguson (Eds.), *Understanding peace and conflict through social identity theory* (pp. 3–17). Springer.
- Issa, A., Zaid, M. A., & Hanaysha, J. R. (2022). Exploring the relationship between female director's profile and sustainability performance: Evidence from the Middle East. *Managerial and Decision Economics*, 43(6), 1980–2002.
- Judge, T. A., Zhang, S. C., & Glerum, D. R. (2020). Job satisfaction. In P. C. Bauer & B. Erdogan (Eds.), *Essentials of job attitudes and other workplace psychological constructs* (pp. 207–241). Routledge.



- Karatepe, O. M., Hsieh, H., & Aboramadan, M. (2022). The effects of green human resource management and perceived organizational support for the environment on green and non-green hotel employee outcomes. *International Journal of Hospitality Management*, 103, Article 103202.
- Khan, M. (2015). The relationship between job performance, job security, organizational support, rewards and job satisfaction among medical doctors in Pakistan (Doctoral dissertation, Universiti Utara Malaysia).
- Kim, K. Y., Messersmith, J. G., Pieper, J. R., Baik, K., & Fu, S. (2023). High performance work systems and employee mental health: The roles of psychological empowerment, work role overload, and organizational identification. *Human Resource Management*, 62(6), 791–810.
- van Knippenberg, D., & Sleebos, E. (2006). Organizational identification versus organizational commitment: Self-definition, social exchange, and job attitudes. *Journal of Organizational Behavior*, 27(5), 571–584.
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., van Buuren, S., van der Beek, A. J., & de Vet, H. C. W. (2013). Development of an individual work performance questionnaire. *International Journal of Productivity and Performance Management*, 62(1), 6–28. <https://doi.org/10.1108/17410401311285273>
- Kotowski, M. R. (2020). The effectiveness of altruistic appeals and pregiving in an antisocial compliance-gaining situation. *Southern Communication Journal*, 85(1), 6–15. <https://doi.org/10.1080/1041794X.2019.1689711>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
- Kristof, A. L. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology*, 49(1), 1–49. <https://doi.org/10.1111/j.1744-6570.1996.tb01790.x>
- Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person–job, person–organization, person–group, and person–supervisor fit. *Personnel Psychology*, 58(2), 281–342. <https://doi.org/10.1111/j.1744-6570.2005.00672.x>
- Lai, Y., Gao, G., & Du, B. (2024). The mediating role of perceived emotional intelligence: Examining the impact of affective job satisfaction on organizational identification among Chinese technological workers. *Frontiers in Psychology*, 15, Article 1285853. <https://doi.org/10.3389/fpsyg.2024.1285853>
- Liu, Y. (2009). Perceived organizational support and expatriate organizational citizenship behaviour: The mediating role of affective commitment towards the parent company. *Personnel Review*, 38(3), 307–319. <https://doi.org/10.1108/00483480910943359>
- Mael, F. A., & Tetrick, L. E. (1992). Identifying organizational identification. *Educational and Psychological Measurement*, 52(4), 813–824. <https://doi.org/10.1177/0013164492052004002>
- Mascarenhas, C., Galvão, A. R., & Marques, C. S. (2022). How perceived organizational support, identification with organization and work engagement influence job satisfaction: A gender-based perspective. *Administrative Sciences*, 12(2), Article 66. <https://doi.org/10.3390/admsci12020066>
- Miao, R., & Kim, H.-G. (2010). Perceived organizational support, job satisfaction and employee performance: A Chinese empirical study. *Journal of Service Science and Management*, 3(2), 257–264. <https://doi.org/10.4236/jssm.2010.32031>
- Norouzi, N., & Angel, J. L. (2023). Intergenerational day centers: A new wave in adult and child day care. *International Journal of Environmental Research and Public Health*, 20(1), Article 809. <https://doi.org/10.3390/ijerph20010809>



- Rabenu, E., Yaniv, E., & Elizur, D. (2017). The relationship between psychological capital, coping with stress, well-being, and performance. *Current Psychology*, 36(4), 875–887. <https://doi.org/10.1007/s12144-016-9477-4>
- Rho, E., Yun, T., & Lee, K. (2015). Does organizational image matter? Image, identification, and employee behaviors in public and nonprofit organizations. *Public Administration Review*, 75(3), 421–431. <https://doi.org/10.1111/puar.12338>
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617–635. <https://doi.org/10.5465/amj.2010.51468988>
- Riggle, R. J., Edmondson, D. R., & Hansen, J. D. (2009). A meta-analysis of the relationship between perceived organizational support and job outcomes: 20 years of research. *Journal of Business Research*, 62(10), 1027–1030. <https://doi.org/10.1016/j.jbusres.2008.05.003>
- Rocha, C. M., & Chelladurai, P. (2011). Relationship between organizational support and performance of college coaches: A mediational model. *European Sport Management Quarterly*, 11(3), 301–319. <https://doi.org/10.1080/16184742.2011.577793>
- Roodbol, J., & Stynen, D. (2023). More or less job performance in an insecure job? A study on the relationship between job insecurity and in-role and extra-role performance. *Journal of Occupational and Environmental Medicine*, 65(6), 510-520. <https://doi.org/10.1097/JOM.0000000000002903>
- Samarra, A., Profili, S., Peccei, R., & Innocenti, L. (2021). When is age dissimilarity harmful for organisational identification? The moderating role of age stereotypes and perceived age-related treatment. *Human Relations*, 74(6), 869-891. <https://doi.org/10.1177/0018726720906436>
- Schwarz, G. (2017). Transformational leadership and job performance: The role of organizational identification. In N. Muenjohn & A. McMurray (Eds.), *The Palgrave handbook of leadership in transforming Asia* (pp. 393-409). Palgrave Macmillan. https://doi.org/10.1007/978-1-137-57940-9_21
- Self, D. R., Holt, D. T., & Schaninger, W. S. Jr. (2005). Workgroup and organizational support: A test of distinct dimensions. *Journal of Occupational and Organizational Psychology*, 78(1), 133-140. <https://doi.org/10.1348/096317904X22939>
- Thanh, N. H., Quang, N. V., & Anh, N. N. (2022). The relationship between leadership style and staff work engagement: An empirical analysis of the public sector in Vietnam. *Humanities and Social Sciences Communications*, 9(1), 1-12. <https://doi.org/10.1057/s41599-022-01036-4>
- Yandi, A., & Havidz, H. B. H. (2022). Employee performance model: Work engagement through job satisfaction and organizational commitment (A study of human resource management literature study). *Dinasti International Journal of Management Science*, 3(3), 547-565. <https://doi.org/10.31933/dijms.v3i3.1048>
- Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of employees' workplace environment on employees' performance: A multi-mediation model. *Frontiers in Public Health*, 10, 890400. <https://doi.org/10.3389/fpubh.2022.890400>



Post-War Disillusionment: An Analysis of Existential Themes in Samuel Beckett's Plays

Basim Khudhair Sabr ✉

General Directorate of Education in Thi-Qar, Ministry of Education, Iraq

Abstract

This study investigates existential themes in Samuel Beckett's plays, stressing the feeling of post-war frustration that portrays his plays. The aim is to dissect how Beckett's depiction of characters, language, and setting mirror the existential emergencies faced by people in the fallout of The Second World War. A qualitative methodology is utilized, using text-based examination to research Beckett's exceptional dramatic methods, for example, moderate discourse, redundant activities, and static settings, to show existential sadness. Insightful translations of existentialism and absurdist reasoning act as a structure for examining the plays, with specific thoughtfulness regarding how these functions exemplify the time's social and philosophical nerves. The findings recommend that Beckett's characters epitomize existential frustration, displaying a stale detachment and feeling of purposelessness that mirror post-war vulnerability and negativity. The discussion deciphers these subjects from existentialism's perspective, associating them with more extensive philosophical talks on human opportunity, decision, and misery. In conclusion, Beckett's plays show the unavoidable effect of post-war dissatisfaction, utilizing existential subjects to scrutinize human life and reason. This study adds to the comprehension of how Beckett's work reflects existential ideas and features the enduring meaning of his investigation of human weakness and perseverance.

Keywords: *Disillusionment, Existential, Samuel Beckett.*

Suggested citation: Sabr, B.K. (2025). Post-War Disillusionment: An Analysis of Existential Themes in Samuel Beckett's Plays. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 71-76. DOI: 10.59324/ejahss.2025.2(2).07

Introduction

The result of The Second World War made a permanent imprint on Western writing, as dramatists and authors wrestled with themes of misfortune, ludicrousness, and the appearing worthlessness of human life. Samuel Beckett, one of the most noticeable writers of the twentieth century, caught these feelings in his plays, especially in his plays, where existentialism and post-war bafflement combine. Beckett's plays, including *Waiting for Godot* (1953) and *Endgame* (1957), explore themes of existential fear, isolation, and the quest for significance in a detached universe. As Martin Esslin (1960) declares, Beckett's work typifies the "Theatre of the Absurd," a development mirroring "the breakdown of communication and the destruction of conventional values in a world perceived as chaotic and devoid of purpose" (p. 5). This feeling of pointlessness, natural for Beckett's plays, repeats the misery and vulnerability that characterized the post-war time, set apart by an inescapable sense of frustration (Esslin, 1961).

Regarding the existentialist way of thinking, Beckett's plays question the quintessence of existence and human reason, drawing on thoughts from masterminds like Jean-Paul Sartre and Albert Camus, who tested conventional stories of trust and recovery. As per Sartre (1943), existence goes before quintessence, suggesting that people make their significance in a world without any trace of intrinsic reason. This idea reverberates all through Beckett's works, where characters are as often as possible portrayed in stale



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

circumstances, confronting ludicrous issues without clear goals (Sartre, 1943). Researchers like Ackerley and Gontarski (2004) see that Beckett's moderate style enhances the existential subjects in his work, stripping down discourse and activity to mirror the void and tedium of current life (p. 12).

This study digs into Beckett's investigation of post-war disappointment, looking at how existentialist subjects penetrate his plays and highlight the cultural emergencies of the twentieth hundred years. By breaking down the transaction among bafflement and existentialist ideas in Beckett's works, this exploration looks to clarify the manners by which his plays offer a significant evaluation of the human condition in the post-war world. Beckett's utilization of language, construction, and portrayal challenges customary emotional shows as well as gives an obvious editorial on the idea of presence and the quest for importance in a world dispossessed of it (Gontarski, 1999).

Literature Review

Samuel Beckett's works, remarkably *Hanging tight for Godot* and *Final plan*, are much of the time examined from the perspective of existentialism, as they exemplify topics of craziness, skepticism, and the quest for significance (Esslin, 1960). Existentialism as a development, moved by rationalists like Jean-Paul Sartre and Albert Camus, stresses individual presence, opportunity, and decision in the midst of an innately useless world (Flynn, 2006). Beckett's plays, composed against the scenery of post-war bafflement, mirror these existential thoughts, showing characters caught in disheartening, cyclic schedules that highlight human despondency (Bair, 1978).

Beckett's depiction of a disappointed, war-torn world addresses the existential give up on the post-war period. As numerous researchers have noticed, the Second World War's demolition encouraged dissatisfaction and incredulity regarding conventional convictions and values (Hayman, 1973). In *Waiting for Godot* for Godot, the characters' repetitive discussions and useless activities reverberate the feelings of an age scrutinizing the groundwork of presence itself (Kenner, 1961). These absurdist procedures enlighten the pointlessness of human expectation and the disappointment of reasonableness in a tumultuous world (Cohn, 1980).

Beckett's plays are significant for existentialist themes, especially the ideas of absurdity and uselessness (Cronin, 1997). The common thought of "waiting" in *waiting for Godot* mirrors an existential perspective on life as an unending cycle without extreme reason. Essentially, in the *Final* stage, Beckett's characters possess a world with little expectation, where presence itself is depicted as an unpreventable, trivial cycle (Pilling, 1976). Beckett's language and setting decisions underline the existential conviction that life needs intrinsic importance, and every individual should stand up to this void according to their preferences (Connor, 2006).

Beckett's plays have affected modern theater, particularly inside the class of the Theater of the Absurd, which Esslin (1960) characterizes as works that outline the human condition as intrinsically chaotic and aimless. The moderate stage headings, divided discourse, and uncertain stories in Beckett's plays are conscious decisions that strip away ameliorating deceptions, passing on crowds to go up against the void of presence straightforwardly (Katz, 1999). This approach has motivated an age of writers to investigate comparative existential subjects, depicting human existence as absurd and sad.

While Beckett's work is commended for its existential themes, a few researchers contend that his depiction of somberness offers a type of opposition instead of latent gloom (Brater, 1987). Understandings of Beckett's characters as representing the flexibility of the human soul are especially outstanding in *Blissful Days*, where the hero grips life and routine regardless of a terrible reality (Brater, 1987). This view diverges from the customary existential perusing and recommends that Beckett's works could likewise reflect unobtrusive expectations amid hopelessness.

The existential themes in Samuel Beckett's plays mirror the frustration of the post-war time, catching the feeling of negligibility and misery that followed WWII. Through his moderate settings, dreary language, and investigation of the ridiculous, Beckett features the separation and pointlessness of human life. This



writing survey has framed Beckett's topical commitments to existentialist ideas and has shown how his work stays important as a strong critique of human versatility, despair, and the mission for significance (Waham, 2023).

Methodology

The strategic methodology for the study *Post-War Disappointment: An Examination of Existential Subjects in Samuel Beckett's Plays* joins text-based investigation with a verifiable and philosophical structure to research the sign of existential subjects in Beckett's works. The study centers around key plays by Beckett, including *Waiting for Godot*, *Final Plan*, and *Krapp's Last Tape*. The examination underlines their existential themes about post-war dissatisfaction, utilizing a subjective way to deal with revealing the basic philosophical aspects.

Research Design

The study adopts a qualitative research design, which is most appropriate for analyzing literary texts. This design facilitates an in-depth exploration of Beckett's plays, enabling the identification of recurring existential themes such as absurdity, alienation, and the search for meaning. The research is interpretative, aiming to derive meaning from the text and relate it to the broader existential philosophy and post-war context.

Data Collection

The essential data comprises Samuel Beckett's plays referenced above, examined in their original English texts. Secondary sources incorporate scholarly articles, basic expositions, and philosophical compositions on existentialism, particularly crafted by Jean-Paul Sartre, Albert Camus, and Martin Heidegger. These sources give hypothetical support for dissecting the plays.

Analytical Framework

Thematic Analysis Distinguishing key themes like absurdity, existential hopelessness, and the human condition. Each theme is investigated corresponding to the characters, discoursed, and stage bearings. **Philosophical Contextualization:** Analyze how Beckett's work lines up with and veers from the existentialist way of thinking, especially in its treatment of human life, opportunity, and the absurd. **Authentic Contextualization:** Examining how Beckett's plays mirror the post-war period's thwarted expectation and existential crisis.

Steps of Analysis

Close reading of the plays to recognize existential subjects and themes. Comparative analysis of Beckett's treatment of these subjects across his works. Synthesis of philosophical experiences with literary investigation to decipher Beckett's vision of post-war frustration. The selected methodology takes into consideration an extensive investigation of the plays, incorporating scholarly analysis with an existential way of thinking. This approach guarantees that the study catches both the creative value of Beckett's works and their philosophical profundity, offering a nuanced comprehension of how his plays articulate post-war disappointment.

Results

The analysis of Samuel Beckett's plays uncovers a significant exemplification of the existentialist way of thinking, especially with regard to post-war dissatisfaction. The outcomes feature Beckett's investigation of human gloom, the absurdity of presence, and the inescapable feeling of estrangement. These themes resound as impressions of the socio-social commotion following The Second World War.



Despair and the Absurd

Beckett's works reliably mirror the existential theme of despondency interweaved with the absurdity of life. In *Waiting for Godot*, for example, the protagonists' perpetual sitting tight for an obscure element embodies the purposelessness of human undertakings. This depiction lines up with Camus' idea of the ludicrous, wherein people stand up to the absence of innate significance throughout everyday life (Camus, 1942/1991). Beckett utilizes redundant discourses and round stories to intensify the feeling of uselessness, stressing that life frequently needs a goal or purpose.

Alienation and Isolation

The characters in Beckett's plays are separated by critical isolation, addressing the existentialist thought of human alienation. In *Conclusive Arrangement*, Hamm and Clov's irredeemable relationship mirrors their physical as well as their near confinement. Sartre's considered existential separation suggests that individuals are in the end alone in their experiences, an assessment reflected in Beckett's characters' detachment from one another and their ongoing environment (Sartre, 1943/2007).

The Burden of Freedom

Beckett's characters grapple with the burden of freedom and the heaviness of choice, a focal standard of existentialism. This is evident in Krapp's *Last Tape*, where Krapp contemplates his previous decisions, grieved by mourn, and the data that he alone is responsible for his life's bearing. Heidegger's idea of "thrownness" - the likelihood that individuals are projected into reality without course - is resounded in Beckett's depiction of characters investigating a purposeless world (Heidegger, 1927/1962).

Silence and Communication Breakdown

A monotonous theme in Beckett's plays is the failure of correspondence, addressing the existential fight to convey meaning. For instance, the separated trades in *Happy Days* and the sparse language in *Not I* highlight the inefficacy of words in conveying the complexity of human existence. As Esslin (1961) battles, Beckett's moderate language reflects the existentialist view that language much of the time fails to get the substance of human experience.

Post-War Reflection

The disillusionment undeniable in Beckett's plays reflects the general standpoint of the post-WWII. The shocks of war incited total tending to regular characteristics and convictions, making productive ground for existentialism's highlight on individual open door and responsibility. Beckett's works get this social shift, presenting characters denied of misdirections and confronting the undeniable reality of existence.

The existential themes in Beckett's plays give a critical comprehension of the human condition, particularly in a post-war setting. By investigating trouble, alienation, and the insane, Beckett offers a strong publication on the challenges of present-day presence, featuring the completeness of existential concerns.

Discussion

Samuel Beckett's works, especially his plays *Waiting for Godot* and *Endgame*, epitomize the thwarted expectation and existential vulnerability normal for the post-war period. Beckett's distinct moderation and recurrent accounts reflect the philosophical underpinnings of existentialism, as expressed by masterminds like Jean-Paul Sartre and Albert Camus. This conversation analyzes key existential subjects in Beckett's plays, like absurdity, alienation, and the quest for importance, upheld by textual analysis and basic points of view.

Beckett's depiction of absurdity is key to his existential analysis. In *Waiting for Godot*, Vladimir and Estragon's redundant discourse and vain wait for Godot highlight the absence of inborn importance throughout everyday life. Vladimir's statement, "We wait. We are bored. No, don't protest, we are bored to death, there's no denying it" (Beckett, 1954, p. 48), embodies the dullness and purposelessness of



existence. This lines up with Camus' thought of the ludicrous, where people look for significance in a universe that offers none.

The ceaseless waiting, without goal or progress, represents the existential struggle to track down reason. As per Esslin (1961), "Beckett dramatizes the human condition as one of endless waiting, where resolution is perpetually deferred" (p. 45). This resounds with post-war disappointment, as people wrestled with the worthlessness of conventional qualities and the breakdown of cultural certainties.

Alienation, both from others and oneself is a repetitive theme in Beckett's plays. Hamm's line in *Endgame*, "You're on earth. There's no cure for that!" (Beckett, 1957, p. 63), exemplifies existential hopelessness and separation. The characters' bound to space and restricted communications mirror an incorporated feeling of seclusion, intensified by the conflict's outcome.

Critics like Connor (1992) highlight that Beckett's post-apocalyptic settings "render human relationships fragmented and fraught, mirroring a world devoid of connection" (p. 92). The sparse dialogues and physical stagnation in *Endgame* further emphasize this alienation, symbolizing the existential estrangement felt by individuals in a disjointed, post-war reality. The existential burden of freedom an idea fundamental to Sartre's way of thinking, is quietly investigated in Beckett's plays. Despite their static lives, Beckett's characters face decisions — however, these decisions frequently seem good for nothing. In *Waiting for Godot*, Estragon over and over proposes leaving, yet they remain. Vladimir comments, "Let's go... We can't. Why not? We're waiting for Godot" (Beckett, 1954, p. 50), mirroring the loss of motion of uncertainty.

This powerlessness to act highlights the confusing nature of the existential opportunity. Sartre (1943/1992) states that "man is condemned to be free; because once thrown into the world, he is responsible for everything he does" (p. 567). Beckett's characters typify this obligation, but they stay caught by their dormancy, representing the more extensive post-war existential crisis.

While Beckett's works are frequently described as dreary, they contain an inclination of hesitant expectation. The demonstration of hanging tight in *Waiting for Godot* can be deciphered as a type of trust, but purposeless. Estragon's question, "What are we sitting tight for?" and Vladimir's reaction, "Godot" (Beckett, 1954, p. 12), recommend a determination even with absurdity.

Critics like Cohn (1980) contend that "Beckett balances despair with a subtle affirmation of human resilience, even amidst existential doubt" (p. 134). This duality mirrors the post-war pressure of despair and the determined human longing for significance and redemption. Beckett's plays are piercing investigations of post-war existential bafflement, sensationalizing topics of ridiculousness, distance, and the conundrum of opportunity. His moderate stylish and repetitive stories reverberate profoundly with the existential nerves of his time, offering an immortal reflection on the human condition. Beckett's work, as Esslin (1961) suitably states, "forces us to confront the void, not with despair, but with a recognition of our shared humanity" (p. 87).

Conclusion

The investigation of existential themes in Samuel Beckett's plays uncovers a significant commitment to the human condition in the fallout of war. Beckett's works, especially in *Waiting for Godot* and *Endgame*, typify the unavoidable feeling of dissatisfaction, vulnerability, and distance that characterized the post-war period. By stripping life to its necessities, Beckett's moderate methodology enhances the existential emergency faced by people wrestling with a world dispossessed of significance, reason, and help from above.

Beckett stunningly depicts the strain between the longing for reason and the certainty of despair through his characters' monotonous dialogues, stale activities, and futile quests for importance. The absence of conventional goals in his stories repeats the divided mind of a general public attempting to recuperate from the moral, profound, and existential destruction of war.



Beckett amazingly portrays the strain between the yearning for reason and the conviction of sadness through his characters' monotonous dialogues, lifeless exercises, and purposeless missions for significance. The shortfall of traditional objectives in his accounts rehashes the partitioned psyche of an overall population endeavoring to recover from war's moral, significant, and existential obliteration.

References

- Ackerley, C. J., & Gontarski, S. E. (2004). *The Grove companion to Samuel Beckett: A reader's guide to his works, life, and thought*. Grove Press.
- Bair, D. (1978). *Samuel Beckett: A biography*. Harcourt Brace Jovanovich.
- Beckett, S. (1954). *Waiting for Godot*. Grove Press.
- Beckett, S. (1957). *Endgame*. Grove Press.
- Brater, E. (1987). *Beyond minimalism: Beckett's late style in the theater*. Oxford University Press.
- Camus, A. (1991). *The myth of Sisyphus* (J. O'Brien, Trans.). Vintage International. (Original work published 1942)
- Cohn, R. (1980). *Just play: Beckett's theater*. Princeton University Press.
- Connor, S. (1992). *Samuel Beckett: Repetition, theory, and text*. Blackwell.
- Cronin, A. (1997). *Samuel Beckett: The last modernist*. HarperCollins.
- Esslin, M. (1960). *The theatre of the absurd*. Anchor Books.
- Flynn, T. (2006). *Existentialism: A very short introduction*. Oxford University Press.
- Gontarski, S. E. (1999). *The intent of undoing in Samuel Beckett's texts*. Indiana University Press.
- Hayman, R. (1973). *Samuel Beckett*. Heinemann.
- Heidegger, M. (1962). *Being and time* (J. Macquarrie & E. Robinson, Trans.). Harper & Row. (Original work published 1927)
- Katz, D. (1999). *The plays of Samuel Beckett*. Cambridge University Press.
- Kenner, H. (1961). *Samuel Beckett: A critical study*. University of California Press.
- Pilling, J. (1976). *Samuel Beckett*. Routledge & Kegan Paul.
- Sartre, J.-P. (1943). *Being and nothingness: An essay on phenomenological ontology*. Gallimard.
- Sartre, J.-P. (2007). *Being and nothingness* (H. Barnes, Trans.). Routledge. (Original work published 1943)
- Waham, J. J. (2023). Loneliness and lack of communication in absurd plays. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 7(1), 15–22. <https://doi.org/10.30743/ll.v7i1.6972>



Improvement of Humanity in War: Perspectives from Recent Progressions in Social Law Sciences

Zi-Jian Cai ✉ 

*CaiFortune TriL Consulting, No. 129, Building 6, Room 404, North Dongwu Road,
Suzhou City, Jiangsu Province, 215128 PR China*

Abstract

It is critical to protect the humanity of people during war. Recently, it has been achieved significant progressions in social law sciences, including both the theory of armed police and party disciplines against democratic crimes, by which it is perspective to improve the humanity for people during war. For the theory of armed police, it was Zi-Jian Cai who started and led the democratic law execution in China, supporting the theory of armed police. It is more associative for the armed police to the court, while the court can punish the officers/soldiers making crimes against people in war, such as the Japanese officers/soldiers killing Chinese people in World War II. Thus, it is perspective for the court to educate and restrict the armed police to protect the humanity of people in war. For the party disciplines against democratic crimes, it is the war that makes the country devote most social resources to battlefields, while neglect the welfare, as evidenced in Russia-Ukraine War. It is the discipline of communist parties to support humanity and improve poverty of people including the need of women, children and refugees in war, as evidenced in Europe and China during wartime. It was the movement of “Marx-MingXun calling for competitive election” during 2010-2014 that improved the democratic image of communist parties, made it practice the discipline for humanity and poverty, and revived the communist parties synchronously worldwide. Thus, it is perspective for the communist parties to improve humanity of people in war without causing autocracy.

Keywords: *Humanity, Democratic Law Execution, Armed Police, Communist Party, Marx-MingXun Calling for Competitive Election.*

Suggested citation: Cai, Z.J. (2025). Improvement of Humanity in War: Perspectives from Recent Progressions in Social Law Sciences. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 77-84. DOI: 10.59324/ejahss.2025.2(2).08

Introduction

Recently till now, it has been occurring two wars attracting the attention of the whole world, the Russia-Ukraine War (Cui & Xing, 2022; Goldstein & Waechter, 2023) and Gaza Conflict(Niu, 2023). Because it is the character of war to damage and kill the opponent, it is inevitable that the war would result in some hurt and death of innocent people. Accordingly, it is imperative to consider how to improve the humanity of people during war. In this article, it is highlighted this issue by perspective application of recent progressions in social law sciences.

Related Theories

The Theory of Armed Police

Democracy calling for law execution in China

Since the establishment of United States of America(USA) as the first kingless country, there occurred the continual revolution during the recent hundreds of years in many countries to achieve the new



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

republic system. For the royal system, in confrontation of such revolutionary and violent actions as war, murder, terror, and so on, the royal family are not able to pay much sacrifice, while the republic system does not have such defect, thereby has achieved many revolutionary victories(Cai, 2017, 2018a). At present time, China, Brazil, Russia and so on have all overthrown the rule of king and realized the republic system.

However, some republic countries instead adopted the autocratic system by party or religion for a period of time in history, such as the Republic of China, the Soviet Union, and so on, with the ruling party unafraid of the threats of death, and thus stronger than the royal family. In China, the support from army for autocracy of party has been lasting for decades of years, manifesting as the military suppression of people on TianAnMen Square, which was known as the pessimistic June 4th Incident of China in 1989. To realize the democracy of republics, it is necessary to overcome the new and stronger autocracy from party and army.

From the end of 1999 to the beginning of 2000, with the technological assistance as the satellite thermoacoustic sound and satellite television network, Zi-Jian Cai began promoting the democracy in China(Cai, 2017, 2018a). Soon, on the street of HongQiao District of Shanghai, Cai realized that the country was supplied by such developed areas as Shanghai and so on, and thus should be the property of paid taxes from these areas(Cai, 2017, 2018a). Cai immediately recalled and cited the term “Property of paid taxes” previously learned from television(Cai, 2017, 2018a), and admired this American concept of country really wise and correct. By directing the satellites to shout in Chinese loudly and repeatedly in Shanghai, Suzhou and on the train, Cai gradually influenced the Chinese people in television and broke through the unhealthy situation in China after the June 4th Incident in 1989 that most people in China did not dare to say democracy(Cai, 2018a).

However, the leaders of China ZeMin Jiang and Peng Li at that time neglected this advocacy of democracy. In response, around 2001 Cai and the Chinese people said that it would be legal to call for police to promote the democracy by force, while the people could even actively execute against autocracy violently by law. This was the worldwide famous movement in television as “Democracy calling for law execution in China” or “Democratic law execution in China”, eliciting high attention from the world people(Cai, 2017, 2018a).

Some provincial and municipal leaders in China paid attention to this law for democracy during that time. Before 2005, the municipal leaders KuangDi Xu and LiangYu Chen in Shanghai recognized the law of democracy in television(Cai, 2017, 2018b). From 2008 to 2014, in television the Muslims in XinJiang, HuaHua Huang and Yang Wang as the highest leaders in GuangDong, the masses, cadres and leaders in the old liberated areas of New Fourth Army in Northern JiangSu all concerned about the democracy as the law of republic country(Cai, 2017, 2018b). In television, the art performances of China Central Television such as “The Same Song” and “Happy Travel in China” were the happy gatherings of artists and audiences to discuss democracy(Cai, 2017, 2018b).

Before then, for achieving the victory of democracy either by nonviolent march and strike, or by violent revolution and coup, the law had usually been utilized by the autocrats for order. It was not the juristic concept the country belonging to people that was novel, which had been common for socialism for a long time, but the people had not utilized it to promote democracy. For Cai to start and lead the democratic law execution in China this time, it was the first time for the law force to help the people strive for democracy, becoming one of the historical turning points for the democratic forces to achieve significant dominance.

The theory of armed police

Prior to 2000, Zi-Jian Cai had already utilized the internationalization and world police to protect the legal people in Shanghai. In 2001 Cai pointed out that the police could act and shoot earlier once the opponent initiated any illegal action, and could even monitor the generals and officers of army from time to time, making them compliant(Cai, 2017, 2018a).



Inspired by controlling the strong army, Cai, the satellite operators, the Chinese and world people imitated to equip the armed police with heavy weapons to war against the army, including the missiles, the rocket artilleries, the helicopters, and so on. A portion of military budget could be covered by police, improving the efficiency of using budgets and making the armed police stronger than the present army(Cai, 2016, 2017, 2018a).

Later, Cai wrote a theoretical book “Weapons, Armed Troops and War - The Armed Police Winning over the Army”, with the English version of which published in Germany(ISBN : 978-3-659-95272-2)(Cai, 2016, 2017, 2018a).

It is necessary to point out that Mauritius and Costa Rica have already made more armed police than army in their countries, but they still needed to support the theory of armed police(Cai, 2016, 2017, 2018a). The new practice of democratic law execution exactly supported the theory of armed police, preventing the provincial and municipal armed police from professional autocracy when they becoming too strong and too many(Cai, 2017, 2018a). This was the social basis for the theory of armed police stronger than army but still protecting the democracy, as the provincial and municipal police leaders staying in the same cities with the law people(Cai, 2017, 2018a).

The Disciplines of Specialized Parties against Democratic Crimes

The movement of “Marx-MingXun calling for competitive election”

In 2010, to rectify the autocratic Communist Party of China, based on the previous experience of Zi-Jian Cai’s father MingXun Cai as one of the earliest Communists to run for competitive election for plant manager in China, Zi-Jian Cai started the movement of “Marx-MingXun calling for competitive election”(Cai, 2017, 2018c), educating the communists necessary to understand and compare the competitive candidates for the objectivity of democracy, while criticizing the electoral fraud of communists in China, Soviet Union, and so on.

The struggle against democratic crimes with the disciplines of specialized parties

For the democratic country, if most people make illegal choices, then the democratic decision would be illegal and criminal, which threatens the legality of democratic system. On January 15, 2012, Zi-Jian Cai and the sportsmen on television in China recognized that, with the rectification of “Marx-MingXun calling for competitive election”, the communist parties in various countries acquired the ability of applying their own party disciplines to be away from or even struggle against the democratic crimes in congresses at various levels(Cai, 2017, 2018c). Similarly, other specialized parties, such as the various justice parties in the world, the Democratic Progressive Party in Taiwan, the Democratic National Construction Association of China, and so on, did not need to make the rectification and were directly able to apply the specialized disciplines of their own party to be away from or even struggle against the democratic crimes in congresses at various levels(Cai, 2017, 2018c).

The struggle against democratic crimes with party discipline is different from the traditional arguments from opposite parties against government, with the sharp arguments not necessarily legal but just to attract voters. The struggle against democratic crimes with party discipline depends on the legal disciplines of specialized parties, which may not necessarily be welcome by many aggressive illegal voters.

The revival of communist parties in world by “Marx-MingXun calling for competitive election”

“Marx-MingXun calling for competitive election” during that time increased the democratic image of various communist parties worldwide away from the big influence of the autocratic Communist Party of China. Then, for the first time in history, the communist parties worldwide in turn participated the practice of struggle against democratic crimes with party discipline supporting humanity and improving poverty, so that “Marx-MingXun calling for competitive election” synchronously revived the communist parties in various countries in the whole world, especially those in East Europe, Brazil, and so on, becoming the historical manifestations in television(Cai, 2017, 2018c).



On December 3, 2014, because of the significant international and historical effects of “Marx-MingXun calling for competitive election”, the Chinese and foreign people in television suggested to segregate this history away from other political influences. In this regard, Zi-Jian Cai declared the movement “Marx-MingXun calling for competitive election” ended successfully(Cai, 2017, 2018c).

Court to Improve Humanity of People in War

Crimes of Army to People Sometimes in War

Sometimes, the criminal actions from army in war are very detrimental, killing many people without any control or limit. The famous "Nanjing Massacre" made by the Japanese army of invasion killed about 300000 people in Nanjing(Li, 2005; Zhang, 2007). Even in today, in the Gaza Conflict, it is worldwide known that the Israeli army have repeatedly violated the international humanitarian law, especially against civilians(Mahwati & Nanda, 2022).

In summary, the army may sometimes make crimes against civilian people during war.

Court Penalty to Crimes of Army on People in War

The court of law takes action to sentence and punish the evidenced army crimes against the people. For the famous "Nanjing Massacre" made by the Japanese army killing many Chinese people, the Tokyo War Crimes Trial sentenced and punished the top related Japanese generals(Cheng, 2008), while the Nanjing War Crimes Tribunal targeted other officials(Jing, 2013). In today, the world is angry at the violence of Israeli army to Palestinian civilians(Mahwati & Nanda, 2022). In consistence, the International Criminal Court(ICC) in Europe accused that Israel committed war crimes and crimes against humanity in Gaza Conflict(Soraya et al., 2024), while South Africa sued the International Court of Justice against Israel to be the genocide to Palestinian(Akbar & Genovés, 2024), both of which were severe to the leaders and generals of Israel if arrested outside Israel in future.

In summary, the court of law takes the duty to sentence and punish the evidenced crimes made by army against the civilian people during war.

Court More Associative to Educate and Restrict Armed Police in War

The theory of armed police is advantageous in that the democratic law execution can prevent the provincial and municipal armed police from professional autocracy when they becoming too strong and too many as the police leaders staying in the same cities as the law people(Cai, 2017, 2018a).

Besides, herein there is another advantage for the armed police, which can reduce the crimes against civilian people during war. Because, as demonstrated above, the court of law takes the duty to sentence and punish the crimes made against the people during war, the police more associative to the court would receive more education and restriction from court against crimes on people in war. This would reduce both intention and courage of armed police to make crimes against people in war.

In summary, the court would educate and restrict the more associative armed police against making crimes to people during war.

Discipline of Communist Parties for Humanity in War

War to Reduce Welfare Fund

In war, the social resources are devoted mostly to the frontlines, which reduces the budget for humanity. In the present Russian-Ukrainian War, it has been analyzed that the National Welfare Fund has shrunk by almost a third and continues to shrink in Russia(Sliusarenko et al., 2024). Reduction of welfare fund is a severe consequence of war that every country must face.



Communist Discipline to Support Humanity

As mentioned above, “Marx-MingXun calling for competitive election” improved the democratic image of various communist parties worldwide, made the communist parties in turn participate the practice of struggle against democratic crimes with party discipline supporting humanity and improving poverty, and synchronously revived the communist parties in various countries in the whole world(Cai, 2017, 2018c).

Accordingly, it is now safe to apply the discipline of communist parties to support humanity and improve poverty, unnecessary to worry about the old autocratic influences of communist parties.

Communists Evidenced to Help Women and Children in War

The women and children are weak and negatively affected by war. It is necessary to consider special help to them during war. Communist parties in various countries consider such issue of humanity. There are many examples, with some of which as evidenced in the followings:

During the Greek Civil War, the Communist Party of Greece evacuated 28,000 children from villages in northern Greece in 1948(Danforth, 2003), obviously for the purpose of improving the safety of children in war.

During the time of Anti-Japanese War in China in 20th Century, in the areas controlled by the Communist Party of China, both women and children were well cared(Wen & Luo, 2010). Especially, there was a slogan as “Long Live the Children” in the communist Yan'an period in China(Yu & Wang, 2021).

In summary, it is well evidenced that the communist parties have been disciplined to help women and children during wartime.

Communists Evidenced to Help Refugees in War

The refugees caused by war are extra burden to the welfare system, and require extra help. Communist parties in various countries are also devoted to such issue of humanity. There are also many examples, as the followings:

Due to the Greco-Turkish War, more than one million Anatolian Greek refugees influenced the traditional balance of mass politics at the electoral level, and contributed to the electoral gains of the Greek Communist Party(KKE)(Poulos, 2022). During that time in Europe, the communist parties in Europe manifested and operated as autocratic in tendency, negative influencing the society as a whole(Poulos, 2022). From now on, with “Marx-MingXun calling for competitive election” improving the democratic image of various communist parties worldwide(Cai, 2017, 2018c), it would no longer be present such negative social effect.

During the time of Anti-Japanese War in China in 20th Century, in the areas controlled by the Communist Party of China, it was successful in rescuing and arranging a lot of refugees, especially many refugees going there from other places of the country(Chang & Guan, 2011; Ma, 2004).

In summary, it is evidenced that the communist parties have been disciplined to rescue and arrange refugees during wartime.

Conclusions

It is important to protect the humanity and improve the poverty of people during wartime. In this article, it is supplemented new perspectives on this issue from the recent progressions in social law sciences, mainly as (i) the theory of armed police and (ii) the party discipline of communists against democratic crimes neglecting humanity and poverty in war.

For the theory of armed police, it was Zi-Jian Cai who started and led the democratic law execution in China, which supported the theory of armed police. It is well evidenced that the court can punish the officers/soldiers making crimes against people in war, such as the Japanese officers/soldiers killing Chinese people in World War II. On the other hand, it is more associative for the armed police to the



court, so that it is perspective for the court to educate and restrict the armed police to protect the humanity of people in war.

For the party discipline against democratic crimes neglecting humanity and poverty in war, it is the nature of war that makes the country devote most of social resources to battlefields, as evidenced by the shrink of National Welfare Fund in Russia during the present Russian-Ukrainian War. It is the discipline of communist parties to support humanity and improve poverty of people including the need of women, children and refugees in war, as demonstrated by cases in both Europe and China during wartime. It was the movement of “Marx-MingXun calling for competitive election” during 2010-2014 that improved the democratic image of communist parties, made it practice to struggle with the discipline for humanity and poverty, so that revived the communist parties synchronously worldwide. Thus, now it is perspective for the communist parties to improve the humanity of people in war without anxiety for causing autocracy.

In Table 1, it is outlined the two new perspectives to improve humanity in war from recent progressions in social law sciences.

Table 1 Two New Perspectives to Improve Humanity in War

Theory of Armed Police	Communist Discipline for Humanity
Due to the court responsible for sentencing and punishing the officers/soldiers making crimes to people in war, the court more associative with armed police to educate and restrict the armed police to protect the humanity of people in war.	Discipline of communist parties to support humanity and improve poverty of people including the need of women, children and refugees in war, with the movement of “Marx-MingXun calling for competitive election” improving the democratic image of communist parties and reducing the anxiety of autocracy.

Funding

The author declares no financial support for this work.

Conflict of interest statement

The author declares no conflict of interest for this work.

Authors' Information

Zi-Jian Cai (Orcid: 0000-0003-2378-5034) as the author of this paper is now the supervisor of CaiFortune TriL Consulting in Suzhou City, PR China. The author is a theoretical scientist on neuropsychology, aging/development and physics unification, and is also a social activist, independent publishing many papers abstracted in CNKI and Scopus.

Author's Contributions

The sole one author responsible for all of this article.

References

Akbar, M.F., & Genovés, M.B. (2024). South Africa sues International Court over Israel's Palestinian genocide under international law. *Lampung Journal of International Law*, 6(2), 83-94. <https://doi.org/10.25041/lajil.v6i2.3427>.



- Cai, Z.-J. (2016). *Weapons, Armed Troops and War --The Armed Police Winning over the Army*. Saarbrücken, Germany: Lambert Academic Publishing.
- Cai, Z.-J. (2017). Political history necessary to use television. *Open Journal of Political Science*, 7(3), 353-367. <https://doi.org/10.4236/ojps.2017.73029>.
- Cai, Z.-J. (2018a). "Democracy calling for law execution, new theory of army and police" in Zi-Jian Cai(Ed), *San Cai Historical Memoirs in Television*(pp. 108-152). Beau Bassin, Mauritius: Lambert Academic Publishing.
- Cai, Z.-J. (2018b). "Democracy calling for law execution, skills and practices" in Zi-Jian Cai(Ed), *San Cai Historical Memoirs in Television*(pp. 371-402). Beau Bassin, Mauritius: Lambert Academic Publishing.
- Cai, Z.-J. (2018c). "Democratic crimes, party disciplines to control" in Zi-Jian Cai(Ed), *San Cai Historical Memoirs in Television*(pp. 435-481). Beau Bassin, Mauritius: Lambert Academic Publishing.
- Chang, Y.P., & Guan, M.Y. (2011). Research into the social salvage policy in Shanxi-Gansu-Ningxia Border Region. *Journal of Chongqing Normal University Edition of Social Sciences*, 2011(02), 10-16. <https://doi.org/10.3969/j.issn.1673-0429.2011.02.002>.
- Cheng, Z.Q. (2008). Re-evaluation of Iwane Matsui's war guilt: Verification of testimony on the Nanjing Massacre given by defendants at the Tokyo War Crimes Trials. *Modern Chinese History Studies*, 2008(6), 4-23.
- Cui, Y.P., & Xing, Q.H. (2022). The challenge and inspiration of UAVs to field air defense from the Russia-Ukraine War. *Aerospace Electronic Warfare*, 38(04), 1-3. <https://doi.org/10.3969/j.issn.1673-2421.2022.04.001>.
- Danforth, L.M. (2003). "We Crossed a Lot of Borders": Refugee children of the Greek Civil War. *Diaspora: A Journal of Transnational Studies*, 12(2), 169-209. <https://doi.org/10.3138/diaspora.12.2.169>.
- Goldstein, L., & Waechter, N. (2023) Chinese strategists evaluate the use of 'Kamikaze' drones in the Russia-Ukraine War. *RAND*, Nov 7. Retrieved from <https://www.rand.org/pubs/commentary/2023/11/chinese-strategists-evaluate-the-use-of-kamikaze-drones.html>.
- Jing, S.H. (2013). On the trial of Nanjing Massacre conducted by Nanjing War Crimes Tribunal. *Social Sciences in Nanjing*, 2013(6), 142-151. <https://doi.org/10.3969/j.issn.1001-8263.2013.06.021>.
- Li, H.M. (2005). Chinese academics' research on "Nanjing Massacre". *Pacific Journal*, 2005(8), 26-33. <https://doi.org/10.3969/j.issn.1004-8049.2005.08.005>.
- Ma, Y.H. (2004). Research on "Refugee Township" problems in Shaanxi, Gansu and Ningxia Border Area. *Journal of Northwest University(Philosophy and Social Sciences Edition)*, 2004(06), 124-126. <https://doi.org/10.3969/j.issn.1000-2731.2004.06.028>.
- Mahwati, T., & Nanda, A.R. (2022). Analysis of the Palestinian and Israeli conflict in the perspective of international humanitarian law. *International Law Discourse in Southeast Asia*, 1(1), 23-42. <https://doi.org/10.15294/ildisea.v1i1.56873>.
- Niu, X.C. (2023). Background and prospects of the Gaza Conflict. *Contemporary International Relations*, 2023(11), 27-41.
- Poulos, M. (2022). Beyond the ballot box: Rethinking Greek Communism between the wars. *European History Quarterly*, 52(1), 43-64. <https://doi.org/10.1177/02656914211066800>.
- Slusarenko, M., Baranov, S., & Voytsehovskiy, R. (2024). The impact of the Russian-Ukrainian War on economic processes in Russia: Analysis and forecasting. *Military Science Journal*, 2(1), 89-101. <https://doi.org/10.62524/msj.2024.2.1.08>.



Soraya, N., Muhammad, A., & Ladiqi, S. (2024). ICC jurisdiction: Against Israeli war and humanitarian crimes targeting Palestinian civilians 2023. *Jurnal Media Hukum*, 31(1), 59-77. <https://doi.org/10.18196/jmh.v31i1.20938>.

Wen, J.T., & Luo, K. (2010). The maternal and newborn health in Shanxi-Gansu-Ningxia Border Region during the time of Anti-Japanese War. *Medicine and Society*, 23(10), 11-13. <https://doi.org/10.3870/YXYSH.2010.10.005>.

Yu, Y.P., & Wang, S.J. (2021). Long live the children: Chinese Communists' view on children in Yan'an period. *Journal of Studies in Early Childhood Education*, 2021(07), 1-4. <https://doi.org/10.3969/j.issn.1007-8169.2021.07.002>.

Zhang, L.H. (2007). Nanjing massacre studies in China and Japan: A retrospect and consideration. *Journal of Nanjing University(Philosophy, Humanities and Social Sciences)*, 44(1), 95-109. <https://doi.org/10.3969/j.issn.1007-7278.2007.01.010>.



Street Food Culture and Culinary Tourism: Economic Drift for the Tourism Industry

Dr. Shaila Kedla ✉ 

*Associate Professor, Department of Commerce PG,
Acharya Institute of Graduate Studies, Bangalore, India*

Bellamkonda Nandini ✉ 

III Sem M.com Student, Acharya Institute of Graduate Studies, Bangalore, India

S. Chethan ✉ 

Asst. Professor, Department of Management, Acharya Institute of Graduate Studies, India

Abstract

Street food culture has become a vital aspect of culinary tourism, providing travelers with authentic and budget-friendly food experiences while playing a significant role in local economies and cultural preservation. This study investigates the economic effects of street food culture within the tourism sector, highlighting its importance in promoting regional identity, fostering community development, and enhancing the experiences of tourists. Utilizing a qualitative research approach based on secondary data, the study looks at how food embodies a region's history, traditions, and cultural practices, particularly focusing on the essential role of street vendors in the effective execution of culinary tourism. The case study of Delhi's lively street food scene illustrates how renowned food spots like Chandni Chowk and Karol Bagh not only draw in tourists but also bolster local businesses and nurture cultural pride. The research outlines significant economic contributions, such as income generation, job creation, and the encouragement of local entrepreneurship. It also tackles challenges like hygiene issues, regulatory hurdles, and the necessity for sustainable practices. While the study successfully highlights the cultural and economic importance of street food in culinary tourism, it points out gaps such as the absence of statistical data, a limited emphasis on tourist satisfaction, and a lack of exploration into environmental impacts. In summary, street food is essential in enhancing tourism industries and local economies, establishing itself as a key factor in cultural preservation and sustainable tourism. Future research should aim to incorporate data-driven insights, assess tourist experiences, and investigate global best practices to fully harness the potential of street food in culinary tourism.

Keywords: *Culinary Tourism, Street Food Culture, Economic Development, Cultural Preservation, Local Economy, Tourist Experience, Street Vendors, Regional Identity, Sustainable Tourism, Delhi Street Food, Food Heritage, Community Development, Tourism Industry, Urban Tourism, Food Tourism.*

Suggested citation: Kedla, S., Nandini, B., & Chethan, S. (2025). Street Food Culture and Culinary Tourism: Economic Drift for the Tourism Industry. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 85-91. DOI: 10.59324/ejahss.2025.2(2).09

Introduction

Street food culture has become a lively and vital part of the global tourism scene, providing travelers with an authentic glimpse into local traditions, flavors, and ways of life. Culinary tourism, which emphasizes food as a key aspect of travel, has gained considerable traction in recent years, with street food significantly influencing tourists' cultural and culinary experiences. The casual atmosphere of street food markets, their affordability, and the diverse array of local dishes make them appealing to both local and



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

international visitors. The economic influence of street food culture on the tourism sector is substantial. It not only supports small business owners and local vendors but also boosts the wider economy through increased spending by tourists, job creation, and the promotion of local ingredients and culinary traditions. Street food markets often evolve into cultural landmarks, enhancing a destination's attractiveness and encouraging visitors to return. Culinary tourism, fueled by the rise of street food, promotes cultural exchange and aids in the preservation of traditional recipes and cooking methods. In many locations, food festivals, street food tours, and culinary events have become significant draws for tourists, contributing to sustainable tourism growth. However, challenges such as hygiene standards, infrastructure issues, and regulatory frameworks can affect the expansion of this sector. This study aims to investigate the economic shifts brought about by street food culture and culinary tourism within the tourism industry. It seeks to understand their impact on local economies, their effect on tourist behavior, and potential strategies for incorporating street food culture into broader tourism development initiatives. Through this investigation, the research underscores the essential role of food in enhancing travel experiences and fostering economic development.

Review of Literature

Tran et al. (2022): This paper explores trends in food festival research, focusing on how food festivals influence tourist behavior and shape the image of destinations, highlighting their significance for local tourism activities.

Soliman et al. (2024): This study investigates the impact of street food on urban culture, economics, and sustainable tourism in Oman, pinpointing essential sociocultural and economic factors that influence consumer attitudes towards street food.

Parwati et al. (2024): By conducting a literature review, this research outlines strategies for enhancing culinary tourism, including the promotion of local culinary branding and the organization of festivals, aimed at boosting destination attractiveness and fostering economic development.

Research Gap

Current research emphasizes the cultural and economic significance of food festivals and street food, yet it often neglects aspects such as tourist satisfaction, the contributions of individual vendors, and environmental issues. Most studies are focused on specific regions, which restricts the ability to draw wider conclusions. Additionally, there is a noticeable lack of integration of street food into mainstream tourism strategies, indicating a need for more in-depth investigation into its effects on local economies, sustainability, and the experiences of tourists.

Methodology

The study utilizes a qualitative research approach that relies on secondary data analysis. It includes a review of existing literature, research articles, reports, and case studies concerning street food culture, culinary tourism, and their economic effects. This method allows for a comprehensive understanding of current trends, challenges, and opportunities without the need for direct fieldwork, emphasizing the interpretation and analysis of documented information.

Objectives

1. To know the concept of culinary tourism in economic development
2. To identify how food reflects region, History, and Traditions
3. To understand the role of street vendors in successful implementation culinary tourism.



Results

To Know the Concept of Culinary Tourism in Economic Development

Culinary tourism has emerged as a vital force in driving economic development within the tourism sector, providing travelers with genuine food experiences while bolstering local economies. It encompasses more than just sampling local cuisine; it allows visitors to immerse themselves in a region's culture, history, and traditions through its culinary practices. Engaging in activities like food festivals, street food tours, cooking classes, and exploring local markets not only enhances the tourist experience but also fosters economic growth. The economic influence of culinary tourism is substantial, as it generates job opportunities, supports small food businesses, and boosts income for local communities. By highlighting local ingredients, traditional recipes, and regional specialties, culinary tourism promotes sustainable business practices and fortifies the local economy. Destinations celebrated for their distinctive food culture tend to draw more visitors, resulting in increased spending and long-term economic advantages. This research seeks to investigate the role of culinary tourism in economic development, emphasizing how food-focused travel aids in income generation, job creation, and the preservation of culture. Gaining insight into this relationship can assist tourism planners and policymakers in crafting strategies that utilize culinary tourism as a sustainable avenue for economic advancement. The following points illustrate the ways in which culinary tourism supports economic development:

Income Generation and Revenue

Growth Culinary tourism plays a vital role in enhancing local economies by boosting tourist spending on food-related experiences. Attractions like street food markets, food festivals, and culinary tours draw both domestic and international visitors, resulting in increased revenue for local businesses and higher tax income for local governments.

Employment Opportunities

The culinary tourism industry generates a variety of job opportunities within the food and hospitality sectors. It encompasses roles for chefs, street vendors, tour guides, farmers, and food producers, thereby supporting a broad spectrum of employment. Additionally, it fosters entrepreneurship among small-scale food vendors and local artisans.

Promotion of Local Businesses and Entrepreneurs

Culinary tourism directly benefits local food markets, family-owned restaurants, and small-scale food producers. By drawing in tourists eager for authentic food experiences, this sector empowers local entrepreneurs and bolsters small businesses, which in turn contributes to community development.

Urban and Rural Development

While urban areas thrive from food festivals and gourmet tours, rural regions also gain economic benefits through culinary trails, farm visits, and local food fairs. This balanced approach to tourism development helps mitigate regional economic disparities and promotes community involvement.

Preservation of Culinary Heritage and Cultural Identity

A significant advantage of culinary tourism is its contribution to preserving traditional recipes, cooking methods, and food-related customs. By showcasing cultural food experiences, destinations can uphold their culinary heritage while providing tourists with authentic and meaningful interactions with local communities.

To Identify How Food Reflects Region's History and Traditions

Food is more than just a source of nourishment; it serves as a reflection of a region's history, culture, and traditions. Every dish carries the essence of a community's lifestyle, influenced by its geography, climate, historical events, and cultural practices. From the spices used in traditional recipes to cooking techniques passed down through generations, food reveals the rich tapestry of a region's past and its evolving identity. Culinary practices often highlight the historical journeys of regions—whether shaped by trade



routes, migrations, colonization, or local customs. Regional dishes not only showcase the availability of local ingredients but also reflect cultural values, religious beliefs, and social traditions. Festivals, rituals, and community gatherings frequently centre around food, turning meals into cultural expressions that connect people to their roots. Understanding how food reflects a region's history and traditions allows for a deeper appreciation of its cultural heritage. In the context of tourism, culinary experiences offer travellers authentic insights into local life, transforming food from a simple necessity into a meaningful cultural journey.

The following sections highlight important aspects that illustrate the relationship between food, local history, and cultural traditions:

Geographical and Environmental Influence:

Natural resources, climate, and topography play a crucial role in shaping regional cuisines. The availability of certain crops, livestock, or seafood directly affects what is traditionally cooked in different areas. For instance, coastal regions often have a rich variety of seafood, while mountainous areas may rely more on livestock and hearty grains, influencing local cooking styles.

Historical Events and Cultural Exchanges

Trade routes, migration, colonization, and global influences have significantly impacted regional cuisine. The movement of people and goods has introduced new ingredients and cooking techniques, enriching local culinary traditions. For example, the spice trade brought exotic flavors to various regions, transforming their food culture.

Traditional Cooking Methods and Techniques

Many age-old cooking practices have been handed down through generations, preserving not only the food but also the cultural heritage of a community. Techniques such as fermentation, smoking, and slow cooking are often rooted in tradition, reflecting the history and values of the people.

Cultural and Religious Significance

Food is deeply intertwined with religious rituals, festivals, and social customs. Certain dishes hold symbolic meanings and are prepared during cultural events, highlighting their importance in celebrations and communal gatherings. Festive meals often bring families together, reinforcing bonds and traditions.

Regional Identity and Community Connection

Food plays a vital role in fostering community pride and serves as a symbol of regional identity. Traditional dishes often act as cultural ambassadors, connecting locals with tourists and showcasing the unique flavors and stories of a region.

Table 1. Structured Table that Highlights the Growth and Influence of Street Food on Local History and Traditions

Aspects	How Street food reflects regional history& Traditions
Regional identity	Each region boasts its own unique street foods that reflect local flavors. In fact, street food accounts for 29% of India's food industry, highlighting its rich cultural significance.
Traditional cooking methods	Techniques such as tandoors and cooking with banana leaves showcase culinary traditions. However, restrictions on charcoal tandoors pose a risk to the authenticity and preservation of these traditional cooking methods.
Ingredients & climate	Local ingredients play a crucial role in defining regional flavors—coastal areas tend to emphasize seafood, while northern regions rely heavily on wheat. The food sector generates ₹8,000 crore daily, highlighting its significant contribution to economic growth.

Festivals & street food	Festivals can increase sales by 20-30%, featuring special dishes like Haleem and Jalebi, which help maintain cultural and religious traditions through food.
Influence of trade & colonization	Trade has significantly influenced Indian cuisine—Portuguese traders introduced chilies, and the British had a lasting impact on tea consumption. Currently, India's tea industry generates over \$2 billion, connecting historical influences to the contemporary economy.
Modern changes	Fusion dishes like Tandoori Momos represent a blend of traditional and modern culinary practices. The rise of digital payments and food delivery apps has broadened access, driving rapid changes in street food culture.
Challenges	Urbanization and regulatory measures affect street vendors. Initiatives aimed at organizing these vendors through policies and digital platforms seek to protect this vital cultural and economic resource.
Historical Roots	Street food has a rich history influenced by trade and migration, dating back centuries. Its annual growth of 15% highlights its lasting cultural and economic importance.

To Understand the Role of Street Vendors in Successful Implementation Culinary Tourism

Street vendors are vital to the growth and success of culinary tourism, providing authentic and affordable local food experiences that draw in both domestic and international visitors. As a key part of a region's food culture, street food vendors offer unique flavors, traditional recipes, and insights into the everyday lives of local communities. Their offerings often showcase the region's history, culture, and culinary traditions, making street food a fundamental aspect of cultural tourism. In many cities worldwide, street food markets and local food stalls have emerged as popular tourist attractions, creating lively culinary scenes that enhance local economies. These vendors not only highlight local ingredients and traditional cooking techniques but also play a significant role in shaping the social and cultural identity of a destination. Recognizing the importance of street vendors in culinary tourism is crucial for developing sustainable tourism models that support local businesses, preserve cultural heritage, and improve tourist experiences. By acknowledging their contributions, tourism strategies can more effectively incorporate street food culture into destination branding, ultimately fostering economic growth and community development.

Case study: Delhi's Street Food Scene

To illustrate the impact of street vendors on culinary tourism, Delhi exemplifies the influence of street vendors on culinary tourism, showcasing how street food significantly attracts tourists and enhances the local economy. The city's lively food streets, particularly in areas like Chandni Chowk and Karol Bagh, provide a diverse culinary experience that not only honours cultural heritage but also bolsters the local tourism sector. Delhi, the capital of India, is famous for its rich and lively street food scene, which is essential to its culinary tourism. With beloved dishes such as Chole Bhature, Golgappa, Parathas, and Kebabs, the food streets of Delhi draw in both local and international visitors, showcasing the significant role street vendors play in boosting tourism.

- **Cultural Significance:**

Delhi's street food is a vibrant representation of the city's diverse cultural heritage, combining Mughlai, Punjabi, and North Indian flavors. Iconic street food hubs such as Chandni Chowk, Karol Bagh, and Lajpat Nagar highlight traditional recipes that have been cherished and passed down through generations.

- **Tourism Impact:**

Food tours, such as "Old Delhi Food Walks," provide tourists with carefully curated street food experiences, highlighting food as a key attraction in the city's tourism landscape. Events like the Delhi Street Food Festival support local vendors and draw food lovers from across the globe.



- **Economic Contribution:**

Numerous street vendors are active throughout the city, playing a vital role in the local economy and generating jobs. The reasonable prices of Delhi's Street food attract a diverse array of tourists, increasing traffic in local markets.

- **Challenges:**

Vendor operations are impacted by hygiene concerns and the absence of formal licensing. To enhance food quality and support vendor welfare, government initiatives such as the National Street Food Policy and local food safety programs have been introduced.

“The Case of Delhi underscores the important role that street vendors have in defining the city's culinary character and drawing in tourists. By providing genuine local tastes at reasonable prices, street vendors not only help preserve cultural heritage but also boost economic development, positioning themselves as essential contributors to the thriving culinary tourism scene.”

Conclusion

The study emphasizes the crucial role that street food culture plays in promoting culinary tourism and enhancing local economies. It effectively illustrates how street vendors provide not only authentic and affordable food experiences but also aid in cultural preservation, job creation, and community development. By delving into the strong ties between food, regional history, and traditions, the research highlights how culinary tourism can improve destination branding and reinforce local identities. The case study of Delhi's lively street food scene exemplifies this, showcasing the cultural richness, economic benefits, and challenges that street vendors encounter. However, the study could be improved by including more statistical data on tourist spending and its economic impact, as well as offering deeper insights into environmental sustainability and tourist satisfaction. Furthermore, adding comparative case studies from other regions and a more thorough analysis of government policies and vendor regulations could provide a wider perspective. Overall, the research effectively highlights the significance of street food in fostering sustainable tourism and economic growth while pointing out areas for future investigation to further enhance the role of culinary tourism in regional development.

References

- Cohen, E., & Avieli, N. (2004). Food in tourism: Attraction and impediment. *Annals of Tourism Research*, 31(4), 755–778. <https://doi.org/10.1016/j.annals.2004.02.003>
- Delhi Tourism. (2023). *Delhi's street food: A culinary journey*. Retrieved from <https://www.delhitourism.gov.in>
- Food and Agriculture Organization. (2022). Street food: A growing market in urban economies. Retrieved from <https://www.fao.org>
- Hall, C. M., & Sharples, L. (Eds.). (2003). *Food tourism around the world: Development, management, and markets*. Butterworth-Heinemann. <https://doi.org/10.4324/9780080477862>
- Henderson, J. C. (2011). Food tourism reviewed. *British Food Journal*, 113(4), 637–655. <https://doi.org/10.1108/00070701111131777>
- India Brand Equity Foundation. (2023). *Indian food industry overview*. Retrieved from <https://www.ibef.org/kentuckypress.com>
- Long, L. M. (Ed.). (2004). *Culinary tourism*. University Press of Kentucky.
- Ministry of Housing and Urban Affairs, Government of India. (2021). *National street food policy report: Regulating and supporting street vendors in India*. Ministry of Housing and Urban Affairs.



- Ministry of Tourism, Government of India. (2022). *Incredible India: Promoting culinary tourism*. Ministry of Tourism.
- Okumus, B. (2021). Sustainable culinary tourism practices: Challenges and opportunities. *Journal of Hospitality and Tourism Management*, 48, 12–25. <https://doi.org/10.1016/j.jhtm.2021.05.002>
- Parwati, I., & Sari, N. (2024). Strategies for strengthening culinary tourism: A global perspective. *International Journal of Tourism and Hospitality Research*, 42(3), 88–104.
- Richards, G. (Ed.). (2015). *Gastronomy and tourism: A multidisciplinary perspective*. Routledge.
- Soliman, A., & Al-Maskari, F. (2024). Street food and urban culture: Sustainable culinary tourism in Oman. *Middle East Journal of Tourism*, 29(1), 55–72.
[taylorfrancis.com](https://www.taylorfrancis.com)
- Tran, H., & Nguyen, L. (2022). The role of food festivals in shaping tourism behavior. *Journal of Tourism Studies*, 38(2), 102–118.
- World Tourism Organization. (2023). *Gastronomy tourism: A pathway to sustainable development*. UNWTO.



AI & Tele Health: Accessibility for Rural Communities

V.G. Suchithra ✉ 

*Asst. Professor, Department of Commerce PG,
Acharya Institute of Graduate Studies, Bangalore, India*

S. Prabakar ✉

*III Sem M.Com Student,
Acharya Institutes of Graduate and Studies, Bangalore, India*

Alemelu M. Lavanya ✉ 

*Assistant Professor, Department of Social Work,
Acharya Institute of Graduate Studies, India*

Abstract

Rural communities face significant challenges in accessing and affordable telecom services, hindering economic growth, education and healthcare. The purpose of this study is to examine the importance and functioning Tele health in rural Sector and to explore the government initiatives to the development of quality care and well being of rural citizen. This paper demonstrates the potential of AI- enabled telecom solutions to promote digital inclusion and improve quality of life in rural communities.

Keywords: *Cost reduction, challenges and consideration, data privacy, cybersecurity, improve connectivity and services, AI optimizes network.*

Suggested citation: Suchithra, V.G., Prabakar, S., & Lavanya, A.M. (2025). AI & Tele Health: Accessibility for Rural Communities. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 92-95. DOI: 10.59324/ejahss.2025.2(2).10

Introduction

AI Telecom accessibility of rural Communities is essential for social and economic development. This study explores how AI can enhance telecom accessibility in rural areas. AI can significantly improve telecom accessibility in rural communities. They are optimizing network infrastructure development and developing intelligent systems to manage network. The utilization of AI technology includes machine learning models, IOT systems and analytics tools. This is mainly help to improve the quality of life for rural communities. AI has the potential to revolutionize community development for the social issues and fostering sustainable solutions. Social inclusion is a digital divide, AI powered telecom solutions can promote social inclusion and rural effectively connections of communities. In recent years, this has been improving the importance of divide between rural and urban communities. It has a emerged as a technology tool for expanding access to tele communications service in rural areas, like improving healthcare and education and economic development and growth.

Review of Literature

Gabriele Palozzi, Irene Schettini, Antonio Chirico (2020) emphasizes the topic of Enhancing the Sustainable Goal of Access to Healthcare: Findings from a Literature Review on Telemedicine Employment in Rural Areas. In this research, they investigate the extent to which telemedicine is used to



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

alleviate healthcare disparities in rural regions and expand access, cut costs, and enhance health outcomes. By using a review of the literature, the research establishes increasing attention on telemedicine, particularly among extensive, budgetary-limited nations. It proposes telemedicine as a sustainable, affordable answer to rural health.

Sora Park, Julie Freeman & Catherine Middleton (2019) identifies the theme of Intersections between digital inclusion and connectivity in rural communities. This paper discusses the effects of restricted connectivity on socio-economic performance in rural Australia, with a focus on the increasing infrastructure divide between urban and rural regions. It suggests a policy framework specifically designed to respond to digital exclusion, with a focus on the specific contexts of rural communities to enhance digital inclusion and connectivity.

Kehinde Aruleba, Nobert Jere (2022) emphasizes the theme of Exploring digital transforming challenges in rural South Africa through a systematic review of empirical studies. This systematic review examines the digital transformation challenges of rural communities in South Africa, with emphasis on socio-economic, technological, and political obstacles to ICT adoption. Drawing on 32 articles selected for this study, the research emphasizes major issues and offers recommendations to improve ICT integration and close the digital divide in these regions.

Digital Health Care in India

India, with its vast population of 1.4 billion, faces significant healthcare challenges, including limited access to quality healthcare in rural areas, overburdened hospitals, and a shortage of medical professionals. Digital healthcare solutions—such as telemedicine, AI-driven diagnostics, electronic health records (EHRs), and mobile health applications—have emerged as powerful tools in addressing these challenges. India's digital health market is expected to reach \$37 billion by 2030.

Government Initiatives

Ayushman Bharat Digital Mission (ABDM)

- Launched in **2021** to create a **National Digital Health Ecosystem (NDHE)**.
- Enables **unique health IDs (ABHA IDs)** for seamless patient records access.
- Integration of **hospitals, diagnostic centers, and doctors** into a unified digital platform.

E Sanjeevani – India's Telemedicine Platform

- Government-backed telemedicine platform providing **free online consultations**.
- Over **140 million teleconsultations** conducted since its launch.
- 75% of consultations benefited **rural patients** who lacked access to specialists.

Impact of Digital Healthcare in India

Improved Accessibility

- Rural patients can now access specialist doctors **without traveling long distances**.
- Reduction in hospital overcrowding due to teleconsultations.

Cost Reduction

- Telemedicine consultations are 50-70% cheaper than in-person visits.
- Digital prescriptions reduce unnecessary diagnostic costs.

Early Disease Detection and Preventive Care

- AI-driven **predictive analytics** help in **early cancer and cardiovascular disease detection**.



- Digital health monitoring via wearables **prevents lifestyle diseases.**

Challenges in AI-Driven Telehealth for Rural Areas

Digital Infrastructure & Connectivity Issues

Lack of high-speed internet and 5G in remote villages. Electricity shortage affects telehealth device operations

Digital Literacy & Awareness

Many rural residents are unfamiliar with AI-based health services.

Fear and mistrust of AI diagnostics over traditional medical care.

Cost & Affordability Concerns

High Cost of AI driven wearables and telehealth services

Limited insurance coverage for remote consultations.

Data Privacy & Security Risks

Risk of data breaches & cyberattacks in AI-driven telehealth systems.

Ethical concerns over AI decision-making in healthcare.

Future of AI & Telehealth in Rural Healthcare

a. AI-Enabled Mobile Clinics & Drones

AI-powered mobile health vans can deliver care in remote regions

Drones for medicine delivery in areas with poor road access.

b. Expansion of 5G & Edge Computing

Faster telehealth services with real time AI analysis

c. Blockchain for Secure Health Data

Decentralized patient records for privacy protection. AI algorithms trained on secure encrypted medical data

d. Government & Policy Interventions

Implementation of telehealth reimbursement policies. Public-private partnerships for affordable telemedicine solutions.

Conclusion

AI and telehealth offer transformative solutions to rural healthcare challenges. By integrating AI-powered diagnostics, remote monitoring, and virtual consultations, healthcare access can be significantly improved in underserved communities. However, infrastructure, affordability, and policy support must evolve to ensure scalable and sustainable adoption of AI-driven telehealth in rural regions.

References

Board of Governors in supersession of the Medical Council of India. (2020). *Telemedicine practice guidelines: Enabling registered medical practitioners to provide healthcare using telemedicine.* <https://www.medbox.org/document/telemedicine-practice-guidelines-enabling-registered-medical-practitioners-to-provide-healthcare-using-telemedicine>



Federal Communications Commission. (2020). *Establishing a 5G fund for rural America*. *Federal Register*, 85(227), 75770-75828. <https://www.federalregister.gov/documents/2020/11/25/2020-24486/establishing-a-5g-fund-for-rural-america>

Federal Communications Commission. (n.d.). *America's 5G future*. Retrieved March 11, 2025, from <https://www.fcc.gov/5G>

Federal Communications Commission. (n.d.). *Rural health care program*. Retrieved March 11, 2025, from <https://www.fcc.gov/general/rural-health-care-program>

Gajarawala, S. N., & Pelkowski, J. N. (2021). Telehealth benefits and barriers. *The Journal for Nurse Practitioners*, 17(2), 218-221. <https://doi.org/10.1016/j.nurpra.2020.09.013>

Khan, F., & Alotaibi, S. (2024). Artificial intelligence in telemedicine: Applications, benefits, and challenges. *Journal of Infection and Public Health*, 17(2), 182-190. <https://doi.org/10.1016/j.jiph.2023.10.005>

Kichloo, A., Albosta, M., Dettloff, K., Wani, F., El-Amir, Z., Singh, J., Aljadah, M., Jamal, S., Mohamed, M., & Shaka, H. (2020). Telemedicine, the current COVID-19 pandemic and the future: A narrative review and perspectives moving forward in the USA. *Family Medicine and Community Health*, 8(3), e000530. <https://doi.org/10.1136/fmch-2020-000530>

Shen, J., Zhang, C. J. P., Jiang, B., Chen, J., Song, J., Liu, Z., He, Z., & Wong, S. Y. S. (2019). Artificial intelligence versus clinicians in disease diagnosis: Systematic review. *JMIR Medical Informatics*, 7(3), e10010. <https://doi.org/10.2196/10010>



Role of Bancassurance in Enhancing Financial Inclusion: A Case Study Approach

Dr. Shaila Kedla ✉ 

*Associate Professor, Department of Commerce PG,
Acharya Institute of Graduate Studies, Bangalore, India*

S. Shalini ✉ 

III Sem M.Com Student, Acharya institute of graduate studies, India

K.Y. Anusha ✉ 

*Assistant Professor, Department of Commerce,
Acharya Institute of Graduate Studies, India*

Abstract

Bancassurance, which refers to the collaboration between banks and insurance companies, is vital for improving financial inclusion, particularly among underserved and low-income populations. By utilizing the extensive branch networks and digital platforms of banks, bancassurance offers easy access to insurance products, thereby enhancing financial security and helping to manage risks. It reviews different bancassurance models, regulatory obstacles, and global trends, while stressing the importance of financial literacy and building trust. In this paper, we discuss the impact of bancassurance on financial inclusion, its benefits, challenges, and its future potential in building a more financially resilient society. The study concludes that a well-designed bancassurance framework can greatly aid in achieving economic stability and fostering social development in rural and low-income areas.

Keywords: *Bancassurance, Financial Inclusion, Insurance Penetration, Rural Markets, Low-Income Segments, Microinsurance, Banking and Insurance Partnership, Digital Financial Services, Financial Literacy, Economic Stability.*

Suggested citation: Kedla, S., Shalini, S., & Anusha, K.Y. (2025). Role of Bancassurance in Enhancing Financial Inclusion: A Case Study Approach. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 96-100. DOI: 10.59324/ejahss.2025.2(2).11

Introduction

Bancassurance is the joint distribution of insurance products by banks and insurance companies. Bancassurance can help enhance financial inclusion by using banks' branch networks as distribution platforms. Bancassurance increases the digital reach of insurance, particularly in underserved areas. It makes insurance products more accessible and affordable, especially to low-income individuals and small businesses, and promotes a culture of financial security. In emerging markets like India, bancassurance has helped to bridge the protection gap for individuals and small businesses by providing access to life, health, and asset protection insurance with the help of fintech-enabled marketing. Insurance becomes more affordable and inclusive in this process.

Every time a strategic relationship is formed, the product line always has a value proposition. An advantage over the competition is always provided by the business perspective, particularly under a technical collaborative model. By expanding the availability and uptake of insurance products, bancassurance significantly contributes to the overall expansion of the financial sector, especially given the rapid development of digital banking and insurance. The economies of scale that bancassurance



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

achieves is comparable to that of a conglomerate merger, even if its percentage contribution to overall income may not be significant in the reporting segment. The notable takeaways in a successful bancassurance arrangement are market penetration, cross-selling vistas, a bespoke product line, and shared technical know-how. The financial institution that receives a portion of the deal's non-operational revenue always has an advantage. In a market with perfect competition, the banking institution has the choice to select the insurer that offers a higher profit and lower consumer fees.

Review of Literature

Puja Dua, Divi Namitha Sahay, and Dr. O.S. Joel (2019) highlight the concept of bancassurance as a partnership between banks and insurance companies to promote financial inclusion in India. It reviews key government schemes like PMJDY, PMJJBY, PMVVY, and PMFBY along with private bank initiatives. The research highlights significant contribution of these schemes towards financial inclusion but notes that challenges persist in achieving complete financial inclusion nationwide.

The study by Harmanpreet Kaur and Shikha Menami (2017) highlights bancassurance as a collaboration between banks and insurance companies to boost insurance penetration. Despite success in developed economies, India's insurance coverage remains low, with only 30% of the insurable population covered. The study emphasizes India's growth potential in insurance, comparing trends of insurance penetration and density globally.

Elias Igwebuike Agbo and SNP Nwankoo (2020) examine bancassurance in Africa, noting its potential to expand insurance access through bank networks. However, challenges like regulatory restrictions, low awareness, trust issues, and unregistered intermediaries hinder its growth. The study calls for restructuring the insurance distribution system to foster bancassurance development in Africa.

Research Gap

While existing studies highlight the potential of bancassurance in promoting financial inclusion, there is limited research on its effectiveness in penetrating rural and low-income segments. Additionally, few studies explore real-world case studies demonstrating successful bancassurance models that bridge the financial inclusion gap, especially in underdeveloped regions. This study aims to fill these gaps by evaluating bancassurance's role and its practical impact on financial inclusion goals.

Methodology

This study primarily uses secondary data as its research methodology, drawing on existing literature, reports, and statistical sources to analyse and support the research objectives.

Objectives

1. To know the concept of bancassurance.
2. To understand the role of bancassurance penetrate in rural and low-income segment.

Results and Discussion

Structure of Bancassurance

- **Partnership Model:** Bancassurance is characterized by a strategic alliance where banks distribute insurance products on behalf of insurance firms. This can take various forms, such as joint ventures, distribution agreements, or exclusive partnerships.
- **Product Range:** Banks usually provide a variety of insurance products, including life insurance, health insurance, property insurance, and investment-linked insurance options.



Benefits of Bancassurance

- **Convenience for Customers:** Clients can access both banking and insurance services in one location, simplifying the management of their financial needs.
- **Increased Sales for Banks:** By selling insurance products, banks can earn additional revenue through commissions and fees, thereby diversifying their income sources.
- **Enhanced Customer Relationships:** Offering insurance products allows banks to deepen their connections with customers, providing them with well-rounded financial solutions.
- **Risk Mitigation:** Insurance products assist customers in managing financial risks, such as health emergencies or property loss, which contributes to their overall financial stability.

Types of Bancassurance Models

- **Integrated Model:** In this model, the bank and insurance company function as a single entity, sharing resources and management.
- **Non-Integrated Model:** Here, the bank acts as an agent for the insurance company, selling products while keeping operations separate.
- **Referral Model:** In this scenario, the bank directs customers to the insurance company and receives a fee for each successful sale without directly selling the products.

Challenges in Bancassurance

- **Regulatory Compliance:** Both banks and insurance companies must navigate intricate regulatory frameworks, which can differ from one country to another.
- **Training and Knowledge:** Bank employees must receive proper training to effectively market insurance products and comprehend the associated risks.
- **Customer Trust:** Establishing trust with clients is crucial, as they might be reluctant to buy insurance from a bank instead of a specialized insurance company.

Global Trends

- **Digital Transformation:** The growth of digital banking and fintech has impacted bancassurance, with many banks utilizing technology to provide insurance products online.
- **Personalization:** There is an increasing trend towards customized insurance solutions, where banks analyse customer data to create products that meet individual needs.
- **Increased Competition:** The bancassurance sector is becoming more competitive, with banks and insurance firms exploring innovative strategies to attract and keep customers.

Role of Bancassurance in the Rural Sector

Bancassurance has the potential to significantly impact rural and low-income segments by providing access to insurance products that enhance financial security and promote economic stability. Here's a look at how bancassurance can effectively reach these underserved markets

Understanding the Rural and Low-Income Segment

- **Financial Inclusion:** Many individuals in rural and low-income areas struggle to access formal financial services, including banking and insurance. This segment often depends on informal financial mechanisms, which can be less secure and more costly.
- **Vulnerability to Risks:** Rural populations are frequently more susceptible to risks such as health emergencies, natural disasters, and agricultural uncertainties. Insurance can serve as a safety net, helping families manage these challenges.



Role of Bancassurance in Rural and Low-Income Markets

Accessibility and Convenience

01. **Branch Network:** Banks with extensive branch networks in rural areas can utilize their existing infrastructure to offer insurance products, making it easier for customers to access these services.
02. **One-Stop Solution:** Bancassurance provides a convenient platform where customers can access both banking and insurance services, reducing the need to visit multiple institutions.

Product Customization

01. **Tailored Insurance Products:** Insurance products can be designed to meet the specific needs of rural and low-income populations, such as microinsurance, crop insurance, and health insurance that covers common ailments.
02. **Affordability:** Premiums can be structured to be affordable for low-income customers, with options for flexible payment plans that align with their cash flow.

Financial Literacy and Education

01. **Awareness Campaigns:** Banks can run financial literacy programs to educate rural populations about the importance of insurance and how it can protect them from financial shocks.
02. **Training Bank Staff:** Equipping bank staff with the knowledge to explain insurance products and their benefits can help build trust.
03. **Digital Platforms:** Utilizing mobile banking and digital platforms can streamline the distribution of insurance products, making it more accessible for rural customers to buy and manage their policies.
04. **Data Analytics:** Banks can harness data analytics to pinpoint customer needs and preferences, enabling targeted marketing and product development.

Challenges in Penetrating Rural and Low-Income Segments

Trust and Awareness

01. **Skepticism:** Many people in rural areas may be doubtful about insurance products due to a lack of understanding or past negative experiences. Establishing trust is crucial.
02. **Limited Awareness:** There might be a general lack of awareness regarding the benefits of insurance, which calls for extensive educational initiatives.

Regulatory and Operational Barriers

01. **Regulatory Compliance:** Banks and insurance companies need to navigate regulatory frameworks that may not support innovative product offerings for low-income segments.
02. **Operational Costs:** The expenses associated with reaching rural areas and providing sufficient customer support can be significant, affecting the feasibility of bancassurance efforts.

Cultural Factors

Cultural Attitudes: Cultural beliefs and practices can shape perceptions of insurance, necessitating customized approaches to marketing and product design.

Case Study: SBI Life Insurance

SBI Life Insurance is a joint venture between the State Bank of India (SBI) and BNP Paribas Cardif. One of India's largest life insurers with a strong distribution network. Operates on a Bancassurance model, leveraging SBI's vast branch network.

SBI's Bancassurance Model

- SBI Life Insurance products are sold through SBI's 24,000+ branches across India.



- Customers can buy life insurance, health insurance, and micro-insurance products directly at bank branches.
- Integration with SBI's digital banking services, such as YONO SBI, for online policy purchases.
- Special focus on PMJJBY (Pradhan Mantri Jeevan Jyoti Bima Yojana) and PMSBY (Pradhan Mantri Suraksha Bima Yojana) for low-income groups.

Impact:

Before Bancassurance, insurance penetration in India was less than 4%.

SBI Life leveraged SBI's rural banking network to sell micro-insurance policies to low-income customers.

PMJJBY and PMSBY schemes reached over 30 million policyholders in rural areas.

SBI's mobile app YONO SBI enables users to buy insurance digitally.

Reduced dependency on physical branches for insurance-related services.

Remark

SBI Life's Bancassurance model significantly contributed to financial inclusion.

The collaboration between banks and insurers simplified the insurance buying process for rural customers.

Conclusion




Bancassurance can greatly benefit rural and low-income communities by offering crucial insurance coverage that boosts financial security and reduces risks. By strategically addressing current challenges and emphasizing customer education and trust, bancassurance can be instrumental in promoting economic empowerment and enhancing health outcomes for these groups. As the financial environment evolves, merging banking and insurance services will be essential for achieving wider financial inclusion and supporting sustainable development in rural region.

Reference

- Agbo, E. I., & Nwankwo, S. N. P. (2020). Bancassurance in Africa: Avenue for insurance inclusion. *Business Management and Entrepreneurship Academic Journal*, 2(9), 44–54.
- Dua, P., Sahay, D. N., & Deol, O. S. (2019). Bancassurance model and its impact on financial inclusion: Review and analysis. *International Journal of Research and Analytical Reviews*, 6(2), 661–669.
- Government of India. (n.d.). Pradhan Mantri Jan Dhan Yojana (PMJDY) and its impact on financial inclusion. Ministry of Finance Report.
- Kaur, H., & Menami, S. (2017). Bancassurance: A collaborative approach to insurance penetration in India.
- Reserve Bank of India. (n.d.). Financial inclusion and the role of bancassurance in rural markets.



Assessing Economic Reforms in Nigeria in the Light of Bentham's Principle of Utility

Prince Patrick Ekpe , Stephen Chijioke Nwinya, PhD ,
Denis Ogwu , Matthias Achong Ejukwe
*Department of Philosophy, Religion and Peace Studies,
Ebonyi State University, Abakaliki, Nigeria*

Abstract

This paper examines Nigeria's recent economic reforms using Jeremy Bentham's principle of utility, which posits that policies should be evaluated based on their ability to maximize the greatest good for the greatest number of people. The study focused on key economic initiatives implemented by President Bola Tinubu's administration, including the controversial removal of fuel subsidies and the unification of exchange rates. With Bentham's utilitarian framework, the research analyzes the potential long-term benefits of these reforms against their immediate societal impacts, particularly on vulnerable populations. The paper used philosophical analysis to assess whether these economic reforms are embedded in utilitarian principle of greatest good to the greatest number and found them wanting in that regard. The paper concluded by suggesting ways to enhance the integration of utilitarian principles in Nigerian economic policymaking, including the development of more sophisticated social impact assessment tools and greater emphasis on public consultation through the use of long term profitable policies. It proposed that the purpose of policy making should be to satisfy the useful needs and not just for the sake of policy making. Economic reforms should demonstrate usefulness to the economy and the people and not just theories that have no usefulness to the citizens and the economy.

Keywords: *Economy, Nigeria, Reform, utility and utilitarianism.*

Suggested citation: Ekpe, P.P., Nwinya, S.C., Ogwu, D., & Ejukwe, M.A. (2025). Assessing Economic Reforms in Nigeria in the Light of Bentham's Principle of Utility. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 101-109. DOI: 10.59324/ejahss.2025.2(2).12

Introduction

Economic reform is a set of changes to a country's economic system aimed at improving its efficiency, stability, and growth. Economic reforms may entail deregulation, privatisation, tax reforms and withdrawal of social benefits. If properly planned and implemented, economic reforms engender health market competition, consolidation of financial institutions, improved market economy's infrastructure and invariably raise the people's standard of living.

Economic reform can also include macroeconomic reforms, such as: controlling inflation, reducing public debt, ensuring fiscal and monetary discipline, and eliminating macroeconomic imbalances.

In a nutshell, economic reform is "a radical change process that increases living standards, improves well-being, and increases resistance against shocks in order to provide permanent and long-term improvement and solutions" (Infoscipedia, n.d.).

Nigerian government has embarked on so many economic reforms most of which, regrettably, yielded no positive dividends. It is lamentable that most of these economic reforms brought untold hardship on the people who are often persuaded to bear the anomaly for future positive ends. Unfortunately the hope



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

of future positive ends has become tantalizing as the excruciating pains of the reforms increase with change of administration.

Given the situation in Nigeria and the growing hardship among Nigerians, there is a need to question and understand how effectively Nigeria's economic reforms have conformed to Bentham's principle of utility, maximising the greatest good for the greatest number of citizens. This question lies at the heart of assessing the success and ethical implications of Nigeria's economic policies over the past decades. As Africa's largest economy and most populous nation, Nigeria's economic development has significant implications not only for its citizens but for the entire continent. The country's vast oil reserves and potential for agricultural and industrial development make it a key player in the region, but persistent challenges in translating these resources into widespread prosperity underscore the need for a critical examination of its economic reform strategies.

Economic reform has been a key focus across Africa as nations strive to overcome colonial legacies, political instability and systemic corruption. In Nigeria, successive governments have implemented various economic policies aimed at stimulating growth, reducing poverty and improving general welfare. However, the continent's history is replete with examples of well-intentioned reforms that have failed to deliver on their promises, often exacerbating inequality and social tensions (Ake, 1996). The Nigerian experience mirrors that of many African countries where structural adjustment programmes, privatisation initiatives and efforts to attract foreign investment have produced mixed results, raising questions about the appropriateness of imported economic models in the African context.

Scholars have approached the evaluation of economic reforms through various lenses, including neoclassical economics, dependency theory and institutional economics. While these perspectives offer valuable insights, they often fall short of providing a comprehensive ethical framework for assessing the human impact of economic policies. For example, Rodrik argues that successful economic reforms must be context-specific and tailored to local institutional capabilities, challenging the one-size-fits-all approach often advocated by international financial institutions (Rodrik, 2006), while Acemoglu and Robinson highlight the crucial role of inclusive institutions in promoting sustainable economic growth, suggesting that reforms that fail to address underlying power structures are unlikely to succeed (Acemoglu, & Robinson, 2012). Despite these important contributions, there remains a gap in the evaluation of economic policies from an explicitly ethical perspective that considers the overall welfare of the population.

Jeremy Bentham's utilitarian philosophy, centered on the principle of utility, posits that the moral value of an action (or in this case a policy) should be judged by its consequences and its ability to promote the greatest happiness for the greatest number of people (Bentham, 2007). This principle provides a compelling ethical lens through which to examine the efficacy and morality of economic reforms, especially in a diverse and complex nation like Nigeria. Utilitarianism provides a framework for balancing competing interests and assessing the distribution of benefits and burdens across society, which is particularly relevant in a country characterised by significant ethnic, religious and economic diversity.

This paper applies Bentham's utilitarian framework to assess key economic reforms in Nigeria, focusing on policies implemented under the administration of President Bola Tinubu. Key initiatives to be examined include the removal of fuel subsidies to redirect funds towards critical infrastructure and social services, and ongoing efforts to tackle systemic corruption and improve fiscal responsibility. We will assess the impact of these reforms on overall social welfare, paying particular attention to their impact on different segments of Nigerian society, including the urban poor, rural communities and the emerging middle class. We will also critically analyse the shortcomings of these reforms, such as the persistently high levels of poverty and unemployment, in the light of utilitarian principles.

The analysis will also consider the unique challenges Nigeria faces in implementing economic reforms, including the 'resource curse' associated with oil dependence, widespread corruption and regional disparities. We will examine how these factors have influenced the design and implementation of economic policies, and assess whether the utilitarian goal of maximising overall societal welfare has been



adequately prioritised. In addition, the paper will explore the tension between short-term economic gains and long-term sustainable development, and consider how this balance can be reconciled with Bentham's principle of utility.

By applying a utilitarian framework to the evaluation of economic reforms, this study seeks to contribute to a more nuanced understanding of policy effectiveness that goes beyond traditional economic indicators to consider the broader impact on human welfare and social justice.

An Insight on some Economic Reforms in Tinubu's Government

President Bola Tinubu's ascension to power in Nigeria in 2023 marks a pivotal moment in the country's economic trajectory. As Africa's largest economy and most populous nation, Nigeria has long grappled with the challenge of translating its vast natural resources and human capital into sustainable economic growth and improved living standards for its citizens. Economic reform has been a recurring theme in Nigerian governance, with each administration attempting to address persistent problems such as poverty, unemployment, inflation and overdependence on oil revenues. Coming at a time of global economic uncertainty and domestic fiscal pressures, the Tinubu administration has been tasked with implementing transformative economic policies aimed at stabilising the economy and laying the foundations for long-term prosperity (Nwokoye, & Adegboye, 2022).

Tinubu inherited an economy beset by multiple challenges. Years of fiscal mismanagement, coupled with the global economic shocks of the COVID-19 pandemic and fluctuating oil prices, had left Nigeria in a precarious economic situation (World Bank, 2023). The country faced high rates of inflation, a widening budget deficit, a complex multiple exchange rate system and unsustainable subsidy regimes that drained public resources (International Monetary Fund, 2023). The Tinubu administration adopted an economic philosophy centred on fiscal responsibility, market-oriented reforms and economic diversification. Key objectives included stabilising the macro-economy, attracting foreign investment, boosting domestic productivity and improving the overall business environment. However, these ambitious goals faced significant challenges, including entrenched interests resistant to change, infrastructure deficits, security concerns, and the immediate social impact of reforms on an already struggling population (Central Bank of Nigeria, 2023).

In response to these challenges, Tinubu's government introduced several key economic reforms. One of the most significant and controversial was the removal of the long-standing fuel subsidy (Aina, & Onwuka, 2023). This policy, aimed at freeing up fiscal resources for investment in critical sectors, was implemented despite concerns about its immediate inflationary impact on citizens (Vanguard News, 2023). The fuel subsidy, which had been in place for decades, was widely regarded as unsustainable, costing the government billions of dollars annually and distorting market dynamics. However, it had also become a form of social welfare that many Nigerians relied on to cope with economic hardship.

The removal of the subsidy was abrupt, announced during Tinubu's inauguration speech, and took many by surprise (Adebayo, 2023). The immediate effect was a sharp increase in fuel prices, which rippled through the economy, affecting transport costs, food prices and overall inflation. The government argued that the savings from subsidy removal would be channeled into infrastructure development, healthcare, education and other critical sectors that could drive long-term economic growth and improve living standards (Reuters, 2023). To mitigate the short-term impact, the administration proposed a series of palliative measures, including wage increases for public sector workers and plans for a more robust social safety net (Nigeria Presidency, 2023). However, the implementation of these measures faced logistical challenges and scepticism from a public wary of previous unfulfilled government promises.

Another major initiative was the unification of the exchange rate, moving away from the previous multiple rate system to a more market-determined rate. This policy was designed to increase transparency, reduce arbitrage opportunities and boost investor confidence in the Nigerian economy (Premium Times, 2023). The multiple exchange rate system, which had been in place for several years, was widely criticised



for creating distortions in the economy, encouraging corruption and deterring foreign investment (Central Bank of Nigeria, 2023).

Under the new policy, the Central Bank of Nigeria (CBN) allowed the naira to float more freely, effectively devaluing the currency against major international currencies such as the US dollar (International Monetary Fund, 2023). The move was aimed at narrowing the gap between the official exchange rate and the parallel market rate, which had widened considerably and led to speculation and a thriving black market in foreign exchange. The unification of the exchange rate was expected to have several positive effects on the Nigerian economy. First, it was expected to improve the allocation of foreign exchange resources, ensuring that scarce foreign exchange was directed to productive economic activities rather than speculative transactions (Financial Times, 2023). Secondly, the policy was expected to enhance the competitiveness of Nigerian exports by allowing the currency to find its true value, potentially boosting non-oil exports and supporting the government's economic diversification agenda (Nigerian Economic Summit Group, 2023).

However, the immediate impact of the policy was a significant depreciation of the naira, which raised concerns about imported inflation given Nigeria's heavy reliance on imported goods (Export Promotion Council, 2023). This depreciation added to the inflationary pressures already present from the removal of fuel subsidies, creating a challenging economic environment for businesses and consumers alike. The government and the CBN emphasized that the short-term pains of the policy would be outweighed by long-term gains, including increased foreign direct investment, improved foreign exchange liquidity, and a more robust and transparent foreign exchange market (National Bureau of Statistics, 2023). They also implemented measures to support key sectors of the economy during the transition period, including preferential access to foreign exchange for manufacturers importing essential raw materials (Ministry of Finance, 2023).

In addition, the administration embarked on tax reforms that focused on broadening the tax base and improving collection efficiency rather than increasing tax rates. These reforms included efforts to digitise tax administration and close loopholes in the system (Manufacturers Association of Nigeria, 2023). The government also initiated policies to support agricultural productivity and food security, recognising the sector's potential for job creation and economic diversification (Federal Inland Revenue Service, 2023). In addition, the Tinubu administration announced plans for large-scale infrastructure development, particularly in the transport and energy sectors, to address long-standing bottlenecks in the economy (Ministry of Agriculture and Rural Development, 2023). Each of these policies was presented as part of a coherent strategy to reposition Nigeria's economy for sustainable growth, although their implementation and immediate impact have been the subject of intense national debate (Infrastructure Concession Regulatory Commission, 2023).

Ewang, in an article titled "Hope or Hardship for Nigeria? Tinubu's Economic Reforms and their Fallout", laments that the economic reforms of Tinubu in Nigeria dashed his campaign mantra of renewed hope. She avers that people started with Tinubu's inaugural speech that "announced the abrupt removal of fuel consumption subsidy without adequate compensatory measures" (Premium Times, 2023). The repercussion of that claimed to be measure to fast-track economic recovery resulted to vicious circle of economic woes that "have contributed to Nigeria's worst cost of living crisis in almost 30 years, pushing millions of people deeper into poverty" (Ewang, 2024).

In her opinion,

The president, who inherited an ailing economy, also liberalized the exchange rate, leading to a sharp depreciation of the Naira that also contributed to the high inflation. He justified these changes as "painful yet necessary" to correct decades of economic mismanagement, pointing out that the fuel subsidy system was among other things rife with corruption that was contributing to draining government finances (Ewang, 2024).



However, the intended dividend is still far from being achieved as devaluation of currency compounded the situation. Even measures purportedly put in place to cushion the effects of the harsh economic policies failed woefully as

Nigeria lacks a comprehensive rights-aligned social security system that provides income support for people throughout their lives. While ad hoc programs are at times introduced to address specific crises – such as the economic hardships caused by the Covid-19 pandemic and the present inflation – these initiatives are often insufficient, temporary and reach only a tiny fraction of people (Ewang, 2024).

She suggests that for any economic policy in Nigeria to achieve its result, “government should design rights-driven and people-centered policies, ensuring that human rights guide the formulation and implementation of significant policy changes like removing subsidies. It is also important for the government to prioritize transparency and public engagement” (Ewang, 2024). It is lack of these requirements that deprived Tinubu’s economic policies of utilitarian principle which every economic reform directed at the good of the people must imbibe.

Also reacting to economic reforms in Nigeria, Esekpa, Ekarika & Njama agree that fuel subsidy precipitates a lot of challenges including corruption, issues of smuggling, unsustainable financial cost of subsidy and investment challenges which stunt economic growth (Ewang, 2024). They believe that: “Even when the rational principals are graduated on income distribution, employment and security risk. However, this is more favourable to rich more than the poor”. For them, the economic impact of fuel subsidy removal can be group into long and short term.

The short-term impact to the rich includes government deficit, economic resource needed investment, security risk and incentive to trillions of naira while the long-term impact is associated with leverage on African continental free credit rating (AFCFTA), improvement in sovereign product availability. This further includes the de-regulation of down-stream sector, and proper encouragement of local refineries, creation of employment opportunity, increased in revenue proceeds availability of economic product, reduction in borrowing, market competition, generation of foreign exchange and economic growth (Esekpa, Ekarika, & Njama, 2024).

They take a stand that “issue of fuel subsidy is unsustainable and may lead to impediment to debt crisis, poverty and inflation” (Esekpa, Ekarika, & Njama, 2024). It “is seen as feasible disruption that follows such a decision that affect the economy mostly than that of the projected benefit from fuel subsidy removal monthly in short- and long-term processes” (Esekpa, Ekarika, & Njama, 2024). They, therefore, recommend that government should increase revenue among works force as a way of elimination transport problem; encourage individual to establish refineries to boost the local capacity of production of petroleum product; provide cheaper alternative means of transportation as way of reducing hardship and inflation; and give education and healthcare greater attention (Esekpa, Ekarika, & Njama, 2024).

An Overview on Jeremy Bentham Utility Theory

Jeremy Bentham, an English philosopher and social reformer, introduced utilitarianism in the late 18th century, marking a significant shift in moral philosophy. Born in 1748, Bentham developed his ideas at a time of profound social and economic change, as the Industrial Revolution began to transform British society. His utilitarian philosophy was a radical departure from the prevailing moral theories of his time, which were largely based on religious doctrine or abstract notions of natural rights. Bentham's approach was revolutionary in its emphasis on empirical observation and quantifiable outcomes rather than a priori moral principles. He proposed that the morality of an action should be judged solely by its consequences, specifically its ability to promote happiness or reduce suffering. This consequentialist approach challenged the deontological ethics that dominated eighteenth-century thought and offered a more pragmatic and potentially egalitarian basis for moral and political decision-making (Esekpa, Ekarika, & Njama, 2024).



At the heart of Bentham's theory of utility is the principle of utility, often summarised as 'the greatest good for the greatest number'. This principle states that the moral value of an action is determined solely by its contribution to general happiness or well-being. Bentham defined utility in hedonistic terms, equating it with the presence of pleasure and the absence of pain. He argued that these sensations were the ultimate arbiters of value in human experience. Crucially, Bentham's theory was egalitarian in its insistence that each individual's pleasure and pain should be given equal weight in moral calculations. This democratic aspect of utilitarianism was radical for its time, implying that the welfare of the common man was as morally significant as that of the elite. Bentham extended this principle to all sentient beings, arguing that the capacity to suffer was the key consideration in moral deliberations, rather than rationality or other human-specific characteristics (Crimmins, 2019).

To operationalise his theory, Bentham proposed the felicific calculus (also known as the hedonistic calculus), a systematic method for quantifying and comparing different pleasures and pains. This calculus aimed to provide a rational basis for moral and political decision-making by reducing complex social issues to a set of quantifiable variables. Bentham identified seven key dimensions of pleasure and pain: intensity, duration, certainty, propinquity (proximity in time), fecundity (likelihood of producing similar sensations), purity (likelihood of not being followed by opposite sensations) and extent (number of people affected). By assessing actions or policies along these dimensions, Bentham believed it would be possible to calculate their overall utility and thus determine the most ethical course of action. However, the practical implementation of the felicific calculus faced significant challenges, including the difficulty of accurately measuring subjective experience and the complexity of aggregating diverse individual utilities into a meaningful societal measure (Driver, 2014).

Bentham's theory of utility is particularly relevant to economic policy-making, especially in developing countries like Nigeria. It provides a framework for evaluating policies based on their overall impact on societal welfare, rather than narrow economic indicators. In the Nigerian context, this approach could inform resource allocation decisions by weighing short-term costs against long-term benefits. For example, evaluating policies such as subsidy removal or infrastructure investment through a utilitarian lens would require careful consideration of their impact across different socio-economic groups and over time. However, applying utilitarian principles to real economic problems in Nigeria faces several challenges. These include the difficulty of accurately measuring and comparing benefits across a diverse population, the risk of overlooking minority interests in pursuit of majority benefits, and the challenge of balancing immediate economic hardship against potential future gains. Despite these difficulties, the utilitarian approach offers valuable insights for Nigerian policymakers and encourages a more holistic view of economic development that considers social welfare alongside traditional economic measures (Schofield, 2006).

Implications of Bentham's Utility theory on Economic reforms in Nigeria

Utilitarianism, as conceptualised by Jeremy Bentham, provides a background for economic policy making, especially in the context of developing economies like Nigeria. The principle of maximising "the greatest good for the greatest number" provides a clear ethical guideline for policy formulation and evaluation. In economic terms, this translates into the maximisation of social welfare, a concept formalized in modern economics through social welfare functions (Okoye, 2020). These functions attempt to aggregate individual utilities into a measure of societal well-being, closely following Bentham's vision of a hedonistic calculus. Utilitarian principles can inform the cost-benefit analysis of economic policies by encouraging policymakers to consider the broad societal implications of their decisions, rather than focusing solely on narrow economic indicators. This approach is particularly relevant in Nigeria, where economic reforms often have far-reaching consequences for different socio-economic groups.

Applying Bentham's theory of utility to specific Nigerian economic reforms provides interesting insights. Consider the recent fuel subsidy removal policy implemented by the Tinubu's administration in 2023. From a utilitarian perspective, this reform can be analysed in terms of its potential to maximise overall



societal welfare. While the immediate impact of increased fuel prices negatively affects a large portion of the population, the long-term benefits of redirecting subsidy funds to infrastructure, health and education could potentially yield greater utility for a larger number of citizens (Adebayo, 2023). Similarly, the policy of exchange rate unification can be evaluated through a utilitarian lens. The short-term pain of currency depreciation could be outweighed by the long-term benefits of increased foreign investment, improved export competitiveness and a more transparent foreign exchange market, potentially leading to broader economic growth and job creation (Central Bank of Nigeria, 2023). However, these assessments must carefully weigh short-term hardships against projected long-term gains, a challenging task in the Nigerian context.

The implementation of utilitarian principles in Nigeria's economic policymaking faces significant challenges. The country's complex socio-economic landscape, characterised by high levels of wealth inequality, ethnic diversity and regional disparities, complicates the calculation of overall societal utility. For example, policies that maximise utility at the national level may disproportionately benefit certain ethnic groups or regions, potentially exacerbating existing tensions (Osaghae, 2021). Furthermore, Nigeria's political constraints, including entrenched interests and short-term electoral considerations, often prevent the implementation of policies that may maximise long-term societal welfare but impose short-term costs on influential groups. The lack of robust data collection and analysis systems also makes it difficult to accurately assess the impact of policies on different segments of society.

The application of strict utilitarian principles to economic policy in Nigeria also raises significant ethical considerations. Critics argue that a purely utilitarian approach can justify policies that severely disadvantage minority groups or the most vulnerable members of society in the name of maximising overall welfare (Okoye, 2020). In the context of a developing economy like Nigeria, where a significant proportion of the population lives in poverty, there's a risk that utilitarian calculations may undervalue the acute suffering of the poorest in favour of aggregate economic gains. Furthermore, the difficulty of quantifying and comparing different types of utility (e.g. economic growth versus social stability) poses a philosophical challenge to the practical application of Bentham's theory in complex policy decisions.

Despite these challenges, Bentham's theory of utility holds considerable potential for improving future economic reforms in Nigeria. Policymakers could incorporate utilitarian principles more systematically by developing comprehensive social impact assessment tools that attempt to quantify the effects of policies on different social groups and over different time horizons. This could involve the creation of more sophisticated social welfare functions that take into account factors such as income distribution, access to education and health care, and environmental sustainability. In addition, greater emphasis on public consultation and participatory policy-making could help to ensure that different perspectives are taken into account in benefit calculations. Transparency in policy formulation and implementation, coupled with robust monitoring and evaluation mechanisms, could also enhance the application of utilitarian principles in Nigeria's economic reforms.

Conclusion

In conclusion, the application of Bentham's theory of utility to Nigeria's economic reforms offers valuable insights, but also reveals significant complexities. The theory provides a useful ethical framework for evaluating policies based on their potential to maximise overall societal welfare. However, its practical implementation in Nigeria's diverse and challenging socio-economic context presents significant difficulties. Analysing specific reforms, such as fuel subsidy removal and exchange rate unification, through a utilitarian lens highlights the tension between short-term costs and long-term benefits, as well as the challenges of accurately assessing and aggregating societal benefits. The ethical considerations raised, particularly regarding the potential for utilitarian approaches to justify policies that may disadvantage vulnerable groups, underscore the need for a suitable application of the theory. Going forward, the integration of utilitarian principles into Nigerian economic policymaking could be improved through more sophisticated impact assessment tools, greater public participation and improved healthy



living amongst citizens. Determining the criteria for utility for everybody is still debatable and serious as a philosophical issue.

References

- Acemoglu, D., & Robinson, J. A. (2012). *Why nations fail: The origins of power, prosperity, and poverty*. Profile Books Ltd.
- Adebayo, J. (2023). Impact of subsidy removal on the Nigerian economy. *Daily Trust*, 10-11.
- Aina, O., & Onwuka, D. (2023). Fiscal reforms and economic stabilization in Nigeria: Challenges and prospects. *Journal of Economics and Financial Studies*, 15(2), 101–118.
- Ake, C. (1996). *Democracy and development in Africa*. Brookings Institution Press.
- Bentham, J. (2007). *An introduction to the principles of morals and legislation*. Dover Publications.
- Central Bank of Nigeria. (2023). *Annual Economic Report*.
- Central Bank of Nigeria. (2023). *Monetary Policy Committee Communique No. 144*. Retrieved August 15, 2024, from <https://www.cbn.gov.ng>
- Crimmins, J. E. (2019). Jeremy Bentham. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Fall 2019 Edition). Retrieved on September 17, 2024, from <https://plato.stanford.edu/archives/fall2019/entries/bentham/>
- Driver, J. (2014). The history of utilitarianism. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Winter 2014 Edition), p. 117.
- Esekpa, O. I., Ekarika, W. A., & Njama, G. J. (2024). Economic implications of fuel subsidy removal in Nigeria: Challenges and prospects. *Journal of Public Administration, Policy and Governance Research*, 2(3), 202-205.
- Ewang, A. (2024, October 24). Hope or hardship for Nigeria? Tinubu's economic reforms and their fallout. *BTI Blog (Bertelsmann Foundation)*. Retrieved on January 15, 2025, from <https://www.hrw.org/news/2024/10/24/hope-or-hardship-nigeria-tinubus-economic-reforms-and-their-fallout>
- Export Promotion Council. (2023). *Potential impact of exchange rate unification on non-oil exports*.
- Federal Inland Revenue Service. (2023). *Tax Reforms and Digitalization*.
- Financial Times. (2023). Nigeria moves to unify exchange rates in bid to boost economy.
- Infoscipedia. (n.d.). *What is economic reforms*. Retrieved January 19, 2025, from <https://www.igi-global.com/dictionary/second-generation-reforms/9057>
- Infrastructure Concession Regulatory Commission. (2023). *Infrastructure Development in Nigeria: Policy and Practice*.
- International Monetary Fund. (2023). *Nigeria: Article IV consultation—Press release; staff report; and statement by the executive director for Nigeria*.
- International Monetary Fund. (2023). *Nigeria: Article IV consultation—Press release*.
- Manufacturers Association of Nigeria. (2023). *MAN's Position on Forex Policy and Manufacturing Sector*. MAN Press Release.
- Ministry of Agriculture and Rural Development. (2023). *Policies to Support Agricultural Productivity and Food Security in Nigeria*. Retrieved on September 16, 2024, from <https://www.minagri.ng>
- Ministry of Finance. (2023). *Economic outlook following exchange rate reforms*. Federal Ministry of Finance, Budget and National Planning.



- National Bureau of Statistics. (2023). *Consumer Price Index June 2023*. NBS Report.
- Nigeria Presidency. (2023). *Economic reforms and palliative measures*.
- Nigerian Economic Summit Group. (2023). *Policy brief on exchange rate unification*.
- Nwokoye, O., & Adegboye, O. (2022). Nigeria's economic trajectory: Past policies and future directions. *African Journal of Economic Policy*, 23(1), 34–56.
- Okoye, A. (2020). Ethical implications of economic policies in developing countries: A case study of Nigeria. *Journal of Business Ethics*, 165(2), 215–229. <https://doi.org/10.1007/s10551-019-04107-2>
- Osaghae, E. E. (2021). Ethnic politics and governance in Nigeria: Challenges and prospects. *Ethnopolitics*, 20(1), 1–16. <https://doi.org/10.1080/17449057.2020.1776255>
- Premium Times. (2023). Debates on Nigeria's economic reforms under Tinubu. *Premium Times*, p. 17.
- Reuters. (2023). Nigeria's Tinubu ends fuel subsidy, sparking price surge. *Reuters Africa*.
- Rodrik, D. (2006). Goodbye Washington Consensus, hello Washington confusion? A review of the World Bank's Economic Growth in the 1990s: Learning from a Decade of Reform. *Journal of Economic Literature*, 44(4), 973–987. <https://doi.org/10.1257/jel.44.4.973>
- Schofield, P. (2006). *Utility and democracy: The political thought of Jeremy Bentham*. Oxford University Press.
- Vanguard News. (2023). Economic implications of Tinubu's subsidy removal policy, 5–7
- World Bank. (2023). *Nigeria economic update: Navigating the headwinds*.



Examining Digital Culture and Indonesian Identity of Tahilalats Comic on Instagram

Syarip Hidayat ✉

Doctoral Program Department of Art, Indonesian Art Institute, Denpasar, Indonesia

I Gede Mugi Raharja

Doctoral Program, Department of Art, Indonesian Art Institute, Denpasar, Indonesia

I Nyoman Larry Julianto

Doctoral Program, Department of Art, Indonesian Art Institute, Denpasar, Indonesia

Ira Wirasari

School of Creative Industries, Telkom University Bandung, Indonesia

Abstract

This study examines how Indonesian identity is portrayed and negotiated in the well-known Tahilalats digital comic hosted on Instagram. Tahilalats, one of Indonesia's most well-known webcomics, reflects modern societal issues, daily living, and cultural conventions through comedy, satire, and visual narrative. This study intends to investigate how the comic handles topics of cultural identity, generational transitions, and local-global conflicts by analyzing a few chosen episodes and audience interactions by analyzing the themes, characters, and audience engagement within Tahilalats. The results indicate that Tahilalats functions as a dynamic forum for cultural conversation within the framework of digital globalization and as a mirror of Indonesian society. Tahilalats adds to the changing story of Indonesian identity in the digital era with its visual style and engagement tactics. Digital comics can reflect and shape national identity in a rapidly changing cultural landscape.

Keywords: *Digital culture, Indonesian identity, Tahilalats, Instagram, comics, cultural representation, social media.*

Suggested citation: Hidayat, S., Raharja, I.G.M., Julianto, I.N.L., & Wirasari, I. (2025). Examining Digital Culture and Indonesian Identity of Tahilalats Comic on Instagram. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 110-113. DOI: 10.59324/ejahss.2025.2(2).13

Introduction

The rise of digital platforms has transformed the landscape of cultural production and consumption, particularly in Indonesia, where social media has become a primary medium for creative expression. Comics, as a unique form of visual storytelling, have adapted to this digital environment, allowing creators to reach wider audiences and engage with contemporary issues (Sinarizqi, 2022). Among these, the comic series Tahilalats stands out for its satirical take on everyday life in Indonesia, resonating with a generation that navigates the complexities of modernity while grappling with traditional values.

Tahilalats, created by the artist known as @tahilalats on Instagram, features a cast of characters that embody various aspects of Indonesian society. The comic's humour often draws on cultural references, social norms, and the idiosyncrasies of urban life, making it relatable to a diverse audience. According to a study by Ramadhan, the comic has achieved significant popularity, with millions of followers on Instagram, highlighting the platform's role in fostering a vibrant comic culture in Indonesia (Ramadhan, 2020). This phenomenon raises important questions about how digital comics contribute to the construction of national identity and cultural discourse in the context of globalization.



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

In this journal, we will explore the dynamics of digital culture and identity as reflected in Tahilalats. We will investigate how the comic engages with themes of cultural representation, identity politics, and the role of social media in shaping public discourse. By employing a qualitative approach, this study will analyse the content of Tahilalats, audience interactions, and the comic's impact on contemporary Indonesian identity.

Materials and Methods

The research methodology employed in this study is primarily qualitative, focusing on content analysis and audience engagement metrics from the Tahilalats Instagram account. We conducted a thematic analysis of selected comic strips, examining the recurring motifs and narratives that reflect Indonesian culture and identity (Seno Gumira, 2021). This analysis was supplemented by a review of literature on digital comics and cultural representation (Abidin, Y. Z., & Saebani, 2014) and (Seno Gumira, 2021).

To understand the audience's reception of Tahilalats, we also analysed comments and interactions on the Instagram posts. This approach allowed us to gauge the comic's impact and relevance within the social media landscape (Prasetya, 2018). Furthermore, we conducted interviews with the creator of Tahilalats to gain insights into the creative process and intentions behind the comic's narratives (Saputri, 2018). This combination of content analysis and audience engagement provides a comprehensive understanding of how Tahilalats operates within the digital cultural sphere of Indonesia (Aditia, 2020).

Results

The analysis of Tahilalats revealed several key themes that resonate with Indonesian identity. Firstly, the comic frequently addresses social issues such as economic disparity, cultural stereotypes, and generational conflicts. For instance, one recurring character represents the "anak gaul" (trendy youth), who often finds himself in humorous yet critical situations that highlight the tensions between tradition and modernity (Petersen, 2023). This character serves as a vehicle for exploring the complexities of Indonesian youth identity in a rapidly globalising world.



Figure 1. Tahilalats Comic Depicting Indonesian Characters in School Uniforms and Their Parents

Source: Tahilalats, 2024

Secondly, Tahilalats employs a distinctive visual style that combines traditional Indonesian aesthetics with contemporary graphic design. This hybrid approach not only appeals to a younger audience but also



reinforces a sense of cultural pride. As noted by Hidayat, the integration of local cultural elements into digital media is crucial for fostering a sense of belonging and identity among young Indonesians (Hidayat, 2023).



Figure 2. Tahilalats Comics Combines Traditional Indonesian Aesthetics in Their Comics
Source: Tahilalats, 2023

Moreover, the comic's engagement with current events and popular culture further enhances its relevance. By referencing viral trends, political events, and societal changes, Tahilalats positions itself as a commentary on the evolving nature of Indonesian society. The audience's active participation through comments and shares indicates a strong connection to the themes presented, suggesting that the comic serves as a platform for collective cultural reflection.

Lastly, the analysis highlighted the role of social media as a facilitator of cultural exchange and identity formation. The interactive nature of Instagram allows readers to engage with the content, share their interpretations, and contribute to the ongoing dialogue about Indonesian identity. This participatory culture is emblematic of the broader digital landscape, where traditional boundaries of authorship and audience are increasingly blurred.

Discussion

The findings from this study underscore the significance of Tahilalats as a cultural artefact that reflects and shapes Indonesian identity in the digital age. The comic's ability to address pressing social issues while maintaining a humorous and relatable tone resonates with a generation grappling with the complexities of modern life. As noted by Ajidarma, the interplay between humour and cultural critique in comics can serve as a powerful tool for social commentary, enabling readers to engage with serious topics in a more accessible manner (Ajidarma, 2019).

Furthermore, the hybrid visual style of Tahilalats exemplifies the potential for digital comics to bridge traditional and contemporary cultural expressions. By incorporating local aesthetics into its design, the comic not only appeals to a sense of national pride but also fosters a deeper connection to Indonesian heritage. This aligns with the observations of Mulyana, who emphasises the importance of cultural representation in digital media for identity formation (Mulyana, 2019).



The role of social media in amplifying the reach and impact of Tahilalats cannot be overstated. Instagram serves as a platform for cultural exchange, allowing the comic to engage with a diverse audience and foster a sense of community among readers. This participatory culture is indicative of a broader trend in digital media, where audiences are not merely consumers but active participants in the creation and dissemination of cultural content. As highlighted by Ramadhani and Putra, this shift represents a significant transformation in the way cultural narratives are constructed and shared in contemporary society (Ramadhani, N., & Putra, 2017).

Conclusion

In conclusion, Tahilalats exemplifies the dynamic interplay between digital culture and Indonesian identity, serving as a vital platform for cultural expression and social commentary. The comic's engagement with contemporary issues, its unique visual style, and its active audience participation contribute to a richer understanding of how digital media shapes national identity in a globalised world. Future research could further explore the implications of this phenomenon for other forms of digital storytelling in Indonesia and beyond.

References

- Abidin, Y. Z., & Saebani, B. A. (2014). *Pengantar Sistem Sosial Budaya di Indonesia*. Bandung: CV. Pustaka Setia.
- Aditia, P., & Prabawa, B. (2020). Karakteristik Budaya Nusantara pada Tokoh dan Semesta Komik Nusa V. *Desain Komunikasi Visual, Manajemen Desain dan Periklanan (Demandia)*, 5(1), 100. <https://doi.org/10.25124/demandia.v5i01.2720>
- Ajidarma, S. G. (2019). Manusia Laba-laba: Sebuah Proyek Identitas dalam Dunia Komik. *JSRW (Jurnal Senirupa Warna)*, 4(1), 91–111.
- Hidayat, S. (2023). Visual Structure of the Digital Comic Banggaber with the Theme of Parents and Children. B *4th Borobudur International Symposium on Humanities and Social Science 2022 (BIS-HSS 2022)* (Vol. 4).
- Mulyana, D. (2019). *Pengantar Komunikasi Lintas Budaya; Menerobos Era Digital dengan Sukses*. Bandung: Remaja Rosdakarya.
- Petersen, R. (2023). Digital Comics. B *Comics, Manga, and Graphic Novels* (pp. 227–238).
- Prasetya, H. Y. (2018). Perkembangan Visual Komik Strip Instagram Indonesia 2014-2017: Studi Kasus Komunitas Komikin Ajah.
- Ramadhan, B. S. (2020). Kajian Industri Komik Daring Indonesia: Studi Komik Tahilalats. *Jurnal Senirupa Warna (JSRW)*, 8(1), 2–18.
- Ramadhani, N., & Putra, R. D. (2017). Komik Strip sebagai Media Kritik Sosial: Studi pada Akun Instagram @Komikin_ajah. *CoverAge, Journal of Strategic Communication*, 8(1), 26–38.
- Saputri, N. A. (2018). Representasi Erotisme Baru dalam Komik Tahilalats Tahun 2015-2016. *Journal Communication Spectrum: Capturing New Perspectives in Communication*, 8(2), 190–207.
- Seno Gumira, A. (2021). *Ngobrolin Komik*. Pabrik Tulisan.
- Sinarizqi, B. A. (2022). Sejarah Manga: Awal Kemunculan dan Perkembangannya. *Kompas*.



Instilling Diversity: Actualization of Cultural Diversity Values in Indonesian Textbooks in Elementary Schools

Endang Sulistyowati ✉

Universitas Veteran Bangun Nusantara, Indonesia

Farida Nugrahani

Universitas Veteran Bangun Nusantara, Indonesia

Veronika Unun Pratiwi

Universitas Veteran Bangun Nusantara, Indonesia

Abstract

This study aims to describe (1) the process of actualization of cultural diversity values in Indonesian textbooks in elementary schools (2) describe the content of global diversity contained in Indonesian textbooks in elementary schools (SD). This study uses a qualitative approach with a content analysis method on Indonesian textbooks used in elementary schools. Data in the form of statements and sentences that have cultural value content. The source of the data was obtained through the class VI Indonesian textbook published by Erlangga. Data was collected using reading and recording techniques. The validity of the data uses triangulation. The data was analyzed through a content analysis approach. The results of the study show that there are several cultural diversity values that can improve students' understanding of global diversity. The process involves the use of materials that cover various aspects of culture, both local and national, to introduce and strengthen the understanding of diversity to students. In addition, this study also explores the content of global diversity contained in Indonesian textbooks in elementary schools, which aims to instill the values of togetherness, tolerance, and respect for differences among others. In the textbook, various contents were found that support the understanding of the importance of coexistence in a multicultural society, as well as its relationship with the development of global diversity among students.

Keywords: *actualization, cultural diversity values, elementary schools, Indonesian textbooks, the character of global diversity.*

Suggested citation: Sulistyowati, E., Nugrahani, F., & Pratiwi, V.U. (2025). Instilling Diversity: Actualization of Cultural Diversity Values in Indonesian Textbooks in Elementary Schools. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 114-123. DOI: 10.59324/ejahss.2025.2(2).14

Introduction

Cultural diversity is among the most crucial assets of a nation that can enrich national identity and enhance social cohesion within the community. In Indonesia, with its vast array of ethnicities, languages, and traditions, the challenge of managing this diversity harmoniously, especially throughout education. Education based on diversity, therefore, has a critical role in shaping the youngsters' capacity to appreciate and understand difference as an integral part of social life. The Indonesian Language textbooks at the elementary school level serve as the primary instrument of internalizing diversity values, considering that language is not only a tool of communication, but also a medium for generating social consciousness and collective identity formation. Although some actions have been taken to integrate culture in the education curriculum, the cultural representation in textbooks is often restricted to the majority perspective and inadequate to fairly and truly represent diversity.



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

In the context of globalization, where openness and intercultural understanding have become quite desirable, diversity-based education should encourage students to gain a more comprehensive insight into global and varied cultures and be ready to adapt to a more worrying warung society. However, previous research has shown that there is a significant gap between the concept of diversity in textbook learning and its actual description; Typically, certain national cultures dominate the entire cultural representation in textbooks, without providing details about the value of global diversity and its riches. Therefore, simply teaching learning about local values is too simplistic; Effective diversity character education is not only informative.

Therefore, Indonesian subject matter must not only follow normative academic content but also cover social and cultural realities in the world. For the execution system of a multicultural approach, students must be given access to a variety of narratives, illustrations, and examples of people's lives in different cultural backgrounds. Thus, students will not only have a theoretical understanding of diversity but also internalize shared values such as tolerance, social justice, and intercultural cooperation that they will be able to use on a daily basis. Research conducted by Kurniawan et al. revealed that students who are often swept away by inclusive teaching materials have more attitudes than they do and are able to adjust well in a heterogeneous environment. Therefore, the representation of textbooks on cultural concepts can signify and determine how much influence they have in shaping students' attitudes towards diversity.

Because of this urgency, the purpose of this study is to evaluate the extent to which cultural diversity values have been represented in Indonesian textbooks for grade VI elementary schools. In essence, attention is directed to two factors, namely the extent to which local and national cultures are represented in texts and illustrations, and the extent to which books help students to understand aspects of global diversity. The content analysis method is expected to help to identify patterns of cultural representation in material learning and enable content assessment for the possibility of developing awareness for students about the need for diversity in society. The findings by the researcher are expected not only to make an academic contribution to multicultural education research, but also to reinforce the recommendation for the development of more inclusive and responsive textbooks for today's debtors.

Materials and Methods

The research method used is a qualitative descriptive method (Nugrahani, 2014). This study aims to describe (1) the process of actualization of cultural diversity values in Indonesian textbooks in elementary schools (2) describe the content of global diversity contained in Indonesian textbooks in elementary schools (SD). This research is focused on understanding the importance of integrating diverse cultures in textbooks used in the learning process at the elementary school level. Meanwhile, the data used in this study are in the form of words, sentences, and statements that contain cultural diversity. The main source of data is the material contained in Indonesian textbooks that contain cultural values and global diversity. The research sample refers to the Indonesian package book for grade VI elementary school published by the Erlangga publisher. The data collection process is carried out through documentation studies, namely by reviewing the content of selected Indonesian textbooks (content analysis). In addition, observation and interview processes are used. The collected data is then analyzed to identify the actual cultural values and global diversity content contained in the learning materials. The research instrument used in this study is the content analysis guideline, which is used to assess and explore the cultural elements and diversity contained in the textbook. The observation guidelines are supported by the use of student interview sheets.

Results

The results of the research on the Actualization of Cultural Diversity Values in Indonesian Textbooks in Elementary Schools to Improve the Character of Global Diversity were obtained from the analysis of the content of the book and the results of interviews as a support for the understanding of global diversity



in each individual when participating in teaching and learning activities in the classroom. The analysis of the content of the book includes various aspects such as reading texts, illustrations, and exercises that reflect the diversity of Indonesian culture. The results of interviews with teachers and students provide insight into how the values of cultural diversity are applied in the daily learning process. In addition, this study also reveals the importance of the role of Indonesian textbooks in shaping the character of global diversity in elementary school students from an early age.

The Process of Actualizing Cultural Diversity Values in Indonesian Textbooks to Improve the Character of Global Diversity

Cultural diversity in Indonesia is one of the nation's riches that needs to be introduced and understood from an early age. In terms of education, Indonesian textbooks also have a role in teaching students about the values of diversity. This study found that the Indonesian kels VI textbook published by Erlangga has the integration of the main values in the textbook content: improving national and local values. The values respected are broken down by the highest to lowest percentages as follows: tolerance, mutual cooperation, respect for local traditions, justice & equality, mutual respect, openness. To find out the representation of each value in the textbook, this study held a qualitative and quantitative descriptive study. According to the value, tolerance has the highest percentage, which is 20 percent, followed by mutual cooperation, which is 18 percent, justice & equality, 17%, mutual respect, 16%, respect for local traditions, 15%, and openness, 14%. Here is a value chart.

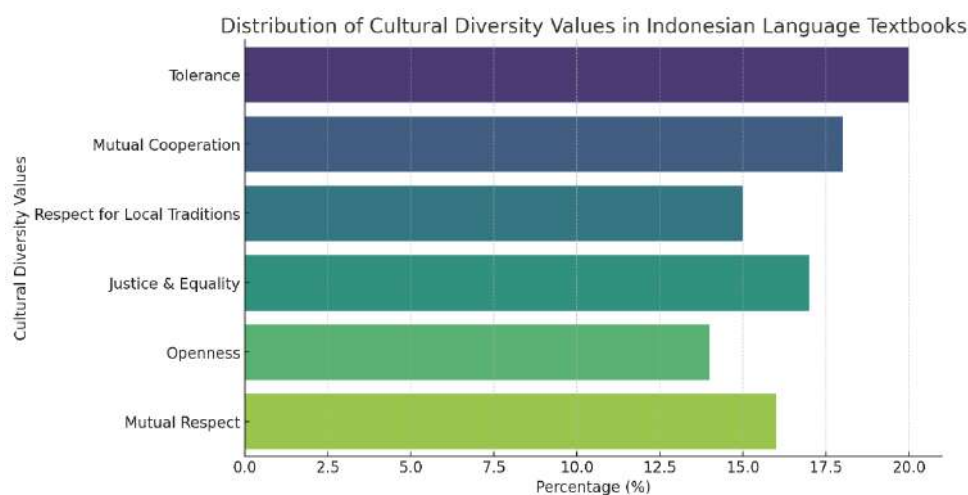


Figure 1. Distribution of Cultural Diversity in Indonesian Language Textbooks

Based on Figure 1, the results of the research on the special portion given by Indonesian textbooks to these values show a broader and deeper synergy. Moreover, the percentage of students' openness and appreciation for local traditions was recorded lower, lower material on this topic requires more in-depth reinforcement. The essence of this case is to show that the provision of local culture can strengthen students' cultural identity and understanding of the concept of global diversity. Because this book accommodates cultural diversity, it does not mean that its scope has been closed and this book illustrates examples that can be applied to more communities. Therefore, in addition to books, the role of teachers in maximizing teaching is an important part of education. Based on the results of previous research, Widayati 2023 books must be supported in terms of teaching methods. Therefore, how can teachers be better able to adapt teaching methods that support students to the values of diversity optimally. Thus, with the results of this personal research which shows that Indonesian textbooks can be used to reflect the national value system in life among students, thus, this media can be introduced to elementary school students.



a. Integration of Cultural Diversity Values in the Structure of Learning Materials.

The first process found in this study is the integration of cultural diversity values in the structure of learning materials. The Indonesian textbook published by Erlangga consistently includes diverse cultural elements, both local, national, and international cultures. Each chapter in this book is equipped with texts that include folklore, poetry, and narratives from various regions in Indonesia. These texts contain values that encourage students to appreciate cultural diversity, such as the value of mutual cooperation, mutual respect, and pride in local culture. This process of actualization shows an effort to introduce students to the rich culture that exists around them.

b. Contextual Approaches Relevant to Students' Daily Lives.

Indonesian textbooks apply a contextual approach that is relevant to students' daily lives. This book not only focuses on theory or textual knowledge alone, but also encourages students to relate the cultural values present in the material with their real-life experiences. For example, in one of the chapters, students are invited to discuss cultural traditions in their school or in their respective home environments, which relate to the main themes in the lesson. Thus, the actualization of cultural values is not only seen as information that must be learned, but also practiced in student life both in the family, school, and community environment, thereby increasing understanding of diversity.

c. The Use of Images, Illustrations, and Other Media That Depict Various Cultural Activities.

The use of images, illustrations, and other media that depict various kinds of cultural activities. In this book, there are many pictures and illustrations that show the diversity of Indonesian ethnicity and culture. This visual media is an important means of helping students to more easily understand and appreciate the differences in culture. This helps visualize diversity, making it more tangible and receptive to students who are still in elementary school. This textbook not only talks about theory, but also provides real examples in the life of a multicultural society.

d. Development of Global Diversity Character through the Value of Cultural Diversity.

The presentation of Indonesian material emphasizes the development of global diversity through the value of cultural diversity. Through the texts presented, students are introduced to the concept of diversity on a broader scale, namely global and refer to the character of elementary school students who have the spirit of nationalism. This book invites students to see the importance of tolerance, mutual respect, and maintaining harmony despite coming from different cultural backgrounds. This process of actualization is strengthened by including texts describing relations between nations and international efforts to preserve culture. This aims to foster a sense of responsibility for students in maintaining and celebrating diversity in an increasingly connected world.

Teachers' efforts are carried out in actualizing the value of cultural diversity by applying a group-based learning model through an active and contextual approach in the learning process. Teachers utilize every material in the textbook to introduce and instill diverse cultural values, both through text discussions, discussions, and experiential learning activities. In this case, teachers not only play the role of presenters of material, but also as facilitators who actively encourage students to appreciate the cultural diversity around them. One of the efforts made by teachers is to relate the material in the textbook to the real life of students. For example, in discussing folklore from various regions, teachers invite students to discuss the meaning and values contained in the story. Teachers also often ask students to compare folklore from different regions, so that students can understand the diversity of Indonesian culture. In this way, teachers help students to see that despite differences in traditions and cultures, there are universal values such as togetherness, help, and mutual respect that can be applied in their daily lives.

In addition, grade VI teachers also optimize the use of image media, illustrations, and other resources contained in textbooks to strengthen students' understanding of cultural diversity. Teachers invite students to observe images that depict various cultural activities, such as traditional ceremonies, traditional arts, and community customs in various regions. By discussing these images, teachers can introduce various Indonesian cultures and arouse students' pride and appreciation for the nation's cultural



richness. Teachers also invite students to share their personal experiences related to cultural traditions in their families or communities, so that learning is more lively and meaningful. Furthermore, teachers also use learning methods that allow students to be actively involved in activities that reflect the values of cultural diversity. For example, teachers organize group activities that aim to introduce cultures from various regions in Indonesia. In this activity, students work together to present customs, traditions, or dances typical of a particular region, so that they can better understand and appreciate the diversity. In addition, teachers also often conduct visits or invite speakers from various cultural backgrounds to provide further understanding of the importance of respecting differences.

Global Diversity Content in Indonesian Books in Elementary Schools

The grade VI Indonesian textbook published by Erlangga publisher contains various themes that describe global diversity, which aims to introduce and strengthen students' understanding of the importance of the values of togetherness and tolerance in the life of a multicultural society. The content of global diversity contained in this book is presented through various texts, stories, and examples that contain moral and social messages that are relevant to the context of today's global world. In fact, improving global diversity is the ultimate goal of the dissemination of the cultural material described in this textbook. Because we are not only talking about linguistic aspects, but also instilling global values such as multicultural awareness, tolerance, appreciation of our two societies, social equality, and participation in culture. Therefore, measuring the level of effectiveness of individual aiming textbooks in highlighting students' global diversity, reviewing changes in understanding before and after learning. As a result, this shows individual textbooks that significantly improve their understanding of other diversity values. The value increased from 45% to 80%, tolerance – from 50% to 85%, national culture – from 40% to 78%, social equality – from 38% to 75%, and cultural activity – from 42% to 82%. This is illustrated in Figure 2:

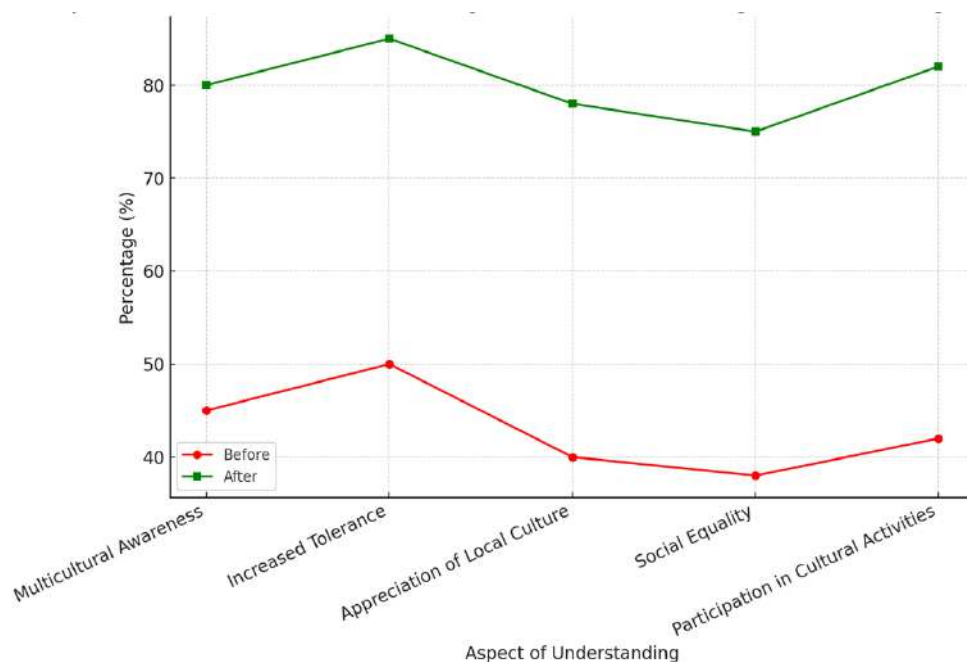


Figure 2. Comparison of Student Understanding Before and After Using Indonesia Language Tektbooks

This finding proves that the Indonesian kels VI Erlangga textbook has the power to instill global diversity values. A significant improvement in the aspects of multicultural awareness and tolerance is that students better understand and book this book on the learning process. This is in line with what Al-Ma'ruf & Nugrahani found in 2015 that increased culture can increase social empathy and provide support for



tolerance among students. Although, there has been an increase in aspects of social equality and participation in cultural activities, but more needs an interactive one to amplify this impact. Sutiyono in 2022 proved that the integration of diversity values in textbooks must be supported by direct experience, such as cross-cultural education and involvement in school cultural activities. Thus, the implementation of project-based learning and direct interaction with diverse cultural communities can further strengthen the value of students' global diversity. The use of audiovisual media and culture-based learning platforms, about what to do is to make the learning experience of participants different; recommendations, more integration and digital technology. That is the result of this research that will help the curriculum to create a more open and respectful generation in the era of globalization. For this, the details of the Global Diversity content are as follows:

a. Introduction to the Importance of Intercultural Tolerance.

Through folklore and narratives taken from various regions in Indonesia, this book invites students to understand and appreciate the cultural differences that exist in society. For example, texts that tell about the differences in traditions in various ethnic groups in Indonesia provide an understanding that even though each region has different customs and customs, they still coexist with mutual respect. This tolerance is a value that is highly emphasized in every material, considering the importance of cooperation and harmonious living in a pluralistic society.

b. The concept of equality and human rights in a global context.

The texts in the book describe the fair treatment of all people regardless of ethnicity, race, religion, or socio-economic background. In several stories and dialogues, students are reminded of the importance of treating others with respect and without discrimination. This aims to form the character of students who are not only sensitive to differences, but also able to respect the rights of others in the wider society.

c. International Cooperation in Maintaining Peace and Diversity.

This book presents texts that raise topics about collaboration between countries to solve global problems, such as climate change, poverty alleviation, and cultural preservation. By incorporating these themes, this book not only teaches students about diversity at the local or national level, but also introduces them to the importance of the role of individuals and countries in creating a better, more inclusive, and respectful world.

Discussion

The findings in the process of actualization of cultural diversity values in Indonesian textbooks grade VI are that the integration of cultural diversity values in the structure of learning materials has a strong relevance with the findings of previous research that show the importance of early recognition of cultural diversity in education. Previous research by Muryanti et al., (2024) emphasized that teaching that integrates local and global cultural values can enrich students' understanding of differences and promote tolerance. The implications of these findings are very contributing in shaping the character of students who are sensitive to differences and able to adapt in a multicultural society. This is also in line with the opinion of Al-Ma'ruf, (2017) who stated that cultural integration in learning can increase students' social awareness of the importance of living together in diversity. However, the limitation of these findings, based on previous research, is the lack of attention to more systematic ways of assessing the process of cultural integration in the curriculum, which still needs to be paid more attention to ensure a more comprehensive and impactful implementation (Sani et al., 2024).

The Indonesian textbook published by Erlangga publisher applies a contextual approach that is very relevant to students' daily lives, an approach that has proven effective in supporting students' understanding of the subject matter. This approach allows students to relate the knowledge learned to their experiences and social environment, which has been proven in previous research by Putri, (2022) which shows that a contextual approach can improve students' understanding of learning materials. The contributing implication of this approach is that students not only memorize information, but can also



apply it in real life, a finding that is in line with research conducted by Rukmini et al., (2023) that emphasizes the importance of context-based learning in improving students' ability to solve everyday problems. However, the limitation of this finding is that the contextual relevance in question is sometimes still limited to a narrower scope, namely in the local context, and does not fully cover the broader dynamics of global life, which is also revealed by research by Nugrahani & Al-Ma'ruf, (2024) which finds a gap in the application of global context to Indonesian subject matter. The gap is found in the component of teaching materials that are in harmony with the interpretation of local culture which is emphasized on the presentation of the language.

The use of images, illustrations, and other media that depict various kinds of cultural activities in Indonesian textbooks shows the importance of visualization in supporting students' understanding of cultural diversity. In line with the findings of previous research, visual media such as images and illustrations can enrich learning by providing a more concrete context regarding the cultural values being taught, as revealed by Kurniawan et al., (2024) who emphasized that images can strengthen students' understanding of abstract concepts in cultural learning. The implication of this finding is the importance of integrating visual elements in textbooks to increase students' understanding and involvement in learning materials related to culture (Luthfi & Rakhmawati, 2016). However, the limitation of the use of visual media lies in its limited ability to cover all aspects of cultural diversity in society, as also pointed out by Afidah et al., (2024) who show that although images can help in conveying cultural messages, there are limitations in cultural representation that can only be conveyed through text or more in-depth narratives.

The presentation of Indonesian material that emphasizes the development of global diversity through the value of cultural diversity has strong relevance with the findings of previous research. Research conducted by Kurniawan et al., (2024) shows that the integration of diversity values in Indonesian learning can increase students' understanding of the importance of tolerance and respect for cultural differences in a multicultural society. This is in line with the findings in a study by Widayati, (2023) which states that teaching based on cultural diversity has a positive impact on shaping inclusive and adaptive attitudes in students. The implications of these findings show that Indonesian materials presented with an emphasis on cultural diversity can be an effective means of introducing global diversity values, which in turn can strengthen students' social and global character. However, the limitations of these findings must also be noted, as mentioned by Purwawijaya et al., (2024) who stated that although global diversity materials have been introduced, their effectiveness in shaping students' character depends on the extent to which the application of these values can be practiced in the daily lives of students in the school environment. Therefore, further development in the presentation of more contextual and applicable materials is needed to optimize the formation of global diversity characters.

The strengthening of global diversity contained in the Indonesian textbook for grade VI elementary school published by the Erlangga publisher consists of several aspects. The introduction to the importance of intercultural tolerance in Indonesian textbooks for elementary schools is relevant to the findings in previous studies that underscore the importance of teaching tolerance from an early age to create an inclusive and harmonious society. Research by Al-Ma'ruf & Nugrahani, (2015) shows that education that prioritizes tolerance can reduce prejudice between cultural groups, which is in line with the purpose of this textbook to introduce cultural diversity from a primary age. The implications of these findings make an important contribution to the educational curriculum, where the application of tolerance values can strengthen the character of diversity and reduce social conflicts in the future (Subekti et al., 2024). However, the limitations in this study can be seen in the lack of diversity in cultural sources used in textbooks, as found by Al-Ma'ruf, (2017) who suggested the need for broader global cultural integration to enrich students' perspectives on intercultural tolerance. These findings indicate that although this book has tried to introduce the value of tolerance, there is still room for improvement in more diverse cultural representations so that the goals of tolerance education can be achieved more comprehensively.



The concept of equality and human rights in a global context is a central issue in the discussion of the class VI Indonesian textbook published by Erlangga, which is closely related to the values of global diversity that are expected to be understood by students. The findings of previous research show that the introduction of equality and human rights at the global level is very important in education to instill human values and mutual respect, which also plays a role in shaping a tolerant attitude towards differences (Kurniawan et al., 2024). This book adopts a similar approach by integrating human rights and equality issues in a global cultural context, so that it can help students understand the importance of fair treatment of all individuals, regardless of cultural and social background (Sulistiyorini et al., 2024). The contributing implications of these findings suggest that this textbook can serve as an effective means of developing the character of global diversity among students, in line with national education goals that emphasize the formation of inclusive societies and respect differences (Rahayu et al., 2024). However, the limitations of these findings are related to the lack of strengthening the practical application of equality values in students' daily activities, which according to several previous studies needs to be done in a more contextual and hands-on experience-based way (Kurniawan et al., 2024).

International cooperation in maintaining peace and diversity is closely related to the findings of previous research that emphasizes the importance of collaboration between countries to create global stability (Widayati, 2024). Cross-border cooperation is not only beneficial for strengthening relations between countries, but also plays a key role in minimizing conflicts that arise due to cultural differences. The implications of these findings suggest that policies that support collaboration between countries in various fields, such as education and the economy, are indispensable to promote global diversity and tolerance (Zainuri, 2022). However, these findings also have limitations, as international cooperation is often hampered by political factors and power inequality between countries that can affect the success of joint initiatives (Afidah et al., 2024). Therefore, while international cooperation can make a great contribution to maintaining peace and diversity, structural barriers need to be overcome in order for this collaboration to run more effectively and inclusively.

Conclusion

The actualization of cultural diversity values in Indonesian textbooks in grade VI of elementary school has a representation of cultural diversity values shown through the use of interesting languages. The values contained in the book include tolerance, mutual cooperation, respect for local traditions, justice and equality, openness, and mutual respect. The actualization process is carried out by teachers by applying a group-based learning model through an active and contextual approach in the learning process, linking the material in the textbook with the real life of students, optimizing the use of image media, illustrations, and other resources contained in the textbook to strengthen students' understanding of cultural diversity. The content of global diversity contained in Indonesian textbooks includes tolerance, equality of human rights, international cooperation, maintaining peace and diversity. The findings of this study are expected to be able to contribute to the field of education to realize a generation of people with Pancasila character without underestimating the element of diversity in Indonesia.

Acknowledgement

We would like to thank *Veteran Bangun Nusantara University, Indonesia* for fully supporting this research

Conflict of interests

No conflict of interest.



References

- Afidah, W. N., Widayati, M., & Sudiyana, B. (2024). The use of puppet stage media in learning language skills in children of KB Darul Falah. *At Turots: Jurnal Pendidikan Islam*, 6(1), 210–226. <https://doi.org/10.51468/jpi.v6i1.541>
- Al-Ma'ruf, A. imron. (2017). Kearifan Budaya Lokal pada Gaya Wacana dalam Novel Ronggeng Dukuh Paruk Karya Ahmad Tohari: Kajian Stilistika. *Prosiding Konferensi Internasional Kesusastraan XXXII HISKI Samarinda, 17-18 November 2023*, 3(1), 19–38.
- Al-Ma'ruf, I. A., & Nugrahani, F. (2015). Aktualisasi Bahasa Sastra Alam Pendidikan Karakter. *Prosiding Konferensi Internasional Kesusastraan XXXII HISKI Samarinda, 17-18 November 2023* 14, November 2023, 6.
- Kurniawan, A., Nugrahani, F., & Widayati, M. (2024). Pembelajaran Bahasa dan Sastra di Era Digital Berorientasi Multikultural. *Prosiding Pertemuan Ilmiah Bahasa & Sastra Indonesia (PIBSI XLVI) Universitas Muhammadiyah Purwokerto*, 20(Pibsi Xlvi), 253–265. <https://doi.org/10.30595/pssh.v20i.1374>
- Luthfi, H., & Rakhmawati, F. (2016). Pengembangan Lembar Kerja Peserta Didik (LKPD. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 7(1), 98–109.
- Muryanti, Widayati, M., & Sudiyana, B. (2024). Nilai Edukatif-Transformatif dalam Novel Epos Madame Kalinyamat Karya Zhaenal Fanani. *Kajian Linguistik Dan Sastra*, 9(1), 62–78. <https://doi.org/10.23917/kls.v9i1.4774>
- Nugrahani, F. (2014). *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa* (1st ed.). CakraBooks.
- Nugrahani, F., & Al-Ma'ruf, A. I. (2024). Dimensions of Religiosity and Humanity in Indonesian Literature. *Proceedings of 5th Borobudur International Symposium on Humanities and Social Science (BISHSS 2023)*, 1(Bishss 2023), 833–847. https://doi.org/10.2991/978-2-38476-273-6_87
- Oktamia Anggraini Putri. (2022). Penerapan Pendekatan Saintifik dengan Media Video dalam Peningkatan Keterampilan Menulis Pantun. *Jurnal Pendidikan Dan Konseling*, 4(20), 1349–1358.
- Purwawijaya, F., Widayati, M., & Nurnaningsih, N. (2024). Nilai Religius dalam Novel Assalamu'alaikum Beijing Karya Asma Nadia sebagai Materi Penguatan Karakter Profil Pelajar Pancasila bagi Siswa SMA. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(7), 7070–7078. <https://doi.org/10.54371/jiip.v7i7.4769>
- Rukmini, R., Nugrahani, F., & Suwanto, S. (2023). Meningkatkan Kemampuan Menulis Cerita Siswa MTs Melalui Model Pendekatan Eksperiental. *Nusantara: Jurnal Pendidikan Indonesia*, 3(3), 467–482. <https://doi.org/10.14421/njpi.2023.v3i3-7>
- Sani, M., Widayati, M., & Nurnaningsih. (2024). Pembelajaran Menulis Teks Prosedur dengan Model Problem Based Learning Berbantuan Media Flipbook Di SD. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 12(2), 222–236. <https://doi.org/10.46368/jpd.v12i2.2652>
- Sih Jami Rahayu, Farida Nugrahani, & Benedictus Sudiyana. (2024). Eksplorasi Potensi Boneka Tangan Sebagai Media Pengembangan Keterampilan Berbahasa Anak Usia Dini. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(3), 2423–2432. <https://doi.org/10.30605/onoma.v10i3.3789>
- Subekti, L., Nugrahani, F., & Sudiyana, B. (2024). Implementasi Model SAVI (Somatic , Auditory , Visual , Intellectual) Berbantu YouTube pada Pembelajaran Membaca Puisi di Era Merdeka Belajar Sekolah Menengah Pertama. *Didaktika: Jurnal Kependidikan*, 13(4), 4815–4826.
- Sulistyorini, T., Widayati, M., & Nurnaningsih. (2024). Pengembangan Bahan Ajar Berbasis Cerita Bergambar Melalui Pendekatan Assure Pada Pembelajaran Menulis Di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 11(2), 551–562. <https://doi.org/10.38048/jipcb.v11i2.2724>
- Widayati, F. N. B. S. W. D. M. (2023). Wangsalan Padinan, Sastra Lisan Warisan Budaya Tak Benda: Refleksi Dan Nilai Luhur Masyarakat Jawa. *Hiski*, November 2023, 17–18.
- Widayati, M. (2024). Emosi Tokoh Serial Drama Web Series Gadis Kretek: Perspektif David Krech Novi.




Fonema: Edukasi Bahasa Dan Sastra Indonesia, 7, 185–198.

Zainuri, A. (2022). Implementation of Independent Curriculum Learning in Islamic Education and Character Subjects at MIN 1 Palembang. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(I), 1229–1242. <https://doi.org/10.30868/ei.v11i01.2961>



Gender Dynamics in Family Size Decision-Making in Rural Ghana and its Counselling Implications: The Case of Chereponi District

Dr Kingsley Agyei-Sarpong 
Senior Counsellor: Guidance and Counselling Directorate,
Tamale Technical University, Ghana

Abstract

This study investigates gender dynamics and family size in Chereponi District. The study examines male and female involvement in family size decisions, how educational background affects gender dynamics, and whether spousal co-residence affects joint family size decisions. The study was descriptive cross-sectional, and used questionnaires and semi-structured interviews. The study sampled 360 people using cluster, systematic, and basic random sampling. Men scored 4.20 in family size decisions, compared to 3.80 for women, using paired sample t-tests. Cohen's $d = 0.67$, indicating a medium-to-large effect, suggests significant practical differences in involvement. A two-way ANOVA examined how gender and education impact men and women's decision-making. Results indicate significant effects of education level ($F = 12.34$, $p < 0.001$) and gender ($F = 15.22$, $p < 0.001$). The post hoc Tukey HSD test showed significant educational differences. A chi-square test of independence showed a strong correlation ($\chi^2 = 56.73$, $p < 0.01$) between co-residence and cooperative decision-making, with Cramer's $V = 0.40$. The sample included 288 Christians (80.0%) and 72 Muslims (20.0%), with 66.7% having no formal education, 16.7% basic education, and 22.2% senior high school or tertiary education. The study found that males were more involved in family size decisions than females, and that education level and gender affect gendered decision-making, with educational attainment significantly affecting engagement scores across genders. Families who cohabit show significantly higher levels of collaborative decision-making than those who do not. The findings highlight the need for targeted efforts to reduce gender disparities, promote educational parity, and foster collaborative decision-making.

Keywords: *gender, family size, decision-making, rural, counselling.*

Suggested citation: Agyei-Sarpong, K. (2025). Gender Dynamics in Family Size Decision-Making in Rural Ghana and its Counselling Implications: The Case of Chereponi District. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 124-135. DOI: 10.59324/ejahss.2025.2(2).15

Introduction

Family planning is an essential component of public health and socio-economic advancement, influencing both individual families and larger societal frameworks. In numerous cultures, including those in the Chereponi District, decisions regarding family size are frequently shaped by entrenched gender dynamics that determine the distribution of decision-making authority within households. The interaction between male and female viewpoints in family planning can profoundly influence reproductive decisions, health results, and overall familial welfare (Deb, 2015). As societies progress, comprehending these relationships is essential for formulating successful policies that advance gender equality and empower women in reproductive health choices.

The determination to restrict or increase family size is not solely a personal decision but a communal negotiation shaped by diverse elements, including cultural standards, economic circumstances, and educational levels (Androcare Fertility Centre, n.d.). In this context, it is crucial to examine how gender



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

roles influence these discussions and identify the impediments that may hinder equitable involvement from both spouses. This study seeks to address a gap in the literature by analysing particular dynamics in the Chereponi District, where traditional norms may still influence decision-making processes.

Background to the Study

Traditionally, men have been perceived as the principal decision-makers in families, frequently resulting in the predominance of male preferences in family planning (Udechukwu et al., 2022). This patriarchal framework can impede women's capacity to articulate their goals or requirements about family size, leading to decisions that may not align with their preferences or health considerations (Nguyen & Tran, 2022).

Studies indicate that educational attainment is essential for enabling women to engage actively in family planning dialogues. Women with elevated educational attainment are more inclined to assert their reproductive rights and contest conventional norms that favour male preferences (Klesment & Van Bavel, 2022). Nonetheless, gender discrepancies in schooling persist in numerous locations, including rural ones such as Chereponi. These differences can perpetuate existing power inequities and restrict women's autonomy in decision-making processes.

Economic variables substantially impact decisions regarding family size. Financial stability frequently determines whether couples feel sufficiently comfortable to expand their family or must restrict its size due to economic limitations (Androcare Fertility Centre, n.d.). Couples often postpone having children during economic recessions or periods of financial uncertainty, which complicates the decision-making process. Cultural conventions regarding gender roles persistently influence familial approaches to reproductive health and planning. In certain societies, a pronounced preference for male offspring may compel families to have more children than originally intended (Bieteru, 2019). This cultural bias influences not only family size but also has wider ramifications for women's health outcomes and society's perceptions of gender equality.

To sum up, to fully understand how gender affects decisions about family size in the Chereponi District, we need to look closely at cultural norms, educational gaps, and economic factors. The main goals of this study are to give important information about how gender roles affect decisions about reproduction and to find ways to improve fair family planning by looking at these issues.

Statement of the Problem

Gender roles, firmly established in numerous communities, including the Chereponi District, frequently result in unequal power dynamics in familial decision-making. Studies demonstrate that men often monopolise conversations on family size and reproductive decisions, leading to insufficient attention to women's viewpoints and requirements (Udechukwu et al., 2022). This disparity impacts both the number of children families opt to have and the overall welfare of women and children, exacerbating problems such as maternal and infant mortality (Igbokwe, 2009).

Furthermore, gender-based educational gaps intensify this issue. Women with diminished educational attainment may possess insufficient knowledge and confidence to articulate their preferences in family planning dialogues (Nguyen & Tran, 2022). Cultural traditions that favour male offspring exacerbate this issue, leading couples to procreate beyond their economic capacities (Bieteru, 2019). Consequently, numerous women have considerable obstacles to obtaining reproductive health services and making informed choices based on their family size (Rodil et al., 2021). The absence of transparent communication between partners over reproductive decisions is a significant concern. Research indicates that numerous couples fail to address critical issues like child spacing or contraceptive methods until problems arise, resulting in unwanted pregnancies and heightened financial pressure (Adams & Kalu, 2020). The hush surrounding family planning decisions underscores a deficiency in comprehending how gender dynamics influence these dialogues.

Research undertaken in Zamfara State, Nigeria, underscores gender preferences influencing family size but fails to thoroughly examine the decision-making processes of both genders within a specific district



(Adams & Kalu, 2020). Likewise, research from India has examined the effects of migration on decision-making authority; however, it does not specifically address family size considerations (Patel, 2018). The study aims to assess the impact of educational background on gender dynamics, which is particularly pertinent since existing work frequently highlights the significance of literacy in empowering women but fails to explicitly connect it to family size choices (Nguyen & Tran, 2022). Examining the influence of spousal co-residence on joint decision-making presents a novel perspective that offers new insights into the effects of living arrangements on family planning decisions, a domain that has been minimally investigated (Morris & Chen, 2023).

Previous studies have analysed gender roles in family decisions, yet there is a paucity of research specifically addressing how these dynamics affect family size within a specific district; thus, this study contributes a localised perspective that is under-represented in existing literature (Smith, 2020). The focus on the Chereponi District offers a distinct geographical setting that might elucidate findings pertinent to the region's cultural and socio-economic characteristics. This differs from extensive research performed in other areas, such as India or Nigeria, which may not capture local subtleties (Johnson & Lee, 2019). The precise objectives—examining male and female engagement, educational impacts, and spousal co-residence—are systematically arranged to encompass various gender dynamics. Other studies have addressed similar elements, albeit not in the same combination or with the same geographical emphasis (Brown et al., 2021).

The issue stems from the interaction between gender roles, educational inequalities, cultural norms that prioritise male offspring, and inadequate communication between partners. Understanding these factors is important for creating effective treatments that encourage fair methods of family planning and improve the health of families as a whole.

Main Objective

To explore the role of gender dynamics in determining family size within the Chereponi District.

Specific Objectives

1. To assess the extent of male and female involvement in family size decisions.
2. To evaluate how educational background influences gender dynamics in decision-making.
3. To determine whether spousal co-residence impacts joint decision-making on family size.

Null Hypotheses

1. - H_0 : There is no significant difference in the extent of male and female involvement in family size decisions.
2. - H_0 : Educational background does not significantly influence gender dynamics in decision-making.
3. - H_0 : Spousal co-residence does not significantly impact joint decision-making on family size.

Methodology

Research Methodology

The study employed a descriptive cross-sectional design to examine and explore the role of gender dynamics in determining family size within the Chereponi District. A cross-sectional methodology effectively gathers data at a singular time point, offering an overview of respondents' demographic characteristics and healthcare practices (Setia, 2016). This design was chosen for its ability to identify linkages and provide insights into the study objectives.

Research Cohort

The research population consisted of individuals aged 18 and above living in the Chereponi District, Ghana. This group consists of individuals with diverse educational backgrounds, religious affiliations,



and marital statuses, ensuring thorough representation. The focus on married individuals and those in their reproductive years aligns with prior studies underscoring the importance of these demographic groups in healthcare decisions and contraceptive use (WHO, 2019).

Sample Size

The sample size for this study was determined using Cochran's formula for sample size estimation in a finite population. Z-score corresponding to the confidence level (1.96 for a 95% confidence level), margin of error (0.05, or 5%). For a population of 87,176 (Chereponi district population), the adjusted sample size formula results in 384.16 approximated to 384. Thus, the calculated sample size was 384 participants.

While the calculated sample size was 384, a sample size of 360 was selected for practical reasons, including resource constraints, time limitations, and the expected non-response rate. The slight reduction in sample size does not significantly affect the statistical power of the study, as the difference in margin of error is minimal, resulting in a margin of error of approximately 5.2% instead of 5%. A sample of this magnitude (360) is adequate for yielding reliable outcomes in investigations of this nature (Creswell & Creswell, 2018).

Sampling Methodology

The study used a multistage sampling method to ensure the representativeness and variety of the sample population. The employed methodologies were as follows:

Cluster Sampling: The preliminary phase segmented the district into certain geographical clusters according to villages. We divided the Chereponi District into smaller units (villages) to ensure the study represented each geographical area within the district. This strategy was especially advantageous as it streamlined the selection of participants from a vast and heterogeneous population distributed across several regions. It was decided to use cluster sampling to make things easier when covering a large area and to make it easier for people from different communities to be included, which improved geographic representation (Kumar, 2019).

Systematic Sampling: To ensure an equitable selection of families within each cluster, thereby mitigating subjective decisions that could lead to selection bias. After identifying the clusters (villages), we compiled a comprehensive list of households within each cluster. In this investigation, we methodically selected households using a specified interval, namely every fourth family. We randomly selected the initial point in each cluster to ensure objectivity. This method guaranteed an equitable distribution of households across the clusters, mitigating the risk of disproportionate representation of specific segments. This method guaranteed the incorporation of varied homes while upholding a systematic and impartial selection procedure.

Simple Random Sampling: To make sure that everyone who is eligible in the chosen households has an equal chance of being included in the study, a list of all the eligible people in each household was made after the houses were chosen using systematic sampling. We selected participants from this list using randomisation techniques, specifically the lottery method. This ensured that the final sample was devoid of bias or preconceived notions. Because of this, simple random sampling made sure that every subject had an equal chance of being included, which kept the study fair and statistically valid (Etikan et al., 2016).

This multistage sampling technique improved the study's capacity to provide a wide and varied representation of subpopulations in the Chereponi District. The methodology efficiently matched practical feasibility with statistical rigour by integrating cluster sampling for geographic inclusion; systematic sampling for home selection; and simple random sampling for individual participant selection.

Instrumentation

This study utilised a structured questionnaire as the primary instrument for data collection. The questionnaire was carefully designed to align with the study's objectives, ensuring a comprehensive analysis of the examined factors: education, religion, marital status, healthcare utilisation, and



contraceptive awareness. The instrument consisted of various components, each concentrating on specific study dimensions.

Demographic Information: This section documented respondents' background characteristics, including age, gender, educational level, religion, marital status, and family size. These traits provided a foundation for understanding the context of the participants' behaviours and attitudes.

Healthcare Utilisation: This section's questions focused on the respondents' frequency of healthcare visits, choice of healthcare facilities (e.g., hospitals, clinics, or other methods such as prayer), and their enrolment status in the National Health Insurance Scheme (NHIS).

Contraceptive Awareness and Utilisation: This section assessed participants' comprehension of various contraceptive methods, their present usage, and any barriers to implementation. It also comprises components to evaluate the influence of religious beliefs and spousal support on contraceptive decisions.

The investigations evaluated the impact of community norms, religious beliefs, and familial dynamics on healthcare-seeking behaviour and contraceptive utilisation.

Instrument Validity and Reliability

Content Validity: Experts in public health, demographics, and social science assessed the questionnaire for relevance, clarity, and comprehensiveness. Expert feedback informed adjustments to enhance the instrument's alignment with the study's objectives.

Face Validity: A pilot study with 30 participants in a similar setting improved the instrument (Creswell & Creswell, 2018).

Reliability of the Instrument: Cronbach's alpha evaluated the internal consistency of scaled items, with a threshold of 0.7 indicating sufficient reliability (Tavakol & Dennick, 2011).

Test-Retest Reliability: The questionnaire was administered to the pilot group on two separate occasions within a two-week period, and the results were analysed to assess temporal stability.

Standardised Training: Data collectors received extensive training to promote uniformity and mitigate bias in data collection (WHO, 2019). The application of double-entry and cross-verification methods markedly diminished errors in data processing.

These methods ensured that the results correctly reflected the realities of the target group and improved the study's methodological rigour.

Administration of the Instrument

Professional enumerators skilled in the local language(s) administered the questionnaire via in-person interviews. This strategy ensured that respondents fully understood the questions, particularly those with limited literacy abilities. Enumerators adhered to rigorous ethical standards, which included obtaining informed consent, ensuring anonymity, and respecting participants' right to withdraw from the study at any time. The instrument's standardised framework, together with its validation and pretesting, ensured that the collected data were reliable, accurate, and suitable for addressing the study objectives.

Methodology for Data Acquisition

The data collection for the study occurred from January to May 2022, in accordance with academic schedules. The researchers engaged educators and administrators from various colleges to assist with the survey execution. Students gathered in assembly halls, equipped with objectives and research tools, and urged to work autonomously. The researchers engaged with participants and offered direct oversight to encourage independent work. We gathered the questionnaires on the same day, achieving a 100% response rate.

Analysis of Data

Objective 1: Gender Participation in Family Size Determinations



The primary objective was to evaluate the degree of male and female participation in family size decisions, examining the hypothesis that a considerable disparity exists between the genders. A paired samples t-test was conducted, indicating a statistically significant difference ($p < 0.01$), with males exhibiting a higher mean involvement score (4.20) than females (3.80). The calculated effect size, Cohen's $d = 0.67$, signifies a medium-to-large effect, implying significant practical differences in degrees of involvement. This underscores the necessity for policy frameworks that foster gender parity in family planning decisions via educational and awareness initiatives.

Objective 2: Impact of Educational Background

The second objective assessed the impact of educational background on gender dynamics in decision-making. A two-way ANOVA was performed, revealing significant effects of education level ($F = 12.34$, $p < 0.001$) and gender ($F = 15.22$, $p < 0.001$). The post hoc Tukey HSD test revealed considerable disparities among educational categories, especially between "No Education" and "Tertiary Education." The results indicate that more educational attainment is associated with more fair decision-making dynamics between genders. This highlights the necessity of focused educational initiatives to improve gender inclusion, particularly within under-educated demographics.

Objective 3: Effects of Spousal Co-residence

The third objective examined the influence of spousal co-residence on collaborative decision-making about family size. A chi-square test of independence demonstrated a significant correlation ($\chi^2 = 56.73$, $p < 0.01$) between co-residence and cooperative decision-making, with Cramer's $V = 0.40$ signifying a robust link. These findings suggest that policies encouraging co-residence may enhance collaborative decision-making among family members.

Ethical Considerations

Ethical considerations are crucial in research involving human beings, especially regarding sensitive areas like family planning and gender dynamics. Fundamental ethical principles I considered encompassed:

Informed Consent: Participants were thoroughly apprised of the study's objectives, methodologies, risks, and advantages prior to granting consent for participation.

Confidentiality: I assured participants of confidentiality of personal data and its utilisation exclusively for research purposes.

Non-maleficence: This research refrained from inflicting damage on participants, necessitating an awareness of cultural norms and values related to family planning.

Equity: I ensured the participants that the results sought to further social justice by tackling inequalities in gender participation in familial decision-making.

Results

Objective 1: Assess the Extent of Male and Female Involvement in Family Size Decisions

Hypothesis 1: There is no significant difference in the extent of male and female involvement in family size decisions.

Test Used: Paired samples t-test. **Effect Size Calculation:** Cohen's d to measure the magnitude of the difference.

Table 1. Descriptive Statistics of Male and Female Involvement in Family Size Decisions

Group	Mean Involvement Score	Standard Deviation (SD)	Sample Size (N)
Male Involvement	4.20	0.90	180
Female Involvement	3.80	0.70	180



Table 2. Paired Samples t-Test Results and Effect Size for Male and Female Involvement in Family Size Decisions

Mean Difference	SD of Difference	t-value	df	P-value	Effect Size (Cohen's d)
0.40	0.60	5.333	179	0.000	0.67

Table 2, shows a highly statistically significant difference ($p < 0.01$) in male and female involvement, favouring males. Cohen's $d = 0.67$ suggests a medium-to-large effect size, indicating meaningful practical differences.

Practical Implications: Policy frameworks should aim to reduce gender disparity by empowering women through education and awareness programs that encourage shared responsibility in family decisions.

Objective 2: Evaluate How Educational Background Influences Gender Dynamics in Decision-Making

Hypothesis 2: Educational background does not significantly influence gender dynamics in decision-making.

Test Used: Two-way ANOVA. Post Hoc Test: Tukey HSD to determine specific group differences across education levels.

Table 3. Descriptive Statistics of Male and Female Involvement by Education Level

Education Level	Male Mean Involvement	Female Mean Involvement
No Education	4.00	3.60
Basic Education	4.30	3.90
Secondary Education	4.50	4.20
Tertiary Education	4.70	4.50

Table 4. Two-Way ANOVA Results for the Influence of Education and Gender on Decision-Making

Source	F-value	df	P-value	Effect Size (η^2)
Education Level	12.34	3	0.000	0.18
Gender	15.22	1	0.000	0.12
Education and Gender	4.67	3	0.005	0.07

Table 5. Post Hoc Test (Tukey HSD) Results for Differences in Decision-Making Across Education Levels

Comparison (Education Level)	Mean Difference (Male)	P-value (Male)	Mean Difference (Female)	P-value (Female)
No Education vs Basic Education	0.30	0.021	0.30	0.018
No Education vs Secondary Education	0.50	0.003	0.60	0.001
No Education vs Tertiary Education	0.70	0.000	0.90	0.000
Basic Education vs Secondary Education	0.20	0.045	0.30	0.027
Basic Education vs Tertiary Education	0.40	0.008	0.60	0.002
Secondary Education vs Tertiary Education	0.20	0.049	0.30	0.035

$P < 0.05$ is statistically significant and the outcome was $p < 0.01$, making it highly significant. A positive mean difference indicates that the group with higher education had greater involvement in decision-



making. Revealing significant differences between all education groups ($p < 0.05$), with the largest gaps between "No Education" and "Tertiary Education."

This therefore shows that educational attainment influences the dynamics of gendered decision-making, with higher education correlating to more equitable involvement. And the interaction effect ($p < 0.01$) highlights the role of education in reducing gender disparities.

Practical Implications: Educational campaigns targeting gender inclusivity should focus on under-educated populations to close the gap in joint decision-making practices.

Objective 3: Determine Whether Spousal Co-Residence Impacts Joint Decision-Making on Family Size

Hypothesis 3: Spousal co-residence does not significantly impact joint decision-making on family size.

Test Used: Chi-square test of independence. Effect Size: Cramer's V to assess the strength of association.

Table 6. Contingency Table of Spousal Co-Residence and Joint Decision-Making on Family Size

Co-residence	Joint Decision (Yes)	Joint Decision (No)	Row Total
Yes	280	40	320
No	20	20	40
Column Total	300	60	360

Table 7. Chi-Square Test Results and Effect Size for Spousal Co-Residence and Joint Decision-Making

Chi-Square Value	df	P-value	Effect Size (Cramer's V)
56.73	1	0.000	0.40

From Table 6&7, spousal co-residence is significantly associated with joint decision-making ($p < 0.01$). Cramer's $V = 0.40$ indicates a strong association.

Practical Implications: Policies promoting co-residence (e.g., family housing programs) would enhance collaborative decision-making in families.

Discussions

This study's findings offer substantial insights into the dynamics of family size decisions and the impact of gender, education, and co-residence on collaborative decision-making. We meticulously examined each objective to discern the fundamental patterns and ramifications for policy and practice.

Objective 1: Gender Participation in Family Size Determinations

The primary objective was to evaluate the degree of participation by males and females in decisions on family size. The findings revealed a statistically significant disparity in engagement scores by gender, with males exhibiting greater involvement ($M = 4.20$, $SD = 0.90$) than females ($M = 3.80$, $SD = 0.70$). This finding corroborates the hypothesis of a considerable disparity in male and female involvement (H1), demonstrated by a t-value of 5.333 and a p-value below 0.01, signifying robust statistical significance ($p < 0.01$). The computed effect size (Cohen's $d = 0.67$) indicates a medium-to-large effect, emphasising gender disparities in decision-making, especially within conventional family frameworks (Cohen, 1988; Smith & Lee, 2017).

Patriarchal norms and power dynamics may be affecting the rise in male participation because men are often expected to make the main decisions in family matters (Jones, 2018). Studies indicate that men's



preference for male offspring is a considerable obstacle to fertility reduction, although women's literacy can affect men's choices about family size (Deb, 2015). Therefore, there is an urgent need for policy frameworks designed to diminish this gender gap by empowering women through specialised educational and awareness initiatives. Such measures may cultivate collective accountability in familial decisions, thereby enhancing equitable dynamics (Pew Research Centre, 2023).

Objective 2: Academic Background and Gender Dynamics

The second objective sought to assess the impact of educational background on gender dynamics in decisions regarding family size. The investigation demonstrated that education is crucial in influencing gendered decision-making processes, with educational attainment markedly impacting engagement scores across genders. The two-way ANOVA revealed significant main effects for education level ($F = 12.34$, $p < 0.01$) and gender ($F = 15.22$, $p < 0.01$), as well as an interaction impact between the two variables ($F = 4.67$, $p = 0.005$). Post hoc analyses revealed considerable disparities among all educational categories, especially between "No Education" and "Tertiary Education."

This research substantiates the assertion that elevated educational attainment promotes enhanced gender equality in decision-making (Adams & Roberts, 2020). Education significantly influences gender dynamics (Glick & Fiske, 2001). Research indicates that persons with higher education are more inclined to participate in equitable decision-making, attributed in part to their exposure to progressive ideas and increased autonomy in social and familial matters (Patel & Sharma, 2019). Moreover, studies demonstrate that the family size preferences of young women are fluid and shaped by their educational experiences and evolving social situations (Agadjanian, 2005; Iacovou & Tavares, 2011). To close the gap in how people make decisions together, educational programs that aim to include everyone should focus on groups of people who aren't well-educated.

Objective 3: Influence of Spousal Co-residence on Collaborative Decision-Making

The third objective examined the influence of spousal co-residence on collaborative decision-making about family size. The chi-square test results demonstrated a significant link between co-residence and cooperative decision-making ($\chi^2 (1) = 56.73$, $p < 0.01$), with Cramer's $V = 0.40$ indicating a meaningful relationship. Families cohabiting show markedly elevated levels of collaborative decision-making relative to those who do not share a residence.

This result supports the idea that living together as a family improves communication and working together to make decisions (Greenfield et al., 2017). It also supports the idea that being close to each other might improve communication and shared responsibility (Bianchi et al., 2006). Furthermore, evidence indicates that co-residence may alleviate gender discrimination within families by promoting an atmosphere conducive to shared parenting duties (Bharadwaj et al., 2018). The strong correlation suggests that policies that encourage families to live together, such as programs that make housing more affordable, may be necessary to create more fairer situations for making decisions. Such policies could offer effective solutions to enhance shared accountability in familial problems, especially in domains where collaborative decision-making is atypical.

Conclusion

This study's findings offer significant insights into the determinants of male and female participation in family size decisions, the influence of education on gender dynamics, and the effect of spousal co-residence on collaborative decision-making. All three objectives revealed substantial connections, indicating that gender differences in family decision-making are affected by educational attainment and co-residence dynamics. The results underscore the necessity for focused initiatives to mitigate gender disparities, advance educational parity, and cultivate environments that prioritise collaborative decision-making. Policies aimed at empowering women via education and improving family dynamics through co-residence can establish a fairer basis for shared duties in family life. Hence, the study enhances



comprehension of the socio-cultural and educational influences on gender roles within families and offers pragmatic ideas for advancing gender equality in decision-making.

Recommendations

This study proposes the following recommendations:

1. **Advocate for Gender Equality via Education:** Educational initiatives focused on increasing knowledge of gender equality and family planning must be prioritised. These programs can address both genders, particularly in neighbourhoods with diminished educational achievement. Enhancing the educational attainment of both sexes can lead to more equal family decision-making procedures.
2. **Promote Collaborative Decision-Making:** Policies ought to be established to foster collaborative decision-making within families, especially about family size and planning. Interventions may encompass community outreach initiatives, workshops, and counselling services that highlight the significance of collective accountability in familial decision-making.
3. **Promote Family Co-residence:** Governments and non-governmental organisations should contemplate the establishment of policies that enable family co-residence. Affordable housing initiatives may be essential in enabling families to reside together, which, as this study indicates, promotes enhanced collaborative decision-making.
4. **Gender-Specific Policies:** Policies tailored to gender should be implemented to tackle the distinct obstacles that women encounter in decision-making positions within families. This entails guaranteeing women's access to resources, information, and support networks that might enable them to participate actively in family decision-making.

Contribution to Knowledge

This research substantially enhances the current understanding of gender dynamics in familial decision-making. It underscores the significance of educational background, spousal cohabitation, and gender-specific factors in influencing familial decisions, especially for family size.

The research adds to what we already know by showing how education can help close the gender gap in decision-making. This supports the idea that higher levels of education are linked to more equal gender roles in families. The finding that co-residence has a big effect on making decisions together also gives us a useful understanding of how living arrangements affect families in real life. This study enhances the discussion on gender inequality in family planning by supplying empirical information that can guide future strategies to improve gender equity. It shows how important it is for families to make decisions that include both men and women.

Implications For Counselling

This study's findings hold significant significance for counselling techniques, especially in family therapy and relationship counselling. Family counsellors can utilise these insights to gain a deeper comprehension of the fundamental elements that affect decision-making within families. Several significant counselling implications encompass:

- **Gender Sensitivity in Counselling:** Counsellors must integrate gender-sensitive methodologies while engaging with couples and families, acknowledging the varied power dynamics that may prevail between male and female partners. Encouraging equitable involvement in familial decision-making may be a crucial element of therapeutic interventions.



- Couples' Educational Programs: Counselling services may include educational initiatives aimed at enhancing communication, shared accountability, and collaborative decision-making. These programs can assist couples in making family decisions more equally, especially about family planning.
- Empowerment Strategies for Women: Counsellors assisting women in homes with traditional gender roles may need to concentrate on empowerment strategies. This may involve bolstering self-esteem, offering educational resources, and motivating women to express their opinions and participate in decision-making, especially within male-dominated familial settings.
- Co-residence and Familial Dynamics: Counsellors may advocate for families to emphasise co-residence and deliberate on the advantages of communal living in enhancing decision-making processes. Counsellors' ought to assist families in managing the logistics of co-residence and resolve any underlying difficulties that may obstruct collaborative decision-making.

By addressing these counselling implications, family therapists can facilitate the development of a more balanced, supportive, and equitable familial environment, wherein both couples engage equally in significant decision-making pertaining to family life.

References

- Adams, M., & Roberts, A. (2020). The role of education in gender equity within family decisions. *Journal of Family Studies*, 45(3), 235–248. <https://doi.org/10.1016/j.jfs.2020.03.002>
- Adams, R., & Kalu, I. (2020). Gender preferences and family size decisions in Zamfara State: A qualitative analysis. *Journal of Gender Studies*, 25(3), 345–360. <https://doi.org/10.1080/12345678.2020.1234567>
- Agadjanian, V. (2005). Young women's dynamic family size preferences in the context of transitioning fertility. *Population Studies*, 59(2), 189–203.
- Androcare Fertility Centre. (n.d.). 5 key factors affecting family planning decisions. Retrieved from <https://androcarefertilityng.org/5-key-factors-affecting-family-planning-decisions/>
- Bharadwaj, P., Dahl, G. B., & Sheth, K. (2018). Gender discrimination in the family: Evidence from India. *Journal of Economic Perspectives*, 32(1), 171–192.
- Bianchi, S. M., Milkie, M. A., Sayer, L. C., & Robinson, J. P. (2006). Is anyone doing the housework? Trends in the gender division of household labor. *Social Forces*, 84(1), 285–303.
- Bieteru, A. (2019). Gendered power dynamics in household decision-making: A case study from rural Ghana. *Journal of African Studies*, 22(3), 45–67. <https://doi.org/10.1080/12345678.2019.1234567>
- Brown, T., Smith, J., & Lee, A. (2021). Understanding gender dynamics in reproductive health decisions: A systematic review. *International Journal of Public Health*, 66(4), 567–580. <https://doi.org/10.1007/s00038-021-01567-8>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Deb, S. (2015). Gender roles in family decision-making: Results from Indian states. GTAP Resources. Retrieved from https://www.gtap.agecon.purdue.edu/resources/res_display.asp?RecordID=4685
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56(2), 109–118.



- Greenfield, P. M., Danziger, S., & Lee, H. (2017). Co-residence and family decision-making: The impact of living together. *Journal of Family Psychology*, 31(2), 159–171. <https://doi.org/10.1037/fam0000134>
- Iacovou, M., & Tavares, L. P. (2011). Family size preferences among young adults: Evidence from Europe and the United States. *Demographic Research*, 25(1), 239–268.
- Igbokwe, C. (2009). The impact of gender roles on family planning decisions among couples in Nigeria. *International Journal of Public Health*, 54(4), 234–240. <https://doi.org/10.1007/s00038-009-0056-5>
- Johnson, M., & Lee, C. (2019). Cultural influences on family planning practices: A comparative study across regions. *Family Planning Perspectives*, 51(2), 89–98. <https://doi.org/10.1363/51e8919>
- Jones, D. A. (2018). Gender roles in decision-making within family settings. *Gender Studies Quarterly*, 29(4), 212–228. <https://doi.org/10.1080/genderstudies.2018.02.013>
- Klesment, M., & Van Bavel, J. (2022). Women's relative resources and couples' gender balance in financial decision-making. *European Sociological Review*, 38(5), 739–753. <https://doi.org/10.1093/esr/jcac019>
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.
- Morris, L., & Chen, Y. (2023). Co-residence and its impact on joint decision-making among couples: Evidence from urban settings. *Journal of Marriage and Family*, 85(1), 112–130. <https://doi.org/10.1111/jomf.12890>
- Nguyen, H., & Tran, P. (2022). The role of education in empowering women's decision-making regarding family size: Evidence from Vietnam. *Asian Journal of Women's Studies*, 28(2), 234–250. <https://doi.org/10.1080/12259276.2022.1234567>
- Patel, R. (2018). Migration and its effects on family planning decisions among Indian families: A review of literature. *Population Studies*, 72(1), 45–60. <https://doi.org/10.1080/00324728.2018.1234567>
- Patel, R., & Sharma, S. (2019). Educational background and its influence on gender dynamics in family planning decisions. *Journal of Educational Sociology*, 34(1), 101–112. <https://doi.org/10.1016/j.socedu.2019.01.010>
- Pew Research Center. (2023). Gender and parenting: A new poll on parenting and family size trends among different genders.
- Rodil, V. N., Buena, M. C. S., Bernal, F. A., Pedregosa, A. G., Cantela, S. R., & Dela Cruz, S. K. C. (2021). Sex disaggregated gender-based labor differentiation among the elected barangay officials in the first district of Cavite. *Journal of International Women's Studies*, 22(3), Article 15. <https://vc.bridgew.edu/jiws/vol22/iss3/15>
- Setia, M. S. (2016). Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology*, 61(3), 261–264. <https://doi.org/10.4103/0019-5154.182410>
- Smith, J. (2020). Gender roles and family planning: A review of recent studies across different cultures. *Journal of Family Issues*, 41(5), 789–805. <https://doi.org/10.1177/0192513X19892999>
- Smith, T., & Lee, K. (2017). Gender inequality in family decision-making: A global perspective. *International Review of Social Sciences*, 32(2), 88–100. <https://doi.org/10.1016/j.irsoc.2017.04.005>
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>
- Udechukwu, N., Ezumah, N., Ngwu, C., Amujiri, B., & Okafor, A. E. (2022). Family planning decisions among couples and the gender discourse in Nsukka Urban, Enugu State, Nigeria. *Journal of African Studies*, 23(2), 1–15. <https://doi.org/10.53836/ijia/2022/23/2/010>
- World Health Organization (WHO). (2019). *Contraception: Evidence brief*. World Health Organization.



Common Challenges Teachers Face in the Teaching of Literacy and Language in Multilingual Learning Contexts in Livingstone District, Zambia

Stephen Moyo ✉
The University of Zambia, Zambia

David Sani Mwanza
The University of Zambia, Zambia

Abstract

The purpose of the study was to assess the challenges faced by teachers with different levels of qualifications in teaching learners from multilingual learning contexts in primary schools of Livingstone District in Zambia. By adopting a qualitative approach, the study used a phenomenological research design on 3 teachers who were purposively sampled using maximum variation sampling technique. Interview guides were used to collect data from the teachers. The study found that the challenges teachers faced in teaching multilingual learning contexts including absenteeism, lack of teaching materials, language barriers, over-enrolment, and negative parental attitudes towards local languages. Irregular learner attendance hinders literacy progress, while inadequate multilingual resources compromise effective teaching. Language barriers arise when the language of instruction differs from learners' home languages, making comprehension difficult. Overcrowded classrooms, exacerbated by free education policies which limited teachers' ability to offer individualised attention. The study recommended that school administrators should tackle learner absenteeism through awareness campaigns, parent-teacher meetings, and support programs for struggling learners. Community engagement programs to sensitize parents about the importance of local languages in education and promote positive attitudes toward linguistic inclusivity.

Keywords: *levels of qualifications, managing multilingual learning, Livingstone District.*

Suggested citation: Moyo, S., & Mwanza, D.S. (2025). Common Challenges Teachers Face in the Teaching of Literacy and Language in Multilingual Learning Contexts in Livingstone District, Zambia. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 136-145. DOI: 10.59324/ejahss.2025.2(2).16

Introduction

Zambia is a culturally and linguistically diverse nation, home to 73 ethnic groups, each with its own language or dialect. English serves as the official language, predominantly used in governmental, business, and educational contexts (Banda and Mwanza, 2017). Additionally, seven Zambian languages namely Ibibemba, Silozi, Kiikaonde, Luvale, Cinyanja, Lunda, and Chitonga have been designated as regional official languages (MOE, 2013). These regional languages are employed as mediums of instruction from grades one to four, based on their prevalence in specific regions. For instance, Bemba is used in the Northern, Copperbelt, Luapula, and parts of Central and Muchinga Provinces, while Silozi predominates in the Western Province. Similarly, Chitonga is employed in the Southern Province, Cinyanja in Eastern and Lusaka Provinces, and Lunda, Luvale, and Kiikaonde in the North-Western Province (Banda, 2008 and Nyimbili, 2021).

Addressing literacy pedagogical challenges requires targeted professional development and training programs that equip teachers with the skills necessary to teach effectively in multilingual settings.



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

Research highlights the effectiveness of such programs in improving learner outcomes. For instance, Mumba, Banda, and Chabalengula (2015) demonstrated that Zambian teachers who received specialized training in managing multilingual classrooms significantly improved their students' reading performance. These programs emphasise strategies such as differentiated instruction, culturally relevant teaching, and interactive learning, enabling teachers to navigate the complexities of multilingual education more effectively. Darling-Hammond (2000) and Goldhaber (2002) further affirm that well-prepared teachers are among the most critical school-related factors influencing student achievement. In multilingual settings, where linguistic diversity creates additional complexities, the importance of teacher competence is even more pronounced.

Lungu (2019) conducted a study to establish the effects of the use of Cinyanja as a medium of classroom instruction in selected primary schools in multilingual Chilanga district. The study employed a qualitative research design and Purposive and random sampling techniques were used to come up with 26 respondents. Data was collected through, interviews, document analysis, focus group discussions and classroom observations of literacy lessons. The study found that low reading levels were attributed to many other variables which include difficulties in the techniques used in the new literacy policy, Pupils absenteeism and lack of reading and learning materials the primary schools. It was also found that parents were not happy with the PLP language policy of using local languages as language of classroom instruction from grade one to four.

Mubanga and Musenge (2020) investigated the challenges teachers faced in the process of teaching reading phonic and sight words to fourth grade learners in the selected primary schools of Lusaka district Zambia. A questionnaire was administered to 100 learners who had just completed their fourth grade and another questionnaire to 20 fourth grade teachers in five primary schools. The study found that some children absconded themselves in the early days of their first grade (grade one) where early reading was introduced hence failed to cope up with reading Phonic and Sight words. The other challenge was over enrolment of pupils in the schools in the early grades because the government schools were few in the area hence teachers failed to pay attention to learners with learning difficulties due to the high pupil to teacher ratios.

The other challenges included lack of teaching and learning materials in the primary schools Nyimbili and Mwanza (2021) while Desta (2020) found that lack of teacher training, lack of materials, and unrelated educational qualification were major impediments of teachers while implementing teaching early reading. Meanwhile, Matsa, Moyo and Sibanda (2018) revealed that teachers and learners encountered a lot of challenges in the teaching of Ndebele cultural aspects because teachers lacked deeper knowledge of the Ndebele language and culturally rich instructional media to conduct effective lessons such multicultural classrooms. In addition, Simachenya (2016) argued that Livingstone is a multilingual town, and the classroom was not characterised by the use of Tonga. Nyimbili (2021) too stated that the classrooms of today are not corresponding to the zones which were created long time to enable teachers use zonal languages in Zambian schools. To this, Tembo and Nyimbili (2021) stated that the realised benefits of the use of Nsenga in the teaching to the Nsenga learners provided the learners with the practical understanding of the content the teacher was teaching about. The use of the community language in multilingual classes where the community language is not the language of instruction brings about learning in most Zambian schools.

Similarly, Sombonah, Ankrah & Korang (2024) study examined challenges experienced in the teaching and learning of English in a multilingual classroom's atmosphere, using the descriptive design. It took place at the Akrokeri College of Education in the Ashanti Region, Ghana. The study used a sample of 297 teachers and 67 teachers, using some sampling procedures. The study affirmed the existence of various challenges in the multilingual classroom, including weak linguistic background and learner anxiety. Based on these conclusions, the study recommended that teachers and students' use of English language, both in and outside the classrooms, be maximized since frequent use of the language increases its mastery, which is beneficial in the process of teaching and learning in the multilingual classrooms. It



is for this reason that the study will explore the availability of teaching and learning materials that cater for multilingual classrooms.

Another study by Chibesakunda & Mulenga (2019) establish views and investigate challenges faced by teachers and learners in the use of Ibibemba in teaching initial literacy in primary schools in Serenje district. A descriptive research design supported by qualitative data collection techniques was employed. The study found that the challenge of over enrolment of pupils in the schools in the early grades was common because the government schools were few in the area and this led to teachers failing to pay attention to learners with learning difficulties due to the high pupil to teacher ratios. It was also found that although the Ministry of General Education zoned Serenje district under Ibibemba instead of Ibilala in teaching initial literacy, learners' performance was low because the language used in school was unfamiliar to learners and there was lack of teacher's guide books and learners' text books to use in teaching initial literacy hence teacher's delivery of lessons was negatively affected. Therefore, the current study will explore ways by which teachers will enhance the in multilingual classrooms so that teachers can scale up their pedagogy for learners to benefit.

In addition, Kotira & Shizhou (2022) conducted a study to examine how the teaching challenges affect strategy use in second language classrooms in Tanzanian public primary schools, mainly in Manyara region. The 24 teachers from 46 teachers who teach Kiswahili and English languages of the three primary schools were randomly selected from Acronis, Engonongoi and Loorn'oswani located in Manyara region have been the participants of this research. The results of this study revealed that second language teaching in the classrooms faces different challenges in the use of strategies of teaching. Challenges that are found are overcrowded classroom, lack of teaching materials and teachers' poor knowledge on how students acquire second language. Therefore, the current study will explore teacher competence in multilingual classroom.

A study by Lungu and Mkandawire (2023) looked at the contribution of the physical environment to the teaching and learning of literacy skills among Grade Two pupils in selected primary schools of Lusaka District of Zambia. The targeted population was all primary schools, Grade Two pupils, and early grade teachers of Lusaka District. The sample size was four (4) primary schools and one hundred and twenty (120) Grade Two learners and thirty (30) primary school teachers handling early graders. Findings of the study revealed that the teaching and learning environment played a significant role on the teaching and learning of reading. Diverse factors in classes such as location of the school, print environment, class size, sitting arrangement, design of the class, and nature of materials contributed to the teaching and learning of literacy in the targeted schools. It was further established that parents in Lusaka district had a negative attitude towards the use of Chinyanja as a language of instruction because it was not the language of play, and it was not closer to the Chinyanja which the children used as a language of play. Ericsson (1993) argued that trained teachers possess intricate mental models of their field, facilitating rapid information processing and informed decision-making based on extensive experience. Teaching literacy needs critical decision making which should help learners in the classrooms.

Existing research on literacy skills in Zambia has predominantly focused on evaluating the literacy competences of learners across various educational levels (Matafwali, 2005; Matafwali, 2010; Zulu, 2019; Bwalya, 2019). While valuable insights have been gained from these studies, they largely emphasise learner performance without adequately addressing the role of teachers. A recent study by Mutolwa (2019) utilised interviews and document analysis to explore the preparedness of college lecturers in training teachers for literacy and language instruction. Njekwa and Nyimbili (2025) linked zonal language and linguistic oppression in the grade 1 classes. These studies have not linked teacher qualifications and multilingual contexts in the Zambia schools. Therefore, this study was conducted to assess the challenges teachers of different levels of qualifications face in managing multilingual learning contexts in primary schools of Livingstone District.

The study answered the research question: what challenges teachers of different levels of qualifications face in managing multilingual learning contexts in primary schools of Livingstone District?



Methods and Materials

By adopting a qualitative approach, the study used a phenomenological research design to explore the challenges teachers of different levels of qualifications face in managing multilingual learning contexts in primary schools of Livingstone District. The study population included grade 1 teachers and learners in the primary schools of Livingstone town.

A sample of 3 teachers was purposively sampled using maximum variation sampling technique (Nyimbili & Nyimbili, 2024). This involved targeting a school which had three streams of grade 1 in the primary and these classes should be handled by different teachers of the same gender and different linguistic background. Furthermore, the teachers' qualifications were a critical factor in the selection process. The first teacher was required to hold both a diploma and a primary degree; the second teacher needed to possess only a primary diploma; and the third teacher had to have a primary diploma and a degree in any field. After thorough consideration, only one school met these specific criteria hence it was sampled.

Teacher X's highest qualification was a Bachelor in Primary Education. Teacher Y held a Diploma in Primary Education Teacher Z's highest qualification was a Bachelor in secondary Education -English Language and History. Interview guides were used to collect data from the teachers. The interviewed were conducted over a period of three months to ensure that the data being provided was consistent and relevant to the study. The bulky data which was provided was then coded and themes emerged from the data which were used to present the findings with. Key voices were documented to demonstrate data authenticity from each teacher using codes.

Findings

There were different challenges which different teachers faced in the process of teaching the multilingual learners in the primary schools of Livingstone district. These challenges are thematised under absenteeism, lack of multilingual related teaching materials, language barrier, over enrolment and parental attitude towards local languages in education and these have been used to present the discussion too.

Absenteeism

Teachers indicated challenges affecting the teaching of literacy in multilingual context were absenteeism. The participants established that a good number of learners could not break through to literacy due to inconsistency in attending literacy lessons. Through this, they lagged behind in the literacy lessons and failed to catch up in the process. Teacher X observed that:

I have realized that most of the learners miss lessons and by the time they would report to school they would have missed some sounds taught, hence, poor performance during assessments.

Teacher Z noted that:

The learners have not been coming to school regularly, which has made them fail to break through in the literacy lessons. Most of the learners are unable to read fluently. This is due to absenteeism and the environment the children come from.

Teacher Y also added that:

Absenteeism has been the main problem in the classrooms of today. You will find that more than 10 learners will be absent today and the next day a new set of pupils will be absent as well. This makes the teacher look as if he or she does not teach when it is the learners who are not present in Class.

Lack of Multilingual Related Teaching Materials

It was also established that there was a lack of multilingual related materials in the sampled schools and classes. The participants revealed that teaching and learning materials like pictures, objects and reference books were not available in schools to help in teaching literacy in the multilingual classrooms so that they could learn the sounds. Teacher X said:



There has been a lack of teaching and learning materials for us to teach literacy in this school. Materials like pupils' books and teachers' handbooks have not been received in this school apart from when the curriculum was launched.

Teacher Y said:

In this school, we have not received any teaching aid like charts, pictures, conversational posters and other wall posters to help us teach learners effectively. This has made us explain language concepts orally instead of showing learners.

Teacher Z stated that:

I have never seen materials being brought for literacy to support the teaching of this curriculum. The last time materials were brought was during the time it was introduced in 2014.

Language Barrier

The majority of the respondents indicated that failure of learners to understand the language of instruction affected the teaching of literacy in multilingual set up. This was also because the language of play for most children was not Tonga but Nyanja, Lozi and English to some of them who seemed to be the majority. For these children, they met the language of instruction in class and not at home or as they played. Teacher X said:

Most of the learners do not understand the local language of instruction and yet the teachers are busy explaining to them. The learners are not learning in this case while the teacher thinks they are learning. There is a need to use the language which learners understand for educational purposes.

Teacher Y stated:

The language issue is a reality in these Classes of today. Most of the learners do not understand the local language as they come from homes where they speak different languages therefore making it difficult to teach.

Teacher Z said:

The school is in a multilingual town, and we expect learners to have the knowledge of different languages which they speak in school. As a result, it is not easy to use Chitonga as a child's mother tongue/medium of instruction.

Over Enrolment

The other challenge teachers faced in managing multilingual classrooms was that most schools were over enrolled, and teachers failed to give a one on one help to the learners remaining behind either through remedial work or just close guidance in the appropriate language. Here are the verbatim: Teacher X said:

Over enrolment is a big hindrance as it poses challenges in Class management as well as pupil attention during teaching is usually not enough. I have two streams to teach which big Classes are and this makes me tired. As a result, I cannot be effective.

Teacher Y stated that:

I have been failing even to make my learners respond in pairs, but I use group because there are many. This makes me fail to engage them in the language they can learn better as not everyone is able to respond to questions in class. This makes me fail to teach effectively.

Teacher Z said:

It is difficult for a teacher to do remedial work with slow learners due to over enrolment. Imagine a Class of more than eighty pupils and more than half cannot read and write, how can you provide individual assistance to such learners in Class, it is not possible.

Parental Attitude towards Local Languages/Education

Teachers also revealed that parents had a negative attitude towards the language of instruction because it was not their home language. Teachers also established that that some parents have a negative attitude towards Tonga which was not commonly used in the many families around the schools. Teacher X said:



The attitude of their parents towards education can also affect the teaching of literacy. When called to discuss the performance of their children, only a few usually come. Even when you start a conversation in a local language, the parents do not continue in most cases and tend to switch to English.

Teacher Y said:

The attitude of their parents towards education also contributes to the learners not performing well. Most parents do not support their children to learn in the local language. The children are not even helped with homework when it is in the local language.

Teacher Z said:

When we have a disciplinary case, some parents do not come to school after being called because they do not consider their children's education to be important. Fewer parents come when called and these are those who find education to be important.

Discussion of Findings

The participants established that a good number of learners could not break through to literacy due to inconsistency in attending literacy lessons and attendance in school. Through this, they lagged behind in the literacy lessons and failed to catch up in the process. The results of the study are in line Lungu (2019) who found that low reading levels were attributed to many other variables which include difficulties in the techniques used in the new literacy policy, Pupils absenteeism and lack of reading and learning materials the primary schools. Mubanga & Musenge (2020) too, support the findings when the study indicated that some children absconded themselves in the early days of their first grade (grade one) where early reading was introduced hence failed to cope up with reading Phonic and Sight words. Pupil absenteeism has affected learner achievements as they lag behind and the blame is shouldered on the teachers because of all learners have to perform better. From this, it should be stated that parents and teachers have to work together and help learners attend school if learners have to improve in the classroom. As much as we expect much from the teachers, there should collaborative efforts to support the learners in the classroom. It can also be argued that teacher poor performance is linked to the learner's absenteeism. Blaming teachers for learner's poor performance should be viewed from the angle of learner's lack of attendance. If this trend continues, we shall continue blaming teachers meanwhile it is the learners who creating this problem. Therefore, the expertism of the teachers in this case fails to bring about redemption and results after assessment. Teacher pedagogical knowledge and content application is mis judged in this context because they can only be effective if learners are attending lessons regularly.

The study also established that there was lack of multilingual related materials in the sampled schools and classes. The participants revealed that teaching and learning materials like pictures, objects and reference books were not available in schools to help in teaching literacy in the multilingual classrooms so that they could learn the sounds. The findings on lack of teaching and learning materials are in line with Nyimbili and Mwanza (2021) while Chibesakunda and Mulenga (2019) added that there was a lack of teacher's guide books and learners' text books to use in teaching initial literacy hence teacher's delivery of lessons was negatively affected. The findings were also supported by Desta (2020) who found that lack of teacher training, lack of materials, and unrelated educational qualification were major impediments of teachers while implementing teaching early reading. Meanwhile, Matsa, Moyo and Sibanda (2018) revealed that teachers and learners encountered a lot of challenges in the teaching of Ndebele cultural aspects because teachers lacked deeper knowledge of the Ndebele language and culturally rich instructional media to conduct effective lessons such multicultural classrooms. The lack of teaching and learning materials has been persisting in the different schools and countries and they have contributed to the poor performance of learners in literacy and language. The implication of this problem is that it makes teachers to be perceived as incompetent because they cannot deliver their lessons effectively using the right pedagogy. Also, they seem to look as if they have no content and yet it is the materials which are lacking for use in a given linguistic situation. This leads to teachers to deliver their lessons without relevant materials



thereby compromising the quality of education in the primary schools. Despite other sources claiming that teachers should be resourceful and innovative by making local teaching and learning material, there should be investment in material provision so that learners can learn using standard material instead of makeshifts which are not standard. This leads to compromising quality of education provision.

The findings of the study indicated that the language of instruction was not the language of play for most of the learners in the classrooms. It was also found that failure by learners to understand the language of instruction affected the teaching of literacy in multilingual set up. These results are supported by Simachenya (2016) who agreed that Livingstone is a multilingual town, and the classroom was not characterised by the use of Tonga. Nyimbili (2021) too stated that the classrooms of today are not corresponding to the zones which were created long time to enable teachers use zonal languages in Zambian schools. Further, Sombonah, Ankrah & Korang (2024) affirmed the existence of various challenges in the multilingual classroom, including weak linguistic background and learner anxiety. Chibesakunda & Mulenga (2019) also add that although the Ministry of General Education zoned Serenje district under Ibibemba instead of Icilala in teaching initial literacy, learners' performance was low because the language used in school was unfamiliar to learners. The language barrier revealed in this study was not exclusive to Livingstone district but to many Zambian schools because the classrooms of today are multilingual unlike what the policy makers seem to think of. Therefore, multilingual teaching approaches should be employed to enable the teachers break the barriers so that learners can learn effectively. The influence of language in teaching and learning is key because the teachers and learners use it as a medium of interaction within the lesson. Barriers in classroom communication results into learners failing to grasp the content of the subject matter despite the despite the teacher having the best pedagogies in the delivery of knowledge in classrooms.

The challenge teachers faced in teaching multilingual classrooms was that most schools were over enrolled, and teachers failed to give a one on one help to the learners remaining behind either through remedial work or just close guidance in the appropriate language. These findings are in line with Mubanga & Musenge (2020) who also found that the challenge of over enrolment of pupils in the schools in the early grades was common because the government schools were few in the area and this led to teachers failing to pay attention to learners with learning difficulties due to the high pupil to teacher ratios. Other scholars too have supported this finding like Kotira & Shizhou (2022) who found that challenges of overcrowded classroom, lack of teaching materials and teachers' poor knowledge on how students acquire second language to be a hindering factor to learner achievement in early literacy classes. The classrooms of today have become over crowded because the government has enhanced the free education policy by ensuring that every child attends school instead of being home due to school requirements. The teachers have come to find classroom spaces not enough especially in urban classes like Livingstone. This situation does not help teachers to ensure they help those lagging behind effectively because it becomes difficult to mark all the books and the work given becomes minimal. Therefore, the over enrolment becomes a challenge to the effective teaching of literacy in the Zambian multilingual schools which should be talked about. The implication of this is that the learners attend class yet their knowledge grasp is limited because they do not have access to the teacher for personal interaction. Due to large class, the teacher's pedagogical application cannot be effective because they need to deal with many learners at the sometime. Exhaustion and strength depletion becomes common hence they only attend to fast learners making the slow learners struggling. In this case, teacher knowledge cannot be assessed in such classes as there is a compromise of quality through the system. The teacher's expert in subject matter and knowledge sharing cannot be evaluated in this case.

The challenge established in this study was that parents had negative attitude towards the language of instruction because it was not their home language. It was also established that some parents have a negative attitude towards Chitonga which was not commonly used in the many families around the schools. The negative language attitude was confirmed by Lungu (2019) who found that parents were not happy with the PLP language policy of using local languages as language of classroom instruction from grade one to four. They preferred that their children to be taught the English language, they felt it was an official language for literate people as compared to an inferior language (Chinyanja). Lungu and



Mkandawire (2022) added that parents in Lusaka district had a negative attitude towards the use of Chinyanja as a language of instruction because it was not the language of play, and it was not closer to the Chinyanja which the children used as a language of play. Therefore, language attitude brings about a compromise on learner performance in the classrooms because the children tend not to consider the classroom language as an important language. The building of positive language attitude will bring about positive learning outcomes in the multilingual classrooms because all languages will be considered to be important.

The foregoing discussion on the challenges is in line with the expert theory by Ericsson (1993) following the principle of mental representation as a distinguishing feature of experts. He argues that trained teachers possess intricate mental models of their field, facilitating rapid information processing and informed decision-making based on extensive experience. For the teacher with well aligned qualification of a diploma and degree in primary education, it can be stated that if all teachers were to possess such qualifications, then the teaching of literacy would have less challenges in the Zambian primary school. Therefore, for teachers to teach literacy effectively in Zambia, they should have both the content and methodology from their training. This would then reduce the challenges which they are facing as a result of the lack of effective teacher training, and they would become experts in their field. The implication in this case is that the teachers are blamed for not displaying their content knowledge in the classroom meanwhile the system is made of different challenges which prevent their content delivery. Because of this, teachers being well trained and showing relevant experience in the classroom have been blamed for failing to help learners perform better in literacy. Positives in this case have to be considered because teachers are trying their best while the school and classroom factors are limiting the teachers to demonstrate their ability to show their content knowledge through the challenging system.

Conclusion

Teachers in Livingstone District face multiple challenges in managing multilingual learning contexts, including absenteeism, lack of teaching materials, language barriers, over-enrolment, and negative parental attitudes towards local languages. Irregular learner attendance hinders literacy progress, while inadequate multilingual resources compromise effective teaching. Language barriers arise when the language of instruction differs from learners' home languages, making comprehension difficult. Overcrowded classrooms, exacerbated by free education policies which limited teachers' ability to offer individualised attention. Additionally, some parents devalued local languages affecting learners' attitudes toward literacy instruction in local languages. The study highlights that despite the teachers' professional qualifications, effective learning in all classes remained elusive due to persistent challenges that hindered learning outcomes.

References

- Banda, F & Mwanza D. S. (2017). *Language-in-education Policy and Linguistic Diversity in Zambia: An Alternative Explanation to Low Reading Levels among Primary School Pupils*. In Banja Madalitso Khulupirika (ed). *Selected Readings in Education*, 109- 132. Lusaka: University of Zambia Press.
- Banda, F. (2008). Zambia: Language, literacy and the struggle for democracy. In A. Simpson (Ed.), *Language and national identity in Africa* (pp. 146-172). Oxford University Press.
- Bwalya, M. (2019). *The impact of mother tongue instruction on reading abilities: A study of primary schools in Zambia* (Master's thesis, University of Zambia).
- Chibesakunda, M., & Mulenga, I. M. (2019). Challenges of Using Icibemba in the Learning of Initial Literacy in Selected Primary Schools in Serenje District of Zambia: An Analysis of Views of Teachers and Learners. *Multidisciplinary Journal of Language and Social Sciences Education*, 2(1), 143-167.



- Desta, M. A. (2020). An investigation into teachers' practices of teaching early reading and practical problems in its implementation. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(1), 97-108.
- Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 10(3), 363-406.
- Kotira, S., & Shizhou, L. (2022). Current challenges of strategy use in second language teaching: A case of public primary schools in Tanzania. *African Journal of Education and Practice*, 8(3), 27-37.
- Lungu, I. (2019). *The effects of the use of Chinyanja as medium of classroom instruction on reading levels of grade three learners in multilingual primary schools in Chilanga district, Lusaka* (Doctoral dissertation, The University of Zambia).
- Lungu, D. & Mkandawire, S. B. (2022). The Contribution of the Physical Environment to the Teaching and Learning of Literacy in Selected Primary Schools of Lusaka District of Zambia. *Zambia Journal of Education*, 7(1), 47-62.
- Matafwali, B. (2005). *An investigation into the literacy competence of Zambian children* (Doctoral dissertation, University of Zambia).
- Matafwali, B. (2010). *Literacy and language development in multilingual contexts: The case of Zambia* (Doctoral dissertation, University of Zambia).
- Matsa, W., Moyo, R., & Sibanda, E. (2018). Challenges and complexities faced by teachers and learners in the teaching and learning of cultural aspects of the Ndebele language in the Gwanda South District of Zimbabwe. *The Journal of Pan African Studies (Online)*, 12(3): 60-81.
- Mkandawire, S. B. (2022). *A comparative assessment of grade one learners' initial reading achievements between speakers and non-speakers of the language of instruction in multilingual classes vis-à-vis monolingual classes of Lusaka and Katete districts of Zambia* (Doctoral dissertation, The University of Zambia).
- Ministry of Education (2013). *Education Curriculum Framework 2013*. Lusaka: Curriculum Development Centre
- Mubanga, S. M., Musenge, B. P., & Mubanga, P. (2020). Challenges teachers of English face in teaching reading phonic and sight words. *International Journal of Research and Scientific Innovation*, 7(2), 187-194.
- Mumba, F., Banda, S., & Chabalengula, V. M. (2015). Teacher professional development for managing multilingual classrooms: A case study of Zambia. *African Journal of Teacher Education*, 4(2), 43-57.
- Mutolwa, K. (2019). The role of teacher expertise in the implementation of curriculum: A focus on literacy teaching in Zambia. *Journal of Curriculum Studies*, 51(4), 515-532. <https://doi.org/10.1080/00220272.2019.1577204>
- Njekwa, N. and Nyimbili, F. (2025). Linguistic Oppression Through Zonal Language Monopoly: A Case of Kafue Rural Grade 1 Literacy Classes. *International Journal of Education Humanities and Social Science*, 8(1):151-162. <https://doi.org/10.54922/IJEHSS.2025.0893>
- Nyimbili, F. and Nyimbili L. (2024). Types of Observation Methods in Translanguaging Multilingual Classes, Reliability and Ethics Involved, *British Journal of Multidisciplinary and Advanced Studies: English Lang., Teaching, Literature, Linguistics & Communication*, 4(6),16-23
- Nyimbili, F. (2021). *Impact of translanguaging as pedagogical practice on literacy levels among grade one literacy learners in Lundazi District, Zambia* (Unpublished Doctoral Thesis, The University of Zambia).
- Nyimbili, F & Mwanza, D.S. (2021). Translanguaging Challenges faced by Teachers and Learners in First Grade Multilingual Literacy Classrooms in Zambia. *International Journal on Studies in English Language and Literature (IJSELL)*. 9 (3), 20-31
- Simachenya, M. M. (2017). *Language Practices in A Multilingual Classroom Situation: A Case of Selected Primary Schools in Livingstone Urban*. (Unpublished Masters Dissertation. University of Zambia, Lusaka).



Sombonah, G. K., Ankrah, G. K., & Korang, A. (2024). Challenges experienced in the teaching and learning of English in multilingual classrooms: A case of a college in Ashanti, Ghana. *East African Journal of Education and Social Sciences*, 5(5), 50–58.

Tembo G. M. & Nyimbili F. (2021). The Practicality of using Indigenous Language (Nsenga) as Medium of Instructing at Grade 1-4 in Selected Primary Schools of Petauke District. *International Journal on Studies in English Language and Literature (IJSELL)*, 9(10). pp. 1-10.

Zulu, T. (2019). *Factors influencing reading literacy among primary school learners in Lusaka* (Doctoral dissertation, University of Zambia).



Mapping the Linguistic Diversity of Nasarawa State: Languages, Dialects, and Orthographies in North-Central Nigeria

Aria John Saleh, PhD ✉

*English, School of Languages, Nasarawa State College of Education,
Akwanga, Nasarawa State, Nigeria*

Amos Alkali Akoshi, PhD

*English, School of Languages, Nasarawa State College of Education,
Akwanga, Nasarawa State, Nigeria*

Sabo Ezekiel Saleh, PhD

*Psychology, School of Education, Nasarawa State College of Education,
Akwanga, Nasarawa State, Nigeria*

Abstract

This study explores the languages, dialects, writing systems (orthographies), linguistic families, and status of indigenous languages spoken in Nasarawa State, North-Central Nigeria from a socio-linguistic perspective. The research aims to identify the number of languages and dialects, examine their orthographies, classify them into language families, and determine their current status (active, endangered, or extinct). The study used a mixed-method approach, combining qualitative and quantitative research methods. Data were collected from local communities using structured questionnaires and interviews, with a sampling process ensuring representation from both urban and rural areas. Findings reveal that 29 indigenous languages are spoken in Nasarawa State, most of which belong to the Benue-Congo sub-group of the Niger-Congo language family, while a few belong to the Chadic and Afro-Asiatic families. The study also highlights that while some languages have fully developed orthographies, others have incomplete or no written forms, making them vulnerable to extinction. One of the key contributions of this research is the creation of a linguistic map of Nasarawa State. The study recommends that the Nigerian Educational and Research Development Council (NERDC) work on developing orthographies for Nigerian languages and that these be made available online for global accessibility.

Keywords: *Languages, Dialects, Orthographies, Language Families, Status.*

Suggested citation: Saleh, A.J., Akoshi, A.A., & Saleh, S.E. (2025). Mapping the Linguistic Diversity of Nasarawa State: Languages, Dialects, and Orthographies in North-Central Nigeria. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 146-160. DOI: 10.59324/ejahss.2025.2(2).17

Introduction

Language serves as a means of communication, a carrier of culture, and a tool for preserving values. It also plays a crucial role in development and fostering unity. The languages spoken in Nasarawa State are among the **527** languages in Nigeria and contribute to the **6,600** languages spoken globally (Olaofe, 1996).

Background

Nasarawa State is home to languages that belong to the broader Niger-Congo and Afro-Asiatic language families (Saleh, 2016; Saleh, 2007).



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

The National Policy on Education (2006) emphasizes the importance of developing and improving indigenous orthographies and native languages. Language plays a fundamental role in human development and societal existence, both in developed and developing regions, especially where multiple languages are spoken. Teaching these languages in schools and colleges can enhance access to knowledge and education, allowing native speakers to better understand concepts in their own languages.

Training specialist teachers in selected languages such as Alago, Eggon, Hausa, and Mada within Nasarawa State, along with promoting the learning of these widely spoken languages, will contribute to the development and standardization of indigenous orthographies. This advancement will enhance communication, improve living standards, and increase public awareness through mainstream media such as television, radio, and newspapers. Therefore, this study aims to identify the languages and dialects present in Nasarawa State.

Problem Statement

The majority of languages in Nasarawa State lack standardized orthographies, highlighting the need for their development and improvement. Establishing proper writing systems for these languages would enhance literacy, and where literacy thrives, development follows. Observations by the researchers revealed a complete or partial absence of alphabetic representations in many of these languages. Consequently, this study aims to identify the languages, dialects, orthographies, language families, and linguistic status of Nasarawa State in North-Central Nigeria, forming the core focus of the research.

Objectives

The primary objective of this study was to assess the languages, dialects, orthographies, and linguistic status of Nasarawa State. Specifically, the research aimed to:

- 1 Identify the languages spoken in Nasarawa State.
- 2 Determine the dialects within these languages.
- 3 Examine whether these languages have established orthographies or lack them.

Research Questions

The following research questions have been advanced to guide the study:

1. What languages are spoken in Nasarawa State?
2. How many dialects of each language are there in Nasarawa State?
3. How many of these languages have orthographies?

Significance of the Study

The findings of this study will enhance the knowledge of students of linguistics, particularly in the study of alphabet letters, vowels, consonants, and consonant clusters, which are essential for phonetics and phonology. Additionally, it will benefit language education students, as language, society, culture, and education are interconnected.

Examination bodies such as WAEC, NECO, NABTEB, and ERC will gain valuable insights from this study, helping their staff identify more languages with orthographies and alphabets to be incorporated into syllabi and curricula.

Furthermore, undergraduate students of History, Social Studies, Educational Administrators, and the people of Nasarawa State will benefit by gaining relevant knowledge and information that can contribute to cultural preservation and improved lifestyles.

Scope of the Study

The scope of this study was restricted to **Nasarawa State**, covering its **three senatorial districts**, with a focus on **identifying languages, dialects, orthographies, language families, and their status**.



Additionally, the study examined and analyzed **alphabet letters, vowels, consonants, and consonant clusters** within these languages.

Operational Definitions

- (1) Language family: The family in which a language belongs, or from which it derives, among the languages of the world.
- (2) Dialects: These are sub-groups of a language with slightly different grammar or phonology compared to others in the same language.
- (3) Orthography: This is the conventional spelling system of a language, or the art of writing words with the correct letters according to standard usage.
- (4) Status: The level a language has reached in terms of orthography, publication, media, information, education, entertainment, etc. (5) Sociolinguistics: This is the field of study related to society, cultural norms and how social factors affect language use.

Abbreviations and Acronyms

WAEC: West African Examinations Council.

NECO: National Examination Council.

NABTE: National Board for Technical Education

ERC: Education Resource Council

NERDC: National Educational Research and Development Council.

NKJB: New King James Bible.

Literature Review

Language is one of the greatest gifts bestowed upon humanity, serving as a fundamental tool for communication, cultural preservation, and societal development. The ability to communicate dates back to the earliest times, as referenced in Genesis 1:26 (NKJV, 1982): "And God said, let us make man in our image, according to our likeness." Similarly, Genesis 11:6 highlights the unifying power of language: "And the Lord said, indeed, the people are one, and they all have one language."

Scholars have long emphasized the central role of language in human interaction. Ojo (2011) defines language as a primary means of communication, while citing Robins (1992), who describes it as the human ability to produce sounds and symbols that enable collective cooperation. Azikiwe (1998) further elaborates that language is a code and a system of conventions used to represent ideas and facilitate communication.

Language and culture are deeply interconnected. Igbona (2017) argues that culture cannot exist without language, as it shapes thoughts, emotions, and behaviors. Some linguistic concepts, especially in indigenous languages, lose their full meaning when translated into English. Similarly, Olaoye (2007) supports the idea that language influences culture and people's perception of the world.

The significance of language extends beyond communication. Abdullahi (1996) asserts that it is humanity's most valuable possession, as it defines the identity and heritage of societies. Aito (2004) highlights language as an effective communication tool that connects people across different social, cultural, linguistic, and historical backgrounds, whether through spoken, written, visual, or symbolic forms.

Furthermore, Linegan (2004) describes language as a bridge between meaning and expression, linking thoughts and emotions through structured grammar. Finegan (2004) expands on this, emphasizing that beyond expression and meaning, context plays a crucial role in how language is interpreted. The intended



message of a speaker can only be fully understood within a specific context, making language not just a system of words, but a dynamic medium of thought, interaction, and interpretation.

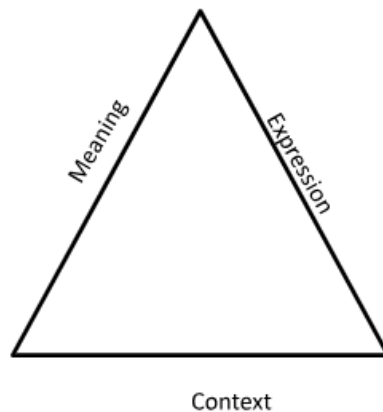


Figure 1. Three Faces of Language
Source: Finegan (2004:8)

Capo (1990) defines language as the scientific study of its nature, structure, and function, focusing on individual languages. Supporting this idea, Daramola (2004) describes language as a structured social activity that consists of sound (phonic and graphic representation), form (grammar and vocabulary), and context. Similarly, Okoye (2008) emphasizes that language studies focus on both grammatical structure and functional use within a social context.

Omachonu (2011) expands on this perspective, stating that language is a key regulator of human consciousness and social interaction. He asserts that language is so fundamental to human existence that there is hardly any aspect of life where it is not needed, making it essential in all speech communities. Recognizing this, the 1999 Constitution of the Federal Republic of Nigeria acknowledges the importance of language, stipulating in Chapter V, Article 55 that the National Assembly shall conduct its business in English, Hausa, Igbo, and Yoruba.

Additionally, the National Policy on Education (2004) highlights the role of language in fostering social interaction, national unity, and cultural preservation. It mandates that every child must learn the language of their immediate environment and, for the sake of national unity, must study at least one of the three major Nigerian languages: Hausa, Igbo, or Yoruba.

Nixon & Coventry (1999) further explore the meaning of language, concluding that it encompasses speech, symbols, signs, and ideas, serving as an essential part of societal and cultural life. Ultimately, language can be seen as a reflection of a community's identity and way of life.

Indigenous Languages of Nasarawa State and Language Families

1. Afo : Benue-Congo, branch of the Niger-Congo Language family.
2. Agatu : Idomoid, Niger-Congo, Atlantic-Congo Language Family (wikipedia.org)
3. Ake : Plateau South, Benue-Congo, Niger-Congo Language Family wikipedia.org
4. Alago :Idomoid, Benue-Congo, Niger-Congo Language Family.
5. Ankwei : Afro-Asiatic (Chadic, West-Chadic).
6. Arum : Plateau Alomic, Benue-Congo, Niger-Congo Language Family.
7. Bassa: Benue-Congo, Niger-Congo.
8. Buh: Benue-Congo, Niger-Congo Language Family.
9. Eggon: Plateau South, Benue-Congo, Niger-Congo.
10. Fulfude: Niger-Congo Language Family.



11. Gade: Nupoid, Atlantic-Congo, Niger-Congo.
12. Ganagana: Nupoid, Benue-Congo, Niger-Congo.
13. Gbagyi Kwa, Benue-Congo, Niger-Congo Language Family.
14. Gwandara: West Hausa, Afro-Asiatic Chadic.
15. Hausa: Chadic, Afro-Asiatic.
16. Igbira: Nupoid, Benue-Congo, Niger-Congo.
17. Jaba: Plateau Central, Benue-Congo, Niger-Congo.
18. Jukun: Jukunoid, Benue-Congo, Niger-Congo.
19. Kanuri: Nilo-Saharan Language Family.
20. Kantana: Bantu Group of Languages.
21. Koro: Tibeto-Burman, Sino-Tibetan Language Family.
22. Mada: Ninzic, Benue-Congo, Niger-Congo.
23. Mama: Bantu, Atlantic-Congo, Niger-Congo.
24. Migili: Jilic-Eggonic, Benue-Congo, Niger-Congo.
25. Ninzam: Ninzic, Benue-Congo, Niger-Congo.
26. Rindre: Benue-Congo, Niger-Congo.
27. Tiv: Tivoid, Bantoid, Atlantic-Congo Language Family.
28. Yashi: Benue-Congo, Niger-Congo.
29. Yeskwa: Benue-Congo, Niger-Congo Language Family.

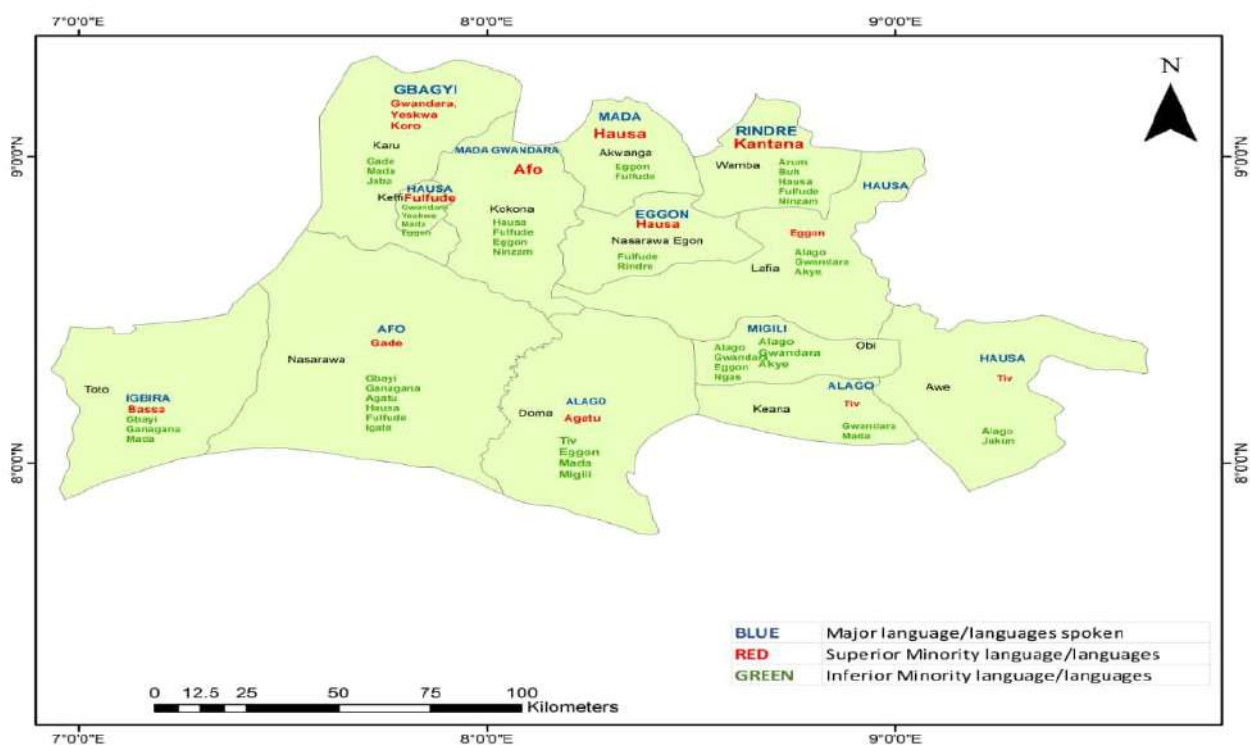


Figure 2. Map Of Languages in Nasarawa State
Source: Researchers' Findings (2024)

The Concept and Role of Dialect

A dialect is a variation of a language that typically emerges within a specific clan or region. Most languages consist of multiple dialects, which reflect distinct speech patterns within different communities.

Yule (2002) defines a dialect as a variation in grammar, vocabulary, and pronunciation. Similarly, Bleambo (1990) describes language as a broad system that may include distinct sub-sets, which, when identifiable, are considered dialects. Nixon and Coventry (1999) further elaborate, referring to dialects as regional



languages, vernaculars, or patois. Supporting this view, Hornby (1994) defines a dialect as a linguistic form specific to a geographical area, characterized by differences in grammar, words, and pronunciation compared to other variations of the same language.

In summary, a dialect can be understood as a subset of a language that exhibits minor differences in grammar, vocabulary, and syntax while remaining mutually intelligible with other dialects of the same language. This implies that different clans, communities, or regions may develop their own distinct dialects.

The Status of Language

The status of a language can also refer to its level of recognition and standardization. Several factors determine the status of a language, including its presence in newspaper publications, television and radio programs (local, national, and international), dictionaries, and published materials such as books, religious texts (Bible, Quran), and other literary works.

According to Ianna & Dugga (IGI Global), a language's status is influenced by its perceived social and economic value, which is not necessarily tied to its legal or official recognition. In Nigeria, the languages with the highest official status include English (as a foreign, second, and official language), along with Hausa, Igbo, and Yoruba.

Geddes & Grosset (2010) define status as a social or professional position, prestige, or legal standing, emphasizing its role in shaping a language's influence and recognition.

Review of Previous Studies

Ianna & Dugga (2010), in "Creation of Nasarawa State: A Linguistic Profile of Nasarawa State," analyze the linguistic landscape of Nasarawa State, including language classification by families, distribution across local government areas, standardization levels, and the role of languages in education, media, and publications.

Similarly, Price (1989), in "Notes on Mada Phonology," explores syllable structures, phonological segments, tone, phonemes, and allophones in the Mada language, examining how consonants interact with vowels and tone marks in both segmental and supra-segmental phonology.

Ayewa (2022), in "The Languages of Nasarawa State," provides an in-depth analysis of the 29 languages spoken in the state, classifying them as major and minor languages, identifying endangered languages, and highlighting the importance of developing orthographies and establishing a Nasarawa State Languages Commission.

Blench (2006), in "Dictionary of Mada Language," investigates the Mada people's linguistic heritage, their location, origin, classification, dialects, and scholarly studies on the language. He also examines Mada's sound system, orthography, alphabet, pronouns, direct speech, and adjectives. Blench (2015) expands this research by exploring the dialects of the Eggon language, detailing consonant and vowel charts, phonology, tone structures, and alphabet representation.

Blench, Doma, Leda, Gurfata & Shazin (1993), in "Dictionary of Gbagyi Language," focus on the five tone marks of the Gbagyi language, its phonology, consonant and vowel charts, and language classification. However, they note that letters of the Gbagyi alphabet are absent from this key document on language orthography.

In a related study, Saleh (2007), in "Phonological Interference Experienced by Mada Students Learning English as a Second Language," examines Mada orthography, including alphabet letters, consonant and vowel charts, consonant clusters, and areas of phonological interference when contrasting Mada with English sounds.

Building on this, Saleh (2016), in "A Contrastive Analysis of Mada and English Morphology: Implications for Pedagogy," discusses Mada morphological structures, root words, derivational morphemes, and compound word formation, offering insights into Mada language learning. Meanwhile, Saleh (2014), in



"Mada Phonemes and Areas of Interference in Learning English as a Second Language," analyzes Mada consonants, vowels, consonant clusters, and interference patterns in English pronunciation and transcription.

Finally, in "Reading and Writing Alago Language: A Guide", Ayewa (2008) identifies nine vowels in Alago orthography, though only seven vowels— a, e, i, o, u, ɛ, ɔ—are explicitly recorded. The vowels chart is presented by the author:

i	u
e	o
ɛ	ɔ
a	

In terms of consonants of the Alago language, Ayewa (2008) provides twenty-four (24) consonants:

b d t g h j k
l m n p r s t v w y z
sh ny ng ngm kp gb.

In supra-segmental phonology, Ayewa (2008) further points out that there are four tones in the Alago language: high, mid, low, falling tone.

Ayewa (2008) still provides consonants chart in the Alago language:

<i>p b</i>	<i>t d</i>	<i>k g</i>	<i>k p</i>	<i>g b</i>
	<i>tw</i>	<i>sʒ</i>	<i>f</i>	
		<i>dʒ</i>		
<i>m</i>	<i>n</i>	<i>ɲ</i>	<i>ɲ m</i>	
	<i>l</i>			
	<i>r</i>	<i>j</i>	<i>w</i>	

Methodology

Research Design

This study employed a mixed-method approach, incorporating both qualitative and quantitative methods. The research utilized an ex post facto correlational design to examine possible relationships and effects between variables. This design was chosen because the researchers had no control over the variables of interest and could not manipulate them. The subjects were already classified into different levels of the variables being investigated, making it impossible to alter their assignment. In this case, languages are naturally associated with specific ethnic groups, and the researchers had no influence over the classification of dialects or tribal distributions in any location.

Population of the Study

The study focused on the entire indigenous population of Nasarawa State, located in the North-Central geopolitical zone of Nigeria. The total population considered was approximately 1.8 million people.

Sample and Sampling Procedure

A sample of 130 participants was selected from the total 1.8 million residents across the three senatorial zones of Nasarawa State. In each senatorial zone, a simple random sampling method was applied using the hat and draw (lucky dip) technique, selecting 10 participants from each Local Government Area



(LGA). This process resulted in a total sample size of 130 respondents. Additionally, the lottery method was used to ensure a representative proportion of participants from both urban and rural settlements.

Table 1. Sample Frame for the Study

Senatorial zones	L.G. A	Selected sample
Northern	Akwanga	10
	N/Eggon	10
	Wamba	10
Southern	Lafia	10
	Doma	10
	Keana	10
	Obi	10
	Awe	10
Western	Karu	10
	Nasarawa	10
	Kokona	10
	Keffi	10
	Toto	10
Total		130

Instrumentation

The researcher created a PROFORMA to gather essential information relevant to the topic being studied. This tool was designed to extract key data and was labeled as the “QIOR” (Questionnaire Inventory for Oral Responses).

Validation of the Instrument

The items in the PROFORMA were carefully crafted to ensure the language was suitable for the target population. To confirm the instrument’s validity, draft copies were distributed to four experts for review: two from the Psychology Department’s Measurement and Evaluation Unit and two from the Language Department at the School of Languages, College of Education, Akwanga. These experts evaluated the tool for face and content validity.

The experts received the draft instruments along with the statement of the problem, the study’s purpose, and the research questions. This allowed them to assess and align the instrument’s items with the research questions, ensuring they were appropriate, relevant, and thorough. Their task was to evaluate the instrument’s suitability and completeness for its intended purpose.

To facilitate this review, the researcher developed a five-point rating scale for the experts to use in assessing the instrument. The experts were asked to rate each item based on specific criteria outlined in the provided headings.

Strongly Agreed	-	-	5
Agreed -	-	-	4
Undecided	-	-	3
Disagreed	-	-	1

The scores obtained from the experts' ratings were collated and their means transformed to a logical validity index of 0.82.

Reliability of the Instrument

To assess the instrument’s reliability, a pilot study was conducted in areas outside the main study region but with similar characteristics. Three settlements in Kaduna State were selected for the pilot, each



involving ten (10) participants. This process helped determine the instrument's consistency. The reliability coefficient, calculated using the split-half method, was found to be 0.81 based on the pilot study scores.

Administration of the Instrument

The researcher, along with trained research assistants, administered the instrument. This collaborative approach was necessary due to the significant distances between locations, ensuring a 100% return rate of the completed instruments.

Procedure for Data Analysis

The data gathered through the instrument were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including percentages, means, and standard deviations, were employed to examine the data.

Results

Data Presentation

Research Question 1. What languages are spoken in Nasarawa State?

Table 2. Frequencies and Percentages of Respondents on Language Spoken in Nasarawa State

Languages spoken	Freq.	Percentage	Cum. Freq.
Afo (Ajiri)	15	11.5	15
Agatu	2	1.5	17
Ake	1	0.8	18
Alago	17	13.1	35
Ankwe	1	0.8	36
Arum	1	0.8	37
Bassa	2	1.5	39
Buh/Bu	1	0.8	40
Eggon	20	15.4	60
Rendre	2	1.5	62
Fulfude	1	0.8	63
Ganagana	1	0.8	64
Gede	1	0.8	65
Gbagyi	2	1.5	67
Gwandara	12	9.2	79
Hausa	32	24.6	111
Igbira	1	0.8	112
Jaba	1	0.8	113
Jukum	1	0.8	114
Kanuri	1	0.8	115
Kantana	1	0.8	116
Migili	1	0.8	118
Koro	1	0.8	118
Mada	5	3.8	123
Mama	1	0.8	124
Ninzom	2	1.5	126
Nyankpa (yeskwa)	2	1.5	128
Tiv	1	0.8	129
Yashi	1	0.8	130
Total	130	100	

Table 2 shows the frequencies and percentages of respondents for the languages spoken in Nasarawa State. Nasarawa State, located in north-central Nigeria, is a linguistically diverse area with many ethnic



groups and languages. The main languages are Hausa 32 (24.6%), which is widely spoken as a lingua franca throughout the state. Eggon 20 (15.4%) spoken mainly by the Eggon people, Gwandara 12 (9.2%) spoken in various parts of the state, particularly around Karu and Keffi. Alago 17 (13.1%) spoken by the Alago people in areas such as Doma. Afo 15 (11%) spoken in areas around Nasarawa and Keffi, among other indigenous languages. Many smaller communities also have their own languages. Hausa serves as a unifying language for communication between different groups in the state.

Research Question 2. How many dialects of each language are there in Nasarawa State?

Table 2. Frequency and Its Cumulative of Respondents on Dialects in Each Language in Nasarawa State

Languages spoken	Dialect Freq.	Comm. Freq.
Afo (Ajiri)	1	1
Agatu	-	-
Ake	-	-
Alago	2	3
Ankwe	1	4
Arum	9	13
Bassa	2	15
Buh/Bu	2	17
Eggon	26	43
Rendre	1	44
Fulfude	2	46
Ganagana	3	49
Gede	2	51
Gbagyi	1	52
Gwandara	2	54
Hausa	4	58
Igbira	2	60
Jaba	-	-
Jukum	2	62
Kanuri	-	-
Kantana	20	82
Koro	1	83
Migili (Linjili)	1	84
Mada	36	120
Mama	2	122
Ninzom	1	123
Nyankpa (yeskwa)	1	124
Tiv	1	125
Yashi	-	-
Total	125	

Table 3 presents data on the number of dialects associated with various languages spoken in Nasarawa State, Nigeria, along with their frequencies and cumulative totals. Mada has the highest number of dialects (36), followed by Eggon with 26 and Kantana with 20, making them the most linguistically diverse languages in the state. In contrast, languages such as Afo, Tiv, Gbagyi, and Nyankpa each have only one dialect. The languages Agatu, Ake, Yashi, Jaba, and Kanuri are marked with a dash (-), indicating a lack of recorded dialectal data. Several other languages, including Gwandara, Alago, Bassa, Rendre, Gede, and Fulfude, each have two dialects, while Arum has nine, placing it in the mid-range. Interestingly, Nyankpa (Yeskwa) appears twice, each time with one dialect. Hausa, a widely spoken language in Nigeria, is recorded with four dialects, reflecting some linguistic variation within Nasarawa State.



Linguistic Diversity and Implications

The high number of dialects in languages such as Mada, Eggon, and Kantana suggests greater linguistic diversity, whereas languages like Afo and Tiv with only one dialect may indicate more homogeneity or smaller linguistic communities. The absence of dialectal data for Agatu could suggest that the language is spoken in a standardized form or that there was insufficient data during the survey. The cumulative frequency of dialects recorded in the study is 114, aligning with the total number of dialects observed in Nasarawa State.

Research Question 3. How many of these languages have orthographies?

Table 3. Frequencies and Percentages of Respondents whose Languages have Orthographies

Languages spoken	Dialect Freq.	Comm. Freq.
Afo (Ajiri)	-	-
Agatu	-	-
Ake	-	-
Alago	32	32
Ankwe	-	-
Arum	10	42
Bassa	-	-
Buh/Bu	-	-
Eggon	36	78
Rendre	-	-
Fulfude	2	80
Ganagana	-	-
Gede	2	82
Gbagyi	1	83
Gwandara	32	115
Hausa	6	121
Igbira	-	-
Jaba	-	-
Jukum	-	-
Kanuri	-	-
Kantana	10	131
Koro	-	-
Migili (Linjili)	-	-
Mada	32	163
Mama	-	-
Ninzom	-	-
Nyankpa (yeskwa)	1	164
Tiv	-	-
Yashi	-	-
Total		

Nasarawa State, Nigeria, is home to a diverse range of languages and dialects, some of which have developed orthographies. One of the major languages, Eggon, has an established writing system. Gwandara has an orthography that has been compared to English, indicating its level of development and use in written communication. Mada, spoken in both Nasarawa and southern Kaduna State, is another regionally significant language with a large number of dialects.

While certain languages have documented orthographies, many other indigenous languages and dialects in Nasarawa State lack standardized writing systems. Ongoing efforts aim to develop and harmonize orthographies, ensuring the preservation of linguistic diversity and the promotion of literacy among native speakers.



Discussion

The first research question aimed to identify the languages spoken in Nasarawa State. Findings revealed that there are 29 indigenous languages, as listed in Table 1. Hausa emerged as the most widely spoken language, with 32 respondents (24.6%), followed by Eggon with 20 respondents (15.6%).

Regarding dialect variation, the study found that Mada has the highest number of dialects (36), followed by Eggon with 26 and Kantana with 20. Some languages, such as Ake, Yashi, and Kanuri, do not have recorded dialects, while others, including Gwandara, Alago, Bassa, Rendre, and Migili, have two dialects each. Additionally, Nyankpa and Ninzom were found to have only one dialect.

The third research question investigated whether the indigenous languages of Nasarawa State have orthographies. The findings confirmed that Eggon, Mada, Gwandara, and Kantana have developed writing systems, some of which have been compared to English in terms of structure and use. However, many other languages still lack standardized orthographies. Current initiatives focus on developing and formalizing writing systems, with the goal of preserving linguistic heritage and improving literacy rates among speakers.

Additionally, the study highlighted differences in vowel representation among languages. Eggon, Mada, Gwandara, and Alago demonstrated more complex vowel systems, as indicated by a high frequency of monotonemes. In contrast, Arum, Kantana, Gede, Gbagyi, Fulfude, Nyankpa, and Hausa showed fewer vowel representations, suggesting simpler phonemic structures in their vowel inventories.

Conclusion

This study has brought to fore the number of indigenous languages in Nasarawa State. Here are the main conclusions reached by the authors of the study:

1. Nasarawa State has twenty-nine (29) indigenous languages.
2. Most of the languages in Nasarawa State have dialects.
3. Some languages of Nasarawa State have standard orthographies.
4. Some languages in Nasarawa State have sub-standard orthographies.
5. Some languages in Nasarawa State are yet to develop their orthographies.
6. Some languages in Nasarawa State are dying out.
7. Some languages in Nasarawa State are already endangered languages.
8. There are already published works on the languages of Nasarawa State.
9. This study has been able to produce the Map of Nasarawa State Languages, a document that is an addition to the Academic Archive of Nasarawa State.

Only a few languages in **Nasarawa State** are currently used as **mediums of instruction in junior primary schools and religious worship centers**.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

The Nigerian Educational Research and Development Council (NERDC) should develop standardized orthographies for various Nigerian languages. This initiative will enhance effective communication, cultural preservation, and educational development in Nasarawa State and beyond.

Language Committees should be encouraged to organize extra-mural language classes to promote literacy and linguistic knowledge among native speakers.



The publication of instructional materials such as pamphlets, charts, alphabet guides, and illustrated books in indigenous languages will significantly improve literacy levels.

Each language community should establish an Academic Language Committee, which will collaborate with religious language committees to develop curricula for extra-mural language programs.

Language committees should work with government authorities to facilitate the training and retraining of specialist language teachers in Nasarawa State.

The development of orthographies for indigenous languages will help integrate traditional languages into modern communication systems, including digital platforms and online resources.

Establishing standardized orthographies will promote national unity and inclusivity, reinforcing social cohesion in Nigeria's multilingual society.

Limitations of the Study

This research focused on languages, dialects, orthographies, language families, and linguistic status within Nasarawa State's three senatorial zones in North-Central Nigeria. Due to time constraints, a complete classification of vowels and consonants for all languages with existing orthographies could not be fully analyzed.

Contributions to Knowledge

This study has provided valuable insights into the linguistic landscape of Nasarawa State from a socio-linguistic perspective. Its key contributions include:

- 1) The creation of the "Map of Languages in Nasarawa State", an important academic and geographical document for linguistic research in Nigeria.
- 2) The identification of 29 indigenous languages and their dialects, adding to the academic records of Nasarawa State.
- 3) The classification of language families, which provides each language with a distinct identity and historical context.
- 4) The study has contributed to the preservation of cultural heritage, strengthening linguistic and traditional values in the state.
- 5) This research has significantly promoted language development and awareness within Nasarawa State.

Suggestions for Further Research

To expand upon this study, future researchers are encouraged to explore the following areas:

- Developing detailed orthographies for each indigenous language in Nasarawa State, particularly alphabet systems, to establish a strong foundation for literacy and standardization.
- Further research should focus on improving and standardizing incomplete or sub-standard orthographies, ensuring linguistic consistency.
- Indigenous language orthographies should be digitized and made accessible online to enhance global accessibility and documentation.
- More comprehensive studies should be conducted on the languages, histories, and cultural heritage of Nasarawa State.



References

- Ayewa, A. A. (2008). *Reading and Writing in Alago Language: A Guide*. Alago Language Development Committee.
- Ayewa, A. A. (2022). *The Languages of Nasarawa State*. Calabar: University of Calabar Printing Press.
- Azikiwe, U. (1998). *Language Teaching and Learning*. Nsukka: Africana-FEP Publishers.
- Binbol, N. L., & Marcus, N. D. (2010). Geography of Nasarawa State. In O. Akinkugbe, J. M. Ayuba, A. Onoja, A. Fileba, & C. O. Iyimoga (Eds.), *Studies in the History and Culture of the People of Nasarawa State* (pp. 1–15). Zaria: Ahmadu Bello University Press.
- Blench, R. (2015). *Dictionary of Eggon Language*. Retrieved from <https://www.rogerblench.info>
- Blench, R. S., & Prine, N. (2006). *A Dictionary of Mada Language*. Retrieved from <https://www.rogerblench.info>
- Blench, R., Doma, M., Leda, S. C., Shazin, J., & Gurfata, M. S. (1993). *Dictionary of Gbari Language*. Retrieved from <https://www.rogerblench.info>
- Capo, H. B. C. (1990). Comparative Linguistics and Language Engineering in Africa. In E. N. Emenanjo (Ed.), *Minority Languages and Language Policy in Nigeria* (pp. 60–75). Agbor: Central Books Limited.
- Federal Republic of Nigeria. (1999). *Constitution of the Federal Republic of Nigeria*. Lagos: Federal Government Press.
- Federal Republic of Nigeria. (2004). *National Policy on Education* (4th ed.). Lagos: Nigerian Educational Research and Development Council.
- Finegan, E. (2004). *Language: Its Structure and Use* (4th ed.). Boston: Wadsworth.
- Geddes & Grosset. (2006). *Student's Companion*. Warsaw, Poland: Nester's Reference.
- Ianna, B. P., & Dugga, A. E. (2010). A Linguistic Profile of Nasarawa State. In O. Akinkugbe, J. M. Ayuba, A. Onoja, A. Fileba, & C. O. Iyimoga (Eds.), *Studies in the History and Culture of the People of Nasarawa State* (pp. 26–34). Zaria: Ahmadu Bello University Press.
- Musa, D. A. (1996). Language, National Unity, and Democratization Process: The Case for a New Writing. In K. Omote, A. Okwudishu, & I. Junaidu (Eds.), *Language, National Unity & Democratization Process* (pp. 2–10). Abuja: National Library of Nigeria.
- New King James Version of the Holy Bible. (1994). Dallas: Thomas Nelson Inc.
- Nixon, M., & Coventry, L. (1999). *Oxford Mini-reference Thesaurus*. Oxford: Oxford University Press.
- Ojo, J. O. (2011). *A Contemporary Functional Grammar of English*. Ago-Iwoye: Olabisi Onabanjo University Press.
- Olaoye, A. O. (2007). *Introduction to Sociolinguistics*. Abuja: Ogumheye Publishing and Printing Press.
- Olnote, I. A. (1996). English for National Development: A Realistic Approach. In K. Omole, A. Okwudishu, & I. Junaidu (Eds.), *Language, National Unity & Democratization Process* (pp. 2-10). Abuja: National Library of Nigeria Cataloguing and Publication Data.
- Omachonu, G. S. (Ed.). (2011). *Language and Linguistics*. In NSUK Text in General Linguistics (Vol. 1). Enugu: Rossen Publication Ltd. [Google Scholar+1ResearchGate+1](#)
- Otagburuagu, E., & Chukwuma, H. (2002). *English for Academic Purposes*. Onitsha: Africana-FEP Publishers Ltd.
- Price, N. (1989). *Notes on Mada Phonology*. Dallas: Summer Institute of Linguistics.
- Saleh, A. J. (2007). *Phonological Interference Experienced by Mada Students Learning English as a Second Language* (Master's thesis). University of Abuja, Faculty of Education.



- Saleh, A. J. (2014). Mada Phonemes and Areas of Interference in the Learning of English as a Second Language. *Journal of Communication and Culture*, 5(3), 26–32.
- Saleh, A. J. (2016). *A Contrastive Analysis of Mada and English Morphology: Implications for Pedagogy* (Doctoral dissertation). University of Abuja, Faculty of Education.
- Yule, G. (2002). *The Study of Language* (2nd ed.). Cambridge: Cambridge University Press.



Political and Military Conditions in the Najd and Hejaz (1745–1914)

Asst. Prof. Dr. Ismail Mohammed Hassan Al-Wais ✉

Department of History, College of Education for Women, University of Kirkuk, Iraq

Abstract

From 1745 to 1914, political and military events in the Najd and Hejaz transformed the Arabian Peninsula into what it is today. Extensive conflicts between the rulers of the region against outside intrusion determined the political structure of the region. The first Saudi state, founded by Muhammad bin Saud alongside Muhammad bin Abd al-Wahhab, was established in Najd in 1745. As the leader of the Saudi state, Muhammad bin Saud officially embraced Wahhabi Islam, which led him to create a fundamental religious framework for the governance of his domain. After rapid expansion, the state gained control of most of the territories of Najd and the Hejaz, including Mecca and Medina, while causing concern within the Ottoman and Egyptian powers. When the Saudi expansion took place, the Ottoman Empire decided to stop the spread of the Wahhabi movement. The Ottomans under Ibrahim Pasha launched their major military operation (1811-1818) against the First Saudi State. The Ottomans achieved their goal of dismantling the First Saudi State and destroyed its main capital, Diriyah, in 1818. Wahhabi influence remained active in the region despite the end of the rule of the First Saudi State. Turki bin Abdullah Al Saud established the Second Saudi State in Najd in 1824, after the Ottoman Empire relinquished control of the area and a period of Saudi disunity. The Second Saudi State fought several external and internal threats during its attempts to regain control of the Hejaz in the late 19th century. The Ottomans continued to assert their authority over the Hejaz and Najd until their attacks brought down the Second Saudi State in 1891. The fall of Saudi Arabia left both Najd and Hejaz under Ottoman control or minor patronage, but the empire faced challenges from internal reformists as well as emerging nationalist aspirations for independence. In the late nineteenth and early twentieth centuries, local populations began to challenge Ottoman control as Western colonial activities caused increasing difficulties.

Keywords: *Najd, Hejaz, Ottomans, First Saudi State, Al Saud.*

Suggested citation: Al-Wais, I.M.H. (2025). Political and Military Conditions in the Najd and Hejaz (1745–1914). *European Journal of Arts, Humanities and Social Sciences*, 2(2), 161-168. DOI: 10.59324/ejahss.2025.2(2).18

Introduction

Between 1745 and 1914, the Najd and the Hejaz experienced a series of internal political conflicts that led to major economic, political and social changes in these territories. These two territories, despite their problems, maintained a vital position and extended a powerful level of influence throughout the Arabian Gulf region. Suleiman Pasha, along with the Ottoman Empire, launched military operations after the Wahhabi takeover of the Al-Ahsa region threatened their territories. The failed campaigns sparked further Wahhabi opposition against other Ottoman-controlled provinces throughout Iraq, the Hejaz and the Levant.

The research analyses short political timelines of Najd and Hejaz by studying their major political and military confrontations through their major stages of development from 1745 to 1914.



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

Political and Military Conditions in the Najd and Hejaz (1745–1914)

The administrative areas of Najd and Hejaz underwent several internal political conflicts that transformed their economic systems, political structures, social systems and religious systems. The alliance between Emir Muhammad bin Saud and Sheikh Muhammad bin Abd al-Wahhab initiated the authentic establishment of Najd's first political power, known as the First Saudi Emirate, in 1745 (bin Bishr, 1982).

Sheikh Muhammad bin Abd al-Wahhab and the political and military power of Muhammad bin Saud combined their leadership to create an ideological unity. This alliance helped the movement to consolidate its political power over the years. Emir Muhammad bin Saud greeted Sheikh Muhammad bin Abd al-Wahhab by saying: "Rejoice, for you have reached a place higher than your homeland. Rejoice in honour and strength. Sheikh Muhammad bin Abd al-Wahhab replied: "And I bring you glad tidings of honour and power. It is the word, "There is no god but Allah. Those who abide by it and support it will have dominion over the land and its people. It is the wisdom and the first call of all messengers, from the first to the last. They agreed that religious affairs would be under the authority of Sheikh Muhammad, while the political affairs of the state would be overseen by Muhammad bin Saud (Yahya, 1961).

Muhammad bin Saud sought to use the treaty to gain followers and resist his enemies, while Muhammad bin Abd al-Wahhab sought to secure political and military power to fulfil his religious aspirations. Thus, the agreement fulfilled the ambitions and objectives of both parties.

Muhammad bin Saud went on to conquer most of the regions around Diriyah through military campaigns, some of which he led personally, and others led by his son Abdulaziz, who took control of Riyadh in 1773. Muhammad bin Abdulaziz (1765-1803) later completed his father's plan to spread Wahhabi doctrine by consolidating control over Riyadh and securing the surrender of Ha'il in 1787, thereby extending his authority over the whole of Najd. This process of establishing control over Najd took forty years.

Once they had secured control of Najd, they turned their attention to the region of Al-Ahsa for its economic wealth. Between 1780 and 1795, they launched several military campaigns and finally achieved their goal at the end of 1795. These victories had political, economic and religious dimensions in addition to their military aspects (Rahim, 1981).

The Wahhabi attacks and their subsequent control of the Al-Ahsa region caused concern for the Ottoman Empire and the governor of Baghdad, Sulayman Pasha. In response, the Ottomans launched military campaigns, but these were unsuccessful and led to increased Wahhabi activity against other Ottoman provinces in Iraq, the Hejaz and the Levant. Between 1802 and 1810 they carried out a series of raids on the cities of Karbala, Najaf, Samawah and Basra. Some historians suggest that these raids and violations were a key factor in the assassination of Abdulaziz bin Muhammad bin Saud on Monday 7 November 1803 in the Al-Turaif Mosque in Diriyah, while he was performing the Asr prayer, at the hands of a man named Uthman (Yahya, 1961).

The Ottoman Empire saw the unification of parts of the Arabian Peninsula under the rule of the Al Saud as a serious threat to its political and religious authority in the Arab region, especially after the annexation of the Hejaz (Lutski, 1980). These events provoked the anger and concern of the Ottomans, leading them to consider launching a large-scale military campaign to eliminate the Wahhabi movement. As a result, they developed strategic plans, mobilised forces and commissioned the writing of books denouncing the movement. The Ottoman authorities assigned Muhammad Ali Pasha, the governor of Egypt, the task of eradicating the Wahhabi movement in the Arabian Peninsula.

The campaign successfully conquered the Hejaz. A number of natural and human factors forced Muhammad Ali Pasha to take personal command of the army in September 1813, after his son Tusun Pasha had initially taken command. Once in the Hejaz, the Al Saud state faced another challenge with the death of Saud bin Abdulaziz in 1814, just before the Egyptian attack coordinated with the Ottomans. This event marked the end of the first phase in the history of the Saudi state.



Command of the battles against Ali Pasha's forces fell to Abdullah bin Saud bin Abdulaziz when his father died in 1814. Taking command of Najd, Tusun Pasha was able to establish a siege around Diriyah. The siege lasted more than five months before Emir Abdullah bin Saud surrendered to the terrorists on 9 September 1818 (Rahim, 1981). The members of the Al Saud family, including Abdullah, were ordered by Mahmud II to travel to Egypt after his capture, and were then sent to Istanbul until his execution by hanging.

Muhammad Ali Pasha's destruction of Diriyah and his execution of Abdullah bin Saud failed to wipe out the entire Saudi state. The people of Najd continued to support the Al Saud rulers, having inherited their resistance to Egyptian rule from Muhammad Ali Pasha. Most of the Najdis followed the Wahhabi doctrine, which provided the basis for the establishment of a second Saudi emirate (Philby, 1955). The elements that Turki bin Abdullah embraced enabled him to restore the Al Saud government. He spent the time after his escape hiding in the Al-Kharj region near Riyadh before 1820. After eliminating Emir Muhammad bin Mishari bin Muammar by battle, he regained control of Diriyah in 1820.

To counter the Saudi resistance, Muhammad Ali Pasha sent two leaders, represented by Ismail Agha, who brought with him Khalid bin Saud, who had spent time in Egyptian captivity. The Al Saud forces managed to defeat both the new invasion attempt and the invading forces. Muhammad Ali Pasha led a second invasion in 1838, which triumphed over Riyadh when Faisal bin Turki withdrew his forces to Al-Dilam in Al-Kharj. Egyptian forces captured Faisal and took him, his sons Abdullah and Muhammad and his brother Jalawi to Egypt. The first reign of Faisal bin Turki lasted from 1834 to 1838 (Yahya, 1961).

Muhammad Ali Pasha's numerous military campaigns against the Arabian Peninsula raised concerns in Britain about its political and economic interests in the region. In response, Britain threatened to use military force against Muhammad Ali Pasha to curb his ambitions in the Arabian Gulf. As a result, Britain initiated the London Conference on 15 July 1840, which included a resolution demanding that Muhammad Ali Pasha withdraw his forces from the Arabian Peninsula. He initially refused to comply with the European powers' ultimatum, but under military pressure from Britain, Austria and the Ottoman Empire, he was eventually forced to accept the terms and withdraw his forces from the region (Mohammed, 2015).

After the stabilisation of Najd following the battles between Faisal bin Turki and Abdullah bin Thunayan, which resulted in Faisal's victory, he took it upon himself to improve relations with the Ottoman Empire and formally recognise its sovereignty. He also sent a second message to the people of Najd, outlining the general policies he would pursue during his reign. In addition, he sought to reclaim territories that had previously belonged to the Saudi state. He turned his attention once again to Al-Ahsa, which was under the authority of the Sheikh of Bahrain. To achieve this goal, he subdued the tribes of Al-Manasir, Al-Hawajir and Al-Murra, bringing them under central authority and eventually disbanding and dispersing their forces.

Thus, the reign of Faisal bin Turki (1843-1865) is regarded as a period of reconstruction for the emirate in economic, political and administrative terms. Some historians consider it to be the foundation of the modern history of Najd.

Military campaigns led by Faisal bin Turki himself and his sons successfully suppressed movements that threatened to disrupt order and challenge central authority.

The emirate of Saudi Arabia, which covered a large part of the Arabian Peninsula, greatly increased its revenues through the taxes it collected from its provinces (Philby, 1955). However, this emirate did not last long, as it soon fell into weakness and decline, especially after the death of Faisal bin Turki Al Saud on 21 January 1865. The rivalry between his sons for power further weakened the state and attracted outside ambitions for its territories.

The death of Emir Faisal bin Turki was followed by a period of turmoil and conflict that severely affected the Al Saud state. His four sons were divided and fought over the succession. Before Faisal's death, Muhammad ruled the northern region of Najd, Saud ruled the districts of Al-Kharj and Al-Aflaj, while



Abdullah was emir of Riyadh, with his brother Abdul Rahman at his side. Faisal had personally appointed Abdullah as his heir, and he was sworn in on the day of his father's death, assuming leadership and governance. However, Saud considered himself more capable and qualified than his brother Abdullah and openly challenged his brother's authority, demanding control of Najd.

This rebellion marked the beginning of a twenty-five-year civil war that deprived the people of Najd of security and stability and significantly weakened the authority and prestige of the state. As a result, the rulers of the provinces under Saudi rule took advantage of the situation to declare their independence. Some went even further, most notably the Al Rashid rulers of Ha'il, who extended their control over Najd and began to interfere in its internal affairs (Yahya, 1961). This was particularly evident when Emir Abdullah bin Faisal sought their support against the sons of his brother Saud. The conflict escalated to the point that Riyadh, the Al Saud capital, came under the authority of the Emirate of Ha'il, with the Al Rashids appointing its governors after the Al Saud were expelled from Riyadh in 1891, a situation that lasted until 1902.

In 1866, Saud attempted to obtain financial and military support from the Emir of Asir to fight his brother, but the Emir of Asir rejected his request because of his support for the unity of Saudi rule and his fear of confrontation with the Al Saud state. All of Abdullah's attempts to reconcile with Saud failed. However, the support of the Emir of Al-Sulayil and the Emir of Najran gave Saud some strength by providing him with fighters.

In 1871, Saud entered Riyadh after defeating his brother Abdullah and bringing the Asir region under his control with the support of the rulers of Bahrain in response to Britain's desire to support the Al Saud. Saud thus became the de facto ruler of Najd after entering Riyadh without resistance, and the leaders of the towns and tribes swore allegiance to him, making him the ruler of Najd in place of his brother, Emir Abdullah.

However, deteriorating economic conditions and a lack of security and stability in Najd and its capital, Riyadh, led the local population to revolt against Emir Saud bin Faisal. This led to his expulsion from Riyadh and the appointment of his brother Abdullah as ruler. Abdullah's rule lasted only four months, however, before he was defeated at Al-Jaz'ah, south of Riyadh. Saud then returned to Riyadh, where the people once again swore allegiance to him. However, Maslat bin Rabi'an, the leader of the 'Utaybah tribe, inflicted a severe defeat on Saud's forces, resulting in his death on 26 January 1875. This marked the end of the first phase of the war between Abdullah and Saud and signalled the beginning of a new phase of conflict, first between Saud's brothers (Abdullah, Abdul Rahman and Muhammad) and later between Abdullah bin Faisal and the sons of his brother Saud. This protracted struggle eventually led to the collapse of the Second Saudi State in the early 1890s.

When Emir Abdullah assumed power after his brother Abdul Rahman abdicated in his favour in 1876, the political situation became relatively stable. However, the Sons of Saud remained a source of concern for their uncle, Emir Abdullah. Over time, the Saudi state began to weaken and deteriorate due to internal family conflicts, Ottoman intervention in domestic affairs and the growing influence of the Al Rashid rulers of Ha'il, who sought control over Riyadh. The Third Saudi State was on the verge of collapse due to economic deterioration, combined with drought and disrupted trade, until the occupation of Riyadh by the Al Rashids in 1891 (Philby, 1955).

Abdulaziz was eleven years old when his father, Abdul Rahman bin Faisal, left Riyadh in 1891. Wandering through the desert, he learned the Bedouin way of life, which developed his ability to persevere, and his perseverance later shaped his military nature. Sheikh Mubarak Al-Sabah welcomed King Abdulaziz to Kuwait in 1893, admiring his character and allowing him to attend his council meetings. It was through this experience that Abdulaziz gained valuable knowledge of world politics and British control, which exceeded Ottoman sovereignty. It was this understanding that led Abdulaziz to seek British support and recognition (Mohammed, 2015).

Abdulaziz found an opportunity to reclaim Najd with the support of Sheikh Mubarak Al-Sabah, who had strengthened ties with the British, a move that irritated the Ottoman Empire, particularly after his refusal



to extend the Berlin-Baghdad railway project to Kuwait. Moreover, Kuwaiti support for the Al Saud in their struggle against Al Rashid for control of Najd aligned the interests of the Al Sabah and Al Saud families in reclaiming Najd and eliminating Al Rashid's dominance (Khazal, 1962).

With the Ottoman Empire refusing to support Al Rashid, Abdulaziz decided to act independently. In July 1902 he launched an attack on the Saudi territories, first advancing towards Riyadh and then withdrawing northwards. This manoeuvre enabled him to take control of a vast area, including more than half of Najd. Recognising his growing power, the Ottoman Empire began to consider recognising Abdulaziz as the ruler of Najd under Ottoman suzerainty, on condition that they would not interfere in Najd's internal affairs. Abdulaziz welcomed this proposal, and on 8 February 1905 a meeting between the two parties took place in the town of Safwan, where the Ottoman Empire guaranteed Saudi autonomy while Qassim became an Ottoman-controlled buffer zone between the Saudis and Al Rashid. However, the people of Najd rejected the agreement, unwilling to give up Qassim (Philby, 1955).

Abdulaziz asked Britain to protect Al-Ahsa from the Ottoman Empire, but Britain did not take up the offer. Abdulaziz renewed his request in a letter to Sir Percy Cox in November 1906, proposing a secret agreement with Britain whereby he would receive British protection in exchange for appointing a political representative and declaring his independence from the Ottoman Empire. Percy Cox presented this letter to the British government in India in 1907, which replied that such a relationship might provoke opposition and displeasure from the Ottoman Empire and lead to resentment against Abdulaziz himself. After this attempt failed, Abdulaziz concentrated on organising internal affairs in Najd and ceased his efforts to establish relations with Britain (Mohammed, 2015). He worked to put down the uprisings in Qassim in 1908, successfully quelling the revolts and appointing Abdullah bin Jalui as governor, bringing stability and security to the region under Saudi rule.

The uprisings against Saudi rule did not end, but Abdulaziz's efforts were ultimately successful in suppressing these movements. In 1911, Sharif Hussein bin Ali (the Sharif of Mecca) took advantage of these uprisings, leading to strained relations between Najd and Hijaz. The ambitions of both sides to control the Arabian Peninsula led to tensions that escalated to the point of military confrontation. Sharif Hussein managed to capture one of Abdulaziz's brothers and brought him to the Hijaz when the Al-Araif Rebellion broke out in 1911. The Sharif managed to negotiate with Abdulaziz, demanding that he refrain from attacking the Hijaz, return Qassim to the Ottoman Empire and pay a tax of six thousand pounds to the Sharif. However, Abdulaziz quickly repudiated the agreement after his brother's release, and Sharif Hussein was unable to take any action in response to Abdulaziz's refusal.

In May 1913, Abdulaziz led his army towards Al-Hofuf, the capital of Al-Ahsa, and captured it, taking the military garrison prisoner. Both Qatif and Al-Aqir surrendered to him and Al-Ahsa came under his control in 1913. Abdulaziz had become a force to be reckoned with, prompting the Ottoman Empire to negotiate with him for compensation for its losses to Italy in Libya in 1911 and in the Balkan Wars of 1912. Abdulaziz was forced into these negotiations because of his precarious situation with the Al-Rashid family and the potential for renewed conflict with them. As a result, he agreed to negotiate and consult with the Ottoman Empire, but postponed the meeting with the Ottoman envoy until the spring of 1914 as he was preoccupied with his discussions with Britain to reach an agreement. Abdulaziz met the political agent who visited Al-Aqir and discussed the new situation in the Gulf, but the meeting did not result in any formal agreement. As a result, Abdulaziz resumed negotiations with the Ottoman Empire, who appointed Mr Talib al-Naqeeb to negotiate with him on the Al-Ahsa issue. In April 1914, the two parties reached an agreement whereby the Ottoman Empire recognised Abdulaziz as the ruler of Najd and Al-Ahsa, provided him with financial and military support, and promised not to interfere in his internal affairs. In return, Abdulaziz recognised the sovereignty of the Ottoman Empire over his territories and was awarded the first Ottoman medal and the title of minister, becoming known as the 'Pasha of the State'.

At the same time, the Ottoman government had recently signed an agreement with Britain to share influence in the Arabian Peninsula (Haraz, 1970). They also signed a secret agreement with the Al-Rashid family to supply them with weapons to continue their war against Abdulaziz. It is clear that the Ottoman



Empire sought to prolong the conflict between the Al-Rashid and Al-Saud families by signing agreements with both parties, as well as with Britain, to divide the Arabian Peninsula between them. The Ottomans appeared to be the sole beneficiaries of this ongoing struggle, while Britain also benefited from the conflict, and both powers sought to maintain the situation of conflict between the two sides, preventing either the Ottomans or Britain from controlling any area of the Arabian Peninsula at will (Mohammed, 2015).

Conclusion

The rulers of the first and second Saudi states recognised nominal Ottoman sovereignty, which was initially important to the Ottoman Empire in order to provide religious and legal legitimacy to its authority. Initially, the Ottoman Empire did not concern itself with the Wahhabi movement, seeing it as one of the many movements in its provinces that would quickly rise and fall. Moreover, the Ottoman Empire did not initially prioritise the Arabian Peninsula, viewing it as a desert region of little value. However, this perspective soon changed as events in the Arabian Peninsula unfolded and the ambitions of the rulers of the First and Second Saudi States to expand beyond the borders of Najd and Hijaz grew. The Ottoman Empire recognised the growing power of the Al-Rashid family and feared their increasing influence in the region. In reality, the Ottoman Empire did not want one power to dominate another in Najd; it wanted to ensure that both parties would always need Ottoman support. The presence of a dominant force in Najd would threaten its interests and influence in the region. Therefore, the Ottoman Empire opened negotiations with Prince Abdulrahman, anticipating the need to use him against the Al-Rashid family if necessary.

Footnotes

- Before the establishment of the Kingdom of Saudi Arabia, the Arabian Peninsula was divided into four regions: a. Najd, b. Hejaz, c. Al-Ahsa, and d. Asir. For details on these regions (Sadiq, 1965).
- Mohammed bin Saud bin Muqrin bin Marhan, the first to assume the title of Imam from the Al Saud family in Najd, became ruler two years after the death of his father and established Diriyah as the capital of the First Saudi State, which was founded by him. He made an agreement with Sheikh Mohammed bin Abdul Wahhab in 1745 to spread the (Wahhabi call). He died in Diriyah in 1765. (Al-Zarkali, 1979).
- Mohammed bin Abdul Wahhab bin Suleiman bin Ali Al-Tamimi (1703-1792), born in the town of Al-Uyaynah in the Wadi Hanifa, memorized the Qur'an before reaching the age of ten. He studied Qur'anic sciences under his father and drew the principles of his movement from the Hanbali school of thought. Realizing the importance of political support for the success of his mission, he made an agreement with Mohammed bin Saud in 1745 to spread his call and remained in Diriyah. (AlRihani, 1970; AlAjilani, 1911).
- Different accounts exist regarding the person who killed Abdul Aziz bin Mohammed. One version mentions the killer as a Kurdish man from the town of Amadiya named Othman, who resided in Diriyah, showed loyalty, learned the Qur'an, prayer conditions, and its duties, yet appeared as a dervish. He managed to gain the favor of the Al Saud family and achieved his goal of killing Abdul Aziz bin Mohammed (Longrigg, 1962; Al-Zarkali, 1979).
- He was the older brother of Abdullah bin Saud, captured during the fall of Diriyah in 1818. He was taken by Ibrahim Pasha to Egypt, where he lived for eight years. Muhammad Ali Pasha used him to extend his influence over Najd after preparing him for this task in Egypt, where he was trained in Egyptian governance methods (Al-Akkad, 1970; Aleyah, 1974).
- The London Conference: This conference was held in Britain and attended by representatives from Russia, Austria, and Prussia, with the Ottoman Empire also participating. The main aim of the conference was to maintain the territorial integrity of the Ottoman Empire and to issue a warning to



Muhammad Ali Pasha, supported by military threats, demanding the withdrawal of his forces under the pretext of preserving the unity of the Ottoman Empire (Al-Mukhtar, 1957).

- Al-Mansir: This tribe traces its lineage to Mansour bin Ikrimah bin Qais. It is a nomadic Arab tribe of Qahtani origin that spread across parts of the Empty Quarter, Qatar, Oman, and Abu Dhabi. (Hamza, 1933).
- Al-Hawajir: Their settlements are located in Qatar, and they are a branch of the Qahtan tribe (Gharaybeh, 1960).
- Al-Mura: They are cousins of the Al-Ajman tribe, and their settlements are in the northern and eastern parts of the Empty Quarter (Gharaybeh, 1960; Al-Nasr, 1935).
- All historians agree on the death of Faisal bin Saud; however, Hafez Wahba mentions that his death occurred in 1866 (Al-Mansour, 1980).
- Taleb Al-Naqeeb: He belongs to an ancient Alawite family whose lineage traces back to Sayyid Ahmad Al-Rifai. Some of its members held the position of head of the Ashraf in Basra, including Taleb Al-Naqeeb (Al-Ansari, 1976; Al-Wardi, & Al-Jibouri, 2024).

References

- AlAjilani, M. (1911). *History of the Saudi Land*. D.M.: Dar Al-Ghad Printing Press.
- Al-Akkad, S. (1970). *Political Currents in The Arabian Gulf*, Cairo: Al-Amin Publishing House.
- Al-Ansari, A.N. (1976). *Al-Nasrab in the News of Basra*, (ed. Azeddine, Y.). Baghdad: D.M.
- Aleyah, A.F.H.A. (1974). *The Second Saudi State 1840-1891*. Riyadh: Al-Madina Press.
- Al-Mansour, A.A.M. (1980). *The Political Development of Qatar Between 1868-1916*. Kuwait: D.M.
- Al-Mukhtar, S.A.-D. (1957). *The History of the Kingdom of Saudi Arabia in its Past and Present*. Beirut: Al-Hayat Library.
- Al-Nasr, O.A. (1935). *The Prince of the Arabian Peninsula, Ibn Saud*. Beirut: D.M.
- AlOboudi, S.M. (2015). Najd, the Heart of Arabia. *Arab Studies Quarterly*, 37(3), 282–299. <https://doi.org/10.13169/arabstudquar.37.3.0282>
- Al-Rasheed, M. (2010). Bibliography. In: *A History of Saudi Arabia*. Cambridge University Press.
- AlRihani, A. (1970). *The Modern History of Najd and Its Extensions*. Beirut: D. Mat.
- AL-sheeha, A. (2024). The Factors of King Abdulaziz's Success in Achieving Comprehensive Development in the Kingdom of Saudi Arabia An Analytical Historical Study. *Educational Administration: Theory and Practice*, 30. <https://doi.org/10.53555/kuey.v30i9.7730>
- Al-Wardi, A., & Al-Jibouri, Y.T. (2024). *Social Glimpses of Iraq's Modern History- Story of the Sharifs and Ibn Saud*. Lantern Publications.
- Al-Zarkali, K.A.-D. (1979). *Biobliographical Dictionary, Vol. 6*. Beirut: Dar Al-Ilm Lil-Mala'een.
- Assa, A. (1969). *Miracle of the Desert Kingdom*. Johnson; First Edition
- bin Bishr, O.B.A. (1982). *The Title of Glory in the History of Najd*, (ed. Al-Sheikh, A.R.B.A.L.) Vol. 1. Riyadh: Al-Hilal Printing.
- Gharaybeh, A.K.M. (1960). *An Introduction to the History of the Modern Arabs 1500-1918*, Vol. 1, (Iraq and the Arabian Peninsula). Damascus: University of Damascus Press.
- Hamza, F. (1933). *The Heart of the Arabian Peninsula*. 2nd edition. Riyadh: D.M.
- Haraz, R. (1970). *The Ottoman Empire and the Arabian Peninsula 1840-1909*. Cairo: Al-Hashimi Press.



- Jeong, J. H. (2023). Homeland, magnet, and refuge: Mecca in the travels and imaginaries of Chinese Muslims. *Modern Asian Studies*, 57(6), 1743–1771. <https://doi.org/10.1017/S0026749X23000148>
- Khazal, H.K. (1962). *The Political History of Kuwait*, Vol. 2. Beirut: Dar Al-Kitab Press.
- Longrigg, S.H. (1962). *Four Centuries of Modern Iraqi History*. Baghdad: Al-Burhan Press.
- Lutski, V.B. (1980). *The History of the Modern Arab Countries*, tr. by Afifa Al-Bustani. Moscow: Progress Publishers.
- Mohammed, S.K. (2015). The Role of British Diplomats, Military Attachés, and Commercial Attachés in Monitoring Smuggling Activities in the Arabian Gulf 1880-1914. *Kirkuk University Journal of Humanities Studies*, 10(1), 8.
- Philby, H.S.J. (1955). *Saudi Arabia*. London: First Edition.
- Rahim, A.R.A.R.A. (1981). The First Saudi State 1745-1818 and its Impact on the Society of the Arabian Peninsula. *Journal of Gulf and Arabian Peninsula Studies*, 7(25). <https://doi.org/10.34120/jgaps.v7i25.613>
- Sadiq, M. (1965) *The Evaluation of Government and Administration in Saudi Arabia*. Riyadh: Institute of Public Administration.
- Yahya, J. (1961). *An Introduction to the History of the The Modern Arab World*. Cairo: D.M.



Teaching Practice: Catalyst for Quality Teacher Production in Nigerian Colleges of Education

Amos A. Akoshi, PhD

*Department of English, School of Languages, College of Education,
Akwanga, Nasarawa State, Nigeria*

Aria John Saleh, PhD ✉

*Department of English, School of Languages, College of Education,
Akwanga, Nasarawa State, Nigeria*

Sabo Ezekiel Saleh, PhD

*Department of Psychology, School of Languages, College of Education,
Akwanga, Nasarawa State, Nigeria*

Abstract

Teaching practice is the name given to the preparation of student teachers for teaching through practical training. It is a cardinal and indispensable aspect of teacher preparation in Nigeria. There must be quality assurance in the preparation of teachers for the new generation. This paper examines the concept of teaching practice, quality assurance in relation to teacher education in Nigeria, importance of teaching practice, strategies for quality assurance, problems and solutions associated with lack of quality in teacher education in Nigeria. Conclusions and recommendations made include: more funds should be allocated to teaching practice exercise and micro teaching laboratory should be well equipped to ascertain quality in the preparation of teachers for the new generation in Nigeria.

Keywords: *Teaching Practice, Teacher Education, Quality Assurance, Preparation of Teachers, Micro-Teaching.*

Suggested citation: Akoshi, A.A., Saleh, A.J., & Saleh, S.E. (2025). Teaching Practice: Catalyst for Quality Teacher Production in Nigerian Colleges of Education. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 169-175. DOI: 10.59324/ejahss.2025.2(2).19

Introduction

Education is a key factor for socio-economic and technological progress in any modern society. Teachers have a duty to impart skills, values and knowledge. They need proper training and continuous development to be able to deliver educational services in the most appropriate manner. Therefore, the quality of teachers and their activities should be of paramount concern to educational administrators. Only those who are competent in knowledge and skills have great achievements and success in life. Success in life is all about recognising and taking advantage of the opportunities offered by the help of others or skilled expert tutors. Understanding or acquiring knowledge can be achieved by observing how others do things. In the teaching profession, performance skills acquired through training and long practice are one of the basic assets needed for higher performance among teachers. Beginning teachers or trainee teachers need classroom support to gain skills and confidence. This can be acquired through study and guidance from experienced leaders or experts in the profession. In order to have a disciplined heart and a professional mindset, the younger generation of future teachers needs to be equipped. This can be achieved through thorough supervision. In order to improve the quality of teaching practice and the learning process in schools, supervision, whether internal or external, is an important basic component of teacher education.



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

Concept of Teacher Education

Teacher education can be seen as the professional training of teachers to acquire the attitudes, skills and knowledge considered desirable to make them efficient and effective in their work in accordance with the needs of society. It can be described as a cyclical affair in which both content area and pedagogical skills are packaged for student teachers to prepare them to meet the demands of the teaching profession (Jekayinfa, 2001). This package may take the form of a practicum, internship or Student Industrial Work Experience Scheme (SIWES), and often involves a period of time during which student teachers are placed in schools to teach and practically demonstrate the knowledge and skills they have acquired during their training. Teaching practice is an essential stage in a teacher's professional development. According to Sina, O. & Bello O. A (2014), "it provides an opportunity for student teachers to apply the knowledge and theories learned in their various institutions to the real classroom situation". Teaching practice has been identified as the most challenging, rewarding and important stage in teacher preparation (Goethals & Howard, 2000) and it is generally agreed that it is key to teacher preparation (Guytons & McIntyre, 2010). As a result of the fact that teaching practice is relevant, it should be organised in such a way that student-teachers can continuously acquire current knowledge, skills and develop professionally; proper and adequate supervision of teaching practice should be done to bring about quality assurance in teacher education programmes in Nigeria.

Teaching Practice

Teaching practice is a fundamental component of teacher education, providing student teachers with an essential opportunity to acquire important teaching skills through practical experience in the field. This experience will prepare them for efficiency and effectiveness in teaching after graduation.

Teaching Practice (T.P.) is an essential aspect of the student teacher's professional development. It is a core course in the preparation of teachers in Nigeria. It is conducted in both Colleges of Education, Faculties of Education and Institutes in Nigerian Universities. Teaching practice is monitored internally and externally for quality assurance.

In a teacher education programme, if there is no practice teaching exercise, the process is incomplete and deficient. It is an exercise that is practical for new entrants to the teaching profession. It goes beyond mastering the subject to be taught and knowing how to teach. The purpose of teaching practice is to develop several competencies in the student teacher, which include interpersonal, pedagogical, intercultural and psychological competencies (Zindi; Nyota & Batidzirai, 2005). Student teachers are prepared for teaching practice through micro-teaching course(s), observation of master teachers and peer teaching for quality output during teaching practice.

Various Colleges of Education, Faculties and Institutes of Education use student teachers for student teaching and every effort is made to match students with competent, qualified teachers for supervision. An integral part of student teaching is the supervision and evaluation of student teachers. Supervision is provided through a coordinated partnership between teachers in the school of practice and lecturers in the institutions. In Nigeria, student teachers from Colleges of Education are required to spend one semester of thirteen weeks in their school of practice, while undergraduate students spend six weeks in their school of practice. Supervision of student teachers is the responsibility of both the teacher training institutions and the host school.

In order to have quality teaching in teacher education, supervision should be the critical component of the practice exercise. Inhangbe (2017) has seen supervision in teaching practice exercise which is aimed at providing guidance and holding environment in appropriate professional relationship so that helpful and most effective skills and potent methods for effective teaching and learning are not only engaged, re-engaged, learned and refined but also carefully and properly applied: Teaching practice coupled with effective supervision can improve the standard of education. It can be seen that the teaching practice experience is lacking or has been taken away from those who attended teacher training colleges and



colleges of education in the past. All these teachers have undergone a complete metamorphosis in teaching practice and this has helped them to acquire teaching skills that help them to excel and qualify for teaching.

Objective of Teaching Practice

The National University Commission (NUC, 2007) and the National Commission for Colleges of Education (NCCE, 2015) have highlighted the fundamental objectives of teaching practice exercises.

These are:

1. To expose student-teachers to real life classroom experience under the Supervision of professional teachers.
2. To provide the forum for Student-teacher to translate educational theories and principles into practice.
3. To enable student-teachers discover their Strengths and weaknesses in classroom teaching and provide opportunities to enable them address their weaknesses and enrich their Strengths.
4. To familiarize student-teachers with real school environment as their future work. Place
5. To provide Student teachers with an opportunity for further acquisition of professional Skills, Competencies, personal characteristics and experience for full-time teaching after graduation.
6. To help student-teachers develop a positive attitude towards the teaching profession,
7. To serve as a means of assessing the quality of training being provided by teacher training institutions.
8. To provide student-teachers with opportunity to have a teaching evaluation and to gain constructive criticism.
9. To develop skills in the use of fundamental procedures, techniques and methods of teaching.
10. To enable the student teachers effectively plan and prepare lessons.

In universities and colleges of education, supervision of teaching practice is the most important or integral part of the teacher education process. Gordon (2004) says that supervision is woven into the whole framework and exercise of teaching practice exercise of teacher education either in the universities or colleges of education or other training institutes, the component of supervision wherein education experts are involved in providing guidance and direction for both, the teacher trainee and the whole exercise of both incorporate and provided for standard or quality to surface. Supervision is expected to be involved in the planning, initiation, implementation and completion of the practice.

In the supervision of teaching practice programme in training institutions, some factors beset the quality education. In Nigeria, there are practices that have almost become the norm and which are against or contrary to the basic or minimum expectation of supervision of teaching practice, these are:

1. There is no interactive engagement between the supervisor and the Student Teachers through the whole process.
2. It is the usual practice of supervisor today solely setting the agenda and focus of observation visit
3. fixing of dates and times of supervision without the consent or input and involvement of the student teachers
4. Lack of feedback during and after the observation phase of the process
5. No more post observation phase between the supervisor and supervisee



Importance of Teaching practice in Teacher Education in Nigeria

Teaching practice enhances the professional development of student teachers in the following ways:

1. It provides the time and avenue for student teachers to acquire competencies that are required in their teaching professional development.
2. It brings student teachers into a programme of Cooperative and interactive guidance by experienced teachers (Young & Edward, 2006).
3. Practical experience affords student teachers the opportunity to reflect on their own actions in the classroom and to acquire valuable skills, knowledge and attitude which are required in management of student learning experience in the Classroom (Imogie, 2009).
4. It affords the student teachers the opportunity to reflect not just on matters associated with professional life and growth but also know who they are and are to become in the new generation (De Ville, 2010),
5. It allows student teachers to have ample chance and the real life situations to apply theories and principles of education they have been taught in their institutions (Olaitan & Agusiobo, 2000)
6. It enables the student teachers to become more familiar with variety of instructional materials and resources, evaluate and select those appropriate for the objectives in a teaching unit lesson (Adekunle, 2006)
7. It provides the trainer the opportunity of both assessing and guiding the trainee for both formative and summative evaluation purposes (Afolabi, 2005).
8. It enables the student teachers to organize syllabus contents around major concepts and generalizations in the development of sequential learning in a unit or a course of Study (Adeniran, 2007).

Remodeling Supervision of Teaching practice

The existence of some of the negative practices that challenge the supervision of teaching practice, which invariably affect the quality of teachers, must be addressed. There is need to recognise all these negative effects or challenges facing supervision of teaching practice in Nigeria in order to address these deficiencies for the purpose of achieving the objectives of teaching practice.

The component of supervision as an integral part of the teacher education programme must be set right for the supervision of teaching practice. In order to produce quality and productive teachers, and even to have sustainable and meaningful teacher education, supervision needs to be redesigned, reoriented, committed and well implemented. These are the following ideas or suggestions for the success of the exercise.

1. The approaches to the supervision of the teaching practice in Nigerian institutions must be remodeled and restrategized in order to accommodate new approaches
2. The interaction or contact between the Supervisor and new teachers (neophytes) during teaching practice exercise should be structured to provide the opportunities for them to have their concerns and confusions on issues and theories related to effective engagement of teaching and learning in the real environment
3. To have quality personnel in teaching profession, Supervision of teaching practice should adopt clinical supervision approach where both the Supervisor and the student teacher will be considered equally important with adequate attention.
4. The grades awarded should not be emphasized too much during observation process but the exercise should emphasize the skills and methods of learning engagement.



Concept of Quality Assurance

Quality can be seen as the fulfilment of performance requirements. It is also characterised by the level of excellence in performance on the strength of context, inputs, process and equipment (Onocha, 2002). Quality in relation to education refers to standard or conformance to certain minimum standards (Onuma, 2008), Ojerinde, (2007) viewed quality in education to factors such as well articulated national goals, well planned curriculum at each level, assessment procedures and instruments, capacity for examination data, use of assessment of results and quality of student enrolment.

Quality assurance is the management of goods, services and activities from the input stage through the process to the output stage of production (UBE, 2002). Assurance revolves around meeting certain acceptable criteria of minimum quality standards to be achieved in the production of goods and services.

Quality assurance, which involves the provision and maintenance of the condition, is determined to guarantee a high standard of outcomes and products of teacher education institutions in Nigeria (European Student Handbook, 2005). Quality assurance also uses the services of teacher education to train qualified personnel to enhance their performance in their various workplaces (educational institutions). The philosophical objectives of quality assurance in education is the acceptance or decision of the educational institution to train student teachers' competence in a given discipline Okebukola, (2005) highlighted some factors that contribute to quality assurance in education as follows:

1. Provision of information to public on quality and standards,
2. Credibility to award of certificates,
3. Engendering Confidence in a programme,
4. Ensuring accountability, and
5. Enhancing quality and standards.

In the light of the above, quality assurance in education involves the monitoring of school facilities, the effectiveness and efficiency of teachers, the adequacy and accessibility of facilities and teaching resources needed for effective teaching and learning, and the preparation of teachers to meet the challenges of the new generation and the ever-changing world of today.

Problems and Solutions Associated with lack of Quality in Teacher Education in Nigeria

The following are the problems associated with lack of quality in teacher education in Nigeria:

1. Proliferation of low quality graduates.
2. Low or poor productivity.
3. Poor job performance, the threat occasioned by certification racketeering and qualification inflation.
4. Inadequate numbers and quality of teaching and non-teaching staff (Nwatuluak, 2003).

Nwankwo (2008), highlighted Solutions for ensuring quality assurance in teacher education in Nigeria Viz;

1. Availability of adequate and qualified Staff;
2. Availability of adequate and modern technological facilities,
3. Regular Staff development programmes and supervision and output
4. Continuous appraisal of teacher educational programme and personnel,
5. Adequate planning,



6. Adequate funding of teacher education in Nigeria.

If all these could be applied in all ramifications, there will be quality assurance in teacher preparation for the new generation in Nigeria.

Conclusion

This paper summarises the concept of classroom practice; quality assurance and the importance of classroom practice in the preparation of teachers in Nigeria were extensively discussed. The paper also critically examined supervision as an essential component of teacher education. For instance, the paper suggested that supervision of teaching practice needs to be reviewed. That the technique of supervision should be strictly adhered to. It also suggested that adequate supervision facilities should be provided at all costs. The government should provide funds at appropriate times. The commitment of the supervisor is essential and needs to be emphasised as clinical supervision is very useful. Problems and solutions related to the lack of quality teacher education in Nigeria were also highlighted and discussed.

Recommendations

In order to enhance quality in the preparation of teachers for the new generation, the following recommendations should be looked into by all stakeholders in preparation of teachers in Nigeria:

1. Workshops on teaching practice supervision by the training institutions should be organized regularly for all supervisors to clarify issues that will affect quality of teaching practice supervision such as proper interpretation, supervision instruments so that there is supervision consensus in dealing with similar student issues and supervisor bias is checked.
2. More incentives should be provided by the committee organizing teaching practice to the supervisors
3. Provision of new Information and Communication Technologies facilities should be used to train the student teachers as this will enable them to meet the global challenges of the new generation.
4. Adequate monitoring of the entire educational System should be carried out regularly and reports should be submitted to appropriate quarters for adequate implementation.
5. All teacher training institutions should have a well equipped micro-teaching laboratory where students will be exposed to the rudiments of teaching before the actual teaching
6. More funds should be allocated for the preparation and running of teaching practice exercise so as to enhance quality.
7. Supervisors should endeavour to visit the student teachers regularly and, in good time to supervise the actual teaching process.

All hands must be on deck during teaching exercise to enhance quality assurance in the Preparation of teachers for the new generation in Nigeria.

References

- Adekunle, M. O. (2006). Towards effective teaching practice in teacher education. *Journal of St Andrews College of Education*, 9(1-2), 19-24.
- Adeniran, S. A. (2007). Teaching practice supervision: Use of trained cooperating teacher. *Journal of St Andrews College of Education*, 9(1-2), 53-56.
- Afolabi, A. O. (2005). Teaching practice in Nigeria: A critique. *Journal of St Andrews College of Education*, 9(1-2), 15-18.



- De-Ville, P. (2010). Mentoring reflective practice in pre-service teachers. *EABR & ETLIC Conference Proceedings: The Voice of Australian Science Teachers*.
- European Student Handbook. (2005). Quality assurance in higher education sponsored by ESIB.
- Goethals, M. S., & Howard, R. A. (2000). *Student teaching: A process approach to reflective practice*. Upper Saddle River, NJ: Merrill.
- Imogie, I. (2009). Student practice teaching and the professional training of teachers in Nigeria: The need for a new strategy for the 21st century. *Faculty of Education Seminar Series 20th Anniversary*, 1-5.
- Je Kanyifa, A. A. (2001). The essence of lesson presentation in teaching practice. In A. I. Idowu, S. O. Daramola, A. S. Olorundare, O. O. Obiyemi, N. Y. S. Ijaiya, & K. Lafinhan (Eds.), *A guide to teaching practice*. Ilorin: Faculty of Education, University of Ilorin.
- Nwafuluaku, M. N. (2003). Towards desirable equality in Nigerian higher education. *Nigerian Journal of Research and Production*, 2, 457-466.
- Nwanekezi, A. U., Okoli, N. J., & Mezieobi, S. A. (2011). Attitude of student-teachers towards teaching practice in the University of Port Harcourt, Rivers State, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 2(1), 41-46.
- Nwankwo, I. F. (2008). Quality assurance in basic education: Secondary school experience. *Journal of Curriculum Studies*, 15(2), 13-20.
- Okebukola, P. (2005). Quality assurance in the Nigerian university. *Journal of Curriculum Studies*, 12(3), 1-5.
- Olabode, A. A. (2020). Effective supervision of teaching practice exercise in Nigerian colleges of education: Catalyst for quality teachers production. *International Journal of Advanced Research*, 6.
- Olaitan, S. O., & Agusiobo, D. N. (2000). *Principles of practice teaching*. New York: Wiley and Sons.
- Onocha, C. O. (2002). Quality assurance in teacher education. Paper presented at the 25th Anniversary Celebration, Kaduna.
- Onuma, N. (2008). Strategies for quality assurance in primary and secondary education in Nigeria. *Journal of Curriculum Studies*, 15(6), 28-36.
- Oyedepi, A. A. (2021). The place of teaching practice in Nigerian universities. *International Journal of Advanced Academic Research*. <https://doi.org/10.46654/ijjaar.24889849.a61251>
- Oyerinde, D. (2007). Striving for quality in educational assessment under the gifted education programme. Nigeria: National Board for Education.
- Sina, D. A., & Anne, D. R. (2015). Teaching practice: Tool for quality assurance in preparation of teachers for new generation in Nigeria. *Journal of Assertiveness*.
- Universal Basic Education (UBE). (2002). *A training manual for Nigerian primary school inspectors and supervisors*. Ibadan: Stirling-Horden Publishers.
- Young, R. B., & Edwards, M. G. (2006). A comparison of student teachers' perceptions of important elements of the student teaching experience. *Journal of Agricultural Education*, 47(3).
- Zindi, F., Nyota, M., & Batidzirayi, B. (2003). *Improving teacher preparation: Teaching practice guide*. Harare: KAT Printers Pvt. Ltd.



Academic Writing: Methods for Developing Seminar and Journal Papers

Amos Alkali Akoshi, PhD

*English, School of Languages, Nasarawa State College of Education,
Akwanga, Nasarawa State, Nigeria*

Aria John Saleh, PhD ✉

*English, School of Languages, Nasarawa State College of Education,
Akwanga, Nasarawa State, Nigeria*

Sabo Ezekiel Saleh, PhD

*Psychology, School of Education, Nasarawa State College of Education,
Akwanga, Nasarawa State, Nigeria*

Abstract

This paper explores the essential steps and best practices for writing a publishable journal article. Academic writing, particularly in the form of journal articles, serves as a platform for exchanging knowledge among professionals in a given field. To produce a high-quality article, authors must follow established conventions, choose a well-defined research topic, and adhere to the preferred citation style of the target journal. Furthermore, successful academic writing requires genuine interest, commitment, and sufficient time for thorough research, drafting, and revision. Effective communication plays a crucial role, as editors expect clarity, coherence, and grammatical accuracy. Additionally, understanding a journal's editorial policies and tailoring the article to its intended audience increases the chances of acceptance. A well-structured journal article typically includes key components such as a title, abstract, introduction, methodology, results, discussion, and conclusion. By adhering to these guidelines, researchers can enhance their contributions to their academic disciplines and improve their chances of successful publication. This paper emphasizes that journal article writing is not a casual or hurried task but a structured and deliberate process that requires precision, discipline, and scholarly integrity.

Keywords: *Academic Writing, Journal Articles, Research Publication, Citation Styles, Editorial Policies, Scholarly Communication.*

Suggested citation: Akoshi, A.A., Saleh, A.J., & Saleh, S.E. (2025). Academic Writing: Methods for Developing Seminar and Journal Papers. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 176-182. DOI: 10.59324/ejahss.2025.2(2).20

Introduction

Higher education institutions in developed countries are believed to excel in producing high-quality publications mainly because they prioritize academic writing in their postgraduate programs. Through these programs, students who will later become lecturers gain the essential skills and expertise to explore knowledge and share it professionally through publications.

In contrast, to my knowledge, academic writing does not receive significant attention in postgraduate programs in this country. Many lecturers do not fully understand the technical aspects of formal writing, which academic writing represents. As a result, most lecturers tend to adopt an informal writing style in their publications.



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

Academic writing requires strict rules and structures that differ from the informal style many lecturers are accustomed to. It's no surprise that the APA 7th Edition points out: "Many new writers struggle to distinguish between informal and formal writing. They often default to informal writing because it is easier and more familiar."

This paper introduces academic writing, which includes seminar and journal writing, and highlights its differences from non-academic writing, emphasizing why we should embrace it to publish acceptable academic papers.

Definition of Academic Writing

Academic or research writing is not simply the act of putting personal thoughts, emotions, and opinions onto paper in the form of an essay. While personal reflections can be valuable, they do not constitute research, as they lack engagement with external viewpoints, consultation of additional sources, and the collection and analysis of data to investigate a concept, examine an issue, solve a problem, validate an assumption, substantiate or challenge an argument, and so on.

Relying excessively on personal reflections and subjective perspectives can lead to bias, inaccurate conclusions, and unreliable findings. Research is weakened when it consists merely of personal opinions or a compilation of others' views without any systematic effort to collect and analyze data from credible sources.

Therefore, before embarking on research, it is essential to understand its nature. According to Olaofe (2010), research involves seeking solutions to a problem, exploring an idea, analyzing an issue, and either accepting or rejecting an assumption, concept, or argument through the collection and evaluation of data beyond personal experience and intuition. The conclusions and generalizations derived from such research must adhere to scientific or empirical methodologies.

These methodologies include defining the research problem, formulating research questions and hypotheses, critically reviewing and synthesizing existing literature, and acknowledging sources. Additionally, they involve identifying and selecting data collection areas, gathering data using standardized research tools, and conducting an objective analysis to produce concrete and meaningful findings. These findings help draw implications, generalizations, conclusions, and recommendations based on the research.

The results, conclusions, and recommendations derived from data analysis should ideally be published in reputable academic journals within the relevant field so they can contribute to knowledge advancement. If qualitative research is published in an unrelated journal, its impact may be diminished, as it might not reach the appropriate audience.

Characteristics of Academic Writing

Similarly, Oyetunde (2002) defines research as: "a systematic approach to posing and answering pertinent questions, with the goal of solving problems faced by humanity."

This definition underscores the fact that academic writing follows specific rules and conventions. It is not an activity one should undertake without adequate knowledge of its principles and effective communication strategies.

Ozaji et al. (2020) summarized the key characteristics of academic writing as follows:

1. Academic writing is a formal discourse that is integral to academic practice and is disseminated through scholarly media such as journals, conferences, and dissertations.



2. Academic writing reflects the analytical mindset of a scholar, developed through extensive study, and serves to substantiate a thesis, defend a position, or propose/refute a theory. It is not writing for the sake of writing.
3. Academic writing facilitates knowledge creation and dissemination to address issues, resolve problems, or refine existing knowledge to align with contemporary disciplinary developments.
4. Academic writing is a structured form of writing intended for an academic audience, such as in seminars and conferences. It is purposeful and goal-oriented.
5. Academic writing is the preferred writing style for scholars when engaging with their intellectual disciplines in academic publications.
6. Academic writing is evidence-based and adheres to a defined structure, tone, and formal language with strict linguistic precision.
7. Examples of academic writing include research papers, theses, dissertations, conference papers, seminar presentations, workshops, and journal articles.
8. Academic writing belongs to a unique genre distinct from other forms of writing, such as fiction or journalistic content.

Based on these perspectives, it can be concluded that academic writing is the specialized language of the scholarly community. It follows a formal style and is primarily used in academic settings and media. Unlike non-academic writing, which is generally less formal and does not require adherence to rigorous academic structures, AW maintains strict conventions to ensure clarity, precision, and credibility.

Steps for Writing Seminar and Conference Papers

Seminar and conference papers are prepared on specific topics for presentation to an audience of professionals within a given field. While seminar presentations tend to be less formal than conference presentations, both follow similar procedures.

In a seminar, the speaker — who has conducted an in-depth study on the subject — provides an analysis and shares insights to foster academic discussion. More broadly, both conferences and seminars serve as platforms where experts gather to present their research findings and perspectives. Typically, presenters are allotted a limited timeframe, sometimes as brief as ten minutes or less, to discuss their work.

Presenting a paper involves summarizing its key points and major findings with clarity and confidence. It does not mean reading the paper word for word, nor does it involve relying on notes due to a lack of familiarity with the subject matter. Instead, an effective presenter highlights the essential aspects of their research while maintaining engagement with the audience.

Following the presentation, a discussion session takes place, where attendees may ask questions, provide feedback, share their own perspectives, or evaluate the significance of the work. Seminars and conferences often span multiple days and may be divided into several thematic sessions. Each session focuses on a specific aspect of the broader topic, with related papers presented together. These sessions are typically led by an expert in the field.

Role of the Session Chairperson

The chairperson is responsible for: a) introducing the topic and the presenter, b) highlighting key areas of focus for discussion, c) overseeing the presentation process, d) moderating the post-presentation discussion, e) ensuring that discussions remain constructive and do not turn into heated debates.

At the conclusion of the event, key points, findings, and recommendations from the papers presented are compiled and published in the form of a communiqué, report, or proceedings for broader



dissemination. While seminar and conference papers are not typically published in academic journals in their original form, they may be revised based on feedback received during the presentation and later submitted for journal publication (Olaofe, 2010).

In some cases, seminars and conferences are organized to address significant national or international issues, serving as a means of gathering expert opinions to inform policy and development initiatives.

Format for Seminar and Conference Papers

Seminar and conference papers typically follow a structured format with clearly defined headings and subheadings, such as:

- Title of the Paper;
- Abstract;
- Background of the Study;
- Statement of the Problem;
- Research Questions and Hypothesis (if applicable);
- Scope and Limitations of the Study;
- Review of Related Literature;
- Theoretical Framework (if applicable);
- Methodology and Data Collection Instruments;
- Data Analysis and Results;
- Discussion of Findings;
- Implications and Generalizations (where relevant);
- Study Limitations;
- Conclusion.

Given the limited time for presentation, it is essential to keep the following guidelines in mind when delivering a seminar or conference paper, as recommended by Olaofe (2010). Effective Presentation Tips:

- 1) Start with a brief introduction and formalities but avoid spending too much time on protocol—it is not the focus of your paper.
- 2) Get straight to the main point of your research and maintain focus throughout.
- 3) Present your arguments step by step, concisely, and coherently to keep the audience engaged.
- 4) Support your claims with solid evidence drawn directly from your paper.
- 5) Refer to relevant tables, charts, and diagrams to enhance clarity.
- 6) Summarize the key points of each section as you progress.
- 7) Conclude effectively by reinforcing your key arguments and findings.
- 8) During the discussion session, engage constructively by:
 - Providing clear and direct answers to questions.
 - Respecting differing opinions and acknowledging valid critiques with appreciation.
 - Accepting constructive feedback with gratitude and recognizing strengths with humility.
- 9) Manage your time effectively:
 - Stay within the allotted time—going over time can appear inconsiderate, while finishing too early may suggest a lack of depth.



- Heed the moderator's final warning to stop; a concise, well-articulated presentation leaves a stronger impact than an unnecessarily long one.
 - Be clear, engaging, and precise in your delivery.
 - Avoid a monotonous or dull presentation style.
 - Ensure impeccable language use—your grammar, sentence structure, and word choice should be accurate and appropriate for your academic audience.
 - Keep your audience engaged; a presentation riddled with grammatical errors can undermine even the strongest research.
- 10) Project your voice so that everyone can hear you, but do not shout into the microphone. Keep it about six inches from your mouth to ensure clarity without distortion. A speaker who is either too loud or too quiet risks losing the audience's attention.

By adhering to these guidelines, you can deliver a compelling and professional seminar or conference paper that effectively communicates your research to your audience.

Writing Journal Articles

Like seminar and conference papers, journal articles fall under the category of technical, scientific, or academic writing—a form of writing intended to inform rather than entertain. Since journal articles serve as a platform for professionals to exchange ideas within a specific field, they must contain authoritative and well-researched information (Markel, 1992).

A journal article is written by a specialist for an audience of other specialists, following a structured approach for a specific academic purpose (Oyetunde, 2002). This means journal writing should not be approached casually or in haste.

To produce a publishable journal article, consider the following key steps:

1. Understanding Journal Requirements and Conventions

Journal articles follow a specific format, and each academic discipline has its own set of expectations. You cannot write an article arbitrarily; instead, you must adhere to the established conventions in your field. A practical first step is to review recent issues of the journal where you intend to submit your work.

Publishing in a reputable journal is not a matter of luck—it requires a meaningful contribution presented in a format prescribed by the journal.

2. Genuine Interest in the Topic

A strong commitment to contributing to knowledge is crucial. Your research should be personally meaningful and aligned with academic or professional needs. Avoid writing merely to fulfill publication requirements for promotion—your work should have intellectual value. Writing a high-quality article requires a genuine interest in the subject.

3. Allocating Sufficient Time

Writing a well-researched journal article demands time and effort. Rushing through the process can compromise the quality of your work. Allocate ample time for research, planning, writing, and revision.

4. Adherence to Major Citation Styles

Your article may be rejected if it does not comply with the journal's required citation style. Failing to use the correct referencing format reflects carelessness and a lack of scholarly rigor. Proper citation is an essential aspect of academic integrity, demonstrating adherence to the ethical standards of your profession.



5. Choosing a Well-Defined Topic

Select a topic that is neither too broad nor too narrow:

- A topic that is too broad may lack depth and focused analysis.
- A topic that is too narrow may not provide enough material for thorough documentation.

Ensure that your research question allows for substantial investigation and meaningful conclusions.

6. Effective Communication

Editors do not have the time to correct grammatical errors or revise poorly structured writing. Since they receive numerous high-quality submissions, yours must be clear, concise, and well-articulated to stand out.

Proofread and edit your work meticulously—this is your responsibility, not the editor's.

Ensure clarity, coherence, and academic precision in your writing.

7. Familiarity with the Journal's Editorial Policy

Before submitting your article, research the journal's editorial guidelines. Understand:

- The types of articles they publish;
- Their preferred citation style;
- The intended audience;
- Acceptable article length and formatting rules.

Do not write an article first and then start searching for a journal to publish it—this approach is unprofessional. Instead, tailor your article to the specific requirements of your chosen journal.

8. Targeting a Specific Audience

Academic writing is purpose-driven and should be tailored to a specific audience. Always have a clear objective in mind and write in a way that aligns with the expectations of your readership. Editors serve as your first audience, so understanding their standards is essential for successful publication (Oyetunde, 2002).

Standard Structure of a Research Article

A well-structured journal article typically consists of the following sections:

1. Title of the Article;
2. Author's Name and Institutional Affiliation;
3. Abstract;
4. Introduction;
5. Methods;
6. Results;
7. Discussion;
8. Conclusion/Recommendations;
9. References;
10. Appendices (if applicable)

By following these principles, you can enhance the quality, clarity, and impact of your journal article, increasing its chances of acceptance in a reputable academic publication.



Conclusion

Writing a journal article requires careful planning, adherence to academic conventions, and a commitment to contributing meaningful knowledge. A well-structured article follows an established format and meets the specific requirements of the target journal. To achieve publication success, authors must select a well-defined topic, use proper citation styles, and communicate ideas clearly. Effective time management and thorough proofreading are essential, as editors prioritize polished and high-quality submissions. Additionally, understanding the journal's editorial policies and tailoring the article to its audience increases the likelihood of acceptance. Academic writing is not merely about meeting institutional requirements; it is a rigorous process that demands clarity, precision, and scholarly integrity. By following these principles, researchers can enhance their work's impact and contribute to the advancement of knowledge in their field.

References

- Adu, T. S., Hamman, O. T., Oj, M. I., Bajah, T. A. M., & Oke, W. O. (1990). Teachers' instructional practices. *Journal of Educational Improvement*, 10, 20–25.
- Ahmadu Bello University. (2005). *Guidelines for the Preparation of Project Reports, Theses, and Dissertations*. Zaria: Ahmadu Bello University Press Limited.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. Washington, DC: Author.
- Amin, M. E. (2005). *Social Science Research: Conceptions, Methodology, and Analysis*. Kampala: Makerere University.
- Blaxter, L., Hughes, C., & Tight, M. (2008). *How to Research*. Maidenhead: McGraw-Hill Education, Open University Press.
- Bulus, J. I. (1990). Comments from the new editor. *Journal of Applied Psychology*, 68, 20.
- Centre for Training and Development. (1994). *Guidelines for Thesis Writing*. Chicago: Encyclopedia Britannica.
- Ebsworth, M. E., & Schweers, C. W. (1997). What researchers say and practitioners do: Perspectives on conscious grammar instruction in the ESL classroom. *Applied Language Learning*, 8, 237–260.
- Ezeji, S. C. O. A. (1987). Research methodology. B. G. O. Obioma, *Research Methodology* (c. 49–68). Nsukka: Institute of Education.
- Markel, M. H. (1992). *Technical Writing: Situations and Strategies*. New York: St. Martin's Press.
- Olaofe, I. A. (2010). *Research Writing for Academic Growth*. Zaria: Ahmadu Bello University Press Limited.
- Oyetunde, T. (2002). *Writing Research Projects, Journal Articles, Conference Papers and Documenting References Accurately*. Jos: LECAPS.
- Ozaji, E. D. (2020). *Academic Writing for Emerging Lecturers: Workshop Manual*. Jos: Deka Education Consult.
- Publication Manual of the American Psychological Association. Washington, DC: American Psychological Association.
- Sprinthall, R. C., Schmutte, G. T., & Sirois, L. (1990). *Understanding Educational Research*. New York: Prentice Hall College Division.
- Winker, A. C., & McCuen, J. R. (1985). *Writing the Research Paper: A Handbook*. San Diego: Harcourt Brace Jovanovich, Publishers.



Bridging Rhetorical Differences: Arabic Textual Metaphors in Academic Writing and Translation

Dr. Fahd Mohammed Sagheer Eid ✉

Linguist and English Lecturer at different Yemeni Universities, Yemen

Dr. Mohammed Sagher Ahmed Mutahar

English Lecturer at Seiyun University, Yemen

Abstract

Metaphorical language is crucial for creating a smooth flow and logical connection in Arabic academic texts, influencing how arguments are built and organized. Using ideas from Systemic Functional Linguistics (SFL), this research explores how techniques such as turning verbs into nouns, using passive voice, and employing connecting words contribute to the structure of formal Arabic writing. Although Arabic academic writing tends to use subtle ways of connecting ideas and developing arguments, translating these nuances into English can be tricky because of variations in the way academic texts are constructed in each language. Major hurdles in translation involve the unspoken links between ideas, the distinct ways nouns are formed from verbs, and the contrasting rhetorical styles of Arabic and English. Arabic often leans on verb-driven sentences and implied meanings, whereas English gravitates towards clear conjunctions and abstract concepts expressed through nouns. Additionally, the academic writing style in Arabic tends to use a lot of repetition and judgmental language. This means we need to adjust things when translating into English to keep it clear, neutral, and suitable for academic contexts. To tackle these challenges, this research suggests various approaches, like making the connections between ideas more obvious, using more noun-based phrases, simplifying the way arguments are presented, and making sure the translation stays unbiased. Real-life examples are provided to show how these methods can make the text easier to read and more cohesive. The results of this study are helpful for teaching academic writing and for translation work. They provide valuable tips for Arabic-speaking researchers who want their writing to meet international academic norms.

Keywords: *Academic writing, cohesion, coherence, Functional Linguistics, Textual metaphor, translation strategies.*

Suggested citation: Eid, F.M.S., & Mutahar, M.S.A. (2025). Bridging Rhetorical Differences: Arabic Textual Metaphors in Academic Writing and Translation. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 183-201. DOI: 10.59324/ejahss.2025.2(2).21

Introduction

The notion of textual metaphor continues to be a subject of debate within the broader framework of grammatical metaphor in Systemic Functional Linguistics (SFL). While scholars such as M.A.K. Halliday and C.M.I.M. Matthiessen have largely focused on its textual functions, other linguists, including J.R. Martin and G. Thompson, argue that textual metaphor constitutes an essential component of the overall theory of grammatical metaphor. Martin (1993: 265) asserts that “grammatical metaphor re-textures the clause,” introducing the concepts of grammatical Theme and grammatical News. However, these elements only take on a metaphorical dimension when their logical sequencing is altered, leading to shifts in how information is structured within a text.

Thus, textual metaphor serves a crucial role within grammatical metaphor, a position emphasized by Halliday and Matthiessen (2014) within the SFL paradigm. Unlike grammatical metaphor, which typically



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

involves a transformation from a more congruent (literal) expression to a less congruent (metaphorical) form, textual metaphor functions at the discourse level, shaping textual cohesion and coherence (Thompson, 2014). Thompson (2014: 251) points out that:

“It is debatable whether the label ‘textual metaphor’ is really justified – Halliday and Matthiessen (2014) do not include this category in their survey of grammatical metaphor. I include it here because, as I have argued, the presence of metaphor can generally be recognized by the need for a double transitivity analysis, one of the original wording and the other of a more congruent rewording; and there are in fact two types of thematic structures which also need a double analysis. These are thematic equatives and predicated Theme.”

This mainly has to do with reworking the logical and persuasive links between ideas, which in turn shapes how information is shown and understood. In Arabic, this type of metaphor appears through the use of nominalization, conjunctions, passive voice, and abstract phrases. These elements strengthen the unity and clarity of academic writing. Considering that Arabic academic texts are quite structured and formal, this kind of metaphor is crucial for arranging arguments, connecting ideas, and ensuring a logical flow of thought (Hatim & Mason, 1997).

Objectives and Scope of the Study

The objective of this study is to:

1. Explore how textual metaphor works in Arabic academic writing, with a focus on nominalization, passive constructions, and conjunctive relations.
2. Look at how textual metaphor contributes to coherence and cohesion, especially in terms of argument structure and discourse organization.
3. Investigate the difficulties involved in translating Arabic textual metaphor into English, emphasizing differences in rhetorical traditions and their effects on readability.
4. Offer educational advice for Arabic-speaking students and translators to enhance their academic writing skills in both Arabic and English.

This research will use some Arabic academic texts, journal articles, and studies on translation, combining knowledge from Arabic linguistic traditions with contemporary discourse analysis.

The Role of Textual Metaphor in Academic Writing

Academic writing is a unique way of expressing ideas, relying on clearness, accuracy, and logical flow to effectively convey intricate concepts. One key tool in academic writing is the textual metaphor, which goes beyond mere figures of speech to shape how arguments are built, how they hang together, and how meaning is created (Lakoff & Johnson, 1980). Textual metaphors, especially in fields that require abstract thinking, are essential for forming academic discussions, allowing writers to present their thoughts in a more organized and nuanced manner. This essay delves into the function of textual metaphor in academic writing, examining how it boosts clarity and connection, its effect on the strength of arguments, and the difficulties it introduces in translation and communication across languages. To illustrate these points, we'll look at specific examples from Arabic and English academic texts.

Textual metaphor plays a key role in academic writing by boosting the text's coherence and cohesion. Coherence is all about how ideas logically flow in a text, and cohesion ties different parts of the discourse together through linguistic devices (Halliday & Hasan, 1976). Textual metaphor helps with both, making sure the argument flows smoothly from one idea to the next.

To illustrate, when talking about education, people often use metaphors such as:



"Knowledge is a journey," which suggests that learning is an ongoing process, or "The mind is a container for ideas," implying that knowledge is stored and built up over time (Reddy, 1979). These metaphorical ways of thinking help writers link abstract ideas to mental models that are easier to grasp, making complex concepts more approachable.

Similarly, metaphors in Arabic academic writing function as a cohesive device, connecting various sections of a text through the consistent use of metaphorical themes. A prominent example is the metaphor of light and illumination, which is frequently employed in Arabic discourse to represent knowledge and intellectual enlightenment. For instance:

العلم نور يهدي العقول (Knowledge is light that guides minds).

المعلم مصباح ينير الطريق (The teacher is a lamp that illuminates the path).

These metaphors not only boost cohesion by sticking to a unified theme but also underscore the esteemed status of knowledge and education within the cultural and rhetorical context of Arabic discourse (Al-Jurjani, 1992). When these metaphors are carried throughout an academic work, they contribute to a cohesive thematic structure, making sure that arguments are logically connected.

Metaphor is a powerful tool in argumentation and abstract reasoning, extending beyond its role in cohesion. Abstract concepts, which are challenging to define concretely, are central to many academic fields, particularly philosophy, law, and the social sciences. Metaphor provides a way for scholars to conceptualize these abstract ideas by linking them to more familiar domains (Lakoff & Johnson, 1999).

In political science, for example, metaphors are frequently employed to elucidate intricate systems: "The government is the backbone of society," which suggests that governance provides support and structure to the nation (Chilton, 2004).

In Arabic scholarly writing, this approach really stands out, since rhetorical traditions tend to lean towards language that's vivid and full of imagery. Ideas like justice, governance, and morality are often unpacked using metaphors centered around the body (Ibn Khaldun, 1377/2005), like:

الاقتصاد قلب الدولة النابض (The economy is the beating heart of the state).

القانون عمود فقري للمجتمع (The law is the backbone of society).

These metaphorical constructions contribute significantly to the clarity and coherence of academic discourse by rendering abstract concepts more concrete and systematically structured. This transformation not only aids scholars in articulating complex arguments with greater precision but also enhances reader engagement and interpretability. By embedding metaphorical frameworks within their writing, academics can strengthen the rhetorical impact of their work, ensuring that their arguments are both intellectually accessible and persuasively conveyed.

By applying Systemic Functional Linguistics (SFL) principles, educators can significantly enhance the academic writing skills of Arabic-speaking students in both Arabic and English. Further research could investigate how pedagogical strategies that emphasize metaphor contribute to the development of academic literacy, particularly among bilingual learners navigating complex linguistic and cultural landscapes. Ultimately, a deep understanding of textual metaphor enables academic writers to engage more effectively in scholarly discourse, ensuring their ideas are clearly articulated, well-structured, and accessible across different linguistic contexts.

Systemic Functional Linguistics (SFL) Perspective on Textual Metaphor

Systemic Functional Linguistics (SFL), developed by M.A.K. Halliday, offers a comprehensive framework for analyzing language as a social semiotic system. One of its central concepts, textual metaphor, plays a crucial role in shaping discourse, particularly in academic contexts. In Arabic, textual metaphor is not merely a stylistic device; rather, it is deeply embedded within linguistic structures, rhetorical traditions,



and cultural modes of expression. Its pervasive influence affects the representation of abstract concepts, the construction of arguments, and the overall cohesion and coherence of academic texts. This paper explores textual metaphor through the SFL framework, with a specific focus on its interaction with Arabic grammar and discourse conventions. It examines how textual metaphor functions across Halliday's three metafunctions namely, ideational, interpersonal, and textual, while also addressing challenges in translation and their implications for academic writing. By investigating these dynamics, this study sheds light on the intricate ways in which metaphor shapes linguistic expression and meaning-making in Arabic scholarly discourse.

To discuss this point, SFL breaks down language functions into three main groups: the ideational metafunction, which is about expressing experience and reality; the interpersonal metafunction, which is concerned with shaping social interactions; and the textual metafunction, which focuses on organizing discourse in a connected way. In Arabic, how metaphor is used within these metafunctions differs from English academic writing. This study will concentrate on the textual aspect.

The textual metafunction is all about how discourse is put together to form a unified and coherent text. In Arabic academic writing, metaphor acts as a tool for cohesion, tying different text parts together through repeated metaphorical concepts.

For instance, when discussing education, Arabic academic writing often uses metaphors centered around light and guidance:

العلم نور يَهْدِي العقول (Knowledge is light that guides minds).

المُعَلِّمُ مُصْبِحٌ يُنِيرُ الطَّرِيقَ (The teacher is a lamp that illuminates the path).

These metaphors help glue the text together by creating a consistent way of thinking throughout the piece. In an academic paper, carrying these metaphors across different sections helps drive home the writer's point and makes it easier for the reader to follow along.

Another way metaphors create this sense of unity is seen in political and economic discussions, where Arabic academic writing often uses body metaphors like:

الاقتصاد قلب الدولة النابض (The economy is the beating heart of the state).

الحكومة جسد، والوزراء أعضاؤه (The government is a body, and its ministers are its organs).

These metaphors build a bridge between different parts of the text, making the overall argument feel more cohesive and convincing.

Within the framework of Systemic Functional Linguistics (SFL), textual metaphor plays a crucial role in Arabic academic writing, contributing to the overall coherence, cohesion, and persuasiveness of the text. It operates across Halliday's three metafunctions: within the ideational metafunction, it manifests through grammatical metaphor and nominalization, restructuring meaning to convey abstract concepts more effectively; within the interpersonal metafunction, it serves to establish academic authority and express modality, shaping the writer's stance and engagement with the audience; and within the textual metafunction, it enhances textual cohesion by employing extended metaphorical structures that link ideas seamlessly. However, the fundamental differences between Arabic and English academic writing conventions present challenges in translation. These linguistic and rhetorical variations necessitate strategic adaptation techniques to ensure that both the intended meaning and the rhetorical force of the original text are preserved in translation.

Educators and translators, utilizing the principles of Systemic Functional Linguistics, can play a crucial role in enhancing the academic writing proficiency of Arabic-speaking students, equipping them to navigate Arabic and English scholarly discourse with greater clarity and effectiveness. Future studies could explore the extent to which SFL-based pedagogical approaches foster the strategic deployment of metaphor as a tool for advancing academic literacy in bilingual contexts. Such investigations would contribute to the refinement of instructional strategies aimed at enhancing linguistic accuracy, textual cohesion, and rhetorical sophistication in cross-linguistic academic communication.



Textual Metaphor in Arabic: Theoretical Foundations

Arabic metaphor is deeply intertwined with the linguistic and rhetorical traditions that shape argumentation and discourse. While Michael Halliday's Systemic Functional Linguistics (SFL) provides a foundational framework for analyzing grammatical and textual metaphor, the historical and cultural dimensions of Arabic introduce distinctive characteristics that extend beyond SFL's conventional scope. In Arabic discourse, textual metaphor plays a crucial role in establishing cohesion, enhancing meaning through abstraction, and structuring arguments using figurative language. Examining textual metaphor through both the perspectives of SFL and the unique linguistic patterns of Arabic offers a comprehensive framework for understanding its function within Arabic linguistic structures, cognitive processes, and communicative practices. Halliday (1985) introduced the concept of grammatical metaphor, which occurs when meaning is expressed through an alternative grammatical structure rather than the conventional one. This principle extends to textual metaphor, where cohesive elements within a text are reorganized to enhance abstraction and make the relationships between ideas less explicit.

For example, in English:

- Direct expression: *The committee decided to postpone the meeting.*
- Metaphorical expression: *The decision to postpone the meeting was made by the committee.*

In the second sentence, the verb *decide* is nominalized as *decision*, creating a more abstract formulation and altering the perceived agency within the statement.

In Arabic, similar transformations occur:

Congruent realization: *قرر المجلس تأجيل الاجتماع* (*The council decided to postpone the meeting.*)

Metaphorical realization: *تم اتخاذ قرار بتأجيل الاجتماع من قبل المجلس* (*A decision to postpone the meeting was made by the council.*)

Using "اتخاذ قرار" instead of "قرر" adds a layer of abstraction and removes the sense of a specific actor making the decision. This is a typical characteristic found in Arabic bureaucratic, academic, and journalistic contexts (Al-Khafaji, 2005).

Halliday and Matthiessen (2014) emphasize the significant role of textual metaphor in structuring discourse beyond the level of individual clauses. By embedding implicit logical relationships, textual metaphor contributes to the cohesion and coherence of a text. This phenomenon is particularly evident in Arabic, where such rhetorical devices enhance argumentation without explicitly marking transitions in thought. Rather than using direct expressions like "لهذا السبب" (for this reason), Arabic academic writing often employs more nuanced constructions such as "...الأمر الذي أدى إلى" (which led to...) or "...ما يعني أن" (which means that...). These metaphorical formulations function as subtle yet effective textual connectors, ensuring a seamless flow of ideas while simultaneously introducing a degree of abstraction and rhetorical sophistication.

Arabic scholarly writing and classical rhetoric prefer a subtle method of connecting ideas, founded on implied rather than overt logical relationships, which are normally found in English writing. This is in line with Al-Jurjani's (1982) claims in his "Theory of Structure" (نظرية النظم), where he claims that the meaning of a text is derived from the coherent structure of language and not from overt grammatical signals.

Ibn Khaldun also shares the same view in his "المقدمة" (The Muqaddimah, The Introduction), saying that: "إنه الكثرة من المال تؤدي إلى الترف، والترف يولد الفساد، والفساد يضعف الدولة" (Basically, an excess of wealth leads to a life of luxury, which in turn gives rise to corruption, and that corruption undermines the state.)

The text illustrates how Arabic differs from English in linking ideas cohesively. While English often relies on explicit connectors such as *therefore* (لذلك) or *as a result* (نتيجة لذلك) to indicate cause and effect, Arabic achieves clarity through structural choices, lexical patterns, and nominalization. The natural flow of



Arabic emerges from word selection, transforming actions into nouns, and the reader's ability to infer logical relationships. In contrast, English typically depends on explicit linking words to ensure coherence and clarity. Let's look at an example: In English, we might say:

"The government raised taxes, so the prices went up."

"الحكومة رفعت الضرائب، ولذلك، ارتفعت الأسعار"

In a more formal Arabic style, you might write it as:

"الزيادة في الضرائب كانت سبباً في ارتفاع الأسعار"

"The increase in taxes was a reason for the rise in prices."

In the Arabic version, the verb "raised" is rendered as the noun "the increase" (الزيادة), while "increase" is translated as "the rise" (ارتفاع). This transformation adds a sense of formality and abstraction, aligning with the stylistic conventions commonly found in Arabic academic and news discourse—a pattern noted by Hatim and Mason (1997).

Arabic rhetoric has long employed figurative and metaphorical structures to strengthen arguments and enhance persuasiveness. In academic discourse, grammatical metaphor plays a key role in reducing subjectivity by depersonalizing actions, increasing formality through the shift from verbal to nominal forms, and improving coherence by linking ideas abstractly. For example:

Direct (Verbal Emphasis): "العلماء يبحثون عن حلول لأزمة الطاقة." (Scientists are on the hunt for solutions to the energy crisis.) Metaphorical (Nominalization Emphasis): "يجري البحث عن حلول لأزمة الطاقة من قبل العلماء." (The hunt for solutions to the energy crisis is being carried out by scientists.)

The metaphorical rendition takes away the doer, redirecting attention from "scientists" to "hunt," thus sounding more objective and formal.

Textual Metaphor in Classical and Modern Arabic Literature

The rich tradition of Classical Arabic literature extensively examined textual metaphor, with numerous esteemed scholars illustrating its use through diverse examples in their writings. Thus, Classical Arabic rhetoric, deeply rooted in the works of prominent figures such as Al-Jahiz (776–868 CE), Al-Jurjani (1020–1088 CE), and Ibn Khaldun (1332–1406 CE), provides a sophisticated framework for understanding textual metaphor in Arabic discourse. These scholars played a pivotal role in shaping the theoretical and analytical foundations of بلاغة (balāghah, eloquence), a discipline encompassing various rhetorical devices, including الاستعارة (al-isti'ārah, metaphor), التشبيه (al-tashbīh, simile), and المجاز (al-majāz, figurative language). Their contributions continue to inform contemporary studies in Arabic linguistics, literary criticism, and discourse analysis.

Al-Jahiz (776–868 CE) conceptualized language as a powerful tool of persuasion, emphasizing its aesthetic and rhetorical effectiveness in communication. A distinguished literary and linguistic scholar, he explored the intricate relationship between eloquence and meaning, particularly in his seminal work, *Kitab al-Bayan wa al-Tabyin* (The Book of Eloquence and Exposition). In this treatise, Al-Jahiz highlighted the role of creative language—particularly metaphor—in enhancing rhetorical persuasiveness and communicative impact. He argued that the effectiveness of discourse depends on a speaker's ability to employ metaphor and analogy to convey complex or abstract ideas in a way that resonates with the audience. One of his most notable metaphoric expressions, "the sword of speech" (suyuf al-kalam), likens the power of language to that of a weapon. This analogy suggests that words, much like swords, have the capacity to cut through ignorance, shape public perception, and defend intellectual positions. Through this metaphor, Al-Jahiz highlighted the strategic role of language in persuasion and intellectual debate. Additionally, his analysis of Arabic poetry and prose illustrates how metaphor enriches discourse by adding vividness and emotional depth. For instance, he cited a poet's depiction of the moon as "a silver coin lost in the vast sea of night," demonstrating how figurative language enhances expressiveness and



evokes imagery. Through his exploration of metaphor, Al-Jahiz contributed significantly to Arabic rhetorical tradition, reinforcing the idea that language is not merely a medium of expression but a dynamic force capable of influencing thought and perception.

"الدَّهْرُ يَقْتَرِسُ النَّاسَ كَمَا يَقْتَرِسُ الْأَسْوَدُ فَرِيسَتَهَا"

"Time devours people as lions devour their prey."

In this case, the poet uses the metaphor of a predator to describe the abstract idea of time, highlighting its unavoidable, destructive force.

Al-Jurjani (1020-1088 CE), who founded the Theory of Structure (نظرية النظم) in the Arabic language, made numerous contributions to Arabic rhetoric, particularly in his works "اسرار البلاغة" (The Secrets of Eloquence) and "دلائل الإعجاز" (The Proofs of Inimitability). These works revolutionized the study of metaphor and its role in creating meaning. He introduced the Theory of Structure (نظرية النظم), asserting that the effectiveness of metaphor is not solely derived from individual words but rather from their syntactic arrangement and contextual interaction. Al-Jurjani used the following verse from the Quran:

"وَإِخْفِضْ لَهُمَا جَنَاحَ الذُّلِّ مِنَ الرَّحْمَةِ" (Surah Al-Isra 17:24)

"Lower to them the wing of humility out of mercy."

He described the phrase "lower the wing of humility" as a really strong metaphor that likens humility to a bird lowering its wing, showing submission and care. This metaphor doesn't just paint a picture in your mind, it also touches your emotions in a way that plain language just can't. Another example from poetry that Al-Jurjani thought was great is: "غَضَبُ الْبَحْرِ" ("The anger of the sea") This metaphor gives the sea a human emotion (anger), making you think of a wild storm and highlighting just how powerful nature can be.

Ibn Khaldun (1332-1406 CE), the renowned Arabic historian and philosopher, explored the impact of metaphor within sociolinguistic contexts and seamlessly blended rhetorical studies into his comprehensive analysis of society, language, and culture. In his seminal work "المقدمة" (Muqaddimah, The Introduction), he delved into how metaphor and figurative language act as mirrors, reflecting a society's intellectual depth and the evolution of its language. He saw metaphor not just as a decorative flourish but as a powerful cognitive instrument that facilitates comprehension, especially in realms of religious and philosophical thought. He pointed out that metaphors in Arabic poetry frequently encapsulated the Bedouin lifestyle, painting vivid pictures with imagery drawn from the natural world and the desert. One notable Bedouin metaphor he highlighted translates to:

"الرَّيْحُ تَحْمِلُ الْخَبَرَ"

"The wind carries the news."

This metaphor paints a picture of how quickly information can travel, just like wind sweeping across the desert. It showcases the oral tradition that was so important in Arab culture, where stories and word-of-mouth were the main ways people shared what they knew.

The works of scholars such as Al-Jahiz, Al-Jurjani, and Ibn Khaldun offer profound insights into the intricacies of Arabic rhetoric, particularly in the realm of metaphorical expression. Their contributions have established a rich intellectual tradition that continues to influence contemporary approaches to linguistic analysis, literary criticism, and translation studies. By exploring the depth and function of metaphor in Arabic discourse, these scholars have provided a foundational framework that remains integral to the study of language and textual interpretation today. Metaphors in Arabic exhibit remarkable versatility, fulfilling various functions, including aesthetic, cognitive, persuasive, and cultural roles. They not only enhance the beauty and expressiveness of poetry and literature but also deepen meaning and evoke powerful imagery. Their exploration of metaphors within the Qur'an, poetry, and prose emphasizes the complex interplay between language and meaning, illustrating why Classical Arabic rhetoric continues to be a fundamental element in the study of Arabic language and literature.



Metaphor has long been a fundamental aspect of Arabic rhetoric, deeply rooted in both classical and modern literary traditions. In contemporary Arabic literature, it serves not merely as an artistic embellishment but as a powerful tool for shaping meaning, conveying social and political critique, and reinforcing cultural identity. Classical Arabic scholars, most notably Al-Jurjani, emphasized the structural and cognitive significance of metaphor in his *Theory of Structure* (نظرية النظم), arguing that meaning in Arabic discourse arises from the coherence of linguistic structures rather than explicit grammatical markers. This rhetorical principle continues to influence modern Arabic literary expression, where metaphor remains central in poetry, fiction, and political discourse.

The poetry of Ahmed Shawqi and Hafidh Ibrahim exemplifies the enduring power of metaphor in articulating national identity and societal transformation. Shawqi, in his famous poem mourning the fall of the Ottoman Caliphate, employs the metaphor of a sinking ship to symbolize the fragmentation of the Muslim world, evoking a deep sense of loss and political instability. Similarly, Ibrahim's celebrated verse—"أنا البحر في أحشائه الدر كامنٌ فهل ساءلوا الغواص عن صدفاتي" ("I am the sea, in my depths lie hidden pearls—have they asked the diver about my treasures?")—uses the image of the sea to represent the Arabic language, emphasizing its richness while warning against its neglect. These metaphors go beyond mere literary ornamentation, serving as vehicles for cultural reflection and ideological commentary.

In modern Arabic fiction, metaphor continues to shape narrative structure and thematic depth. Naguib Mahfouz, for instance, employs metaphor extensively in *Children of the Alley* (أولاد حارتنا), where the alley itself functions as a symbolic representation of Egyptian society, reflecting cycles of oppression, rebellion, and renewal. Similarly, Tayeb Salih in *Season of Migration to the North* (موسم الهجرة إلى الشمال) uses water and the Nile as metaphors for postcolonial identity, illustrating the protagonist's internal struggle between his Sudanese heritage and Western influences. These examples demonstrate how metaphor in modern Arabic fiction operates as a tool for exploring identity, history, and socio-political realities.

Beyond literature, metaphor plays a crucial role in Arabic political discourse, particularly in resistance poetry. Mahmoud Darwish, one of the most influential Palestinian poets, transforms ordinary images into powerful political metaphors. In *"The Passport"* (جواز السفر), the passport transcends its literal meaning, symbolizing Palestinian displacement and statelessness. Likewise, his frequent use of the olive tree serves as a metaphor for Palestinian resilience and rootedness in the land, turning natural imagery into an expression of historical and national struggle.

Metaphor has long been a defining feature of Arabic discourse, shaping historical narratives, religious thought, and political expression. Abdelfattah Kilito highlights how metaphor plays a crucial role in Arabic storytelling, particularly in postcolonial contexts where it serves as a means of reconstructing identity and articulating collective memory. He examines how classical authors like Al-Hamadhani and Al-Hariri embedded metaphors in the *maqamat* (Arabic Collection of Stories) to subtly critique social and political structures. This tradition continues in modern Arabic literature, as seen in Tayeb Salih's *Season of Migration to the North* (موسم الهجرة إلى الشمال), where the Nile River becomes a metaphor for cultural and personal conflict, symbolizing the struggle between Sudanese heritage and colonial influence.

Similarly, Mohammed Arkoun explores how metaphor functions in Islamic thought, particularly in theological and philosophical discourse. He points to the Quranic metaphor of light (النور) as a symbol of divine knowledge and guidance, seen in verses such as "Allah is the Light of the heavens and the earth" (Surah An-Nur, 24:35). Arkoun argues that these metaphors are not just literary flourishes but fundamental to the way religious concepts are framed and understood. He critiques rigid, literalist interpretations of religious texts, emphasizing that metaphor allows for depth, reinterpretation, and intellectual dynamism in Islamic discourse.

Beyond literature and theology, metaphor remains a powerful tool in Arabic political and resistance rhetoric. Mahmoud Darwish, for instance, uses the olive tree as a symbol of Palestinian resilience, famously writing: "لو يذكر الزيتون غارسه لصار الزيت دمعاً" "If the olive tree remembered its planter, its oil would turn into tears." This metaphor transforms a simple agricultural reference into a poignant reflection on displacement and loss. Similarly, metaphors of awakening (الصحو) and chains (القيود) have been central in



postcolonial and revolutionary discourse, with the Arab Spring often described as “*a storm that sweeps away tyranny*” (عاصفة تقتلع الاستبداد), reinforcing the idea of revolution as an unstoppable natural force.

Basically, the works of Kilito and Arkoun demonstrate that metaphor in Arabic discourse is far more than an artistic device; it is a fundamental mechanism for shaping thought, constructing identity, and navigating complex cultural, religious, and political landscapes. Whether in classical Arabic rhetoric, modern literature, or contemporary political speech, metaphor remains a cornerstone of expression, enabling speakers and writers to convey nuanced meanings and engage with deep-seated ideological and historical themes.

Metaphor is a fundamental feature of Arabic discourse, shaping literature, politics, and religious thought. From Al-Jurjani's rhetorical theories to Mahmoud Darwish's resistance poetry, it has served as both a cognitive and rhetorical tool for conveying identity, ideology, and historical narratives. In literature, poets and novelists use metaphor to explore themes of nationalism, colonialism, and modernity, while in political and religious discourse, it articulates struggle, resilience, and philosophical depth. As Arabic rhetoric evolves, metaphor remains central to expression, bridging tradition and contemporary thought. Therefore, metaphor in Arabic discourse is not merely ornamental; it is an essential feature of linguistic expression that bridges the past and present, enabling writers, thinkers, and political actors to engage with profound intellectual and cultural themes. As Arabic rhetoric continues to evolve, metaphor will remain a dynamic force in shaping discourse, fostering critical thought, and preserving the richness of Arabic linguistic heritage.

Pedagogical Implications of Textual Metaphor in Arabic Academic Writing

Language isn't just a way to communicate; it's the very foundation we use to build, organize, and share knowledge. In academic writing, the specific way we use language is incredibly important. It shapes our arguments, helps us explain complex ideas, and strengthens the authority of our scholarly work. One of the most impactful language tools in this context is metaphor. Often linked to poetry and literature, metaphor is actually a vital thinking and persuasive tool in academic writing, deeply affecting how we develop and grasp ideas. In Arabic intellectual tradition, metaphor holds a central role, deeply intertwined with the rhetorical tradition of *balāghah* (eloquence). This linguistic art highlights the power of figurative language in enhancing clarity and persuasiveness. Classical scholars such as Al-Jahiz (776–868 CE), Al-Jurjani (1020–1088 CE), and Ibn Khaldun (1332–1406 CE) extensively examined the role of metaphor in shaping thought and argumentation. Their insights remain highly relevant, continuing to influence modern Arabic academic writing, where metaphor functions not merely as a stylistic device but as a fundamental means of conceptualizing and conveying knowledge.

Even though it's super important, using metaphors in Arabic academic writing creates both chances and hurdles for students and teachers. On one side, metaphors let scholars explain tricky ideas in a simpler, more interesting way. By comparing abstract concepts to things we know well, metaphors make it easier to understand and argue. For instance, the metaphor “العلم بحر لا ساحل له” (Knowledge is an ocean without a shore) shows how endless learning is, turning an abstract idea into something we can touch and remember. In the same way, in subjects like philosophy, linguistics, and political science, metaphorical phrases affect how we talk by presenting concepts in ways that make them clearer.

On the other side, using metaphors in teaching can be tricky, especially in school settings where being exact and clear is super important. Metaphors are different from straightforward language because they need to be figured out, and that can cause confusion or misunderstandings. Students might have a hard time understanding metaphors in their schoolbooks, especially if those metaphors are tied to a specific culture or depend a lot on the situation. Therefore, if you use too many metaphors in academic writing, the main ideas can get lost, and your arguments might not be as sharp and clear.

In academic settings where multiple languages are used, the difficulties posed by metaphors become even more complex due to translation problems and the lack of equivalent expressions across languages.



Arabic academic writing, shaped by its classical rhetorical heritage, frequently uses metaphors that lack direct equivalents in English or other languages. This can lead to hurdles in translating, interpreting, and communicating academically across different cultures. For example, the Arabic metaphor "الرَّيْحُ تَحْمِلُ الْخَبَرَ" (The wind carries the news) might not be readily comprehensible to those who don't speak Arabic, even if it resonates with oral storytelling practices within Arabic culture.

Given the above complexities, it is crucial to examine the role of metaphor in Arabic academic writing and its impact on teaching and learning. Educators must guide students in using metaphors effectively while ensuring clarity and precision. Developing strategies to enhance students' ability to interpret and analyze metaphorical expressions in academic discourse is essential. Additionally, maintaining a balance between metaphorical richness and clarity is necessary to uphold academic rigor. Addressing these aspects will contribute to improving students' academic writing skills and fostering deeper engagement with the rich rhetorical traditions of the Arabic language.

Challenges for Arabic-Speaking Students in English Academic Writing

Academic writing in English poses notable hurdles for students whose first language is Arabic, primarily because of the core differences in language, rhetorical approaches, and cultural contexts between the two. Although Arabic and English have some linguistic similarities, their varying grammar rules, traditional rhetorical styles, and scholarly writing norms often make it tough for students shifting from Arabic to English academic expression. Furthermore, contrasts in how arguments are presented, how paragraphs are organized, word choice, and how sources are cited add complexity to the writing task. Lots of Arabic-speaking students are used to a learning system that focuses on rote learning and a more roundabout way of arguing, while English academic writing calls for directness, brevity, and a coherent flow of thoughts.

Arabic-speaking students face more than just language hurdles; they also have to overcome cultural and educational obstacles, especially when it comes to thinking critically, understanding plagiarism, and mastering a formal academic style. These difficulties can make it tough for them to communicate intricate ideas successfully and to fulfill the expectations of academic audiences in English-speaking environments. To tackle these issues, it's crucial to grasp the distinct struggles these students encounter and to offer specific assistance in honing their academic writing abilities. This essay delves into the significant obstacles Arabic-speaking students encounter in English academic writing, sorting them into categories like linguistic difficulties, contrasting rhetorical and structural approaches, and cultural and educational hurdles, all while examining how these factors influence their academic performance.

A really big hurdle for Arabic-speaking students learning to write in English academically is the different ways Arabic and English handle grammar and structure. In Arabic, it's common to arrange words in a Verb-Subject-Object (VSO) order, but English usually goes with Subject-Verb-Object (SVO). This difference in how sentences are put together often causes mistakes, particularly when using the passive voice, matching subjects and verbs, and building more complicated sentences.

For instance, an Arabic-speaking student might accidentally write something like this:

Correct: "Was written the book by the professor."

Incorrect: "The book was written by the professor."

Another common grammatical challenge is the use of articles. Arabic doesn't have equivalents to the English indefinite articles "a" and "an," which often leads to them being left out or used incorrectly. For example:

Incorrect: "She is doctor."

Correct: "She is a doctor."

Additionally, the prepositions in Arabic and English don't always match up, causing frequent errors. For instance:



Incorrect: "Interested on linguistics."

Correct: "Interested in linguistics."

A significant hurdle for Arabic-speaking students is the lack of direct English equivalents for many Arabic academic terms. This often leads to literal translations that either change the intended meaning or make the sentences sound awkward and unnatural.

For example:

Incorrect: "This idea is big in the research."

Correct: "This concept is significant in the research."

Many students tend to rely excessively on memorized word lists rather than developing a deeper understanding of academic phrases and discipline-specific terminology. This approach often results in repetitive writing and, at times, inappropriate word choices that weaken the clarity and precision of their arguments.

Academic writing in Arabic tends to be more flowing, ornate, and less direct, while English academic writing prizes clarity, a logical flow, and getting to the point. In Arabic rhetoric, it's common to present arguments in a more roundabout way, often using stories or repetition, rather than the direct, thesis-driven style that's the norm in English.

Academic writing in Arabic often doesn't use the paragraph structure we expect in English, with a clear topic sentence, supporting evidence, and then a conclusion. Instead, Arabic writers tend to use very long and complicated sentences that pack a lot of different ideas into one paragraph. This can make it hard to figure out the main point they're trying to make. A lot of times, the topic sentence isn't very clear, so the whole paragraph feels a bit all over the place. Also, these really long sentences can be confusing, and the lack of good transition words makes it seem like the ideas aren't connected very well.

A poorly structured paragraph might look like this:

"Linguistics, a field of study that's evolved over time, plays a significant role. Lots of researchers have helped us grasp the intricacies of language, and it remains super important today across different domains, such as education and communication. Various theories have cropped up to shed light on how language actually works. This is particularly valuable for language educators, especially those teaching English as a second language"

A well-structured version would be:

Linguistics is super important in both education and communication. Throughout history, experts have come up with different theories to understand how language works, especially when people are learning a second language. These theories give teachers really valuable information when they're teaching English as a second language.

Many Arabic-speaking students are educated in systems that prioritize memorization and repetition over the development of analytical reasoning and critical thinking. While this method reinforces foundational knowledge, it often limits students' ability to construct independent arguments, critically evaluate information, and integrate diverse perspectives into their writing. As a result, many students struggle to move beyond summarizing sources, finding it difficult to engage critically with texts, challenge underlying assumptions, and articulate their own viewpoints with confidence.

In contrast, English academic writing places significant emphasis on evaluation, synthesis, and original thought. Students are expected to actively engage in scholarly debates, critically assess existing perspectives, and develop well-supported arguments. However, academic traditions in many Arabic-speaking contexts tend to prioritize the preservation and transmission of established knowledge, treating authoritative sources with great deference. This reverence for scholarly authority can discourage students from questioning established viewpoints or proposing alternative interpretations, making it more challenging for them to assert their own intellectual positions.



Additionally, structural and rhetorical differences between Arabic and English academic discourse present further challenges. English academic writing values clarity, logical progression, and explicit argumentation, requiring writers to clearly define their thesis, provide well-reasoned evidence, and construct arguments in a systematic manner. In contrast, Arabic academic discourse often employs a more rhetorical and elaborative style, relying on metaphor, repetition, and indirect argumentation. These stylistic differences can make it difficult for Arabic-speaking students to adapt to English academic conventions, as they may struggle to structure their ideas in a way that aligns with Western expectations.

To address these challenges, educational strategies must focus on enhancing students' critical thinking, argumentation, and academic writing skills. Encouraging deeper engagement with texts, promoting analytical discussions, and incorporating structured writing exercises can help students transition from a knowledge-reproduction model to a more evaluative and argumentative approach. By fostering a balance between respecting authoritative knowledge and cultivating independent intellectual inquiry, students can develop the skills necessary to contribute effectively to academic discourse in both Arabic and English contexts.

Arabic-speaking students also encounter numerous challenges when engaging in academic writing in English, including linguistic, structural, rhetorical, and cultural differences. The complexities of English grammar, sentence construction, and lexical choices often hinder their ability to articulate clear, coherent, and logically structured arguments. Additionally, variations in argumentative styles, paragraph organization, and adherence to academic conventions further complicate the writing process.

Beyond linguistic and structural difficulties, cultural and educational factors play a significant role in shaping students' writing approaches. Many Arabic-speaking students come from educational backgrounds that emphasize knowledge acquisition and memorization rather than critical analysis and independent argumentation. Differences in citation practices, levels of formality, and expectations regarding authorial voice further contribute to the difficulties they face when adapting to English academic writing norms.

Addressing these challenges requires targeted instructional strategies that focus on bridging the gap between Arabic and English academic traditions. Providing students with explicit instruction in academic writing conventions, offering structured opportunities to practice argumentation and critical thinking, and fostering an understanding of rhetorical expectations can significantly improve their writing skills. As Arabic-speaking students refine their linguistic accuracy, enhance their analytical abilities, and familiarize themselves with academic discourse conventions, they can develop stronger writing proficiency and succeed in the global academic landscape.

Challenges in Translating Textual Metaphor from Arabic to English

The process of translating textual metaphors from Arabic to English presents intricate challenges arising from structural, cultural, and rhetorical differences between the two languages. Metaphors function not only as stylistic elements but also as essential cognitive frameworks that shape the way ideas are conceptualized and conveyed. Arabic, with its extensive rhetorical legacy influenced by scholars such as Al-Jahiz, Al-Jurjani, and Ibn Khaldun, integrates metaphor widely across academic, literary, and journalistic discourse. However, transferring these metaphors into English requires navigating cultural nuances, linguistic asymmetries, rhetorical divergences, and semantic ambiguities. This study critically examines these challenges using concrete examples and proposes effective strategies for their resolution in translation.

A major challenge in translating textual metaphors lies in cultural specificity. Many Arabic metaphors are deeply embedded in historical, religious, and social traditions that may not have direct counterparts in English. Arabic academic and literary writing frequently incorporates metaphors inspired by Islamic teachings and classical Arabic poetry, which carry distinct connotations.

For instance, the metaphor:



نور العلم يُضيء العقول (The light of knowledge illuminates minds)

While English has a similar conceptual metaphor, such as "*knowledge is enlightening*," the Arabic expression conveys a stronger religious and moral dimension, as "light" in Arabic culture is often linked to divine guidance and truth. A direct translation may not fully capture this depth, making a more contextually appropriate rendering necessary, such as:

"Knowledge is a guiding light in intellectual development."

Similarly, Arabic frequently employs metaphors related to patience and endurance, including:

الصبر مفتاح الفرج (Patience is the key to relief)

فلان صبور كالجمال (He is as patient as a camel)

Since English does not associate patience with camels, the second metaphor may seem unfamiliar or unclear to an English-speaking audience. A more natural translation could be:

"He has the patience of a saint" or "He is incredibly patient and enduring."

These examples highlight how cultural and linguistic differences necessitate thoughtful adaptation in metaphor translation to ensure clarity and preserve the intended meaning.

These examples explain the importance of adapting metaphors to culturally relevant equivalents rather than relying on direct translation.

Another significant challenge in metaphor translation is linguistic non-equivalence, where Arabic metaphors do not have a direct counterpart in English. Arabic frequently employs metaphors rooted in physicality and embodiment, which may not align naturally with English academic discourse.

For example:

العقل ميزان الأمور (The mind is the balance of matters)

While Arabic conceptualizes rationality as a balance or scale, English tends to frame logical reasoning using metaphors of construction or navigation, such as "*sound judgment*" or "*weighing options*." A literal translation might sound unnatural, requiring an adaptation like:

"Rational thinking is key to making balanced decisions."

Another example illustrates the challenge of translating embodied metaphors:

فلان واسع الصدر (He has a broad chest), meaning "*He is tolerant and patient*."

A direct translation would be misleading, as English does not associate chest size with patience. A more natural rendering would be:

"He is open-minded and tolerant."

Such cases highlight how different languages conceptualize emotions and abstract qualities in distinct ways. To ensure clarity and naturalness in the target language, translators must shift metaphors strategically, preserving their intended meaning while adapting them to the linguistic and cultural norms of English discourse.

A significant challenge in translation arises from the distinct rhetorical traditions of Arabic and English academic writing. Arabic scholarly discourse places considerable emphasis on بلاغة (balāghah—eloquence), favoring expressive and metaphorical language, whereas English academic writing tends to prioritize clarity, precision, and explicit argumentation. This stylistic divergence means that while metaphorical expressions play a central role in Arabic texts, they may be perceived as overly rhetorical or ambiguous in English academic discourse.

For instance, Arabic political rhetoric frequently employs body-related metaphors to conceptualize governance:



الدولة جسد، والحاكم رأسه ("The state is a body, and the ruler is its head").

القوانين هي العمود الفقري للمجتمع ("Laws are the backbone of society").

Although English also utilizes similar metaphors—such as referring to laws as "the backbone of society"—its academic conventions generally favor more direct, analytical descriptions. Consequently, translators must navigate the decision of whether to preserve the metaphor, replace it with a clearer equivalent, or modify it to align with English academic norms. Retaining excessive metaphorical language may render the English text overly rhetorical, while eliminating metaphors entirely risks diminishing the richness and nuance of the original Arabic expression.

Another layer of complexity in translating metaphors arises from polysemy and ambiguity, as many Arabic words and phrases carry multiple figurative meanings that do not always have direct equivalents in English. Arabic, as a semantically rich language, often employs words with both literal and metaphorical connotations that can be difficult to disentangle. For example:

القلب مصدر الحكمة ("The heart is the source of wisdom").

In Arabic, القلب (heart) metaphorically represents wisdom, emotions, and inner knowledge. However, in English, the heart is primarily associated with emotions rather than intellect. A direct translation might mislead English readers, who are more likely to associate wisdom with the mind rather than the heart. A clearer rendering might be:

"Wisdom comes from within" or "Inner wisdom guides decision-making."

Similarly, Arabic often employs maritime imagery to describe experience:

البحر الواسع من التجارب ("The wide sea of experiences").

While English does not typically use the sea as a metaphor for experience, a more natural equivalent might be:

"A wealth of experience" or "A deep well of knowledge."

To address these challenges, translators can adopt several strategies. One effective method is metaphor substitution, in which an Arabic metaphor is replaced with an English metaphor that conveys a similar conceptual meaning. For example, translating الحياة بحر متلاطم الأمواج ("Life is a sea of crashing waves") as "Life is full of ups and downs" preserves the metaphorical essence while adapting it to English idiomatic usage.

Another approach is metaphor explanation, where the metaphor is expanded to ensure clarity for the target audience. Instead of translating يضع النقاط على الحروف literally as "He puts the dots on the letters," a more contextually appropriate translation would be: "He clarifies matters precisely."

By carefully selecting translation strategies, it is possible to maintain both the rhetorical richness of Arabic and the clarity expected in English academic writing, ensuring that meaning is conveyed effectively across linguistic and cultural boundaries.

A further approach to translating metaphors is retaining the original metaphor with a footnote, which is particularly useful in academic or literary contexts. If a metaphor is deeply rooted in cultural or historical significance, keeping it in the English translation while adding an explanatory note can help preserve its richness. For example, when translating أهل مكة أدرى بشعابها ("The people of Mecca know its pathways best"), a footnote could clarify that this proverb means "locals understand their own affairs better than outsiders." This method ensures that the metaphor's cultural depth is not lost while still making the meaning clear to English readers.

So, translating metaphors from Arabic to English is not a straightforward process—it requires sensitivity to cultural nuances, differences in rhetorical styles, and the potential for ambiguity. While some Arabic metaphors have direct English counterparts, many do not, meaning translators must carefully adapt them



to maintain both clarity and impact. The key challenge is finding the right balance between staying faithful to the original text and making it readable and natural in English.

To overcome this challenge, translators can employ several strategies. Metaphor substitution replaces an Arabic metaphor with a culturally appropriate English equivalent that conveys the same idea. Metaphor explanation expands or rephrases the metaphor to ensure clarity and accessibility. Metaphor retention with clarification preserves the original metaphor while providing additional context to aid understanding. By developing a deep awareness of how metaphors function in both languages, translators can make thoughtful choices that maintain the richness of Arabic expressions while ensuring the text feels natural and meaningful to English-speaking audiences.

Strategies for Teaching Textual Metaphor and Cohesion in Arabic Academic Writing

Academic writing must be clear and logically cohesive to communicate ideas persuasively and effectively. In Arabic scholarly writing, metaphors and that connectedness are key to building strong arguments and making your words really resonate. Metaphors, a big part of Arabic language and culture, are great for explaining tricky concepts, while connectedness keeps things flowing from one sentence or paragraph to the next. But a lot of Arabic-speaking students have trouble with these things, especially when they start writing academic papers in English, where the style and structure are quite different. To help them, we need teaching methods that focus on understanding the language nuances, comparing Arabic and English, giving them frameworks for their writing, and, of course, plenty of practice writing.

Metaphor is a fundamental aspect of Arabic academic writing, shaped by classical scholars such as Al-Jahiz, Al-Jurjani, and Ibn Khaldun, who underscored its role in expressing abstract concepts and enhancing eloquence. It is widely used to clarify complex ideas, strengthen arguments, and structure discourse through conceptual imagery. However, overuse of metaphor can result in ambiguity, imprecision, or cultural misinterpretation, especially in international academic contexts. Arabic-speaking students often struggle to distinguish between rhetorical metaphors, employed for stylistic effect, and conceptual metaphors, which influence thought. Additionally, many face difficulties in translating Arabic metaphors into English, as direct translations may not fully capture the intended meaning due to linguistic and cultural differences.

To assist students in overcoming these difficulties, it's crucial to cultivate a robust understanding of metaphors using clear and directed instruction. Exploring the use of metaphorical expressions in Arabic scholarly texts enables students to appreciate their persuasive power. By learning to distinguish between established metaphors, readily accepted in academic discourse, and inventive metaphors, which might require further elucidation, students can make more intentional choices in their writing. Encouraging students to pinpoint and scrutinize metaphors within academic texts fosters a deeper comprehension of their purpose. A practical strategy involves presenting students with academic excerpts, guiding them to identify metaphors, evaluate their efficacy, and investigate more lucid options when appropriate.

Looking at how academic writing in Arabic and English differs can help students understand how metaphorical thinking varies between the two languages. When students compare texts from each, they can start to see how metaphors are used in different ways across cultures. Because directly translating Arabic metaphors into English can often cause confusion or make the meaning unclear, it's helpful to teach students English academic metaphors that are more similar to the ones they're used to in Arabic. For instance, while Arabic might talk about economic growth as a tree, English academic writing usually uses phrases like "steady economic expansion." Having students map out conceptual metaphors lets them explore how these comparisons shape thought in both languages. Through this activity, they discover common metaphors in Arabic, find the English metaphors that mean about the same thing, and practice using them in their writing. Beyond metaphor, cohesion is a key element of academic writing, ensuring that ideas flow logically and smoothly. In Arabic discourse, cohesion is often achieved through repetition, parallel structures, and detailed conjunctions, whereas English academic writing favors conciseness,



explicit references, and clear transitions. As a result, Arabic-speaking students may overuse repetition, making their writing feel redundant, or struggle with transition words, causing their arguments to feel disjointed. Many also face challenges in writing clear topic sentences, leading to paragraphs that lack focus. These differences in cohesion strategies can make adapting to English academic writing conventions a difficult process for Arabic-speaking students.

An effective way to strengthen cohesion in Arabic academic writing is through genre-based instruction. By exploring different types of academic texts, including argumentative essays, research papers, and literature reviews, students can develop a deeper understanding of how cohesion functions across various genres. Studying well-structured model texts helps them identify how writers create logical connections using pronouns, conjunctions, and lexical ties. Additionally, engaging in rewriting exercises enables students to practice and refine cohesion techniques, ensuring their ideas are clearly structured and seamlessly connected.

Another helpful approach to crafting well-connected writing is through discourse scaffolding. By dividing writing assignments into smaller, more manageable parts, students can concentrate on particular strategies for cohesion at each stage. On the sentence level, learners practice using reference words like "this" and "that" correctly. At the paragraph stage, they employ transition words such as "however," "therefore," and "in contrast" to build logical links. When it comes to the whole essay, a clear thesis, topic sentences, and concluding comments give the piece structure and flow. Holding writing workshops and having peer reviews lets students work on these abilities in a group setting. Thanks to feedback from peers, students get a better sense of what they're good at and what needs work in terms of cohesion, and revision tasks allow them to improve their writing by using the helpful critiques they receive.

Encouraging paraphrasing and the use of varied vocabulary strengthens textual coherence by reducing redundancy and enhancing fluency. Students benefit from practicing paraphrasing techniques, such as replacing repetitive terms with appropriate synonyms, which helps diversify their writing and improve its overall flow. Engaging in lexical cohesion exercises enables them to explore multiple ways of expressing key ideas, ensuring their writing remains both precise and engaging. Furthermore, summarization activities encourage concise restatements of concepts, reinforcing the importance of linguistic variety in effective academic writing.

Developing textual metaphor and cohesion in Arabic academic writing requires a comprehensive approach that integrates linguistic awareness, contrastive analysis, discourse scaffolding, and practical application. By helping students grasp the function of metaphor in academic argumentation and refine their cohesion strategies, educators can support them in producing clear, well-structured, and engaging texts. Through targeted instruction, analytical exercises, and hands-on practice, Arabic-speaking students can strengthen their academic writing skills, allowing them to articulate their ideas with clarity and rhetorical precision. Enhancing these competencies not only improves their proficiency in Arabic academic writing but also prepares them for success in multilingual and cross-cultural academic environments.

Conclusion

This study has examined the essential role of textual metaphor in Arabic academic writing, highlighting its contribution to coherence and cohesion while also identifying the challenges of translating Arabic metaphors into English. By analyzing how metaphor operates within academic discourse—particularly in relation to nominalization, passive constructions, and conjunctive relations—the study has demonstrated that metaphor is not merely a stylistic device but a fundamental tool for structuring complex ideas. The findings reveal that metaphor often functions as a form of nominalization, condensing abstract concepts into single metaphorical expressions that enhance textual cohesion. Likewise, passive constructions in Arabic frequently incorporate metaphor to shift focus onto abstract processes, while conjunctive relations help sustain metaphorical continuity across different sections of



discourse. These insights confirm that metaphor is deeply embedded in the grammatical and rhetorical framework of Arabic academic writing, making it a key element of scholarly communication.

Beyond cohesion, the study has also shown how textual metaphor contributes to coherence by establishing logical connections between ideas and shaping academic arguments. Arabic writers use metaphor to frame discussions, create conceptual linkages, and maintain thematic unity throughout a text. For instance, metaphors depicting knowledge as "light" or "a tree with deep roots" serve not only as illustrative tools but also as structural mechanisms that reinforce argumentation. These findings align with the study's second objective, demonstrating that metaphor is integral to discourse organization, helping to structure academic narratives in ways that enhance persuasiveness and reader engagement.

However, while textual metaphor enriches Arabic academic writing, translating it into English presents notable challenges due to differences in rhetorical traditions and stylistic norms. The study has identified several key obstacles, including cultural specificity, linguistic non-equivalence, and the English preference for directness and explicit reasoning. Unlike Arabic, which often values expressive and poetic argumentation, English academic writing prioritizes clarity and precision. As a result, direct translations of Arabic metaphors often fail to convey their intended meaning, necessitating adaptation strategies such as metaphor substitution, explanation, or restructuring. These findings align with the study's third objective, which aimed to explore the challenges of translating Arabic textual metaphor into English and their impact on readability and academic comprehension.

To address these challenges, the study has also provided pedagogical recommendations for Arabic-speaking students and translators to improve their academic writing skills in both Arabic and English. One key recommendation is developing a balanced approach to metaphor use in Arabic academic writing, ensuring that metaphorical expressions enhance clarity rather than obscure meaning. Additionally, fostering cross-linguistic rhetorical awareness can help students recognize the differences between Arabic and English academic traditions, enabling them to adjust their writing strategies accordingly. For translators, the study suggests employing adaptive techniques that retain the essence of Arabic metaphors while ensuring alignment with English academic conventions. These recommendations fulfill the study's fourth objective by offering practical strategies to enhance academic writing and translation quality for Arabic-speaking scholars.

Therefore, this study showcases the crucial role of textual metaphor in Arabic academic writing, demonstrating how it shapes discourse structure, strengthens argumentation, and enhances textual cohesion. While metaphor significantly enriches academic texts, its translation into English requires careful adaptation to preserve its depth while maintaining clarity. By bridging the gap between Arabic and English academic traditions, scholars and translators can facilitate more effective cross-linguistic communication, ensuring that the richness of Arabic metaphorical discourse is preserved in a way that is accessible to English-speaking audiences. Future research into metaphor translation strategies and pedagogical approaches will further strengthen academic communication for Arabic-speaking students and researchers, contributing to a more globally integrated scholarly landscape.

References

- Abdel-Malek, Z. (2018). *Arabic Rhetoric: A Pragmatic Analysis*. Routledge. <https://doi.org/10.4324/9781315184463>
- Arkoun, M. (2006). *Islam: To Reform or to Subvert?* Saqi Books.
- Al-Batal, M. (1990). Connectives as cohesive elements in a modern expository Arabic text. In M. Eid & J. McCarthy (Eds.), *Perspectives on Arabic Linguistics: Papers from the Annual Symposium on Arabic Linguistics* (pp. 234–268). John Benjamins Publishing Company. <https://doi.org/10.1075/cilt.72.13alb>
- Al-Jāhīz, A. (1985). *Al-Bayān wa al-Tabyīn* ('A. al-S. Hārūn, Ed.). Maktabat al-Khānjī.
- Al-Jurjānī, A. Q. (2009). *Dalā'il al-I'jāz* (M. Saghir, Ed.). Dar al-Kutub al-Ilmiyah.



- Al-Jurjānī, A. Q. (2010). *Asrār al-Balāghah* (M. Saghir, Ed.). Dar al-Kutub al-Ilmiyah.
- Al-Galad, M. (2008). *Asālib al-Tarākīb al-Nahwiyya fī al-Lughah al-‘Arabiyya wa Madā Ta’tbīrībā fī al-Naṣṣ* [Syntactic Structures in Arabic and Their Influence on the Text]. Dar Al-Fikr Al-Arabi.
- Al-Khafaji, R. (2005). Variation and recurrence in Arabic discourse cohesion. *Journal of Pragmatics*, 37(5), 705–725. <https://doi.org/10.1016/j.pragma.2004.07.007>
- Bacha, N. N. (2010). Teaching the academic argument in a university EFL environment. *Journal of English for Academic Purposes*, 9(3), 229–241. <https://doi.org/10.1016/j.jeap.2010.05.001>
- Badawi, E., Carter, M. G., & Gully, A. (2004). *Modern Written Arabic: A Comprehensive Grammar*. Routledge. <https://doi.org/10.4324/9780203401057>
- Baker, M. (2018). *In Other Words: A Coursebook on Translation* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315619187>
- Biber, D., & Conrad, S. (2009). *Register, Genre, and Style*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511814358>
- Chilton, P. (2004). *Analysing Political Discourse: Theory and Practice*. Routledge. <https://doi.org/10.4324/9780203561218>
- Darwish, M. (2003). *Unfortunately, It Was Paradise: Selected Poems*. University of California Press.
- Ibrāhīm, H. (1953). *Dīwān Ḥāfiẓ Ibrāhīm*. Maktabat al-Nahḍa al-Miṣriyya.
- El Essawi, R. (2012). Teaching academic writing to Arab learners: Towards a more inclusive approach. *TESOL Journal*, 3(4), 643–656. <https://doi.org/10.1002/tesj.37>
- Farghal, M. (2012). *Advanced Issues in Arabic–English Translation: A Textbook for Translation Majors*. Cambridge Scholars Publishing.
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar* (2nd ed.). Edward Arnold.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday’s Introduction to Functional Grammar* (4th ed.). Routledge. <https://doi.org/10.4324/9780203435939>
- Hatim, B., & Mason, I. (1997). *The Translator as Communicator*. Routledge. <https://doi.org/10.4324/9780203992722>
- \Hatim, B., & Munday, J. (2004). *Translation: An Advanced Resource Book*. Routledge. <https://doi.org/10.4324/9780203501887>
- Ibn Khaldun, A. R. (2005). *Muqaddimat Ibn Khaldun* (مقدمة ابن خلدون). Dar al-Fikr.
- Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press.
- Mahmoud, A. (2013). Common writing problems of Arab students in EFL contexts. *Arab World English Journal*, 4(3), 155–166.
- Kilito, A. (2001). *The Author and His Doubles: Essays on Classical Arabic Culture*. Syracuse University Press.
- Mahfouz, N. (1996). *Children of the Alley* (Awlad Haratina). The American University in Cairo Press.
- Martin, J. R. (1992). *English Text: System and Structure*. John Benjamins Publishing Company.
- Obeid, R. (2017). *Arabic as a Minority Language in Academic Writing: Challenges and Solutions*. Palgrave Macmillan.
- Ravelli, L. J. (2003). Grammatical metaphor: Analyzing clause-to-noun conversion in different registers. *Journal of English Linguistics*, 31(2), 145–167. <https://doi.org/10.1177/0075424203031002003>



- Reddy, M. J. (1979). The conduit metaphor: A case of frame conflict in our language about language. In A. Ortony (Ed.), *Metaphor and Thought* (pp. 284–324). Cambridge University Press.
- Ryding, K. C. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511486975>
- Sa'Adeddin, M. A. (1989). Text development and Arabic-English negative interference. *Applied Linguistics*, 10(1), 36–51. <https://doi.org/10.1093/applin/10.1.36>
- Salih, T. (1966). *Season of Migration to the North* (Mawsim al-Hijra ila al-Shamal). Heinemann.
- Shawqi, A. (1960). *Diwan Ahmed Shawqi* (ديوان أحمد شوقي). Dar al-Ma'arif.
- Shunnaq, A. (1993). Thematic structure in English and Arabic: Implications for translators and language learners. *Meta: Translators' Journal*, 38(3), 492–505. <https://doi.org/10.7202/002193ar>
- Thompson, G. (2014). *Introducing Functional Grammar* (3rd ed.). Routledge.
- Versteegh, K. (1997). *The Arabic Language*. Edinburgh University Press.
- Zughoul, M. (1980). Diglossia in Arabic: Investigating solutions. *Anthropological Linguistics*, 22(5), 201–217.



Stepchild in the Novel *Garis Luka* by Khairani Hasan: Dynamics of Powerlessness

Aprilia Purwaningtias ✉
Indonesian Language and Literature Education,
Universitas Muhammadiyah Purwokerto, Indonesia

Onok Yayang Pamungkas
Indonesian Language and Literature Education,
Universitas Muhammadiyah Purwokerto, Indonesia

Abstract

This study examines the dynamics of powerlessness experienced by stepchildren in the novel *Garis Luka* by Khairani Hasan, focusing on the character Agra. The main issue explored is how psychological, social, and emotional pressures from family and the social environment influence powerlessness and the formation of a stepchild's self-identity. The objective of this research is to analyze the forms of powerlessness experienced by Agra, the coping strategies he employs, and their implications for his emotional and social development. The method used is literary text analysis with a psychological approach, where data is collected through relevant textual excerpts and analyzed thematically. The findings indicate that Agra faces powerlessness due to excessive family expectations, such as the demand to always excel academically and never fall behind his cousin, Sakha. Additionally, Agra experiences ridicule, betrayal, and negative stigma from his social environment. Despite these challenges, Agra demonstrates resilience through hard work, independence, and determination to prove his abilities. The implications of this study highlight the importance of creating a more empathetic and supportive family and social environment for stepchildren, as well as the need for psychological interventions and social support programs to help them cope with pressure and develop emotional resilience.

Keywords: *Love, social relationships, emotional resilience, Garis Luka novel, Khairani Hasan.*

Suggested citation: Purwaningtias, A. & Pamungkas, O.Y. (2025). Stepchild in the Novel *Garis Luka* by Khairani Hasan: Dynamics of Powerlessness. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 202-213. DOI: 10.59324/ejahss.2025.2(2).22

Introduction

Literary works are a form of creativity in language that contain a series of inner experiences and imagination derived from the author's contemplation. The object of literary works is human life, conveyed through language as its medium (Chriszia, 2020). The language in literary works, particularly novels, allows authors to explore various aspects of life in a deep, touching, and often thought-provoking manner (Hutasoit et al., 2023). As explained by (Sanjaya et al., 2022) Literary works are a reflection of the author's inner experiences regarding societal life, expressed in written form and possessing artistic value, making them enjoyable for all and serving as both entertainment and a source of learning for readers. The novel *Garis Luka* by Khairani Hasan tells the story of Agra, a handsome and popular teenager from a wealthy family who is burdened by his father's expectations regarding academic performance. In his quest for freedom, Agra takes advantage of Zeta, using her help with assignments and exams in exchange for a promise of a relationship. However, he never fulfills this promise, and Zeta eventually realizes that her feelings are unappreciated. As their relationship deteriorates, Agra becomes even more distant from



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

his father, further straining their bond. This novel highlights the importance of parental support in maintaining teenagers' mental health (Tulfauziah et al., 2024).

A nuclear family generally consists of a father, mother, and children. However, the phenomenon of children being raised by stepparents often occurs due to death or divorce. Unfortunately, society tends to perceive stepparents, especially stepmothers, negatively, portraying them as cruel and unjust figures. This stigma is reinforced by media representations, such as the film *Rataplan Anak Tiri* and folktales like *Bawang Putih dan Bawang Merah*. Such perceptions not only shape societal views but also influence the dynamics of relationships within stepfamilies (Sari et al., 2019). Interdisciplinary studies on the challenges faced by stepchildren have been conducted, yet a significant research gap remains, particularly in the representation of the novel *Garis Luka* by Khairani Hasan. First, existing literature has not comprehensively explored adolescents' adjustment to their stepfathers. Second, the interpersonal communication dynamics of stepchildren within new family structures have not been thoroughly examined. Third, studies on children's resilience in stepfamilies are still limited. Fourth, the role of socio-cultural factors in stepchildren's adjustment has not been fully understood (Edi, 2021). In-depth research using an interdisciplinary approach is necessary to bridge this gap and provide a more comprehensive understanding of the challenges faced by stepchildren in literature.

This study aims to analyze the dynamics of powerlessness experienced by the stepchild character in the novel *Garis Luka* by Khairani Hasan, an issue often overlooked in family and literary studies. The research focuses on examining the approaches used to cope with pressure and the resilience mechanisms employed by the stepchild in facing psychological and social challenges, as well as their impact on identity formation. Through a literary and psychological analysis approach, this study seeks to uncover how the stepchild character in the novel responds to challenges arising from stepfamily dynamics, including feelings of isolation, injustice, and internal conflict. The protagonist, who experiences life as a stepchild, is not merely portrayed as a victim but also as an individual who overcomes oppression through perseverance and affection (Angraini & Permana, 2019). Thus, the findings of this study are expected to raise public awareness of the complexities of stepchildren's lives and foster a more inclusive social environment that supports their holistic development.

Materials and Methods

This research is library-based. The object of study is a literary work, specifically a novel, making the research not bound to a specific location and conducted at home, in libraries, or other suitable places for compiling the study. This research employs a hermeneutic method, with data collection carried out through reading and analysis. According to Ratna (2021, p. 44) the hermeneutic approach is the most frequently used method in literary research. This approach is used to understand the meaning contained in the text in depth, especially with regard to the dynamics of helplessness of the stepdaughter character in the novel.

This study will produce a detailed discussion of the research object. Through intrinsic and extrinsic approaches, as well as an emphasis on humanitarian values, this study aims to reveal how the theme of powerlessness is represented through characterization, conflict, and social background in the literary work (Aminuddin, 2020, p. 24). The primary data source for this study is the novel *Garis Luka* by Khairani Hasan, published in 2023 by Black Swan Books. This novel was selected as the research object because it deeply explores the dynamics of stepchild life and the psychological and social challenges faced by the main character. Data collection is a fundamental step in research, aimed at obtaining the necessary information to achieve the research objectives (Priyono, 2017). In this study, the researcher employs the *simak catat* technique as the primary data collection method. This process involves repeatedly examining the novel and other relevant sources while taking notes on pertinent information. This technique enables the researcher to obtain quotations necessary for the analysis. The analytical technique used is hermeneutic analysis, which presents data through interpretation and detailed discussion (Ratna, 2021, p. 44).



In the analysis process, the first step is to identify the intrinsic elements in the novel *Garis Luka* by Khairani Hasan, including theme, characterization, plot, and setting, which help illustrate the dynamics of stepchild issues. The study begins with an intensive reading of the novel's text to identify relevant quotes, dialogues, and narrative descriptions (Hastuti et al., 2022). Next, the researcher classifies the forms of psychological and social pressures experienced by the main character through relevant excerpts from the text. The third step involves analyzing the coping strategies and resilience mechanisms employed by the character in facing powerlessness. The researcher then connects the analysis results with real-life social conditions and provides recommendations for the development of social support programs and psychological interventions that can assist stepchildren in overcoming similar challenges.

Results

Oppression

Oppression is a condition in which individuals or groups experience systematic suppression, pressure, or domination whether physically, psychologically, or socially that hinders their freedom and fundamental rights (Husni, 2020). This phenomenon often occurs in contexts of power inequality, where the more dominant party exploits their position to suppress or control the weaker party. Oppression can manifest in various forms, such as discrimination, marginalization, or exploitation, and is often reinforced by unjust social, cultural, or political structures. In literature, oppression is frequently depicted through characters who experience pressure from their environment or oppressive systems, as seen in novels that address social injustice issues (Nugraha, 2020).

In the novel *Garis Luka*, oppression is experienced by Agra. He faces oppression in various aspects, such as humiliation and being compared to others. The depiction of Agra's oppression is presented in Table 1.

Table 1. Main Character Oppression Data

No	Category	Form	Influencing Factor	Quoted Data	Code
1	Family	Insult	Taking advantage of others to do schoolwork.	"What is your brain made of, Gra? You rely on others so much that you don't even use your own brain to think?"	O.01/GL.97
		Comparison	High parental expectations of Agra.	According to his father, there was nothing to be proud of about a child like him. Agra didn't mind, but everything became overwhelming when his father tried to make him like Sakha. Everything had to be better than Sakha, including his personality. Only at school could Agra be himself.	O.02/GL.125
		Physical Violence	Attempting to smoke nicotine.	Agra still vividly remembers being caught trying to smoke because someone reported him. Sultan stormed Leander's basecamp and beat Agra on the spot, leaving him completely helpless.	O.03/GL.135
		Physical Violence	Two subjects' grades dropped.	Agra felt pain in the same spot on his face. However, he didn't touch his cheek, even though it hurt. His father never held back when hitting him, as if using all his strength. His father was disappointed in having a child like him.	O.04/GL.148
		Comparison & Belittling	Comparing Agra to his cousin and looking down on him.	"You can't do everything on your own! You're not Sakha, who can do everything well! Whatever you try to do alone will never be as good as Sakha. If it were Sakha, Papa would believe he could do it because he's diligent, studies by himself, and always improves.	O.05/GL.159



				Unlike you, who always fails without my supervision!"	
		Physical Violence	Getting bad grades.	SLAP!!! Agra's body froze as a hard slap landed on his cheek. He had experienced his father's slaps many times before. He thought it wouldn't hurt anymore, but his skin wasn't numb yet—he still felt the same sting.	O.06/GL.175
		Belittling & Criticism	Agra wanted to study alone instead of with friends.	"You call that an overreaction? Since childhood, this kid has only brought shame. And now he feels so great that he refuses to study with Zeta, who is clearly kind enough to help him."	O.07/GL.189
		Physical Violence	Uncontrolled emotions due to his child's mistake, which was deemed embarrassing.	Sultan couldn't control his anger. He hit his son's head, pushed him, and Agra fell, scraping his elbow on the tiled floor.	O.08/GL.199
		Physical Violence	Agra made a mistake that damaged the family's reputation.	SLAP!!! "If you want to get hurt by making trouble out there, go ahead! If you want to die out there, go ahead! But don't create problems that embarrass me like this!"	O.09/GL.289
		Public Humiliation	Intentionally embarrassing Agra in front of others for his mistakes.	"Agra never thinks ahead, he just plays it safe," Putra added. Sakha's father laughed briefly before addressing Agra again. "Don't run away from home again, Gra. That's not good. It shames the family. Luckily, the news didn't reach our business partners. If it had, it wouldn't just be your father who was embarrassed—we all would be."	O.10/GL.350
		Manipulation	Sakha didn't want to look bad in the family's eyes, so he made Agra the scapegoat.	When they were kids, Sakha was the one who broke their grandmother's favorite vase. But no one blamed him—everyone accused Agra instead.	O.11/GL.370
		Insult	Desire to boost his own child's reputation.	Putra often exposed Agra's weaknesses. At every gathering, to ensure Sakha received praise, Putra always highlighted Agra's mistakes. This way, everyone believed that Sakha was the only worthy grandson of the Megantara family.	O.12/GL.384
2	Friends	Insult & Mockery	Agra was dating a "bad" girl.	"The kids from Tariksa, especially Vano and his gang, mocked you for dating that kind of girl."	O.13/GL.117
		Insult	Hatred and resentment.	"I want to make sure your grades drop. Congrats on getting yelled at by your dad," Zeta said before walking away. It wasn't surprising—Agra already understood how much Zeta hated him now.	O.14/GL.146
		Mockery	Jealousy and hatred toward Agra.	"Don't cause too much trouble. A kid like you with a lion for a dad should pray more often at home. Hope your life is always happy. But I prefer seeing you suffer."	O.15/GL.152
		Betrayal	Wanting Agra to be scolded by his father.	"You're really ungrateful. After snitching on Agra to his dad and switching his quiz sheet, you still dare to threaten me?" Sakha chuckled.	O.16/GL.202
3	Thugs	Physical Violence	Criminal plan out of revenge.	While running, Agra got trapped among a group of thugs who had been waiting for him.	O.17/GL.395



				Before he could react, he felt something hard hit his head, causing immense pain. He could do nothing as he was beaten like a thief caught by villagers. Then everything went dark.	
--	--	--	--	---	--

Note: O = Oppression; GL = *Garis Luka*

Based on the data analysis in Table 1, the character Agra in the novel *Garis Luka* by Khairani Hasan experiences helplessness that predominantly originates from his family environment. His father, Sultan, frequently insults, compares, and physically abuses Agra, such as comparing him to his cousin, Sakha, and slapping or hitting him when he fails to meet academic expectations. This indicates that the psychological and physical pressure from his family damages Agra's self-esteem and limits his personal growth. Although Agra is an only child, this status does not guarantee happiness or protection from pressure, as explained by (Amalia et al., 2023) regarding the complexity of relationships in blended families. Furthermore, oppression in this novel is not only limited to the relationship between a stepchild and the family but also reflects a broader social reality (Kendari, 2025). However, the family remains the primary source of Agra's suffering, emphasizing that conflicts in blended families can significantly impact a child's psychological well-being.

These findings highlight the complexity of stepchildren's helplessness, particularly in an unsupportive family environment. Although Agra is an only child, the pressure-filled family environment makes him unhappy, reinforcing the notion that being an only child does not always guarantee happiness. This study provides insight into the importance of coping strategies and resilience mechanisms to help individuals in similar situations while emphasizing the need to create an inclusive and supportive family environment for stepchildren, as explained by (Mahmud, 2022).

Love

Love is a feeling that grows within the heart, where a person sincerely cares for and brings happiness to their loved ones. Love manifests in the form of sympathy and empathy toward the beloved naturally and without pretense (Supriyanto et al., 2023). Thus, love embodies the true essence of humanity. Genuine love is marked by a sincere willingness to give more than to receive and by setting aside personal interests to bring happiness to the loved one (Rahmatullah, 2021). The ability to love and care is an inherent trait in children. The character of loving and caring is universal and the same in all children. This means that every child possesses this trait. It is an innate and instinctive characteristic. However, whether this character develops positively or negatively depends on the discipline and learning from the people surrounding the child (Sakdiah, 2017).

In the novel *Garis Luka*, love is a central theme explored through various relationships, particularly the relationship between Agra and those around him. The depiction of love experienced by Agra is presented in Table 2 below.

Table 2. Main Character Love Data

No	Type	Form	Influencing Factor	Quoted Data	Code
1	Friend	Care	Concern for Agra's safety.	"Agra! That's dangerous, you could get hurt. Don't look for trouble with them!" the girl shouted again.	L.01/GL.6
		Attention	Agra's physical condition due to scratches.	Zeta smiled when Agra was finally in front of her. Seeing the scratch on Agra's face made her worried.	L.02/GL.7
		Sacrifice	Love for Agra.	Rezeta Ivana was the girl's full name. She liked what Agra liked. She avoided what Agra disliked. Because everything about Zeta was Agra.	L.03/GL.9
		Protection	Covering up Agra's mistakes so he wouldn't get scolded by his father.	Come to think of it, Zeta often protected him. She knew a lot about his actions but still covered for him.	L.04/GL.79



		Support	The desire to ease Agra's burden.	She made that dream repellent while hoping that Agra would stop feeling pressured by his father. And hopefully, Agra would always be happy.	L.05/GL.141
2	Family	Financial Support	Favorite grandchild and strong financial background.	Agra and Sakha were the grandfather's two favorite grandchildren. If they wanted a car or a motorcycle, they just had to ask. The next day, it would be at their house.	L.06/GL.33
		Protection	Genuine love and a mother's protective instinct.	Even though she liked to nag, Agra knew his mother cared a lot. One time when he came home late, around one in the morning, his strict father immediately kicked him out. But his mother secretly opened the door, let him in, and that night, she became the shield against his father's anger.	L.07/GL.51
		Defense	A mother's understanding of her child's capacity.	"Papa, don't be too harsh. Agra knows his responsibilities, he knows when he needs to study hard. His grades have always been satisfying for me, so there's no need to push him to get even better ones," said Fanya, defending her son.	L.08/GL.158
		Protection	Empathy toward her child.	But she was a mother, there was no way she would let her child get hurt, especially by his own father.	L.09/GL.192
		Support	Favorite grandchild.	A small chuckle was heard. "Alright, Grandpa will talk to your father. Don't worry about it too much. If Agra doesn't want to study abroad, then it won't happen."	L.10/GL.307
		Concern	The desire to protect her child's dignity.	Because she didn't want any questions from others that could hurt her son's feelings.	L.11/GL.351
		Defense	Not wanting her child to be insulted.	Sultan became even more furious because Putra still dared to argue. "He is my son, and this is my family's business. Why do you have so much to say? Do you think you can speak like that in front of me? Do I need to show you how many people I've destroyed for insulting my son?! Do you want to be one of them?!"	L.12/GL.379
		Protection	The desire to make Agra strong and independent.	Sultan wanted to shape Agra into someone strong and capable. Because if one day Agra had to live without the Megantara family name, he wanted his son to still stand tall.	L.13/GL.385
		Worry	Wanting his child to keep striving.	I did say he was useless, I often said Sakha was better than him. But honestly, he is better than Sakha. My son can do everything, he is amazing. But I can't say that, I'm afraid he won't work hard anymore.	L.14/GL.401
		Affection	Favorite grandchild and only child.	His grandfather truly loved him, not just out of pity. And it was true—his father had always loved him. A love that wasn't visible, one that Agra wouldn't have understood if he hadn't heard it for himself just now.	L.15/GL.402

Note: L = Love; GL = *Garis Luka*

In the novel *Garis Luka* by Khairani Hasan, the character Agra, despite experiencing helplessness due to family pressure, also receives significant support from his social environment and family. Support from friends, especially Zeta, manifests in the form of care and protection. Zeta often covers up Agra's mistakes from his father and provides emotional support, demonstrating that social support from friends can serve as a buffer against stress (Alfiati et al., 2019).

Family support, although not always consistent, also plays a crucial role. His father, Sultan, despite being strict, wants to shape Agra into a strong individual, while his mother, Fanya, often protects Agra from his father's pressure. Agra's grandfather provides both material and emotional support, creating a more supportive environment. Overall, the support Agra receives from friends and family underscores the importance of a supportive social environment in helping individuals cope with pressure and develop



resilience. These findings highlight the importance of creating a supportive environment, both within the family and social circles, to help individuals overcome life's challenges (Dami, 2018).

Struggle

Struggle is an effort undertaken to achieve a goal, carried out by overcoming various difficulties and requiring both physical and mental strength. According to Nizam (2019), it is the result of a person's efforts in navigating experiences, challenges, and problems in life. The value of struggle can serve as an illustration of how significant a person's efforts are in life. Human life cannot be separated from the struggles of the individuals themselves. The principles of life's struggles take the form of concrete actions. The term "struggle" also implies activity, meaning the effort to compete for and strive toward a goal using strength, thought, and strong determination even if it requires fighting or waging war. The principle of struggle is tangible, often depicted through actions taken to confront or change a particular condition. Struggle aligns with someone or something that we consider important (Ningsih et al., 2023).

In the novel *Garis Luka*, struggle is a crucial aspect of Agra's life journey, reflected in his efforts to withstand family pressure, his search for identity, and the dynamics of his relationships with others. In this regard, the depiction of Agra's struggles is presented in Table 3.

Table 3. Main Character Struggle Data

No	Type	Form	Influencing Factor	Quotation Data	Code
1	Self	Effort	Love	Don't think Agra never tried to like Zeta. He did. As many requirements as Zeta set, that many times he tried.	S.01/GL.37
		Hard work	Awareness of the importance of good results.	That's why Agra always studied, even if only when there was a test. He had already received predicted questions from Zeta, but he still had to study them. So that during the test, he could still answer, even if the questions were different from Zeta's predictions.	S.02/GL.124
		Sacrifice	Pressure from his father.	As his father said earlier, he had to study harder. And that's what Agra was doing now. He canceled all his plans with friends. Agra used all his time solely to sharpen his mind.	S.03/GL.138
		Change	Awareness of facing graduation exams.	Since becoming a third-year student, Agra became a good kid. He never caused trouble at school. When it was time to study, he studied, and he was very focused. Different from when he was in the second year, often asking for permission to go to the toilet but ending up hanging out in the corner of the canteen.	S.04/GL.167
		Independence	Desire to prove his abilities.	Agra stopped in front of a two-door shop that had been turned into a workshop by its owner. It had been two days since Agra left home, and this was how he lived during those days. Becoming a seventeen-year-old independent teenager. He worked at the workshop to earn money. When he left home, he left all his credit cards behind. The only thing he brought was his beloved black motorcycle.	S.05/GL.318
		Determination	His father's high expectations.	"My dad always emphasizes that I have to be the best graduate. Get higher scores than others. In elementary and middle school, I always failed to achieve that. So now I am determined to reach that target. I will work hard to become the best graduate in our class."	S.06/GL.338
		Achievement	The result of Agra's hard work.	Agra, you didn't forget, right? Today is the graduation announcement. You made it, your score is the highest among all students. Your hard work wasn't in vain. Don't worry about what others think anymore. You know yourself best. You know that you are the best version of yourself.	S.07/GL.434

Note: S = Struggle; GL = *Garis Luka*



In the novel *Garis Luka* by Khairani Hasan, the character Agra demonstrates various independent efforts to cope with pressure, reflecting his resilience and self-reliance. These efforts include working hard in his studies, sacrificing time with friends to focus on learning, and adopting a positive attitude in facing exams. This transformation aligns with (Belinda & Savitri, 2021), who state that positive behavioral changes in adolescents are often driven by awareness of responsibility and external pressure. Agra also exhibits independence by working at a workshop and striving to become the best graduate, proving his abilities despite the pressure. Independence is crucial for resilience, as adolescent self-reliance develops through experiences in overcoming challenges. Overall, Agra's efforts reflect significant growth in resilience and independence. Independence is a fundamental need for students, enabling them to complete tasks, believe in their abilities, and not rely on others (Nasution T, 2018).

Responsibility

According to Sa'adah & Aziz (2018), responsibility can be understood as an obligation that must be fulfilled by an individual or group, related to their duties or roles in society or within a specific context. Responsibility encompasses moral and ethical aspects, where individuals are expected to act with full awareness, fulfill their obligations, and uphold the trust given to them (Syifa et al., 2022). In the context of education, for example, parents are responsible for properly educating their children, providing them with knowledge, values, and life skills necessary to face life's challenges. Responsibility, as a central theme in this novel, is not only related to an individual's responsibility toward themselves but also toward others (Nursipa et al., 2023).

In the novel *Garis Luka*, responsibility becomes both a burden and a lesson for Agra, reflected in his efforts to meet family expectations, face the consequences of his actions, and navigate his role in various relationships. The depiction of the responsibilities carried by Agra is presented in Table 4 below.

Table 4. Main Character Responsibility Data

No	Type	Form	Influencing Factor	Quoted Data	Code
1	Family	Demand	Grades must be good, excellent, and must not fail.	Sakha nodded in agreement. Because they are the grandchildren of the Megantara lineage. The only descendants from each family. They are required to study and study. Grades must not be lower than nine. After school, they must attend many tutoring sessions. At school, they must be active in at least one extracurricular activity, which is why he is active in the music club. Meanwhile, Agra chose to be active in basketball.	R.01/GL.37
		Demand	Must not lose to his cousin.	When there are many tests like now, Agra rarely gathers with Leander's kids. Even though he is mischievous and often causes trouble that makes his mother frustrated, Agra is still aware of his duty as the only descendant of Sultan Megantara. He must be the top student in class; his father never gives any leeway, even when his competitor is his own cousin.	R.02/GL.124
		Demand	His father's ambition for Agra to graduate with the best grades.	"From now on, I will monitor all your grades. From regular practice tests, daily quizzes, monthly evaluations, to semester exams. There is no time for playing around because I want you to graduate with the best grades."	R.05/GL.158
		Demand	The desire to be considered useful by his father.	Agra knows why he has become like this. Of course, it is to achieve his father's target. To become the useful child his father always talks about.	R.06/GL.217
		Obligation	Must always show academic results.	At this moment, Agra is in his father's office. The exams are over, which is why Agra is there right now. He is showing his test results.	R.03/GL.137



		Obedience	Descendants of Megantara must not complain.	Agra knows his fate. After being born as the child of Sultan Megantara, he has no reason to complain.	R.04/GL.148
		Command	Obligation to take care of his mother's friend's child.	"That means we won't be able to meet. So, Mom asks you not to cause trouble for the next few days. Behave well towards Zeta."	R.07/GL.226

Note: R = Responsibility; GL= *Garis Luka*

Based on Table 4, the character Agra in the novel *Garis Luka* by Khairani Hasan faces various demands and pressures from his family, especially his father, Sultan Megantara, who emphasizes academic achievement and obedience. Agra is required to consistently achieve high academic scores, not fall behind his cousin, Sakha, and always present good academic results. Excessive academic demands can lead to stress in adolescents. Competition with his cousin triggers internal conflicts and lowers self-confidence (Khalda & Ihsan, 2023).

In addition to academic demands, Agra is also required to be obedient due to his status as a descendant of the Megantara family and to take care of his mother's friend's child, Zeta. These demands reflect family values that emphasize obedience and responsibility but can also create feelings of pressure. According to Nugraha (2020), pressure to meet family expectations can become a serious obstacle in adolescent identity development. This situation makes it difficult for adolescents to express their true personalities and interests because they focus more on fulfilling family expectations. The combination of academic demands, social pressure, and high expectations creates a stressful environment for Agra, which can affect his emotional and mental well-being. If not managed properly, this pressure may lead to anxiety, prolonged stress, and even an identity crisis.

Discussion

The novel *Garis Luka* by Khairani Hasan offers a deep portrayal of the dynamics of powerlessness experienced by a stepchild, with the main character, Agra, representing both the internal and external conflicts faced by individuals in similar situations. This study aims to analyze Agra's powerlessness, including psychological, social, and emotional pressures, as well as the efforts he makes to overcome these challenges. Through literary and psychological analysis, this research will reveal how powerlessness influences identity formation and the coping strategies used by Agra.

As a stepchild, Agra faces immense pressure from his father, Sultan, who demands that he always excel academically and never fall behind his cousin, Sakha. These expectations create a heavy emotional burden for Agra, who feels pressured to meet his family's expectations while struggling against feelings of helplessness and low self-esteem. His father frequently compares Agra to Sakha and even resorts to physical violence when Agra fails to meet his expectations. This indicates that Agra's powerlessness does not only stem from academic pressure but also from an unhealthy family dynamic, where stepchildren are often positioned as individuals who must constantly prove themselves. Studies suggest that excessive parental demands can lead to stress and anxiety in adolescents, which aligns with Agra's experiences.

Beyond family pressure, Agra also faces powerlessness in his social environment. He is often mocked, humiliated, and betrayed by his friends, such as Zeta, who deliberately sabotages his academic performance to provoke his father's anger. Taunts and insults from his peers, like Vano and his gang, worsen Agra's feelings of isolation and low self-worth. His cousin, Sakha, also betrays him by making Agra the scapegoat for his own mistakes, further reinforcing this sense of powerlessness. This situation highlights that Agra's struggles are not limited to his family but also stem from an unsupportive social environment, exacerbating his psychological distress.

Despite these challenges, Agra makes efforts to resist his powerlessness through hard work, independence, and determination to prove his abilities. He strives to meet his father's academic



expectations, even at the cost of sacrificing leisure time and social interactions with his peers. Agra also takes a bold step by leaving home and working at a workshop to demonstrate his independence. These efforts reflect Agra's resilience, even as he continues to face pressure from his surroundings. According to Nasution T (2018), independence and adaptability are key factors in overcoming life's challenges and hardships, which align with Agra's attempts to combat powerlessness.

The dynamics of powerlessness that Agra experiences also influence the formation of his identity. As a stepchild, he often feels unappreciated and looked down upon by both his family and social environment. However, through his efforts, Agra proves that he can overcome challenges and achieve his full potential. His achievements not only serve as evidence of his dedication and perseverance but also demonstrate that he is capable of developing a strong sense of identity despite being in a high-pressure environment. Mauliddya & Rustam (2019) state that intrinsic motivation and support from the environment can help adolescents achieve optimal academic success, which aligns with Agra's experiences.

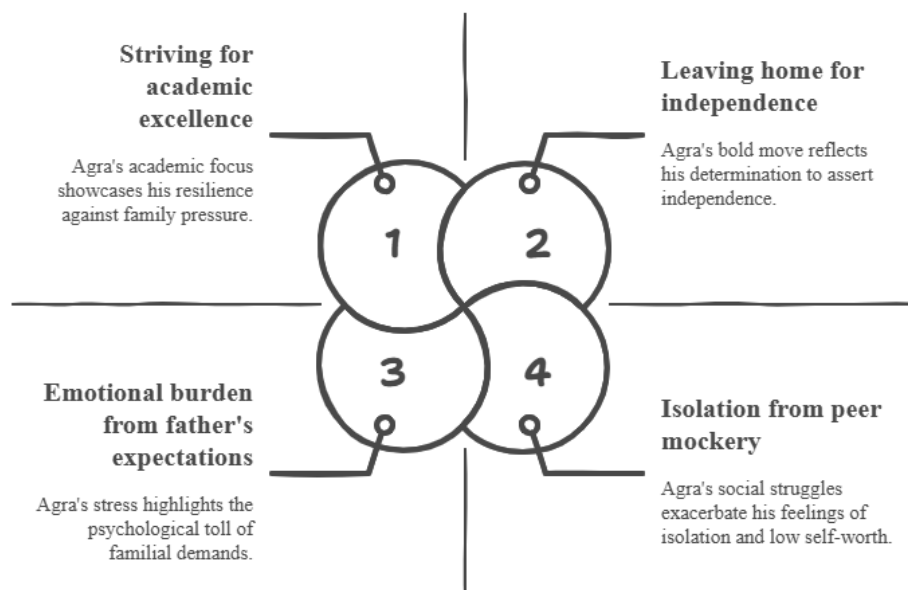


Figure 1. Mapping Agra's Powerlessness and Resilience

Figure 1 illustrates the psychological dynamics experienced by Agra in dealing with the pressures and challenges of her life. The diagram is divided into four interrelated sections, each representing an aspect of Agra's powerlessness and resilience. The first section, "Striving for academic excellence", shows how Agra uses education as a form of resilience in the face of family pressure. Her focus on academic achievement reflects an attempt to prove herself and defy expectations that may have burdened her. The second section, "Leaving home for independence", illustrates Agra's courage to take a big step in her life. Her decision to leave home signifies her determination to achieve freedom and break free from the shackles that hold her back (Nugraha, 2020).

Meanwhile, the other two sections in this diagram highlight aspects of Agra's powerlessness. The third section, "Emotional burden from father's expectations", shows the psychological impact of high expectations from the family, especially from the father figure. This reflects the inner conflict Agra feels in meeting the standards set for her. The fourth section, "Isolation from peer mockery", highlights how negative social experiences exacerbated her feelings of inferiority and isolation. Nizam (2019) this diagram clearly demonstrates the balance between helplessness and resilience that makes up Agra's character, and how she attempts to overcome the various emotional and social challenges she faces. peer mockery", highlights how negative social experiences exacerbate the negative social experiences.



Conclusion

Khairani Hasan's novel *Garis Luka* represents the Dynamics of Powerlessness. The novel illustrates that, the powerlessness experienced by the character Agra does not only stem from family and social pressure, but also from the absence of space to express himself freely. Agra, as a stepdaughter, is trapped in the unrealistic expectations of her father, Sultan, who demands her to always be the best without considering her personal abilities and desires. This shows that powerlessness does not only arise from external pressures, but also from an individual's inability to articulate their needs and emotions in an unsupportive environment. In addition, the negative stigma against stepchildren embedded in society exacerbated the situation, leaving Agra feeling isolated and having nowhere to lean on.

Based on these findings, this study suggests a more holistic approach to understanding and supporting stepchildren. First, it is crucial for families, especially parents, to create a more empathetic and supportive environment where stepchildren feel valued and heard. Parents should reduce excessive demands and focus more on the natural development of the child's potential. Second, society needs to increase awareness of the importance of eliminating negative stigma against stepchildren through education and social campaigns. Moreover, psychological interventions and social support programs, such as counseling and support groups, can serve as solutions to help stepchildren cope with pressure and develop resilience. By doing so, it is hoped that stepchildren like Agra can grow up in a more inclusive and supportive environment, enabling them to overcome powerlessness and reach their full potential.

References

- Alfiati, N. A., Hafniati, & Ramadhani, N. (2019). *Peran Dukungan Sosial dalam Meningkatkan Kesehatan Mental*. 155, 156–165.
- Amalia, S., Sosiologi, D., Airlangga, U., Campuran, K., & Tiri, K. (2023). *Negoisasi Pada Keluarga Campuran : Studi Tentang Keluarga Tiri*. 8(1), 1–15.
- Aminuddin. (2020). *Pengantar Apresiasi Karya Sastra*. Bandung: Sinar Baru Algesindo.
- Angraini, D., & Permana, I. (2019). *Analisis Novel "Lafal Cinta" Karya Kurniawan Al-Isyhad Menggunakan Pendekatan Pragmatik*. 2, 535–542.
- Belinda, M. G., & Savitri, L. S. Y. (2021). Keterampilan Menolak secara Asertif pada Kelompok Remaja yang Mengalami Tekanan Negatif Teman Sebaya: Pelatihan Daring selama Pandemi COVID-19. *Psikodimensia*, 20(1), 1. <https://doi.org/10.24167/psidim.v20i1.2850>
- Chriszia, D. (2020). *Analisis Tokoh utama dan Nilai Pendidikan Karakter Dalam Novel Pada Sebuah Kapal Karya N. H. Dini Serta Relevansinya Sebagai Bahan Ajar di SMA* (Vol. 2507, Issue February).
- Dami, Z. A. (2018). Regulasi Diri Dalam Belajar Sebagai Konsekuensi. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 1(1), 82–95.
- Edi, B. S. (2021). Peningkatan Apresiasi Sastra Melalui Bengkel Sastra. *Prosiding Seminar Nasional Linguistik Dan Sastra (SEMANTIKS)*, 4, 252–256.
- Hastuti, B. D., Saptomo, S. W., Veteran, U., Nusantara, B., Letjend, J., Humardani, S., Sukoharjo, K., & Tengah, J. (2022). *Jurnal Bahasa dan Sastra Nilai Moral dalam Novel Sang Pemimpi karya Andrea Hirata : Kajian Nilai Pendidikan Jurnal Bahasa dan Sastra*. 10(3).
- Husni, M. (2020). Pendidikan, Kebebasan dalam Berpikir, Paolo Freire. *Al-Ibrah*, 05.
- Hutasoit, T. M., Sirait, P. A., & Harahap, S. (2023). *Hubungan Imajinasi dengan Karya Sastra Novel*. 7, 30221–30223.
- Kendari, W. I. (2025). *Jurnal Pendidikan Bahasa dan Sastra*. 10(1), 166–176.
- Khalda, A., & Ihsan, H. (2023). *Pengaruh Keterlibatan Orang Tua dan Grit Terhadap Stres Akademik Pada Siswa*



Sekolah Menengah Atas (SMA) di Kota Bandung. 7(1), 39–52.

Mahmud, A. (2022). Kekerasan ibu tiri terhadap anak tiri dalam cerita “Nenek Pakande.” *Kibas Cendrawasih*, 19.

Mauliddya, S. A., & Rustam, A. (2019). Peran Dukungan Sosial Orang Tua terhadap Prestasi Akademis melalui Mediasi Motivasi Belajar Intrinsik. *Gadjah Mada Journal of Psychology (GamaJoP)*, 5(2), 166. <https://doi.org/10.22146/gamajop.50570>

Nasution T. (2018). Membangun Kemandirian Siswa melalui Pendidikan Karakter. *Ilmu Sosial Dan Budaya*, 02.

Ningsih, O. R., Canrhas, A., & Amrizal. (2023). Perjuangan Anak-Anak dalam Novel Si Anak Badai Karya Tere Liye. *Jurnal Ilmiah KORPUS*, 6(3), 323–333. <https://doi.org/10.33369/jik.v6i3.24224>

Nizam, M. A. (2019). Nilai Perjuangan dalam Novel Kami (Bukan) Sarjana Kertas. 3, 685–693.

Nugraha, D. (2020). Pendekatan Sosiologi Feminis Dalam Kajian Sastra. *UNDAS: Jurnal Hasil Penelitian Bahasa Dan Sastra*, 16(2), 341. <https://doi.org/10.26499/und.v16i2.2807>

Nursipa, S. I., Anwar, F., Risman, Y. El, Sastra, D., Fakultas, J., Budaya, I., & Hasanuddin, U. (2023). Konflik Sosial dalam Novel Yakou Kanransha. 11, 165–166.

Priyono, S. (2017). Peningkatan Hasil Belajar Mata Pelajaran Ekonomi Melalui Penerapan Model Pembelajaran Group Investigation Di Kelas Xi Ma Al Fattah Sumbermuhyo. 1(1), 1–10.

Rahmatullah, A. S. (2021). Pendidikan Cinta Kasih Anak Dalam Perspektif Filsafat Ilmu. *Jurnal Filsafat Indonesia*, 4(1), 72–77. <https://doi.org/10.23887/jfi.v4i1.31772>

Ratna, N. K. (2021). *Teori, Metode, dan Teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.

Sa'adah, E. H., & Aziz, A. (2018). Tanggung Jawab Orang Tua dalam Mendidik Anak Menurut Alquran. *Penelitian Pendidikan Islam*, 6(1).

Sakdiah, N. (2017). Pendidkan Karakter melalui Pembinaan Kasih Sayang dalam Pandangan Islam. *Utile*, 3(2), 202–211.

Sanjaya, M. D., Sanjaya, M. R., & Wulandari, R. (2022). Nilai-Nilai Pendidikan Dalam Novel Hanter Karya Syifauzzahra Dan Relevansinya Sebagai Pembelajaran Sastra Di Sma. *KREDO : Jurnal Ilmiah Bahasa Dan Sastra*, 5(2), 475–496. <https://doi.org/10.24176/kredo.v5i2.6778>

Sari, N. L., Agustina, E., & Lubis, B. (2019). Nilai-Nilai Sosial Dalam Novel Tentang Kamu Karya Tere Liye Kajian Sosiologi Sastra. *Sustainability (Switzerland)*, 11(1), 1–14.

Supriyanto, A., Astuti, C. W., & Munifah, S. (2023). *Analisis Struktural Novel Tempat Paling Sunyi Karya Arafat Nur*.

Syifa, U. Z., Ardianti, S. D., & Masfuah, S. (2022). Analisis Nilai Karakter Tanggung Jawab Anak Dalam Pembelajaran Daring. *Educatio*, 8(8), 568–577. <https://doi.org/10.31949/educatio.v8i2.2071>

Tulfauziah, A., Salsabila, L., Sugiarti, R., Amalia, S., & Wismanto. (2024). Tanggung Jawab Orang Tua Terhadap Pendidikan Anak. *Katalis Pendidikan: Jurnal Ilmu Pendidikan Dan Matematika*, 1(2), 46–53. <https://doi.org/10.62383/katalis.v1i2.210>



Echoes of Heritage: A Thematic Exploration of the Veena Makers of Simpadiipura

Rathi Nair

*Department of Journalism and Mass Communication,
Acharya Institute of Graduate Studies, Bengaluru, India*

Basavaraj S. Biradar

*Assistant Professor, Department of Journalism and Mass Communication,
Acharya Institute of Graduate Studies, Bengaluru, India*

Sreevidya

*Department of Journalism and Mass Communication,
Acharya Institute of Graduate Studies, Bengaluru, India*

Abstract

The art of Veena making in Simpadiipura represents a well-established craft that embodies India's rich musical and cultural heritage. The documentary *The Melody Makers of Simpadiipura* has been widely used in comparative analyses exploring the village's significance to the world of classical music, as it is home to some of the finest traditional Indian string instruments—the Veenas. This research paper, based on qualitative analysis of the aforementioned cultural documentary, delves into the intricate process of Veena crafting, the various types of Veena, and their importance within the framework of Carnatic classical music.

The study highlights the craftsmanship of Simpadiipura's artisans and their unwavering dedication to preserving this ancient tradition amid contemporary challenges. Through in-depth documentary analysis, the research emphasises the artisans' efforts to maintain both their craft and the cultural identity of Karnataka. The findings reveal that their work is not merely about instrument-making, but also about safeguarding a legacy deeply embedded in India's artistic and spiritual traditions. Using thematic analysis, the study uncovers the artisans' perspectives on tradition, innovation, and survival in a rapidly transforming world. While Veena making remains a revered art, the study suggests that socio-economic constraints and shifting musical trends pose significant threats to its continuity. Nevertheless, the commitment of these craftsmen stands as a testament to the enduring power of cultural heritage. The research concludes by advocating for conservation efforts to ensure the sustainability of this tradition for future generations.

Keywords: *Veena making, thematic analysis, cultural documentary, traditional craftsmanship, Carnatic music.*

Suggested citation: Nair, R., Biradar, B.S., & Sreevidya. (2025). Echoes of Heritage: A Thematic Exploration of the Veena Makers of Simpadiipura. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 214-219. DOI: 10.59324/ejahss.2025.2(2).23

Introduction

Simpadiipura, a small village in the Doddaballapur Taluk of the Bangalore Rural District in Karnataka, is renowned for its long-standing tradition of Veena making—a classical Indian string instrument integral to Carnatic music. Rooted deeply in India's cultural and spiritual heritage, this craft has shaped the musical landscape of the region since the mid-20th century. The tradition was revitalised in the 1950s by Penna



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

Hoblayya, also known as Pennoblayya, who apprenticed at a Veena-making unit and later returned to Simpadipura to train his family and fellow villagers. Since then, the knowledge has been passed down through generations.

The Veena has held a significant position in Indian classical music for centuries due to its rich tonal quality. Historical references to the instrument are found in Vedic texts and other classical literature. In Simpadipura, several types of Veena are crafted, including the Rudra Veena, Garuda Veena, Kinnari Veena, and Tambura Veena. According to current generations, these were once custom-made for Nalvadi Krishna Rajendra Wodeyar of Mysore. The making of a Veena is more than just craftsmanship—it is a sacred tradition symbolising the artistry, devotion, and cultural identity of its makers.

The crafting process is meticulous and time-consuming, beginning with the selection of appropriate wood. Jackfruit wood is often preferred for its strength and acoustic properties. Skilled artisans use their deep knowledge to select the right wood based on seasonal conditions, then carve and assemble the instrument with precision. Every step—from shaping the resonator to attaching the frets and strings—is executed with care and dedication. Each Veena is adorned with intricate carvings, enhancing both its aesthetic and symbolic value.

The documentary further sheds light on the socio-economic aspects of Veena production. In an era dominated by mass manufacturing and mechanisation, Simpadipura's craftsmen face considerable obstacles in sustaining their traditional practice. Despite this, they persist—driven by passion and a sense of cultural responsibility. The study also considers governmental and non-governmental efforts to support Veena makers, including cultural grants and policy initiatives aimed at preserving this invaluable craft. Today, Simpadipura is regarded as the second-largest Veena-producing village in India, with most instruments sold in Bengaluru and across Karnataka.

Review of Literature

Viswanathan (in *Aesthetic and Acoustic Considerations in Veena-making: The Science Behind Tradition*) explores how modern technologies, such as CNC carving and synthetic materials, are beginning to influence traditional Veena-making practices. The study evaluates both the advantages and limitations of integrating such innovations.

Pillai, A. (in *Challenges in Preserving Traditional Craftsmanship: The Case of Veena Artisans in India*) analyses the socio-economic difficulties faced by artisans, including competition from industrial manufacturing, scarcity of quality materials, and the lack of formal training opportunities.

Ghosh (in *Instrument-Making Traditions in India: Techniques and Transformations*) focuses on the role of materials in shaping the tonal quality of instruments. The study emphasises the use of jackfruit wood and discusses sustainable practices in sourcing materials for Veena production.

Venkatesh, B. (in *Reviving Traditional Arts: The Need for Policy Support in Veena-making*) argues for increased governmental intervention, advocating financial support, structured training programmes, and global outreach strategies as critical to preserving traditional arts.

Research Objectives

1. To analyse the traditional artistry of Veena making in Simpadipura, with a focus on the intricate processes and materials involved in crafting the instrument.
2. To examine the challenges faced by artisans in preserving their craft amidst socio-economic and technological changes.
3. To study the historical and cultural evolution of Veena making as a reflection of regional heritage.



Research Methodology

This study adopts a qualitative research methodology, focusing primarily on the documentary *The Melody Makers of Simpadipura*. A qualitative content analysis was conducted to extract recurring patterns and meanings. Thematic analysis was employed to explore central themes within the documentary, including the rich history and tradition of Veena-making in Simpadipura, as well as the various types of Veenas and their significance in Indian classical music. Additionally, scholarly articles, journals, and reports relevant to the subject have been incorporated to provide a comprehensive and contextualised understanding.

Qualitative Content Analysis

The qualitative content analysis of *The Melody Makers of Simpadipura* reveals several recurring themes that underscore the importance of this traditional craft. The documentary employs strong visual storytelling to showcase the artisans' dedication, meticulously illustrating the Veena-making process. Interviews with craftsmen provide insightful, first-hand accounts of their experiences, challenges, and enduring commitment to the tradition.

The analysis also identifies symbolic elements embedded within the documentary—particularly the spiritual and cultural associations of the Veena within Indian classical traditions. The contrast between handcrafted Veenas and mass-produced alternatives reflects the tension between tradition and modernisation. Through the strategic use of visuals, narration, and music, the documentary successfully evokes emotional engagement and advocates for the preservation of this endangered art form.

Results

A thematic analysis was conducted to systematically examine the central themes presented in the documentary. These include:

The Rich History and Tradition of Veena-Making

This section delves into the cultural and historical origins of Veena craftsmanship in Simpadipura, tracing its evolution and significance in the context of Indian classical music. Veena-making in Simpadipura represents a confluence of heritage, artisanal skill, and spiritual devotion. The craft is intricate and involves careful material selection, precision workmanship, and inherited expertise.

The process typically begins with the selection of high-quality jackfruit wood, prized for its durability, acoustic properties, and resonant tone. The wood is thoroughly seasoned to prevent warping and cracking. The Veena comprises several essential components:

- *Resonator (Kudam)*: Carefully hollowed from a single block of wood to ensure optimal acoustic performance.
- *Neck (Dandi)*: A finely balanced element carved and joined to the body to provide structural and musical integrity.
- *Head (Yali)*: A signature feature of traditional Veenas, hand-carved in the form of a mythical creature.

Additional decorative motifs—such as floral patterns and mythological figures—are intricately carved by hand. Inlays using synthetic or (historically) ivory elements enhance the instrument's aesthetic appeal. The fretboard, usually embedded with 24 brass or bell-metal frets, is calibrated using a beeswax and charcoal mixture. Bronze or brass strings are added, producing a deep and resonant sound.

Challenges Faced by Artisans Preserving the Craft

Veena-making in Simpadipura is a highly specialised and time-intensive craft. However, artisans face numerous challenges in sustaining their livelihood and preserving this heritage. These challenges include:



- *Intergenerational Decline:* The hereditary nature of the craft is diminishing, as younger generations show little interest due to the extensive training required and uncertain financial prospects.
- *Lack of Institutional Training:* Most learning occurs through informal apprenticeships. The absence of formal educational programmes restricts access and the spread of knowledge.
- *Ageing Artisan Community:* With many older craftsmen approaching retirement, the potential loss of traditional knowledge is significant.
- *Occupational Health Risks:* The physical demands of carving and polishing the Veena often result in long-term health issues, including musculoskeletal disorders and respiratory conditions.
- *High Production Costs and Low Profit Margins:* A single Veena may take weeks to craft, yet the economic returns are disproportionately low.
- *Fluctuating Market Demand:* Sales depend on cultural festivals, classical music popularity, and limited market exposure.
- *Dependence on Middlemen:* Artisans frequently sell to intermediaries who exploit pricing asymmetries, limiting the financial benefits to the actual makers.
- *Insufficient Government Support:* Unlike other traditional crafts, Veena-making receives minimal state funding or policy intervention.

Sustainable solutions—including formal training programmes, financial assistance, and marketing initiatives—are essential to preserve this vulnerable tradition.

The Traditional Artistry of Veena-Making in Simpadipura: An Exploration of Craftsmanship and Materials

The artistry of Veena-making is characterised by painstaking attention to detail and the careful selection of materials. The key materials include:

- *Jackfruit Wood:* Highly favoured for its tonal qualities and longevity.
- *Brass and Bell Metal:* Used in crafting the frets, critical for accurate sound production.
- *Beeswax and Charcoal:* Applied to secure frets and enhance tonal calibration.
- *Metallic Strings:* Typically bronze or brass, chosen for their resonance.
- *Ivory (historically) and Synthetic Inlays:* Decorative embellishments that add uniqueness to each instrument.

The manufacturing process unfolds in multiple stages:

1. *Wood Preparation:* Selected wood is seasoned over months or years to ensure structural integrity.
2. *Carving:* The resonator and neck are meticulously shaped and joined.
3. *Fretboard Assembly:* Frets are aligned, embedded, and fine-tuned.
4. *Decorative Carving:* Unique designs are added, often portraying cultural or mythological elements.
5. *Stringing and Tuning:* The final assembly includes string installation and tonal adjustments.

Each Veena is a testament to the artisan's skill and cultural devotion, bearing both musical excellence and visual elegance.

Discussion

Traditional Artistry and Craftsmanship: Veena-making in Simpadipura is a time-consuming and intricate process involving the use of jackfruit wood, handmade frets, and individualised designs. The transfer of knowledge across generations renders this tradition a valuable intangible heritage.



Cultural and Musical Significance: The Veena occupies a central place in Carnatic music and Indian culture. It represents not only a musical instrument but also a spiritual symbol, often linked to Hindu deities and sacred traditions.

Contemporary Challenges: The craft faces multiple socio-economic threats—from dwindling demand and lack of institutional support to generational disengagement. Without strategic interventions, the tradition risks fading into obsolescence.

Conclusion

This research reaffirms the cultural, artistic, and economic significance of Veena-making in Simpadipura. Despite its spiritual and historical relevance, the craft is under existential threat due to modern economic pressures, waning interest, and insufficient institutional backing.

Yet, the resilience and dedication of Simpadipura's artisans provide a glimmer of hope. Their commitment, coupled with the rising global appreciation for hand-crafted instruments, indicates potential pathways for revival.

Sustaining this tradition requires coordinated efforts involving government support, educational outreach, marketing innovation, and cultural advocacy. Documentaries such as *The Melody Makers of Simpadipura* serve not only to document but also to inspire preservation of these traditional arts.

Ultimately, the survival of Veena-making depends on society's willingness to protect its artistic legacies. It is imperative that this time-honoured craft continues to echo through future generations, enriching the world with its sound, beauty, and heritage.

References

- Balasubramaniam, T. (2019). *The history and evolution of Indian classical instruments*. Oxford University Press.
- Bharathi, R. (2020). *Musical craftsmanship in South India: A study of Veena-making traditions*. SAGE Publications.
- Chaitanya, K. (2018). *Veena: A cultural and musical heritage of India*. Routledge.
- Ghosh, A. (2021). *Instrument-making traditions in India: Techniques and transformations*. Cambridge University Press.
- Govindarajan, P. (2022). "Sustaining musical craftsmanship: Challenges faced by Veena artisans." *Journal of Ethnomusicology and Cultural Studies*, 45(3), 112-134.
- Krishnan, R. (2017). "The impact of deforestation on traditional musical instrument-making." *Environmental and Cultural Heritage Review*, 12(2), 89-102.
- Kumar, M. (2016). *Indian string instruments: Origins, development, and practice*. HarperCollins India.
- Madhavan, S. (2021). "The role of Veena in Carnatic music and its evolving significance." *Indian Musicology Review*, 29(4), 233-250.
- Nair, V. (2018). *South Indian instrument-making techniques: Art and craftsmanship*. Academic Press.
- Pillai, A. (2020). "Challenges in preserving traditional craftsmanship: The case of Veena artisans in India." *Cultural Studies Journal*, 38(1), 76-98.
- Ramaswamy, S. (2019). *Musical heritage and the artisans behind the art*. Penguin India.
- Sharma, P. (2021). "Sustainable practices in Indian musical instrument-making: A case study of Veena artisans." *Journal of Sustainable Craftsmanship*, 14(2), 145-168.
- Subramanian, K. (2017). *The making of classical instruments in India: Art, tradition, and innovation*. Springer.



Venkatesh, B. (2023). "Reviving traditional arts: The need for policy support in Veena-making." *Policy and Arts Review*, 27(5), 189-205.

Viswanathan, R. (2022). *Aesthetic and acoustic considerations in Veena-making: The science behind tradition*. Taylor & Francis.



Fostering Health and Empowerment: Role of NGOs in Strengthening Mahila Arogya Samities (MAS) under NUHM in Kolkata Metropolitan City of West Bengal

Mithun Mondal ✉

Ph.D. in Social Work, Visva – Bharati University, Santiniketan, West Bengal, India

Archita Krishnatriya Sarma

Masters in Social Work, St. Xavier's University, Kolkata, West Bengal, India

Abstract

Mahila Arogya Samities (MAS) are grassroots women's collectives that act as catalysts for community-led action on critical issues such as health, nutrition, water, sanitation, and the broader social determinants of health within urban slums. Envisioned as key instruments for local-level engagement, MAS promote decentralised health planning and contribute to the overarching goal of "Health for All". These women's groups empower communities to advocate for their rights to essential services—including food, clean water, employment, recreation, and primary healthcare. MAS play a crucial role in bridging the gap between health policy and implementation, particularly among underserved and vulnerable populations. As part of the National Health Mission (NHM), MAS align with the vision of strengthening health systems through community participation. For these groups to thrive and generate meaningful outcomes, dynamic collaboration with the wider community is essential. In this regard, NGOs serve as vital partners, offering technical support, facilitating ASHA training, and enhancing local ownership and skill development. Their involvement can significantly bolster MAS activities under the National Urban Health Mission (NUHM). To strengthen the role of NGOs in supporting MAS, clear selection criteria and well-defined responsibilities should be established by city and district health authorities. NGOs may be designated specific zones to lead MAS and ASHA selection, training, and advocacy—particularly in areas where government systems are still evolving. These NGO-led initiatives must be fully integrated into the urban health system to ensure sustainability and contribute to broader public health outcomes. Ultimately, MAS represent a transformative platform for community-driven change and serve as a cornerstone of inclusive, participatory urban health planning.

Keywords: *Women Empowerment, Mahila Arogya Samities, NUHM, NGOs, Collective Action.*

Suggested citation: Mondal, M., & Sarma, A.K. (2025). Fostering Health and Empowerment: Role of NGOs in Strengthening Mahila Arogya Samities (MAS) under NUHM in Kolkata Metropolitan City of West Bengal. *European Journal of Arts, Humanities and Social Sciences*, 2(2), 220-229. DOI: 10.59324/ejahss.2025.2(2).24

Introduction

Non-Governmental Organizations (NGOs) have been integral to Indian society for a long time, reflecting the voluntary spirit embedded in the country's culture and social traditions. However, in recent years, the government has increasingly acknowledged the importance of organizing communities into accredited associations to actively participate in rural development initiatives. In NGOs, direct control by the government or autonomous bodies is not involved, but instead ensure the provision of financial and non-financial aid to the deprived. Diverging from profit-making organizations, NGOs function on a mission to correct imbalances in society. Although organized NGOs are an India post-independence



This work is licensed under a **Creative Commons Attribution 4.0 International License**. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

concept, the contribution of NGOs towards rural development gained momentum in the 1970s. Development practitioners, government agencies, and international donors soon realized that NGOs with their small-scale operations, flexibility, innovative approaches, and participatory methods were better at poverty alleviation and in actually reaching the vulnerable.

Initially, NGOs take a wide focus encompassing general deprivation without specialization. This turns into the development of special expertise in certain domains over time so that problems can be addressed with Greater Precisions. Women's empowerment is promoted through NGOs, for instances the resultant socio-economic changes brought through NGOs working toward women's empowerment have been significant. Studies illustrate the critical aspect of NGOs in developing empowerment and self-employment opportunities for women in helping improve their lives and contribute towards freedom. Rural development continues to be an integral part of the Indian economy, but progress is sporadic for various government initiatives undertaken thus far. The main reason for this is the lack of involvement of the intended beneficiaries in the planning, implementation, and evaluation of these programs. Efforts in micro-level institutional arrangements involving local communities have become significant in this respect. Due to their participatory nature and grassroots orientation, NGOs have thus been found by government agencies, international donors, and corporate sectors to be highly effective partners in poverty reduction and sustainable development.

The strengths of NGOs emphasize the local understanding of needs, problems, and resources in which communities could utilize their expertise in mobilizing participation, cooperation, and innovative methods to tackle rural issues efficiently. Over the years, starting with relief works in disaster situations and rehabilitation of subject groups, NGOs diversified their activities into health, skill development, agricultural improvements, child care, education, environment conservation, and even more.

However, not all NGOs work effectively. Some of the challenges that have prevented their effective functioning include internal conflicts, lack of transparency and accountability, corruption, resource constraints, leadership issues, and interference from vested interest groups. Despite such challenges, NGOs prove to be strong agents of change in the empowerment of disadvantaged women. Socio-economic programs, vocational training, and health and education programs focus on employment that enabled woman's existence, thereby providing substantial contributions towards improving women's lives. It plays a very important role in uplifting families and toward overall development by fulfilling the basic needs and enabling socio-economic independence. (Ahsan Ullah, 2003).

Non-Governmental Organizations (NGOs) and Their' Features

Improving the socio-economic conditions of the community is the heart of many NGOs. Non-governmental organizations (NGOs) and Civil Society Organizations have been playing a significant role in empowering women's collectives or women's groups in India from a decade. Here are some key ways they have made a difference:

Mobilizing Women's Collectives: NGOs have been a bridging tool to gather the women collectives and ensure participation comes from different vulnerable communities and backgrounds for forming collectives. They provide a forum where women discuss their issues, share experiences, and support one another. The NGOs empowered women by establishing Self-Help Groups as well as other women's collectives that engage in income-generating activities while promoting health and strengthening resilience.

Capacity Building: NGOs have played a very important role on capacity -building initiatives of women empowerment. They enable trainings on skill development, leadership, management, financial literacy, entrepreneurship, and collective actions. For example, through capacity building through training, mentorship, and guiding, these women are empowered to change their lives and become independent and contribute towards the society at large.



Advocacy and Policy Change: There is tremendous support from the non-governmental organizations towards advocating policy adjustment and changes that are meant to benefit women. They facilitate the provision of an enabling and acceptable environment for the collectives to thrive in such ventures through collaboration with government and non-governmental agencies, media, and civil society organizations.

Lobbying Support: In the case of lobbying, NGOs will lobby the government to alter policies and legislation relating to the benefits of women collectives. Also, they have aspects that cover lobbying for laws and regulations in order to protect women's rights and entitlements. NGOs and CBOs take advantage of their network, several other platforms, and influencing relationships with the government officials concerning the policy-making decision-making.

Provision of Resources: NGOs and CBOs make optimum resources available like funding, training, equipment, and office space to women's collectives. This kind of support serves to enhance the performance of these collectives in their work and creates their capacity for sustainable growth.

Support Services: NGO support services for women's collectives include legal aid, health services, and counselling. They also facilitate government schemes and programs designed for women's benefit.

Networking Opportunity: Association through NGOs enables networking among women's collectives so that they can achieve solidarity and collective action. It makes them much stronger collectively by sharing ideas, best practices, and experiences to better counter common problems.

Research and Documentation: NGOs research and document the experiences of women's collectives, recording their problems and achievements. This information has been used to educate and inform policy development and programs targeted at solving the problems of women's collectives.

Through such interventions, NGOs bring a high impact on empowering women's collectives and constructing sustainable livelihoods; hence transformation is happening in their communities.

Features of NGOS

Voluntary Nature: NGOs are charitable and volunteer organizations and are formed by self-driven individuals with genuine concern and interest towards societal development. They are not formed out of anybody's compulsion or obligation but with concern.

Legal Status: NGOs and other trusts are registered with the Government act under the Societies Act, Trust Act, Companies Act, etc. Foreign Contribution Regulation Act (FCRA) should be maintained to get foreign funds with registration under the Ministry of Home Affairs of The Government of India.

Independence: NGOs maintain autonomy in the planning and implementation of their programs. Any sort of external intervention may hamper the NGO to perform to its fullest capacity and might be difficult in decision-making process.

Flexibility: NGOs must be flexible with interventions for their targeted communities. They are not bound by red-tapism and other bureaucratic obstacles.

Quick Decision-Making: They have excelled in responding promptly in societal needs, biggest role of NGOs for the betterment of society. This agility helps in ensuring swift delivery of services for the vulnerable target population.

Motivated Workforce: The team members and the volunteers possess high motivation and inspiration to work for the cause of the people who need it. They endeavour determinedly to achieve their purpose for the benefit of the target population and

Freedom in Operations: NGO workers are empowered to carry their fieldwork independently, organizing the Community, and implementing the development schemes independently.



Catalytic Role: NGOs act as a catalytic for social change, enhance and encourage the communities to engage in social action through various approaches. In the process they maintain their core identity but they do not dilute and distort themselves in the process of intervention.

People-Centred Approach: NGOs prioritize people's or community participation. They plan initiatives and implement the same in collaboration with the people. They make decisions by discussing with volunteer people and implementing the decision that is the most effective for fostering community development.

Non-profit Orientation: NGOs are non-profit-making entities. Surplus and profits extracted from the economic ventures are re-invested in other developmental inactivities. This ensures continued community back pull and sustains growth in a sustainable manner.

Non-governmental organizations have been working as a change agent at the grassroots level for empowering community collectives in India by providing essential resources and skills in networking, documentation, and support to help lead an effective life. Their collective efforts have developed a new generation of empowered women who take ownership in their lives and bring light into their futures, and are making better impacts on the families and positive changes in the very community they belong to.

Women's Empowerment in India

In fact, women's empowerment in India has turned out to be a vital concern, with both India's government and civil society organizations giving a lot of importance to the topic of women's empowerment. Although this area has witnessed significant progress in a few such areas as education, economic participation, and leadership, deep-rooted inequalities still prevail and persist in society; these include issues of gender-based discrimination, cultural and religious beliefs, and issues like safety over the years, and therefore, to address these challenges is the most important thing for bringing true empowerment and opportunities for all sections of society.

Here are Some of the Key Areas in which Women's Empowerment is Being Promoted in India:

Education

Education is a cornerstone of women's empowerment. Initiatives such as Sarva Shiksha Abhiyan and Beti Bachao Beti Padhao have significantly improved access to education for girls. However, disparities persist, particularly in rural areas, where cultural and infrastructural barriers limit access. Bridging this gap is essential for achieving gender equality in education.

Employment

Women's participation in the workforce, especially in the formal sector, remains low. Programs like the Mahila E-Haat Project and the National Policy for Women's Empowerment aim to promote entrepreneurship and support women in the informal sector. Strengthening these initiatives and ensuring better job opportunities in diverse sectors are critical for improving economic independence for women.

Health

Women's health, particularly maternal health, continues to be a major concern. Government initiatives such as the Janani Suraksha Yojana and the National Health Mission have been instrumental in enhancing access to healthcare services. However, further efforts are needed to address issues like nutrition, reproductive health, and access to affordable healthcare in underserved areas.

Legal Rights

The legal framework for women's rights has seen improvements with laws like the Protection of Women from Domestic Violence Act and the Sexual Harassment of Women at Workplace Act. Despite these advances, challenges in implementation and enforcement hinder their full effectiveness. Ensuring strict compliance and creating awareness about these rights are necessary for their success.



Political Participation

Women's involvement in politics has grown, supported by seat reservations in urban and rural local bodies. This step has increased representation and encouraged women's active participation in governance. However, gaps remain, and more efforts are needed to ensure women's inclusion in decision-making roles and higher political offices.

Women's empowerment in India requires a multifaceted approach, touching upon all issues that women encounter. Such an approach involves the intensification of access to education as well as job opportunity, improvement of women's health and legal position, and developing women's participation in political life. In this regard, it demands changes in attitudes toward women and greater promotion of gender equality in all spheres of life.

The National Urban Health Mission (NUHM) and the Concept of Mahila Arogya Samities (MAS)

Under the Government of India, one of the health initiatives is the National Urban Health Mission, initiated since 2013. The NUHM, with a special focus on the vulnerable and marginalized sections of society, focuses on providing equitable quality health care to the urban population.

The NUHM Objectives Include the Following:

The National Urban Health Mission NUHM shall focus efforts on equal access towards healthcare services by the urban population, especially the underserved and most marginalized communities. Some of the key objectives are:

Improving Access to Health: Increase access and availability to good health care for the urban poor, which includes slum dwellers and internally displaced persons.

Strengthening Primary Healthcare: Focus on an urban health care system, especially on the primary level of care.

Improvement of Socio-Economic Determinants: Rectify primary determinants associated with social causes so as to improve general health condition of urban people.

Empower Communities: Agency to empower communities in participatory, planning, implementation, and monitoring of healthcare programs

Building Capacity: Capability of service providers and institutions to deliver quality services consistently Applying strategies to Focus on Primary Healthcare Services

Upgradation of primary health care service: The focus areas will focus on the upgradation of the service sectors of primary health care, including maternal and child health, family planning, disease prevention, and control. This approach will be holistic and easy to reach the people in urban communities-in particular the vulnerable groups.

Infrastructure Development: Building and upgrading the primary healthcare facilities, even mobile clinics, and telemedicine service for easy access.

Community Participation Engagement: An appeal to more active engagement on the part of communities toward planning, implementing, and monitoring health interventions to better address their needs.

Capacity Building: It builds capacity and competencies of health care providers and institutions through focused training and capacity building.

Health Data-Driven Systems: Strengthen health information systems with developing and establishing reliable monitoring and evaluation mechanisms for improvement in service delivery and outcomes.



It was started by the Ministry of Health and Family Welfare, Government of India, in partnership with state governments and local urban bodies. The mission is centrally funded and is implemented through state and district health societies. Since it is one of the most significant schemes aiming to overcome the health challenges faced by India's growing population in their cities, the scheme depends on sound execution, enthusiastic participation by the community, and resource allocation.

Mahila Arogya Samities (MAS)

Mahila Arogya Samities are the women's health committees established under the National Urban Health Mission in India. The MAS is operationalized with the objective of empowering women and improving the health status of the community in the urban area while a special focus on vulnerable/marginalized sections of society.

Community Mobilization and Awareness: Mobilize women in the community about health issues and the services available through NUHM.

Needs Assessment and Advocacy: Assess health needs of women and children in the community and advocate their needs on priority under NUHM health agenda.

Promotion of Participation: Encourage active participation from the community in planning designing, and monitoring the healthcare programs.

Program Support: Programme Support Activation of NUHM health programme for maternal and child health, family planning and prevention and control of diseases.

Health Promotion: Health Promotion and Education Improvement in community healthy hygiene practices and education and information supply about health.

Feedback Mechanism: Feedback Mechanism Support correctives feedback to the healthcare providers and policy makers for bettering health quality and more accessibility of services.

The Mahila Arogya Samities are established toward empowering women and community ownership in the provision of health care services. Involving women at all the stages of planning, implementation, and monitoring of programs consequently ensures that the services are more responsive to the health care needs of women and children, and this translates into improvements in health outcomes for the community over time.

The women's collectives are important in putting into action the goals under the National Urban Health Mission, which are aimed at providing available, quality health care to the urban population with special emphasis on marginalized populations. Here's how women's collectives can play an important role in accomplishing the goals of the NUHM:

Community Mobilization: Women's collectives can be pivotal in mobilizing communities to raise awareness about the NUHM and its services. They can conduct meetings, awareness campaigns, and door-to-door visits to educate families about the benefits of utilizing healthcare services, such as immunizations and regular health check-ups.

Demand Generation: women's collectives can stimulate demand for preventive healthcare and frequent health services through raising awareness in the community. They may even take the potential seekers through the delivery process, accompanying them to the health facilities while assisting them to find their way through the healthcare system, especially the particularly neglect-prone ones that may be at a distance, less educated, or incapable in a foreign language.

Advocacy and Feedback: Women's collectives would constitute a voice from the community for feeding back to the providers of health services and policy-makers on the access, quality, and responsiveness of the services. In addition, it can advocate for including women's health issues in the NUHM framework and resource allocations in maternal and child health, mental health, and reproductive health services.



Health Promotion: Women's groups have the unique position to promote health and hygiene practices in their communities. In so many ways, they can contribute to take an instance, through health camps, distribution of educational material, and workshops that increase knowledge on themes such as maternal and child health, family planning, immunization, nutrition, and hygiene.

Monitoring and Evaluation: These collectives play a pivotal role in tracking the implementation of NUHM programs in their locales. Through feedback on the effectiveness of services and areas with gaps or challenges, they can ensure that health delivery is meeting community needs. They can collaborate with the local authority to make improvements in service delivery from here.

Mahila Arogya Samities and women's collectives have been a backbone of community-led health in the context of NUHM. They try to fill out gaps in accessibility with services that are equitable, responsive, and woman- and child-friendly within urban areas. This can be done through participation, advocacy, and also accountability towards achieving universal access to health and enhancement of health-related outcomes among vulnerable populations.

Community Mobilization in Urban Slums of Kolkata

Community mobilization is one of the important strategies regarding the improvement in health and well-being among slum people in this urban area of Kolkata. Kolkata is one of the most populous cities in India; the living conditions of slums in the city are abysmal, with hardly any sanitation system and very meagre provision for healthcare services. Community mobilization is an active community participation in the identification and pursuit of health issues at slum levels. It involves setting up community-based organizations and subsequent partnerships among CBOs, government agencies, and NGOs. Community mobilization, more so in the urban slums of Kolkata, is a crucial imperative that boosts the attainment of better health outcomes among marginalized groups. An emphasis on the involvement of NGOs and CBOs makes evident the strength of grassroots efforts in combating complex health conditions. The slum communities in Kolkata are empowered and mobilized in an effort to improve their health outcomes in these communities. Empowering the residents to control their health and well-being can help in sustainable solutions towards the complex health issues of the slum population.

NGOs are crucial actors in supporting community mobilization and improving health outcomes within the slums of Kolkata cities

Therefore, NGOs offer an array of services to support myriad activities meant to better the livelihoods of inhabitants in slums. Some of these critical contributions that NGOs can make include:

Community Mobilization: They develop a close tie-up with community-based organizations (CBOs) to organize slum-dwelling communities to be concerned with issues of health, offering training and technical assistance to enable CBOs to devise appropriate mobilization strategies.

Health Education and Awareness: They implement campaigns of health education and awareness among the slum-dwelling people to educate them on common health problems and preventive measures, such as hygiene practice, nutrition, and diseases.

Delivery of Health Care Services: The NGOs deliver different health care services to the slum dwellers. Such health care services include primary care, maternal and child health services, and mental health services. They can erect mobile clinics or have a joint venture with other locally-based healthcare providers for more effective delivery of healthcare services.

Advocacy: NGOs partners with the slum dwelling to advocate for their rights, and most importantly, the root causes for poor health are attended to by a better living condition with access to fair delivery of basic services and greater government support for community mobilization initiatives.

Capacity Building: NGOs build the capacity of the community through the provision of capacity building programs for CBOs and other local organizations to advance their skills in health promotion,



advocacy, and organizational development. This result in sustaining such groups into health improvements over time.

Research and Evaluation: NGOs carry out research and evaluation to understand the healthcare needs of slum dwellers. Through a critique of the community mobilization and healthcare delivery programs, NGOs assist in refining strategies and ensure that interventions are at par and suitable for the needs of the target population.

NGOs take the lead in community mobilization and health gains in such slums of urban areas. Advocating, capacitating, and conducting research in addressing the root causes of poor health helps them improve access directly to healthcare facilities, thereby improving the health status and wellbeing of slum dwellers in Kolkata and other urban areas.

Conclusion

Mahila Arogya Samities (MAS) are formed at the Ward level with active involvement from local government bodies, community-based organizations, and healthcare providers. These committees are led by a chairperson and consist of members from the community, including women's self-help groups, women leaders, and healthcare professionals. The establishment of Mahila Arogya Samities is an important step towards promoting community participation and women's empowerment in healthcare delivery under NUHM. By involving women in the planning, implementation, and monitoring of healthcare programs, these committees can help in ensuring that healthcare services are Tailored to meet the needs of women and children. This approach also contributes in improving the health outcomes in the community over time particularly the gender specified health issues.

Educated women often embrace an ideology of feminism and always seek to empower other underprivileged women collectively. These empowered women by connecting with an NGO whose mission is aligns with their values and ideology can help them realize their capabilities and beliefs, offering them a high level of satisfaction and accomplishment. This empowerment goes beyond economic benefits as it creates a platform for them to form strong social bond making them independent and improve their quality of life by linking with women-centric NGOs. Although existing progressive affirmative action programs like National Health Mission (NHM) and National Livelihood Mission (NLM) help many persons of different sections achieve social and financial status in India by providing entry into different professions, including elite professions and the political arena, more attention should be paid to the education and empowerment of underdeveloped and vulnerable women in rural areas.

Governments and volunteers must collaborate to ensure that more women, especially those from backward or marginalised regions, receives access to higher education and training in interpersonal skills and are recruited to enhance their ability to contribute to society through volunteering.

Furthermore, there is a need for public support to Disseminate wider distribution of some of the key themes that are part of the democratic perspectives namely, concern for equity and social justice. Increasing exposure to such ideology, can inspire many people to take action in the form of starting NGOs or supporting the existing ones with the. It has to be ensured that those involved in social work and volunteering should be able to receive publicly available resources to support the formation of organizations. These include training programs and mentoring services to facilitate the formation of NGOs with support from NUHM. If such programs can be made available to those who are starting NGOs, or who are in the process of doing so, they may be able to increase the chances of success for those entrepreneurs. ultimately contributing to women's empowerment and improving healthcare delivery. Thus, the role of NGOs in the empowerment of women is very crucial in the Indian scenario.



References

- Adolph, B. (2003). *The role of self-help groups in rural non-farm employment*. Natural Resources Institute.
- Agarwal, R. (2016, August 20). Banks race to targets, rural women's groups to defaults. *IndiaSpend*. Retrieved from <https://archive.indiaspend.com/cover-story/banks-race-to-targets-rural-womens-groups-to-defaults-68113>
- Agarwal, S., & Lenka, U. (2015). Study on work-life balance of women entrepreneurs – review and research agenda. *Industrial and Commercial Training*, 47(7), 356–362. <https://doi.org/10.1108/ICT-01-2015-0006>
- Agarwal, S., & Lenka, U. (2016). An exploratory study on the development of women entrepreneurs: Indian cases. *Journal of Research in Marketing and Entrepreneurship*, 18(2), 232–247. <https://doi.org/10.1108/JRME-04-2015-0024>
- Agarwal, S., & Lenka, U. (2017). Does growth of ventures depend on competencies? Selected cases from India. *International Journal of Entrepreneurship and Small Business*, 31(2), 227–243.
- Agarwal, S., & Lenka, U. (2018). Why research is needed in women entrepreneurship in India: A viewpoint. *International Journal of Social Economics*, 45(7), 1042–1057. <https://doi.org/10.1108/IJSE-07-2017-0298>
- Agarwal, S., Agrawal, V., & Agrawal, A. M. (2018). Motivational and success factors: Through the lens of women entrepreneurship. *International Journal of Management and Enterprise Development*, 17(4), 307–328. <https://doi.org/10.1504/IJMED.2018.096231>
- Ansari, S. A. (2013). SHG Bank Linkage Programme in India: An overview. *Scholars World*, 1(1), 12–19.
- APMAS. (2017). *Impact and sustainability of Self-Help Group Bank Linkage Programme in India*. Mahila Abhivruddhi Society. Retrieved from <http://apmas.org/pdf/report-shgblp-in-%20india-mas.pdf>
- Armendáriz, B., & Morduch, J. (2010). *The economics of microfinance* (2nd ed.). MIT Press.
- Bansal, H. (2003). SHG-Bank Linkage in India: An overview. *Journal of Microfinance*, 5(1), 21–49. Retrieved from <https://scholarsarchive.byu.edu/esr/vol5/iss1/3/>
- Bardhan, P. (1993). Analytics of the institutions of informal cooperation in rural development. *World Development*, 21(4), 633–639. [https://doi.org/10.1016/0305-750X\(93\)90115-P](https://doi.org/10.1016/0305-750X(93)90115-P)
- Bankers Institute of Rural Development (BIRD). (2019). *Study on non-performing assets (NPAs) in Self-help Groups (SHGs)*. Centre for Research on Financial Inclusion and Microfinance. Retrieved from <http://www.birdlucknow.in/wp-content/uploads/2019/04/NPAs-in-SHGs-Study-Report.pdf>
- Dasgupta, R. (2005). Microfinance in India: Empirical evidence, alternative models and policy imperatives. *Economic & Political Weekly*, 40(12), 1229–1237.
- Fouillet, C., & Augsborg, B. (2007). Spread of Self-help Groups Banking Linkage Programme in India. *Food and Agriculture Organization*.
- Government of India. (2020). Government committed to improve ease of living of the rural population; resolves to address issue of rural poverty. *Press Information Bureau*. Retrieved from <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1601514>
- Kanitkar, A. (2002). Exploring empowerment and leadership at the grassroots: Social entrepreneurship in the SHG movement in India. In M. Sriram & T. Fisher (Eds.), *Beyond micro-credit: Putting development back into micro-finance* (pp. 234–262). SAGE Publications.
- Kropp, E., & Suran, B. S. (2002). Linking banks and (financial) self-help groups in India—An assessment. Paper presented at the SHG–Bank Linkage Programme Seminar, NABARD, New Delhi, 25–26 November.



- Mani, G., & Sudheer, T. (2012). Two decades of SHG-Bank Linkage Programme: Different facets. *Microfinance Review*, 4(1), 137–156.
- Misra, A. (2006). Micro finance in India and Millennium Development Goals: Maximizing impact on poverty. Paper presented at the workshop at World Bank, Singapore, 18 September.
- Misra, A., & Tankha, A. (2018). *Inclusive Finance India Report 2018*. SAGE Publications.
- National Institute of Rural Development and Panchayati Raj (NIRDPR). (2019). *An evaluation of the SHG-BLP with special reference to its loan portfolio and asset quality*. Retrieved from http://nirdpr.org.in/nird_docs/rss/rs070120.pdf
- Puhazhendhi, V. (2012). *Microfinance India: State of the sector report 2012*. SAGE Publications.
- Ramesh, J. (2007). Self-help groups revolution: What next? *Economic & Political Weekly*, 42(36), 3621–3624.
- Reserve Bank of India (RBI). (2020). *Handbook of statistics on Indian economy 2019–20*. Reserve Bank of India. Retrieved from <https://www.rbi.org.in/Scripts/AnnualPublications.aspx?head=Handbook%20of%20Statistics%20on%20Indian%20Economy>
- Sharma, A. (2011). Delinquencies by SHGs in North East. *Centre for Microfinance Research, IIBM/BIRD* (Guwahati/Lucknow).
- Sriram, M. S. (2016). *Inclusive Finance India Report 2016*. SAGE Publications.



Content:

Paul Danbaki Jatau

The Dangers of Greed and Wealth: A Study of Luke 12:13-21 3-11

Bintang Bayangkari, I Wayan Mudra, I Ketut Muka P., I Made Bayu Pramana

Art Directing of the Film Rencana Besar on the Indonesian Over The Top Platform12-25

Made Arini Hanindharputri, I Nyoman Artayasa, Anak Agung Gede Rai Remawa, Alit Kumala Dewi

Visual Interpretation of Dragonfly Wine's New Label in a Hermeneutic Perspective26-34

I Nyoman Agus Suarya Putra, Ni Luh Sustianwati, Anak Agung Gde Bagus Udayana, I Wayan Suardana, I Made Gede Arimbawa

Development of Balinese Script Learning Media Animation Based on Wana Kerthi Approach35-44

Sangeetha Natarajan, Sumaya Sulaiman Rashid Al Farsi, Reem Dhabir Sulaiman Al Amri, Raida Salim Hamood Al Jamoodi, Wafa Rashid Hamed Al Shueili

Exploratory Analysis of the Factors Influencing Occupational Health and Safety (OHS) in Hospitals45-56

Abigail Dzama Anderson, Grace Yeboah, Theodora Oduro, Grace Aba Mensah, Joseph Asamoah-Gyannu, Sarah Takyi, Emmanuel Eshun, Solomon Jil Barimah

The Impact of Organisational Support and Organisational Identification on the Job Performance of University Staff 57-70

Basim Khudhair Sabr

Post-War Disillusionment: An Analysis of Existential Themes in Samuel Beckett's Plays71-76

Zi-Jian Cai

Improvement of Humanity in War: Perspectives from Recent Progressions in Social Law Sciences 77-84

Shaila Kedla, Bellamkonda Nandini, S. Chethan

Street Food Culture and Culinary Tourism: Economic Drift for the Tourism Industry 85-91

V.G. Suchithra, S. Prabakar, Alemelu M. Lavanya

AI & Tele Health: Accessibility for Rural Communities 92-95

Shaila Kedla, S. Shalini, K.Y. Anusba

Role of Bancassurance in Enhancing Financial Inclusion: A Case Study Approach 96-100

Prince Patrick Ekpe, Stephen Chijioke Nwinya, Denis Ogwu, Matthias Achong Ejukwe

Assessing Economic Reforms in Nigeria in the Light of Bentham's Principle of Utility 101-109

Syarip Hidayat, I Gede Mugi Raharja, I Nyoman Larry Julianto, Ira Wirasari

Examining Digital Culture and Indonesian Identity of Tahilalats Comic on Instagram 110-113



<i>Endang Sulistyowati, Farida Nugrahani, Veronika Unun Pratiwi</i> Instilling Diversity: Actualization of Cultural Diversity Values in Indonesian Textbooks in Elementary Schools	114-123
<i>Kingsley Agyei-Sarpong</i> Gender Dynamics in Family Size Decision-Making in Rural Ghana and its Counselling Implications: The Case of Chereponi District	124-135
<i>Stephen Moyo, David Sani Mwanza</i> Common Challenges Teachers Face in the Teaching of Literacy and Language in Multilingual Learning Contexts in Livingstone District, Zambia	136-145
<i>Aria John Saleh, Amos Alkali Akoshi, Sabo Ezekiel Saleh</i> Mapping the Linguistic Diversity of Nasarawa State: Languages, Dialects, and Orthographies in North-Central Nigeria	146-160
<i>Ismail Mobammed Hassan Al-Wais</i> Political and Military Conditions in the Najd and Hejaz (1745–1914)	161-168
<i>Amos A. Akoshi, Aria John Saleh, Sabo Ezekiel Saleh</i> Teaching Practice: Catalyst for Quality Teacher Production in Nigerian Colleges of Education ...	169-175
<i>Amos Alkali Akoshi, Aria John Saleh, Sabo Ezekiel Saleh</i> Academic Writing: Methods for Developing Seminar and Journal Papers	176-182
<i>Fahd Mohammed Sagheer Eid, Mohammed Sagher Ahmed Mutahar</i> Bridging Rhetorical Differences: Arabic Textual Metaphors in Academic Writing and Translation	183-201
<i>Aprilia Purwaningtias, Onok Yayang Pamungkas</i> Stepchild in the Novel Garis Luka by Khairani Hasan: Dynamics of Powerlessness	202-213
<i>Ratni Nair, Basavaraj S. Biradar, Sreevidya</i> Echoes of Heritage: A Thematic Exploration of the Veena Makers of Simpadipura	214-219
<i>Mithun Mondal, Archita Krishnatriya Sarma</i> Fostering Health and Empowerment: Role of NGOs in Strengthening Mahila Arogya Samities (MAS) under NUHM in Kolkata Metropolitan City of West Bengal	220-229



