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Girls Bullying in Nepali Schools: A Perception Study on Awareness Level of Verbal and Non-verbal Bullying Among Teenagers

Megh R. Dangal & Aishwarya R. Singh

Kathmandu University, School of Arts, NEPAL

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Abstract

This article deals with the issue related to bullying and addresses the awareness level of girls bullying practices in school. Schools are expected to be safe for children considering that they spend maximum hours in that very environment. However, school bullying has threatened children's security in the school. Often understood as the phenomenon of repeatedly being exposed to negative action imposed by peers. School bullying impacts the overall physical, mental and emotional health of a student and also their academic performance and social relationships. This affects their entire life and learning process. Immediate attention is required to make both the school and parents aware of the phenomenon of school bullying and the detrimental impact it has on children in order to ensure a secure learning space in the school.

Keywords: school bullying, awareness, perception and practices, mental and physical health, prevention.

1. Introduction

School is a place that provides a secure and safe environment for youths to learn as students spend a considerable amount of time in school (Smith & Shu, 2000). However, students have started to regularly experience the phenomenon of school bullying (Gruber & Fineran, 2007) and have started to fall prey of school bullying by their peers (Arseneault et al., 2010). This is greatly threatening their security in the school. Olweus (1994) defines bullying as a hurtful action between peers due to power imbalance which occurs due to the difference in age, status, physical strength and popularity in school. This power balance often leads to peers demonstrating repeated hurtful actions.

Research has shown that both the boys and girls can either be the bully or the victim of school bullying. However, boys are found being engaged in direct bullying contrary to girls who are found to be engaged more in indirect bullying (Bjorkqvist et al., 1992). Bullying has been identified mainly in two forms. One is direct bullying which includes verbal and physical behavior like threatening and beating, and indirect bullying which includes spreading rumors and group exclusion (Olweus, 1993a). Bullying can also take place in the school in the form of sexual harassment like passing sexual comments (Nansel et al., 2001).

Both girls and boys are subjected to being bullied, however, girls experience more negative behavior from their peers resulting in more negative output (Lee et al., 1996, Molidor &

Tolman, 1998). Girls deal with problems such as group conformity, emphasis on beauty, dating, and experience bullying more often because of their appearance and peer group status (Gruber & Fineran, 2007). Hawker and Boulton (2000) discover that bullied girls are 8 times more likely to commit suicide compared to bullied boys who are 4 times more likely.

As bullying has a detrimental impact on students long-term emotional, mental, physical health, academic performance and the social relationship it is crucial for this issue to be brought into the concern of stakeholders-school, family and society as a whole. This article thus aims to identify the status of the awareness level on school bullying and its effect on teenagers and thereby underscore the threat imposed by it while also suggesting measures to tackle school bullying in the school and the ways through which victims can be supported.

On this regard, this article is divided into two halves. The first half aims at finding the awareness status of bullying on girl students. A convenience sampling method was used under a non-probability quantitative sampling method. The cases that were accessible to the researcher as per the convenience were selected (Yegidis & Weinbach, 1996). Through a questionnaire survey, 30 female students were approached and the questionnaire survey had been conducted.

The second half of the article identifies the perceptions of school bullying on girl students. For this, the study has adopted the qualitative study method. The school bullying victim student has been purposively selected from among the pool of the same 30 female students who participated in the questionnaire survey. The female student then was interviewed through an in-depth interview. A checklist was prepared to conduct the in-depth interview. The research participant had been approached more than once to build a rapport and make her feel comfortable to speak.

This article, however, has its own limitation. The article doesn't include all the girl school bullying victim. It besieges the finding derived out of only two girl school bullying victims (taken as a case study). However, it gives an overview of school bullying and the various effects it has on an individual.

2. Awareness on school bullying

To identify the awareness level on bullying the questionnaire were developed focusing on the types of bullying given by Rana (2006) which has been presented below in the table.

Table1. Different types of bullying (Rana, 2006)

	Direct	Indirect
Physical	Hitting Kicking Spitting Throwing Objects	Getting others to assault
Verbal	Insulting Name calling Threatening	Spreading malicious rumors
Non-verbal	Gestures	Stealing/ hiding belongings Sending vicious notes Deliberately excluding from a group Cyber-bullying

The result of the questionnaire survey done with the 30 girl students in order to be able to identify the states of the awareness level on school bullying has been presented in the upcoming sections.

2.1 Understanding of school bullying

The general understanding of the participants about school bullying has been depicted in the given figure 1 and 2. Figure 1 depicts that among the total 30 participants, 50% of the participants claimed that they knew what school bullying is and the rest 50% did not know. Figure 2 depicts that among the 50% (15 of the participants who claimed that they knew what school bullying is), 15 of the total participants associated school bullying with ragging and physical torture, 11 associated it with verbal abuse and only 2 associated it correctly with both physical, emotional and mental torture. The rest 15 were the ones who claimed that they didn't know what school bullying meant. The participants choose more than one option, thus the number exceeds more than 30 in the figure given below.

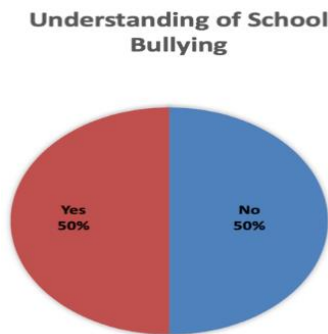


Figure 1: Understanding level on school bullying

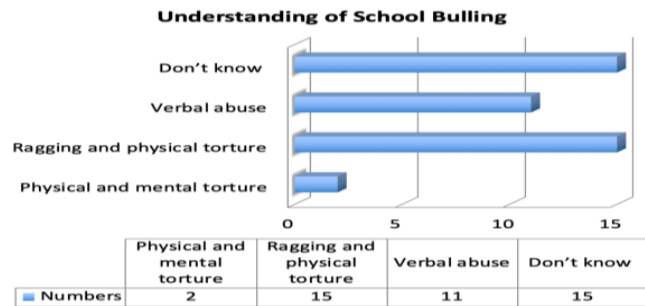


Figure 2: Understanding level on school bullying

2.2 Effects of school bullying

The effects of school bullying given by the participants have been shown in figure 3. The figure demonstrates that among the total 30 participants 12 participants claimed that school bullying has effect on mental health (causes depression and anxiety), 13 claimed that the victims of school bullying have poor school performance, 6 claimed that victims become lonely, 3 claimed that victims have poor physical health and the rest 15 claimed that they didn't know the answer. The participants choose more than one option, thus the number exceeds more than 30 in the given figure.

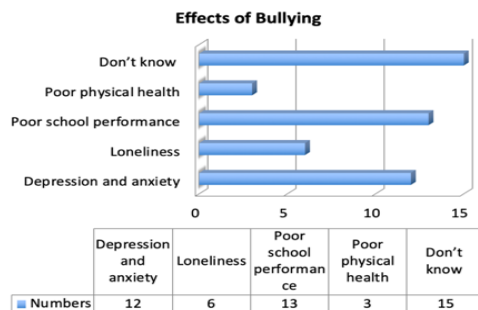


Figure 3: Effects of school bullying

2.3 Awareness level on physical bullying

The awareness level on physical bullying and the ways of physical bullying has been shown in figure 4 and 5 respectively. Figure 4 demonstrates that among the total 30 participants, 50% were both aware and unaware of what physical bullying actually was.

Out of the total 50% participants who were aware of the physical bullying, 67% and 33% among them responded that hitting and kicking was physical bullying respectively. The figure 5 clearly depicts that even among the participants who were aware of physical bullying, considered only hitting and kicking as part of it and were unknown about other forms such as spitting, throwing objects and getting others to assault (Rana, 2006).

Awareness Level on Physical Bullying

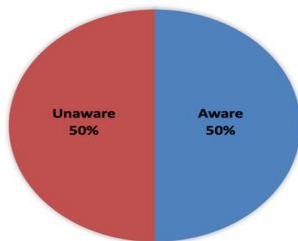


Figure 4: Awareness level on physical bullying

Ways of Physical Bullying

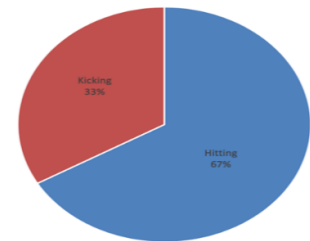


Figure 5: Ways of physical bullying

Figure 6, shows that out of the total 50% participants (15 of participants) who claimed that they were aware of physical bullying, 8 of them have been physically bullied (by being thrown with stationaries in the class), 5 have witnessed it and 1 each have stood up against it and physically bullied others.

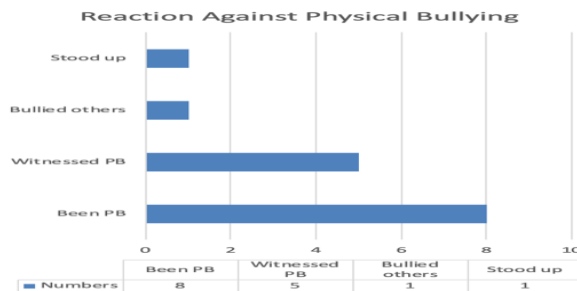


Figure 6: Reaction against physical bullying

2.4 Awareness level on verbal bullying

The awareness level on verbal bullying and ways of verbal bullying has been shown in figure 7 and 8 respectively. Figure 7 demonstrates that among the total 30 respondents 63% and 37% were unaware and aware respectively of verbal bullying.

Out of the total 37% participants who were aware of verbal bullying, 79%, 16%, and 5% responded that insulting, name-calling and threatening respectively were ways of verbal bullying, as has been shown in figure 8.

Awareness Level on Verbal Bullying

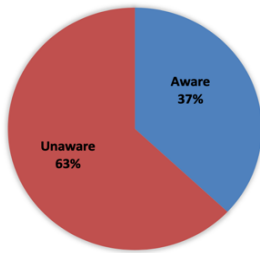


Figure 7: Awareness level on verbal bullying

Ways of Verbal Bullying

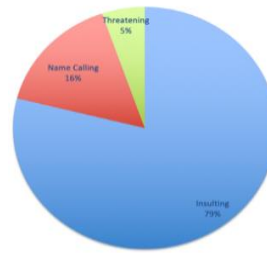


Figure 8: Ways of verbal bullying

Figure 9, shows that out of the total 37% participants (11 of the total participants) who were aware of verbal bullying, 14 of them have witnessed it, 10 of them have been verbally bullied, 7 of them have stood up against it and 5 of them have verbally bullied others. The participants choose more than one option, thus the number of respondents exceeds more than 11 in the figure given below.

Reaction Against Verbal Bullying

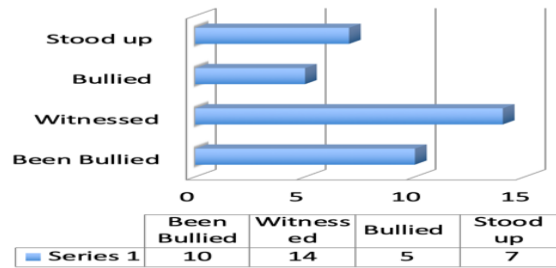


Figure 9: Reaction against verbal bullying

2.5 Awareness level on non-verbal bullying

The awareness level on non-verbal bullying and ways of non-verbal bullying has been shown in figure 10 and 11 respectively. Figure 10 demonstrates that among the total 30 participants, 93% and 7% were unaware and aware respectively about what non-verbal bullying was.

Figure 11 depicts that out of the total 7% participants who were aware of the non-verbal bullying, each 50% among them responded that cyberbullying and negative gestures (eye rolling and staring) were an indication of non-verbal bullying.

Awareness Level on Non-Verbal Bullying

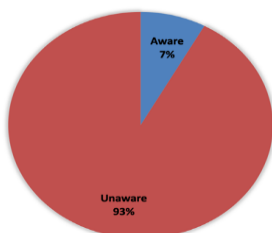


Figure 10: Awareness level on non-verbal bullying

Ways of Non-verbal Bullying

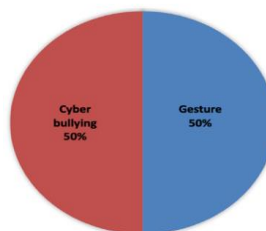


Figure 11: Ways of non-verbal bullying

Figure 12, shows that out of the total 7% participants (2 of the total participants) who were aware of non-verbal bullying, all 7% of the participants have been non-verbally bullied.

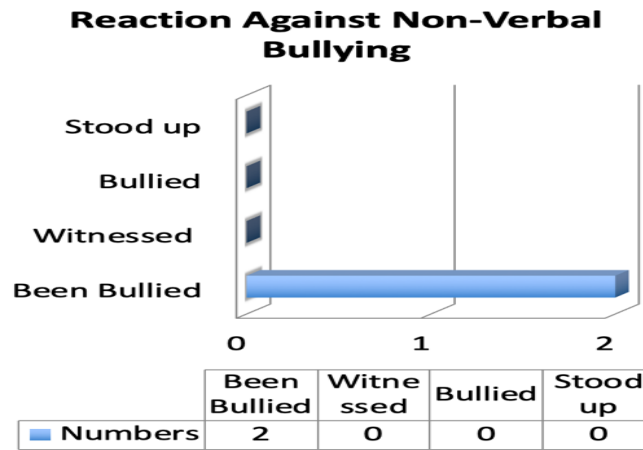


Figure 9: Reaction against non-verbal bullying

3. Perceptions and practices of school bullying

3.1 Overview of school bullying

Widely viewed as a major problem in several countries, Smith and Sharp (1994), define school bullying as an abuse of power. In order to further elaborate the meaning of school bullying, Olweus (1994) states that the repeated exposure of victims to the negative actions over time creates difficulty to him/ her for defending oneself from bullying. School bullying has been often characterized by intentionality, repetition and imbalance and abuse of the power (Olewus,1997; Smith & Morita, 1999; Vaillancourt, Hymel, & Mc- Dougall, 2003).

Elaborating furthermore on the definition of bullying, Dake *et al.* (2003) state, “A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.” Dake *et al.* (2003) find the following features of bullying:

- Needs of imbalance in power between the people (or person) harassing and the person being harassed.
- The behavior demonstrated in a negative action which is intended at hurting the person being victimized.
- Bullying is a repeated action.
- Bullying is aggressive behavior.
- The act of bullying has severe consequences on the victimized person.

Madhvi, 18 (name changed), states: “*I was bullied every single day throughout my grade 10. The behavior of my friends towards me was horrible. I was completely alone. It was torture to go to school every day and I could not do anything about it.*” Taking her incident into account, it can be understood that the school bullying victims go through negative behavior repeatedly and are forced to live with it. Considering that school bullying victims deal with the situation all by themselves, they feel powerless to do anything about the situation.

3.2 Reason for being bullied

Madhvi (18), mentions: *“For a long time I have felt that I was the reason myself for being the victim of bullying as I felt I was ugly and insufficient. Throughout, my childhood my parents were never around me and growing up I continuously felt that I was unloved and hated by everyone.”* Through the eyes of the victim, she considers her own inadequacy to be the main reason for her to be bullied. This led to her developing an inferior complex, thus, constantly blaming herself for being responsible for the bullying. This trait can be related to Sullivan *et al.* (2004) who mentions that the victim often thinks that because they are inadequate, they are responsible for the bullying.

In a more general vision, the reason of being different or odd from the group has been identified for the results in increased bullying to a victim (Frisén, Holmqvist & Oscarsson, 2008; Frisén, Jonsson & Persson, 2007; Hamarus & Kaikkonen, 2008; Thornberg, 2010; Varjas *et al.*, 2008). The intolerance to the difference and oddness of an individual from an entire group (Cadigan, 2002; McDonald & Swart, 2004) results in the greater action of excluding and treating the individual in an entirely different manner often with more hostility. This differentness is mainly in terms of being less physically attractive, overweight, having a disability or performing poorly at school (Sweeting & West, 2001).

Madhavi (18) mentions: *“I was a shy and introvert child during my early primary school days and I feel this is the reason why I was repeatedly bullied by my friends. I felt I was ugly and not loved by anyone. Therefore, I could never connect with anyone and had social anxiety. When I started to become active and participate in extra-curricular activities. After reaching grade 7, I started becoming recognized in school and was a popular kid. However, due to jealousy, my friends started bullying me again. I did not have a single friend who supported me.”*

Taking her case into consideration it can be understood that differentness and being unable to fit in a group like Sweeting and West (2001), state leads to bullying. The differentness can be in terms of being both shy and introvert or being active and extrovert. Either of the situations leads to school bullying as the victim is conditioned to be “odd” one out in the group.

The significant impact of school bullying has raised many concerns towards the reason behind bullying. Individuals personal character and preference have also found to be a contributing factor in making the person prone to school bullying. One of the contributing factors is an individual’s behavior like being introvert, shy and preferring to be alone. These are often considered the sign of weakness by the bullies. In this regard, it is important for the bully to always feel superior and strong in front of the peer whom they have targeted and recognized as weak.

Weiss (1973) mentions the two dimensions of loneliness. Social loneliness is related to lack of social network and emotional loneliness is related to lack of close friendship. Social loneliness is often the result of social anxiety. Social anxiety has been defined as the fear and apprehension a person experiences when they anticipate being unable to leave a positive impression on another person (La Greca & Lopez, 1998). Socially anxious person eschews from social interaction and develops low self-esteem (Crick & Bigbee, 1998). Students showing antisocial behavior in early childhood days are more prone to facing adversities related to bullying (Moffitt *et al.*, 2002b).

Social loneliness and lack of close friends leads to an increase in the chances of being bullied and victimized. Bullies are often found targeting individuals who isolate themselves from the group interaction and lack understanding and caring peers. In this scenario, the individual is found defenseless against it (Emmanuel *et al.*, 2016). The above cases of being socially anxious, shy and introvert and lacking close friends have been apparent in Madhvi’s case too, thus leading to furthermore bullying experience.

3.3 Practices of school bullying

Bullying has been identified mainly in two forms. One is direct bullying which is open attacks on a victim (Boulton et al., 2002) that are carried out face to face (Lee, 2004). It mainly includes verbal and physical behavior like threatening, beating and name-calling. Indirect bullying is more subtle and indirect (Boulton et al., 2002). It includes spreading rumors and group exclusion (Olweus, 1993b). Due to technological advancement, the physical form of bullying has declined to some extent, however, the rise of other forms of bullying such as cyberbullying have been observed which has increased victimizations in the present scenario.

Lee (2004) has also described three major sub-types of bullying behavior which has been listed below.

3.3.1 Physical bullying

Table 2. Indirect form of physical bullying

Extortion – where threat of violence leads the victim to give up money or possessions.	Threat of violence or gestures and body language which is intimidating.	Making faces and dirty gestures.
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Glover, Gough, Johnson and Cartwright (2000) have given the following physical bullying activities (Table 3).

Table 3. Physical bullying activities

Physical Bullying	Damage to property
Threatened with violence	Food taken
Pushed	Schoolbag taken
Pulled by the hair	Property damage
Slapped	School books damaged
Punched	Clothes taken or damaged
Kicked and Tripped	Money demanded
Stamped on or Spat on	Made to fight

3.3.2 Verbal bullying

Lee (2004), Boulton et al. (2002) and Coloroso (2003) have mentioned the following types of verbal bullying (Table 4).

Table 4. Types of verbal bullying

Name-Calling	Offensive, threatening and insulting remarks
Threatening the victim	Taunting
Teasing	Belittling
Cruel criticism	Personal defamation
Racist slurs	Sexually suggestive or sexually abusive remarks.

3.3.3 Social bullying

Lee (2004) defines social bullying as intended group exclusion. Coloroso (2003) claims that it is difficult to identify social bullying from the outside. It can be direct often demonstrated with an exclusion, ignoring, isolating, or shunning experienced by the victims. Indirect forms include exclusion carried out without victims notice and is not experienced by them until they are told of it or they attempt to join the group (Lee, 2004; Coloroso, 2003).

Coloroso (2003) and O’Moore and Minton (2004) have listed the following activities as social bullying (Table 5).

Table 5. Social Bullying Activities

Aggressive stares	Frowns	Hostile Body Language
Rolling of eyes	Sneers	Shaking Fists
Sighs	Snickers	Looks or glances that contain nasty messages

4. Experience of bullying

Madhvi (18) shares: *“My classmates treated me like a walking parasite. I was always excluded from the group and had no friends. They spread a rumor about me that I was a prostitute. People used to draw a filthy sketch of me and pass it in the classroom. I knew I was bullied because I had to go through the same actions every day.”*

Madhvi’s case demonstrates that she was victimized through verbal bullying in terms of name calling and belittling. As part of social bullying, she had to also confront social exclusion and troublesome gestures (eyes rolling, body language suggestive of exclusion from group and backbiting). She was the victim of both direct and indirect bullying.

Madhvi’s bullying experiences are rooted in indirect bullying initiated with the spreading of rumors that lead to name-calling, group exclusion, isolation and unacceptable troublesome body gestures. Taking Madhvi’s case into account it can be concluded that a person can be the victim of various types of bullying at the same time. Direct and indirect bullying can both occur at the same time with one particular type reinforcing the another and exposing the victims repeatedly to negative actions.

Madhvi (18) also shares: *“I was bullied by my own best friend. She was someone I was very close with and I felt that she truly cared for me. It was only later that I discovered that she pretended to befriend me and was the one to start the rumors and spread it to other friends and juniors in my school.”*

In Madhvi’s case, her own friend ended up being her bully. This bully depicts the character of a social bully, who according to (Coloroso, 2003), bully the victim by spreading a rumor, verbal taunts and isolate the target by excluding them from social activities. Also, the social bully is jealous of the victim’s positive qualities and holds a poor sense of self, concealed by overstated confidence and charm. The bully may act caring in the beginning but is often manipulative. Through the rumors that had been made and spread throughout the school, Madhvi also became the target of the “bunch of bullies”, where her own group friends, after being manipulated by the social bully and listening to the rumors started behaving negatively towards her.

5. Effects of school bullying

School bullying can emotionally destroy a person and should not be considered as a normal part of growing up (Anderson, 2007). “All research on the effects of bullying shows how

damaging and destructive it is” (Sullivan et al., 2004). Garrett (2003) mentions that victims carry the scars forever despite surviving the bullying. Madhvi’s case was very similar to what Garrett (2003) states. She shared: *“Sometimes I wake up in the middle of the night, drenched in sweat from the thought of going through the experience again. Despite being done with school and being in high school, I feel like I still have to go to school the next morning and that the bullying never really stopped. My body turns cold when I dream about the friends I had and wake up with happy thoughts until I realize what they’ve done to me. It haunts me so much that it feels like it never ended.”* Despite experiencing bullying two years back, Madhvi has been dealing with the impact of it till date. It won’t be wrong to state that bullying can affect an individual for a lifetime the way it has affected Madhvi.

Madhvi (18) shared: *“Ever since the bullying started, I have been diagnosed with medical depression and anxiety. The fear and pain have never left me. I have felt suicidal many times and have hurt myself [showing the scars in her arms]. Ever since class 10 both my physical and mental health has been deteriorating. I feel weak and tired all the time. I feel lethargic and I am sleeping most of the time.”* Madhvi’s case highly relates to the conclusion made by number of researches who state that children who are victim of school bullying show signs of mental health issues like anxiety and depression (Hawker & Boulton, 2000; Bond et al., 2001), have issues internalizing problems (harmful to oneself) (Hodges & Perry, 1999; Arseneault et al., 2006) and externalizing problem (harmful behavior to others, aggression) (Nansel et al., 2001). Researches have also discovered the high risk of depression between the age of 31 and 51 years for those individuals who have been bullied in childhood (Lund et al., 2009). 28% of psychiatric disorders between the ages of 18 and 23 years has been related to being regularly bullied in school days (Sourander et al., 2007a). High level of insecurity, loneliness, low self-esteem, and ebbing mental and physical symptoms are also associated with school bullying (Gruber & Fineran, 2007). School bullying thus impacts the overall health and wellbeing of a student ranging from emotional, physical and mental well-being.

Adding on Madhvi (18) also shared: *“My childhood was terrible as my parents were never around to love me. The same environment prevailed in the school as there were no friends to support me.”* Taking this case into account it can be stated that the impact of bullying is evident through worry, sadness, and nightmares and can lead to long-term adjustment problems in victims too. Furthermore, the effect of school bullying has also been related to sexual development and maturity of an individual. Hutchinson (1999) has claimed that at the age of 11-20, a person experiences biological, psychological and social change. Bullying experience by a student during the first adolescent phase have different experience later. The different experience can be in form of mental health problem which can be rooted in the childhood experience (Kim-Cohen et al., 2003) or misinterpreting the environment they are in and often tending to be very pessimistic (Kinderman & Bentall, 1996). The impact is rather a long-term leading to deteriorating health issue during adolescence (Arseneault et al., 2010). This was clearly apparent in Madhvi’s case too where the experience of school bullying had made her feel vulnerable with ebbing mental health and negative outlook towards life.

Apart from affecting an individual’s well-being, school bullying is found affecting the social relationship of victim-students too. National Institute of Child Health and Human Development (1998) find out that bullied victims have difficulty making friends and have a poorer relationship which leads to loneliness and further deterioration in their mental health. This case is similar to Madhvi’s too who claimed: *“I prefer being alone as I am fearful that I will always be bullied and tortured. I feel too vulnerable and afraid to make friends.”*

The effect of school bullying is not just seen in the wellbeing of students but it also ends up affecting their growth and performances. School absenteeism and drop out in school years have also been characterized under the indicators of victimization by Hazler, Hoover and Oliver (1992), and Kochenderfer and Ladd (1996). This was evident in Madhvi’s case too. She claimed: *“I*

rather felt like dying than having to go to school as I knew I would be tortured again. I used to look for excuses to not go to school. I preferred sleeping for the entire day than attending the classes. I used to be absent a lot and this affected my grades and overall academic performances.”

Taking into consideration Madhvi’s overall experience of school bullying, it can be stated that school bullying affects all the spheres of an individual life ranging from personal, mental and physical health to social relationships and also academics.

6. Preventing school bullying

Researches have shown that the susceptibility of school bullying is greater in a peer group with lower adult supervision (Vaillancourt et al., 2010). In case of parents, the bullying to their children is an unknown while, on the other hand, the bullying may not be witnessed (Cornell & Brockenbrough, 2004) or may be ignored by the teachers (Craig, Pepler & Atlas, 2000).

Case Study

My name is Richa, 19 (name changed) and did my schooling from SX school (name changed). I had to repeat grade one. Prior to studying in SX school, I studied in SZ school (name changed). I still shiver whenever I remember the days I used to get bullied back in the previous school. I was bullied since grade L.K.G. I had a friend named Ruchi (name changed). She used to always isolate me from the group and manipulate my friends to stay away from me. She used to steal my stationeries and damage my copies and books by tearing it. Moreover, she used to demand things from me to be her friend. Every day I had to offer or something to be involved in the group. I used to be a little tomboyish when I was small. Ruchi used to tease me through name-calling and embarrass me in front of the entire class.

One day my sister discovered that her possessions were missing while cleaning her room. She told my mother about this and they started investigating. Ultimately, they found out that it was me as I stood shivering in silence. My mother scolded me and slapped me too. She also mentioned how my stationeries had been missing since long and how occasionally I used to demand money from her.

Upon frequently enquiring about my sister’s lost possessions what I used to spend money on, I revealed the truth to her. I had no other choice left except to reveal the truth. But this I could do only after enduring the torture for three consecutive years.

My mother couldn’t resist the fact that I had to go through painful situations every day in school. Understanding my situation, she started feeling sympathetic towards me and also asked my sister to forgive me. The very next day she went to the school and put forward her concern to the school management. The teachers took the issue very lightly and there was no end point to the bullying. Ultimately, my mother decided to change my school as she saw it to be the only option and solution left.

****note the participant chose to share her school bullying experience in the written form***

Madhvi’s (18) experience shows similar aforementioned features. She shares: *“My teachers always felt that I was the notorious kid because I could never do well in my studies. I was always hesitant to share my problem with them because I knew they would not take me seriously. I did complain to my school principal about being bullied, however, she asked me to be strong and ignore what others had to tell. I reached out to my parents too but they felt I was doing well and never took me seriously.”*

In relation to what Madhvi and Richa had to share about always being left helpless in the bullying situation, the number of crucial factors needs to be brought into serious consideration to prevent school bullying. Peer acceptance and a strong network of friendship has proved to become important during school days for wellbeing (Priestien et al., 2001) as they serve as a protective factor against peer victimization (Hodges & Perry, 1999). It can be strongly argued that

building a strong network of friendship is not a skill a bullied victim holds however; an effort can be directed into teaching social skills and network building skills to the students. The sense of strength and power is often perceived by students in terms of being outspoken, expressive and having many friends can prevent bullying to a large extent.

Parental support and positive parenting are also important to assure the social and emotional wellbeing of a student (Kim-Cohen et al., 2003). Parents should always provide a friendly environment for students to be able to share their feelings and thoughts. Through open communication, parents can get a hint of their children being school bullying victims.

Apart from friends and parents being supportive, the school administration needs to play a crucial role in paying attention to the school bullying (Gruber & Fineran, 2007). School bullying takes place within the confined boundary of school, thus it's of a pivotal necessity for the teachers and school staffs to be extra attentive towards their students and be watchful of the activity's students are indulged into during the school hours both inside and outside the classroom.

7. Conclusion

The research finding clearly depicts that school bullying is a major issue threatening the young lives and creating long term detrimental impacts on the students physical and mental health. The repeated exposure to the negative situation leads to hampering the victim's daily lifestyle and overall performance.

Controlling and preventing school bullying requires both schools and parents to take serious actions and precautionary measures to ensure that school becomes a safe place for students to learn and grow and not a place where their entire life gets affected. Spreading awareness, ensuring strict rules and regulations, supporting the students and having an open and friendly conversation with them are some of the measures that can be immediately implemented.

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Why Know and Have Shame are Important? The Indonesian Adolescents' Experience

Yohanes Budiarto

*Universitas Tarumanagara, Jakarta, INDONESIA
Faculty of Psychology*

*Universitas Gadjah Mada, Yogyakarta, INDONESIA
Faculty of Psychology*

Maria Goretti Adiyanti & Arum Febriani

*Universitas Gadjah Mada, Yogyakarta, INDONESIA
Faculty of Psychology*

Rahmah Hastuti

*Universitas Tarumanagara, Jakarta, INDONESIA
Faculty of Psychology*

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Abstract

Shame is one of the self-conscious emotions which needs more cultural insights from studies. West's definition of shame has been very negative, following its negative externalization, such as anger. On the other hand, the East concept of shame, as well as Southern Americans, value shame as positive. Within Javanese culture, the most populated island in Indonesia, shame is introduced, educated, and socialized as *isin* from childhood. A mature Javanese is one with *isin*. This study aims at understanding the importance of *isin* of Javanese adolescents. A total of 118 Javanese adolescent students completed an open-ended question regarding the importance of *isin*. Data were analyzed using thematic analysis and aided by MAXQDA to code and categorize the responses. Five themes of the *isin* importance are identified: pro-social motives, self-improvement, self-awareness, self-control, and learning resources. There is no negative response concerning the *isin* experience. The findings confirm the positive aspect of shame within the East perspective.

Keywords: *isin*, shame, Javanese, adolescents, thematic analysis.

1. Introduction

Every human being has emotions and also experiences them that are finally expressed. Generally, all human emotions involve aspects related to them. Emotions in humans arise when something that has a connection with themselves appears or is expected to emerge. Lazarus (as cited in Tangney & Tracy, 2012: 11) states that humans experience emotions when they judge an event as something positive or negative for their well-being. However, some are more relevant to oneself than other basic emotions.

Lewis (2000) states that several emotions involve many elements of cognition, namely shame and guilt. Lewis (2000) formulates a theoretical model of the “cognitive attribution” model that explains how emotions arise based on self-conscious emotions. The process of cognition can be in the form of self-evaluation that raises feelings within oneself to be responsible or not for events or actions that occur. When an individual feels no need to be responsible, the evaluation process itself stops. Conversely, when an individual feels responsible for an action or event, the self-evaluation process continues to the next stage. The next step is to look at the evaluation of the individual’s success in achieving their goals or objectives, by the rules and norms set by themselves or the community (Lewis, 2000).

- West’s definition of shame has been very negative.
- Javanese culture has a specific term to denote shame, namely *isin*.
- Understand *isin* is the first step towards a mature Javanese personality.
- Shame (*isin*) has utilities to control, refrain, improve, and be aware of the self.
- The Javanese feel *isin* if he cannot show proper respect.

According to Tangney and Fischer (1995), self-conscious emotions play an essential role in motivating and regulating almost all individual thoughts, feelings, and behaviors. The search for the origins of self-conscious emotions is fascinating because it bridges the field of developmental research: the development of self-awareness, self-evaluation, and social comparison, as well as mind theory, which is how children understand themselves and others concerning intentions, desires, beliefs, thoughts, and emotions (Wellman & Lagattuta, 2000). Also, because self-conscious emotions arise from how we evaluate our skills and behavior about the prevailing standard norms or how we imagine others will judge us, the self-conscious emotions are essentially related to relationships between self and other people (Tangney & Fischer, 1995). Therefore, emotional self-awareness plays a formative role in the development of self-regulation, obedience, and conscience (Aksan & Kochanska, 2005).

Self-conscious emotions serve important moral functions because they are generated by self-reflection and self-evaluation. When self reflects itself, these emotions provide direct punishment (or reinforcement) on behavior. The valence and intensity of affective consequences that arise are based on evaluating ethical behavior and on evaluating what the behavior expresses about oneself (for example, our character, our talents, our values). In this context, guilt and shame function as a barometer of moral emotion, namely by providing immediate and important feedback about individual social acceptance and morals.

Thus, the moral emotion of self-awareness can have a strong influence on moral choice and moral behavior by providing critical feedback on anticipated behavior (feedback in the form of anticipatory shame and guilt) and actual behavior (feedback in the consequential forms of guilt and shame).

Shame is a very complicated emotion which has been discussed in the literature on psychology and has not had a research which is considered complete until now. Shame is often explained in general as an intense disappointment regarding a person’s shortcomings, weaknesses, or failures because of the comparison of what is owned or achieved with the applicable standards. The shame felt by someone often focuses on the self that is considered damaged, bad, or deformed by the mechanism of escape or withdrawal from the perceived threatening environment (Tangney & Dearing, 2002). Some research findings reveal that shame is also considered maladaptive for human psychological well-being (Sheikh, 2014).

The emotion of shame affects broadly in our daily lives. Shame plays a vital role in socialization, function as a mechanism of social control (Creighton, 1988), maintain our sense of personal identity (Hultberg, 1988; Scheff, 1988), reflect our concern for others). Shame subtly shapes our behavior, often by causing people to behave to avoid it.

According to Carlson and Buskist (1997), moral behavior is behavior that is by a set of generally accepted rules. In most cases, when someone reaches adulthood, they have received a set of rules about personal and social behavior, which are based on a set of cultural and social norms that apply in the environment in which they were raised. The most influential explanation of current moral development is that moral values develop in rational processes that coincide with cognitive growth (Papalia, Martorell & Feldman, 2012). Piaget argues that children cannot make moral judgments until they release egocentric thinking and reach a certain level of cognitive maturity.

1.1 Shame as a moral emotion

Shame is one form of emotion that is included in the category of self-conscious emotions because it involves the attention and focus of the individual on self by involving complex processes of cognition, affect, sensation, behavior, and impulse (Van Vliet, 2009). When a person violates the norms and laws, fails to achieve his/her goal, and the event is known to the public, then the shame feelings emerge.

Shame has a special meaning in many Indonesian people. According to Goddard, “maybe there is no better term than being embarrassed to start a survey of traditional Malay / Indonesian culture through the prism of its emotional lexicon” (1996: 432). Therefore, it can be understood that shame and its equivalents have received ongoing ethnographic attention in both Indonesia and Malaysia.

Shame is widely regarded as maladaptive for individual intrapsychic and interpersonal well-being. This emotion has been repeatedly discovered to predict externalizing consequences, including blaming, anger, revenge, hostility, and aggression. However, most of this research has been carried out in North America and parts of Europe (Sheikh, 2014).

In contrast, cross-cultural, cultural, psychological, and anthropological researches paint a very different picture of emotional shame. In particular, in parts of Asia, Africa, and South and Central America, shame is less emotionally promoting externalization of mistakes, anger, and aggression. Conversely, it is often valued in this context as positive moral forces that promote restorative behavior such as self-improvement and prosocial actions (Sheikh, 2014).

One of the first possible steps in characterizing emotions as moral is analyzing their previous conditions/antecedents. Weiner (2006: 87) argues that moral emotion involves “consideration of good and bad, right and wrong, and what should and what must be.” This point of view is consistent with the philosophical inquiry by Hume (1740), sociological concepts, and early ethnology proposed by Westermarck (1932), the initial emotion theory by Meinong (1894), and psychological reasoning related to Heider’s attribution theory (1958).

Also, in line with the functionalist perspective, the social function of moral emotion has been emphasized, namely that moral emotion is associated with the norms and values of society and the interests or welfare of people or groups, beyond self-concern (Cushman, 2011). Interestingly, when psychologists increasingly begin to understand emotions as inherently cognitive (e.g., Lazarus, 1991; Russell, 2003), morality also begins to be seen as closely related to emotions (Haidt, 2001).

Shame emotions involve negative self-evaluations (e.g., “I am a bad person”), in contrast to negative evaluations of certain behaviors (e.g., “I do bad things”), which emerge from guilt. In the emotion of shame, someone is considered a “bad,” “immoral,” or “irresponsible” person, whereas in guilt emotions, certain behaviors are “bad,” “immoral,” or “irresponsible.” Also, Tracy and Robins (2006) add this distinction by stating that a person’s weaknesses or shortcomings are considered stable and unchanged in the emotion of shame but are considered unstable and can change in emotional guilt. More controversial differences between emotions of

shame and guilty emotions are related to the nature of “public” and “personal” respectively: One perspective shows that guilt represents internal, “personal” judgment about oneself and one's behavior. In contrast, shame is representing external judgments, namely “public” judgments of others on self and self-behavior.

1.2 Embarrassment as a non-moral emotion

The shame felt by someone is not always related to moral concepts. For example, there is an emotion of shame that is not associated with the assessment of morality, namely embarrassment. Miller (1996) has defined an embrace of “an acute state of confusion, awkwardness, embarrassment that follows an event that increases the threat of undesirable (negative or positive) evaluation of a real or imagined audience.” However, it is not clear how this definition distinguishes shame from embarrassment or guilt.

Research shows that sometimes, people embarrass themselves and others intentionally to achieve certain social outcomes (Sharkey, Park & Kim, 2004). For example, beggars try to display an embarrassing display to get the mercy of others. Regarding online prostitution, individuals who display their bodies openly, using minimal clothing are self-humiliating behaviors to achieve specific targets of these individuals. Therefore, it seems necessary to pay attention to how “self” or self “situated” (as being situated) in analyzing the emotions of shame.

Statistics Indonesia reported that based on the projection of Indonesia's population in 2015-2045, the population on Java Island in 2019 reached 150.4 million. This amount is equivalent to half of Indonesia's population, which reached 266.91 million people. Based on the data above, it can be assumed that Java is a beautiful island to many populations in Indonesia. This is indeed inseparable from the quality of the fertile land it has. Many volcanoes on the island of Java provide fertility on the land. Also, Javanese people are known to have very open, flexible, and accommodating (Darmoko, 2016).

Javanese culture has a specific term to denote shame, namely *isin*. Within Javanese culture, children learn to feel ashamed of strangers, to be reluctant, be shameful and guilty, and situations where feelings are revealed openly as well as a violation of rules and manners.

The *isin* socialization takes place after the child learns to feel *wedi* (respect) towards people who must be respected. Children are praised when acting *wedi* towards older people and foreigners. Not long after, children are socialized and educated to feel *isin*. *Isin* means shame, also in the sense of being shy, and feeling guilty (Magnis-Suseno, 1986).

Learning to feel ashamed (understand *isin*) is the first step towards a mature Javanese personality. On the contrary, people who do not understand *isin* are shameless. *Isin* and respect are unity. The Javanese feel *isin* if he cannot show proper respect for those who deserve respect. The feeling of *isin* can arise in all social situations. The only exception is the nuclear family, where there is an intimate atmosphere (*tresna*), and the person does not feel inclined towards the other.

The intimate atmosphere is the opposite of interaction relationships where people have to show respect and are naturally depressed by feelings of *isin*. On the contrary, all relationships outside are always threatened by feelings of *isin*.

It is not an exaggeration to say that fear of *isin* is one of the most reliable motivations for Javanese people to adjust their behavior to the norms of society. If the child is about five years old, he already understands which contexts should make him feel *isin*. The more he grows up, and the more he masters modesty manners, the more he is recognized as a full member of Javanese society.

From the explanation above, West shame literature does not accommodate the

education of shame, knowing shame (*ngerti isin*) and owning shame (*duwe isin*) as the Javanese concept of shame (*isin*). However, it is still questionable whether nowadays, the Javanese adolescents are still knowing shame (*ngerti isin*) and owning shame (*duwe isin*). The indicators of such a situation can be investigated by asking the Javanese adolescents how important shame (*isin*) is. Thus, this study aims at finding the importance of shame, according to Javanese adolescents.

2. Method

2.1 Participants

This study was a qualitative survey that involved 118 Javanese adolescents: 61 males (51.7%) and 57 females (48.3%) with an adequate understanding of shame term *isin* in their Javanese language. All of the participants (100%) knew, were familiar with the term *isin*, and used the term in their daily context of an embarrassing situation. *Isin* was introduced and socialized by their parents during childhood and adolescence.

2.2 Instrument

Data were collected using open-ended questions as well as direct contact with the participants using questionnaire-paper based. Questionnaire responses to open-ended questions were then coded using thematic analysis with the aid of the MAXQDA program. The theme of response was analyzed with the inductive approach (Patton, 1990) in which the data would not be driven by the researchers' theoretical interests of the issues. The open-ended question was, "According to your experience, why is *isin* (shame or embarrassment) important to you?"

The analysis is done by coding the participants' answers. The first step is to look at the frequency of meaningful words that most often appear in all participants' responses with the help of WordCloud in the MAXQDA menu. Meaningful keywords identification through WordCloud is an open coding process.

Data analysis was performed by analyzing the relationships between category/theme patterns identified from answers to questions in the survey. This step is axial coding. After finding the theme based on axial coding, the next step is to do selective coding. Selective coding is the process of integrating and filtering categories so that all categories are related to the core categories. MAXQDA helps researchers in collecting, organizing, analyzing, visualizing, and publishing research data.

3. Findings and discussion

The findings section presents the students' value of *isin* (shame), which are presented in Figure 1. Based on Figure 1, the Javanese adolescents view the function of *isin* (shame) as the following: (a) self-control, (b) self-improvement, (c) learning resource, (d) self-awareness, and (e) pro-social motives.

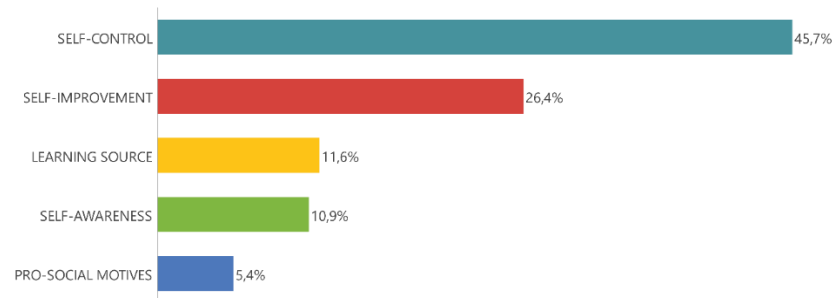


Figure 1. The functions of knowing and having shame in Indonesian adolescents' samples

Figure 1 shows self-control as the most function of shame (45.7%) followed by self-improvement (26.4%), learning resources (11.6%), self-awareness (10.9%), and pro-social motives (5.4%). Below is an explanation of each function of shame.

3.1 *Self-control*

The participants perceive that by knowing and possessing *isin*, they experience self-control. By owning *isin*, participants have self-reminder, self-refrain, self-discipline, behavioral guide, and being cautious. Self-control is an effortful regulation of the intention as well as the will-power (Holton, 2003).

In the philosophical and psychological literature, a common self-control issue includes the need to stifle a prompt desire to devour. One easy idea, then, might be that in the face of conflicting motives, the notion of self-control is the notion of an ability to align one's behavior with one's intentions.

Participant 8 expresses his self-discipline when he understood and owned *isin*.

"Helps to be more disciplined."

Self-control is a type of deliberate conduct control, so it seems plausible that it must involve the ability to align one's actions with one's intentions. This indicates that the notion of self-control is a notion of a unique type of control: since an individual may exercise control over his/her actions but fail to practice self-control, a capacity for self-control must require more than an ability to initiate and implement an action but also discipline.

The participant also perceives *isin* to function as self-refrain. According to Becker (1992), optimal behavior is gained through self-refrain. Individual may have better health when he/she refrains from any behavior which lowered their health. When one refrains doing something embarrassing, he/she will not experience embarrassment.

"Because shame can prevent us from doing things that are embarrassing to others." (participant 24).

Isin also anticipates the participant to be cautious, as stated by participant 59:

"being cautious in socializing."

And participant 2:

"*Isin* teaches that every act is thought out carefully and cautiously."

The characteristics of everyday life suggest a normative construction of social relationships that could be referred to as "prevention-oriented relationality," characterized by avoiding such painful outcomes as rejection or conflict (Gable & Impett, 2012). This orientation indicates that being cautious in one's relations with others as well as life, in general, is important.

For the participants, *isin* is important because it guides their behavior.

Learning to feel ashamed (understand *isin*) is the first step towards a mature Javanese personality. On the contrary, if people do not understand *isin*, they are shameless, and it is a very sharp criticism. Sense of *isin* is developed during childhood by making him embarrassed in front of neighbors, guests, and respected elderlies when he does something worthy of reprimand.

The self-control function of shame consists of five subcodings: self-refrain, caution, self-reminder, behavioral guide, and self-discipline. Among the five themes of self-control, self-refrained is the most indicator of self-control (Figure 2).

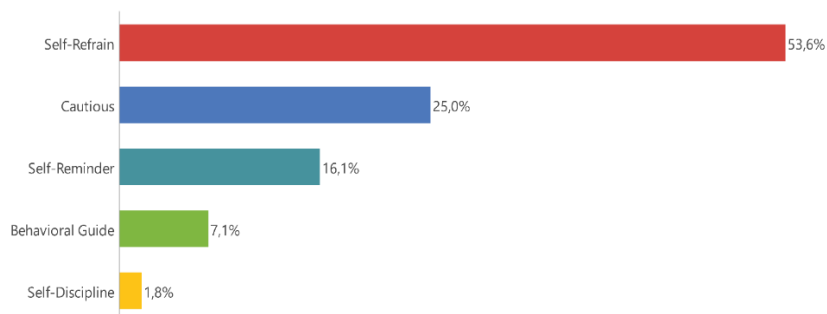


Figure 2. The five thematic indicators of self-control as shame function

Participant 100 feels that by knowing and having shame, he is able to refrain himself from doing something wrong: “stop the wrong desires.” The other participant expresses:

“prevent wrongdoing” (participant 106).

3.2 Self-improvement

Participants view their shame as motivation to improve the self. The motive for self-improvement is expressed in conscious desire. It is also expressed in preferences for ongoing upward feedback trajectories, upward comparison feedback, and feedback that may presently be self-threatening but is likely to be helpful in the future (Sedikides & Hepper, 2009). Hamamura and Heine (2008) feedback dissatisfaction such as criticism is a more useful predictor of self-improvement strivings in the East than West. The shame experience may elicit criticism from people surrounding the perpetrator. However, this feedback dissatisfaction generates and strives the perpetrator to have self-improvement. These dynamic processes show that shame has a function as self-improvement.

Participant 17 stated that “because with shame, I can know ethics”; “do the right thing because of *isin*” (participant 36); and “In order not to repeat the wrong thing” (participant 77).

The self-improvement function of shame is divided into six sub codes as presented in Figure 3 below.

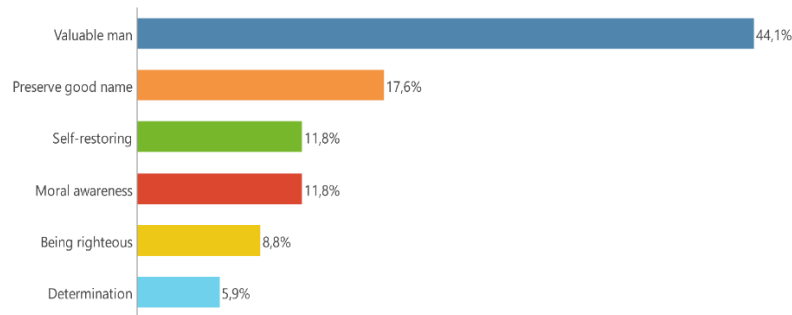


Figure 3. The six thematic indicators of self-improvement

Figure 3 shows that valuable human is the most frequent indicator of self-improvement (44.1%). Being a valuable human being is a process that exists in individuals who experience a process of self-improvement. Participants feel self-worth as a form of reflection on the shame they experience. Shyness does not sink participants into self-vulnerability but motivates them to improve themselves further to become better and more valuable. Participants even compared themselves to animals regarding the importance of knowing and having shame. For them, animals do not know and have shame so valuable human superiority is through shame:

“I am not animal” (participant 105);

“No shame is the same as an animal” (participant 63).

3.3 Learning resources

Shame experience is not negative in that it provides participants learning resources. Retrospectively, the participants express shame importance as:

“becoming a lesson to learn” (participant 25);

“learning from a mistake” (participant 15).

Shame is also considered positive since it is congruous with religious teachings and parental advisory:

“fitting with religion” (participant 64);

“remember parents’ words” (participant 73).

These participant responses prove that *isim* (shame) is introduced, socialized, and educated within the families. Figure 4 sums up the learning resources of shame: experiential learning, parental teachings, and religion. The shame experience is thought as the experiential learning source for the participants and the most frequent theme of learning resources.



Figure 4. The distribution of experiential learning, parental teaching, and religious teachings as learning resource function of shame

3.4 Self-awareness

A classic distinction between focusing attention outward toward the environment (consciousness), and inward toward the self (self-awareness) was proposed by a sociologist George Herbert Mead (Mead as cited in Morin, 2011). Further, Duval and Wicklund (1972) explain self-awareness as the capacity of becoming the object of one's attention. Self-awareness occurs when individuals perceive and process stimuli with the consciousness that he/she is doing it. In this case, participants become aware of what they are doing by reflecting the experience they are having. Also, self-awareness facilitates one to reveal one's autobiography and introspection, anything related to one's self.

Participant 27 states the expression of self-awareness, which indicates knowing self-limitation:

“In order not to behave in an ego manner.”

Another participant (111) believes that “*isin*” has a function of self-awareness in that one can understand his/her behavior limitation:

“so, people do not go too far.”

Javanese interprets self-awareness as the ability to self-introspect, self-regulate his/her emotion, communication, and motivation as real intention and determination, as well as empathy as a form of concern for the environment and himself (Casmini, 2008).

Isin has enabled the participant to self-reflect of past failure and transgression so that the participant has been more self-aware (participant 38):

“aware of self-mistakes.”

Isin has also driven participant 20 to be conscious of other's observation toward her/him (spotlighted):

“Not considered bad.”

And,

“good in the eyes of others” (participant 89).

The self-awareness function of shame facilitates the participants to know and be aware of their limitations. When they know their limitations, they avoid something embarrassing. Knowing self-limitation in Javanese culture is adorable, and it expresses a humble personality.

The Javanese community's first concept is essentially hierarchically organized, where each person has a place according to his or her class. Everybody must put themselves in the right position. Javanese need to conform to the level and role of others when they speak and act. When participants know their limitations, they conform to their roles and others (Magnis-Suseno, 1997). This value avoids them from behaving embarrassingly.

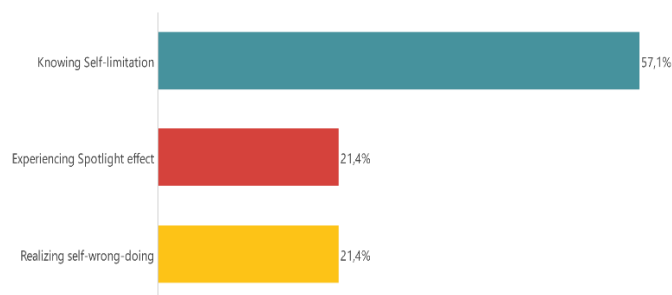


Figure 5. Self-awareness

3.5 Pro-social motives

Shame is essential for the participants as it provides pro-social motives within them. The pro-social motives involve the action of upholding the family's honor, keeping social harmony, and sensitive to surroundings. Figure 5 shows the frequency of every value in the pro-social motives.

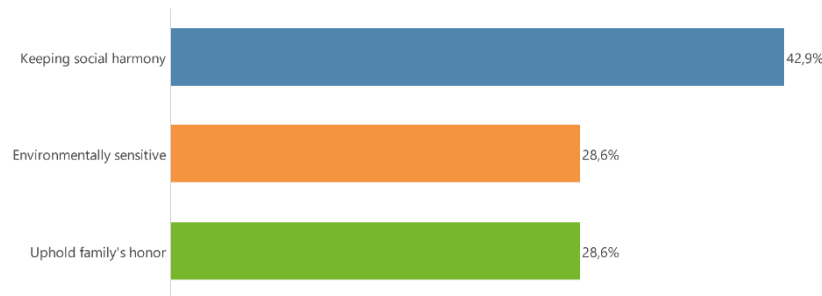


Figure 6. The pro-social motives for knowing and having shame

The participants put a family's honor as a goal to fulfill. It is avoidable for the participants to embarrass their families with their transgressions.

The Javanese saying *mikul dhuwur, mendem jero* has a pro-social meaning. *Mikul dhuwur*, which means upholding the dignity of parents, has a strong message for a child towards his parents, and it is good character education in the family. This character education starts with the family. Within society now, many children forget that they still have parents whose proper names must be taken care of, but many children underestimate this, so often, we find many transgressions committed by adolescents and affected their parents.

Social harmony is put high within the Javanese society. Echols and Shadily (2005) define harmony as a state of suitability and peace. Harmony is also defined as realizing balance in a relationship (Kwan, Bond & Singelis, 1997). Within the Javanese culture, harmony is explained in the *rukun* principle. The *rukun* principle aims to maintain society in a harmonious state. "Rukun" means "in harmony," "calm and peaceful," "without dispute and disagreement," as well as "united in the intent to help each other" (Mulder, 1978). As stated by the participant, shame is necessary because it avoids us to hurt others:

"does not hurt the feelings of others" (participant number 47).

The Javanese are educated so as not to disappoint and hurt others because there is a change of fate towards a better direction so that the Javanese do not let them humiliated. Therefore, the Javanese want always to be introspective, that is, to know their weaknesses and shortages. In order not to fuss, the Javanese avoid the attitude of *oyo dumeh* by helping, helping and being able to understand other people's feelings or empathy (Budiyono & Feriandi, 2017).

According to Susetyo (2006), a study on Javanese students in Semarang shows that the principle of harmony and respect is still a consideration of behavior. Within Javanese society, maintaining harmony involves the behavior of not hurting others. Javanese culture emphasizes the concept of gentleness that makes it difficult for people to hurt other people's feelings. The next concept of Javanese culture is *andhap-asor*. This term, according to the dictionary, consists of two words, namely *andhap* "low" and *asor* "simple." Therefore, to behave, *andhap-asor* means humbling when praising others. This concept makes Javanese people become low profile (Mawardi, 2007). As a Javanese, they will not dishonor their interlocutors and praise themselves. When the Javanese violate this rule, as they refer to the karmic order, they will be considered impolite and may get social sanctions.

What distinguishes one Javanese from another Javanese is in terms of sensitivity, meaning that the more sensitive a Javanese is, the more *nJawani* the Javanese is (Susetyo, Widiyatmadi & Sudiantara, 2014). Collectivistic cultures, as Javanese culture, form interdependent construal of self. A culture that emphasizes the collective self is very distinctive with a natural feeling of the interrelationship between humans with each other, even between themselves as a microcosmos with an environment outside itself as the macro cosmos. The normative task of collectivistic culture is to adjust the self to be fit and maintain interdependence between individuals.

According to Mulder (1994), Javanese cultural values emphasize that Javanese people should have a high awareness of the existence of others. In his life, one is not alone; people are constantly in contact with people from different environments. This relationship will last well if every contact takes place without friction and fun. As participant 15 stated that:

“Because *isin* is the trait that teaches us to be sensitive to our surroundings.”

The above statement refers to environmentally sensitive, which is coded within the pro-social motives of *isin*.

The indicators of upholding family’s honor, keeping social harmony, and sensitive to surroundings reflect that participants are not self-centered but others oriented, which are the characteristics of pro-social attitude.

4. Conclusions

This study focused on the importance of shame in Javanese adolescents. Shame is a valuable experience that is transferred through family education and socialization. The majority of West psychology conception of shame emphasizes the dark side of shame and relates it to mental health problems. However, shame conception of East psychology involving Chinese and Javanese cultures posit shame conversely.

The findings show that shame is not an emotional experience, which is negative and avoided, but shame (*isin*) has utilities to control, refrain, improve, and be aware of the self. Shame is also perceived sacred since it is stated in the religious teachings, parental teachings, and serves as experiential learning for participants. The participants also recognize the relational or social value of shame as it facilitates participants to have pro-social motives.

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The authors declare no competing interests.

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Psycho-demographic Factors and Entrepreneurial Intention Among University Students

Kehinde A. Ojewumi, Dare A. Fagbenro & Stephen I. Babatunde
Obafemi Awolowo University, Ile-Ife, NIGERIA
Department of Psychology

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Abstract

The study investigated the role of psycho-demographic factors (resilience, locus of control (LOC), perceived social support (PSS), and gender and university type) on entrepreneurial intention (EI) among final year university students (FYUS). A convenience sample of 491 male and female FYUS with age range from 20 to 35 years ($M = 25.11$ years, $SD = 3.43$) completed a cross sectional survey that comprised Demographic Information and measures of Resilience, PSS, LOC and Entrepreneurial Intention. The study hypotheses were tested with multiple regression and two-way ANOVA. The result revealed that there was significant joint influence of resilience, LOC and PSS on entrepreneurial intention ($R^2 = 0.16$, $F(3,487) = 30.68$, $p < .05$). There was no significant interaction effect between gender and university type on EI ($F(1,487) = 0.01$, $p > .05$). This study therefore concluded that resilience; LOC and PSS influence EI among FYUS. We therefore recommended that trained psychologists should develop resilience skill and appropriate LOC orientation program which invariably will boost FYUS positive intention towards starting their own business.

Keywords: entrepreneurial intention, resilience, locus of control, perceived social support, gender, institution type.

1. Introduction

Entrepreneurship has been recognized as a driving force for economic growth for and development in developed and developing economies of the world. In recent time the concept of Entrepreneurship has become an interesting area among academics, government and policy makers (Muhammad, 2012; Kaegon & Nwogu, 2012). Entrepreneurism exemplifies the establishment and management of a business undertaking for the main aim of financial gain. Ma and Tan (2006) also went ahead to define entrepreneurship as a process involved in the initiation of a business organization that provides products, the establishment of works that aids sustainable economic advancement (Bilić, Prka & Vidović, 2011). Conversely, an entrepreneurial individual can be regarded as an initiator, an engine, and who is liable for whatever happens (Torre, 2015a). In a real sense, an entrepreneurial individual has the longing to launch a business venture as a means of achieving financial autonomy and contribute to the society. An individual ability to start his or her business is commonly termed entrepreneurship intention in the literature. As stated by Rasli, Khan, Malekitfar and Jabeen (2013), Entrepreneurship intention is regarded as the frame of mind uphold by a person to promote creativeness in a business enterprise. Therefore,

EI can be defined as inclination of an individual to execute entrepreneurial action, to be involved in entrepreneurial operation, be independent worker, or to institute innovative undertaking (Dohse & Walter, 2010). Most times it demands strong courage, determination and the longing to be self-employed (Zain, Akram & Ghani, 2010). According to Halis (2013) people become entrepreneurs because they want to become their own boss at work, they want to achieve private needs through the realization of personal goals and decisions. Over the years, entrepreneurial intent has been demonstrated as a key predictor of whether a person will engage in future entrepreneurial action (Reynolds, 2001; Krueger, Reilly & Carsrud, 2000). Thus, intention serves as the foundation upon which entrepreneurship is built.

The increasing number of unemployment among graduates is one of the major issues confronting Nigeria in recent time. The National Bureau of Statistics (NBS) estimated that the rate of joblessness in Nigeria increased from 14.2 percent in 2016 to 18.8 per cent in 2017. It surged from 14.2 per cent in the fourth quarter (Q4) 2016 to 16.2 per cent in second quarter (Q2) 2017 and 18.8 per cent in the third quarter (Q3) 2017. The proportion of Nigerian citizen that are meant to be working increased from 83.9 million in the second quarter (Q2) to 85.1 million in the third quarter (Q3) of 2017, a difference of 1.2 million in additional workforce. By 2018, about 80% of the Nigerian youths are without employment while 10 percent are underemployed with 7 out of 10 graduates deemed to be without employment or partly employed (Ayedun & Ajayi, 2018). From the above statistics it can be seen that graduate unemployment in Nigeria is quite alarming. Thus, the rate of unemployment in Nigeria calls for an immediate rescue and attention and one way through which this unemployment rate can reduce drastically is for youths and adolescent to have EI built into their psychic. To achieve this, then the process of intention has to begin based on the potential entrepreneur's personal desires, values, wants, habits and beliefs Bird (2012).

Empirical studies have investigated many precursors of EI which include self-efficacy and social networks (Ojewumi & Fagbenro, 2019), gender and self-efficacy (Ojewumi, Oyeleke, Agberotimi & Adedayo, 2018), entrepreneurship educational support and informal network (Amos, Oluseye & Bosedo 2015), fear of failure and entrepreneurial self-efficacy (ESE) (Okoye 2016). Despite the important findings of these studies, little or no study have investigated the psychological factors (resilience, locus of control, perceived social support) on EI especially among final year students in Osun state, Nigeria. Hence, the need to investigate these variables as it relates to EI remains pertinent.

Resilience is commonly used to explain the capability to rebound or pull through from stress and ability to adjust to distressing situations (Thomas, 2011; Smith, Epstein, Ortiz, Christopher & Tooley, 2013). As far as Feldman (2011) is concerned, people who are resilient are well in charge of over their fate no matter the circumstances they find themselves. This may account for why resilient people are prone to handling major adversities more easily than other people. Till this moment, entrepreneurship literature is seeing the notion of resilience as a reaction to a complex or extreme hardship, or as a personality trait, quality or ability of the entrepreneur. It therefore can be said that when an individual do not have the resilience in terms of capacity to cope and adjust well with stress and pressure associated with starting a business such individual might not be predispose to initiate a business undertaking.

Locus of control is mostly bothered with how an individual perceives his/her capabilities "to control life events" (Leone & Burns 2000). Individuals who are high in internal LOC" suppose that they are competent to be in command of their life occurrences, while individuals that have external LOC perceives that whatever happens to them are the results of external elements i.e. situations they don't have control on, "such as chance, luck or fate and other individuals that affect their performance across a wide spectrum of activities" (Patrick 2005; Shilpa & Bharathi, 2017). As may be expected, anyone who has internal LOC thinks that his personal exploit determines the results of his behavior (Rotter, 1966). It therefore can be said that in whatsoever way an individual ascribes control over personal events (to themselves) – internal

or to other uncontrollable events (external) could go a long way to determine if an individual will be predisposed to starting a business of their own.

Perceived social support is another important variable linked with EI. Social support is therefore beliefs and expected assistance and counsel that a person may get from the social groups that he/she belongs (Sahban, Kumar & Sri Ramalu, 2014). These social groups may comprise primary groups in terms of parents, siblings, and spouses; and at the same time include secondary groups, such as comparison groups like friends, colleagues and teachers. Professionals have categorized social support into three main scopes: support by family; and support by friends/peer groups; and significant others (Zafar, Yasin & Ijaz, 2012). Therefore the social support gotten from either friend, family and significant others could determine if an individual will want to start a business.

Apart from the psychological variables considered in this study, the role of socio-demographic factors such as gender and university type has been jointly given less attention in the literature. Thus, understanding gender and university type interactions may help proffer gender-institution intervention to FYUS on the required skill that can boost their EI. Hence this particular study also considered the interactive role of gender and university type on EI.

Drawing upon from the Shapero's Model of Entrepreneurial Event, the theory argues that intention formation is as a result of, first, the perceived desirability- that is the fascination for a person to initiate the setting up of a personal business and secondly, the perceived viability- that is, the degree that a person see that he/she can start personal business in the face of opportunities. In this context, it is argued that FYUS who have a strong resilience, better LOC orientation and strong PSS may submit higher EI because these assets may protect him/her against frightening circumstances, helps in improving the management, control and coping with challenges of starting a business. At the same time, they are well grounded to be able to take risk which starting their own personal business entails. It is from this foregoing that this survey examines the role of psycho-demographic factors on EI among final year university students.

2. Review of empirical studies on psychological factors and entrepreneurial intention

Hlatywayo, Marange and Chinyamurindi (2017) examined Psychological capital (PsyCap) in the prediction of EI among 270 undergraduates. Result found that resilience was the lone significant PsyCap concept that contributed distinctive variation in predicting EI. Rapp-Ricciardi, Barbieri and Amato, (2018) examined psychopathy, narcissism and Machiavellianism, internal LOC, and positive and negative affect on EI among respondents. The study found that there was joint influence of psychopathy, narcissism and Machiavellianism, internal LOC, and positive and negative affect on EI. Ojiaku, Nkamnebe and Nwaizugbo (2018) investigated variables predicting EI among a sample of 288 National Youth Service Corp members in Anambra State, Southeast Nigeria, The outcome shows that the pull factors in terms of (independence, autonomy, opportunities exploitation) and the mooring variables (i.e., government support, personal attitude, self-efficacy) significantly influence EI with the mooring factors having the most influence on EI. Hermawan, Soetjpto and Rahayu (2016) examine the effect of LOC on entrepreneurship interest. Quantitative research approach with descriptive and explanatory approach was used in the survey. The initial population of study was 622 students from the twelfth grades. However, using a proportional random sampling technique, sample calculation was used to get a sample size of 124. Result showed that student with internal LOC has interest in entrepreneurship than student that possesses external LOC. Ozaralli and Rivenburgh (2016) examined the precursors of EI among 589 Junior and Senior US and Turkey students. The authors established a statistically significant relationship between personality attributes, economic and political conditions and EI.

Akanbi and Owoseni, (2015) examined innovativeness, risk taking behavior and LOC on EI among 400 students that were selected across a private university faculty. The survey revealed that innovativeness, risk taking behaviour and LOC of an individual influence a person's EI. Ayodele (2013) investigate sex, socio-economic status, and age, LOC, ESE and EI among 210 students from different high schools in Ogun State. Four standardized instruments were used in the study. Results indicate that LOC, ESE, socio-economic status had noteworthy correlation with the adolescents' EI, while age and sex did not influence EI. Ngwoke, Oyeoku and Obikwelu, (2013) examined perceived LOC as a predictor of entrepreneurial development and job creation among 444 students. The study found that students who are high in internal LOC scored higher in entrepreneurial development skills.

Molino, Dolce, Cortese and Ghislieri (2018) investigate the role of personality and PSS as determinants of EI. The result established a significant joint role of personality and PSS on EI among the sampled respondents. Tao Shen, and Osorio (2017) examined family support on entrepreneurial attitudes and intents of college students. The study found that family support has significant influence on entrepreneurial attitudes and intentions. AmsalSahban, Sri Ramalu and Syahputra (2016) investigated the influence of SS on student's inclination toward entrepreneurship. The result affirmed a positive relationship between SS system and student's inclination toward entrepreneurship. Okoye, Audu and Karatu (2017) investigated the role of emotional intelligence and PSS as determinants of entrepreneurial success among One hundred and seventy-four (174) participants. The results show that emotional intelligence and PSS was significantly related with entrepreneurial success among the respondents. Juan, Francisco José and José (2007) in their study found out that PSS have a significant influence on EI. Achchuthan and Nimalathasan (2012) reported that problems in the financial assistance, lack of infrastructure facilities, lack of technological facilities, lack of backup from governmental and non-governmental organisations in the Jaffna district, Sri Lanka, becomes a barrier for potential young entrepreneurs in starting up a new venture. Olufunso (2010) also reported that lack of access to finance, lack of know-how, government assistance, risk and the macro-economy are the obstacles that inhibit graduates who have an intention to launch a successful business in South Africa.

3. Demographic factors (gender and university type) and entrepreneurial intention

Chaudhary (2017) revealed no meaningful difference between men and women on entrepreneurial intention. Zeffane (2013) in their research found no difference between males and females on entrepreneurship in United Arab Emirates. Zaidatol and Afsaneh (2009) on their own discovered noteworthy difference in the EI of male and female students with male undergraduates having higher entrepreneurial intention. Brush and Cooper (2012) in their study detected that both men and women entrepreneurs showed very little difference on EI. Omer, Sonal and Vaheed (2017) considered EI among college undergraduates in Oman with the aim of accessing the mind-set of out-going undergraduates in Oman towards entrepreneurship. The findings demonstrate that private or public university has no effect on undergraduates' mind-set towards business. Canever, Barral and Ribeiro (2017) investigated the causal connections of various college environments (Public and Private) on the undergraduates' EI. The survey established that Brazilian college situations (public/ private) do not offer much contrasts in ways they impact EI and its precursors. Akinbola, Ogunnaike and Amahian (2015) in their work centered on the influence of institutional type on EI of university students found that there was an association between EI among final year private and state funded college undergraduates in Lagos and Ogun State, Nigeria. Peparah, Afoakwa and Koomson (2015) posited that savings behavior and entrepreneurial characteristic impact the choice to engage in private business among undergraduates from chosen public and private colleges in Ghana.

Based on the literature reviewed, the following hypotheses were tested:

(1) There will be a significant joint and independent influence of resilience, locus of control and perceived social support on EI among FYUS.

(2) Gender and university type will have significant interaction effect on EI among FYUS.

4. Methods

4.1 *Design*

The study adopted a cross-sectional survey design based on the fact that the study used questionnaire in collecting data on all variables under investigation at different point in time. The independent variables were resilience, LOC, PSS, gender and university type while the dependent variable was EI.

4.2 *Setting*

The study was carried out among final year students of Obafemi Awolowo University (OAU) and Oduduwa University (OUI) all in Ile-Ife Osun state. The justification for the setting is because there is large population of final year university students who are potential entrepreneurs in these two universities.

4.3 *Participants and sampling technique*

A total number of four hundred and ninety-one (491) participated in the study. In terms of gender, 170(34.6%) and 321(65.4%) constituted the frequency distribution of male and female respectively. Age of the respondents revealed that 96(19.6%) of the respondents were between the age of 20-24 years while majority 321 (65.4%) fall between the age brackets of 25-29years, 65(13.2%) belong to age bracket of 30-34 years and 9(1.8%) were above 35 years. Proportions of marital status shows that majority 479(97.6%) of the respondents were single, 12(2.4%) were married. Religion shows that larger proportion 392(79.8%) were Christians, 20(20.2%) were Muslims. socio-economic status reveals that 44 (9%) of the respondents were from low socio-economic status, majority 390(79.4%) were from moderate socio-economic status and 57(11.6%) were from high socio-economic status. Also, the type of institution reveals that 289 (58.9%) of the respondents were from federal university and 202(41.1%) were from private university. The study used a purposive sampling to select the setting used for the study while convenience sampling technique was used to select the respondents from the two universities.

5. Measures

Entrepreneurial intention was measured with the use of Entrepreneurial Intent Scale (IEI) which was developed by Edmund (2009). The scale was scored in a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Possible scores ranged from 16 to 80. Higher scores indicate that individuals are positively disposed to entrepreneurship intention while lower score indicate that respondents are negatively disposed to entrepreneurship intention. The internal consistency showed a good reliability with Cronbach's alpha of 0.89.

Resilience was measured with a Brief resilience scale (BRS) developed by Smith, Dalen and Wiggins (2008). The BRS is made up of six items; three negative items and three positive items. According to Smith et al., items 1, 3 and 5 are positively worded while items 2, 4, and 6 are negatively worded. Participants were requested to answer each question by signifying their

agreement with each statement using the 5 point Likert scale ranging from 1 = strongly disagree, to 5 = strongly agree. The BRS demonstrated good internal consistency with the value of Cronbach's alpha ranging from .80- .91. Convergent validity and discriminant predictive validity were also reported by Smith et al. (2008) as part of the validation analysis.

Locus of Control was evaluated with the 20-item true/false Locus of Control Scale developed by Pettijohn (1992). Each response of the 20 item is scored as 0 or 5, so the test can range from 0= very strong external locus of control to 100= very strong internal LOC. From the sample, the mean rotter score was 10.4 (SD= 3.6 range 0-20) and that for the score was 70.9 (SD= 10.9 range 40-60). The Cronbach value for internal consistency, alpha was .43

Perceived Social Support was assessed with a 12 items MSPSS (Multidimensional Scale of Perceived Social Support) devised by Zimet, Gregory, Dahlem, Nancy, Zimet, Sara, Farley and Gordon (1988). The scale measures the degree to which a person discern SS from family, friends and significant others. The MSPSS is a brief, easy to handle self-report questionnaire which contains 12 items rated on a 7-point Likert scale ranging from "very strongly disagree" (1) to 'very strongly agree' (7). The MSPSS has proven to be psychometrically sound in diverse samples and to have good internal reliability and test-retest reliability, and robust factorial validity. Cronbach alpha obtained for the Family, friends, and significant other, subscales were .90, .94, and .95 respectively. The reliability of the whole scale was .91. These values indicate a good internal consistency for the scale as a whole and for the three subscales individually. The norm for this scale was established among 154 people with mean age=26.5 years, SD=7.4.

6. Method of data collection

Questionnaires were administered to students during their lecture free time at their various faculties. All participants were duly informed of the reason for the study and equally provided written consent form. The researcher explained the rationale and importance of the study to the participants. At the point of meeting with the students, they were made to know that their names are not required on the questionnaires, moreover, that information supplied will only be used for research purpose. The principle of research ethics was strictly adhered to by the researcher. This was achieved when the participants were informed that the research will not expose them to any physical, psychological, or emotional harm. A total number of 250 questionnaires each was distributed across the two universities totaling about 500 copies of questionnaires but only 491 was retrieved and used for data analyses.

7. Statistical analysis

Data was analyzed with the use of descriptive and inferential statistic using Statistical Package for Social Sciences (SPSS) Version 20. Descriptive statistics was used to analyze the socio demographic factors of the participants while inferential statistics was used to test the hypotheses in the study. Hypothesis one was tested using multiple regression analysis while hypothesis two was examined using two-way ANOVA all at 0.05 level of significance.

8. Results

8.1 *Hypothesis One*

There will be joint and independent role of psychological factors (Resilience, LOC and PSS) on EI among FYUS. The results are presented in Table 1.

Table 1. Summary of multiple regression analysis showing the influence of resilience, locus of control and social support on entrepreneurial intention

Predictors	B	t	P	R	R ²	F	P
Resilience	.23	5.39	<.05				
Locus of control	.10	2.32	<.05	.40	.16	30.68	<.05
Social support	.24	5.28	<.05				

The result revealed that resilience, LOC and PSS have jointly predicted EI ($R^2 = 0.16$, $F(3,487) = 30.68$, $p < .05$). When combined, resilience, LOC and PSS explained 16% of the change observed in the self-report EI. This revealed that the collective presence of resilience, LOC and PSS has significant influence on EI. The result further revealed that resilience ($\beta = .23$, $t=5.39$, $p < .05$), locus of control ($\beta = .10$, $t=2.32$, $p < .05$) and social support ($\beta = .24$, $t=5.28$, $p < .05$) have significant independent influence on EI. The hypothesis is thus accepted.

8.2 Hypothesis Two

Gender and university type will have significant interaction effect' on EI. This was tested using 2x2 ANOVA and the outcome displayed in Table 2.

Table 2. Summary of 2x2 ANOVA showing the role of gender and university type on entrepreneurial intention

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	72.148	1	72.148	1.766	>.05
University type	9.157	1	9.157	.224	>.05
Gender * university type	.262	1	.262	.006	>.05
Error	19895.207	487	40.853		
Corrected Total	19976.969	490			

The result of the hypothesis shows that there was no main effect of gender ($F(1,487) = 1.77$, $p > .05$) on EI. There was also no significant main effect of university type on EI ($F(1,487) = 0.22$, $p > .05$). Furthermore, the result also discovered no significant interaction between gender and university type on EI ($F(1,487) = 0.01$, $p > .05$). The stated hypothesis was rejected.

9. Discussion

The study considered the role of psychological variables (resilience, locus of control and social support) on EI among FYUS. Based on the first hypothesis postulated in the study, it was found that there was a joint influence of resilience, LOC and PSS on EI among FYUS. The study finding was in accordance with Hlatywayo, Marange and Chinyamurindi (2017) where they found that resilience was the lone significant Psychological capital concept that contributed distinctive variation in predicting EI. The study was also in line with Ojiaku, Nkamnebe and Nwaizugbo (2018) who found that mooring variables (i.e., government support) significantly influence EI. At the same time, the findings was also in accordance with findings of Ngwoke, Oyeoku and Obikwelu, (2013) that found that students who possess an internal LOC have better entrepreneurial development skills. The reason for this could be that in Nigeria of today, personal resources such as resilience and proper LOC orientation is needed as a personal resource in other to strive well in business, coupled with a good social support foundation which invariably could encourage individual to develop positive intention towards the establishment of personal business.

The second hypothesis affirmed that there was no interaction between gender and university type on EI. The finding was in agreement with the result of the study done by Chaudhary (2017) that revealed no meaningful differences between men and women on EI. Also, Zeffane (2013) in their research found no difference between males and females on entrepreneurship in United Arab Emirates. On the contrary, the study was not in line with the submission of Akinbola, Ogunnaike and Amaihian (2015) in their work centered on the influence of institution type on EI of university students. The study found that there was association between EI among final year university students in private and state funded colleges. The justification of the result maybe unconnected with the fact that in Nigeria; both male and female students who attended either private or public universities are both faced with the challenge of unemployment which did not differentiate on the basis of university attended and therefore no difference in their EI.

10. Conclusion

Based on the findings of the survey, we determined that there was joint and independent influence of psychological factors (resilience, LOC and social support) on EI among FYUS. Finally, it was also concluded that there was no influence of demographic factors on EI among final year university students.

11. Implication and recommendations of the study

The study has been able to find out that resilience, LOC and PSS influence EI among final year university students. This result therefore implies that concerned stakeholders must take cognizance of these variables if FYUS are to have any inclination of engaging in their own individual business. Theoretically, this study also has implication for Shapero's Model of Entrepreneurial Event by building on the theory through the incorporation of resilience, LOC and PSS as an important personal and external characteristic which can explain variance in EI among students. The study consequently advocates that university decision-makers should employ trained psychologists in collaboration should develop resilience skill and appropriate locus of control orientation programs which invariably will boost FYUS toward having a favorable intention of starting their own business. Policy makers should introduce social support programs in form of entrepreneurial events, educational workshops as well as loans, grant etc. for all FYUS who are interested in setting up private business, moreover, friends and family could also support these potential entrepreneur either financially or otherwise, such that this would serve as an encouragement toward starting their own business.

12. Limitation and suggestion for future directions

Empirical study is without its limitation, this study stands in that direction. Firstly, generalization of research finding to other setting is a major limitation in this study; this is because the study only used two universities from a relatively few sample of students in Osun state therefore generalizing the research findings to other universities in Nigeria maybe impossible. Another limitation of this study is that causal connection cannot be established. It is therefore suggested that future studies should be expanded to explore the scope of this study by investigating FYUS from different universities across the states in Nigeria. It is also suggested that future study should incorporate qualitative method of data collection such as interview; focus group discussion etc. for better validation of research finding. Finally, more psychosocial variables such as need for achievement, perceived competence etc. should be investigated on EI among students.

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Biographical notes:

Kehinde A. Ojewumi is a lecturer and researcher at the Department of Psychology, Obafemi Awolowo University Ile- Ife, Osun state Nigeria. He has published many articles both locally and internationally in his area of specialization. He has attended several local and international conferences both in Nigeria and outside Nigeria.

Dare A. Fagbenro is a doctoral student in the Department of Psychology, Obafemi Awolowo University Ile-Ife Osun state Nigeria. He is an industrial and organizational psychologist. He is a foundation member of the Nigeria association of industrial and organizational psychologist (NAIOP). His area of interest includes Employee work attitude, workplace behavior and Research Methodology in behavioral science. He has attended several local conferences in Nigeria.

Stephen I. Babatunde is currently a doctoral student at the Obafemi Awolowo University Ile-Ife Osun state, Nigeria. He has attended several conferences in Nigeria. He is also the chairman of postgraduate students under the auspices of the Nigeria Psychological Association (NPA).



The Basic and Psychological Needs of Adult Refugees in Hong Kong: A Preliminary Report

Xin Yi Siah

United Christian College, Kowloon East, HONG KONG SAR

Wai Ling Kwok

St. Paul's Secondary School, HONG KONG SAR

Poh Chua Siah

Universiti Tunku Abdul Rahman, Kampar Campus, MALAYSIA

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Abstract

The problems faced by refugees in Hong Kong are seldom reported and understood by the general population. Through Maslow's hierarchy of needs, this preliminary report aims to explore the views of adult refugees on the support provided by the Hong Kong government, and whether these supports meet their basic and psychological needs or not. Purposive sampling method was used to recruit five adult refugees for an in-depth interview. Thematic analysis was used to analyze the transcripts of the interview. The results showed that the assistance from the government are able to meet their basic needs but not their psychological needs. Some express their psychological needs to move forward but feel helpless due to the policy that they are not permitted to find a job or study. It is suggested the government to revise the policy from a short-term to a long-term consideration, as many of them have been staying in Hong Kong for a long period of time, and some of them even have set up their own family in Hong Kong.

Keywords: Refugees, Hong Kong, policy, psychological needs.

1. Introduction

Under the influence of globalization, widespread conflicts such as wars and violations of human rights make the migration and refugee problem an international issue. According to the United Nations High Commissioner for Refugees (2018), there were 70.8 million people forced to displace worldwide. The refugee problem is a rising and significant issue that also affects Hong Kong. As of August 2015, there are over 9,900 asylum seekers, over half of which belong to Pakistan, India and Bangladesh (Tinoco, 2015). The grant for asylum in Hong Kong is difficult, as there have been only 55 accepted claims since 2009 (Regan, 2016), while compared to the 27% of the average recognition rate for refugees, the recognition rate in Hong Kong is 0.16% (Tinoco, 2015).

The government of the Hong Kong Special Administrative Region of the People's Republic of China (HKSAR) offers assistance towards the protection claimants via the Asylum Seeker and Torture Claimant Programme, which include asylum-seekers, refugees and torture claimants (ASRs). There are two separate systems to handle the application from ASRs, the first is immigration authorities and the second is UNHCR's sub-office in Hong Kong SAR. The functions of the two systems seem to be overlapping and operating in parallel (Loper, 2010).

- Most interviewees express their psychological needs to move forward.
- Some interviewees feel helpless as they are not permitted to find a job or study.
- The assistances from government should be revised to meet the long-term needs.

In 2006, the Hong Kong SAR government established the non-governmental organization International Social Services to assist refugees in Hong Kong, under which they provided for their basic needs through the Asylum Seeker and Torture Claimant Programme (The Government of the Hong Kong Special Administrative Region, 2017). The assistance consists of \$1,200 for food, \$1,500 in rent allowance and \$500 for other utilities and transport (Vision First, 2016). This is to meet their basic needs and prevent refugees from “sleeping on the street”, be “seriously hungry”, or being unable to “satisfy the most basic requirement of hygiene” (Legislative Council, Hong Kong SAR Government, 2015; Vision First, 2013). The aim is to “prevent a magnet effect” which could “have serious implications” on the sustainability of current support systems and immigration control” (Legislative Council, Hong Kong SAR Government, 2013). They are not allowed to work and are required to report to the Immigration Department every two months.

The lack of a comprehensive programme in dealing with refugees by the Hong Kong SAR government may be due to their concern of creating a “magnet effect.” (Legislative Council, Hong Kong SAR Government, 2014), or receiving an overwhelming surge of refugees and its subsequent consequences. This can be related to the Vietnamese boat saga in the 1980s, in which the government spent “HK\$8.7 billion in providing assistance to them” (Legislative Council, Hong Kong SAR Government, 2006). Furthermore, Hong Kong SAR government do not plan to extend the 1951 Refugee Convention to Hong Kong (Loper, 2010) as the government believes that the extending will trigger a drastic surge of asylum seekers, and thus insisting towards the United Nations Committee for Torture that the Hong Kong SAR government has a firm policy not to grant asylum (Security Bureau, Hong Kong SAR Government, 2009a, 2009b). Under the system, asylum seekers have challenged Hong Kong's lack of adequate refugee policies and many, including several United Nations Human Rights bodies, have similarly criticized the government consistently, arguing that the city should ratify the relevant treaties, adopting a more “human-rights approach” in implementing policies (T. Cheung, 2016; Chiu, 2012).

Under the current government assistance, refugees are allocated \$1,500 in rent allowance, which is directly transferred to the landlords. However, the monthly rental allowance is not adjusted periodically to changes in inflation or Consumer Price Index (Refugee Concern Network, 2013a), leading to increasingly worse living conditions as the rental prices increases, especially as the city has one of the highest real estate costs worldwide (*The Telegraph*, 2020). Furthermore, these costs do not include miscellaneous expenses, such as electricity and water fees (Refugee Concern Network, 2013b). As such, this leads to a decline in housing conditions, as the rent allowance is deficient in guaranteeing affordable, secure, physically safe and habitable housing.

Therefore, many refugees live in small and poorly furnished accommodations in low income districts, most of which are less than 50 square feet without any windows, air conditioning, or heaters, and many must also cook inside their rooms due to space limitations (Shum, 2011). According to the Refugee Concern Network (2013b), 76% of refugees have challenges with space

or physical accessibility. To pay for rent, they tend to support each other, pooling their rental allowances together. Furthermore, many Hong Kong residents are unwilling to rent rooms to 'foreigners', as they are perceived as troublemakers (Shum, 2011). This is due to racial discrimination, cultural and language barriers, as well as a lack of HKID (Legislative Council, Hong Kong SAR Government, 2012). When refugees search for accommodation on their own, they encounter unpleasant attitudes and are asked to leave (Shum, 2011).

Due to the knowledge of refugees and their conditions in the city is not very well-known amongst the general public, many citizens held a hostile perception towards refugees. According to a study conducted by the University of Hong Kong Public Opinion Programme, only 4.7% of Hongkongers hold positive views towards asylum seekers and refugees, with those holding negative views stating that they made "society unsafe" and created a "disturbance in the community.". In addition, the public have misinformed concepts about the asylum seekers and refugees in Hong Kong (K. Cheung, 2016).

According to a report by Health in Action (n.d.), besides government assistance on rent, refugees are able to attend basic medical services at public hospitals with their fees waived. However, to do so, they must sign up their names on a list, seeking a waiver each time they need to access publicly-accessible medical services. Furthermore, other factors also hinder their access to basic healthcare. Apart from financial constraints, these include language barriers, cultural differences and a lack of awareness of health needs. As a result, this could lead to misunderstandings regarding the services available and information gaps about their medical condition (Refugee Concern Network, 2013b).

In terms of food, refugees are given \$1200 for their food and the food is prepared by the social welfare contractor based on the government's contract, now refugees are given food coupons that can only be used at certain food retailers (Lee, 2015). In terms of education, the Hong Kong SAR government provides education for refugees under the age of 18, which is granted on a case-by-case basis (Carvalho, 2015), which is granted due to a variety of factors, including the likelihood that the student will be removed from Hong Kong. The refugee children are able to enter school when they are six years old (Carvalho, 2015).

Apart from language barriers, cultural differences and financial problems can also cause difficulties for children and their parents. Despite the available financial assistance provided by the Student Financial Assistance Agency, the aid tends to arrive later in the school year, not in the beginning when costs are most significant (Refugee Concern Network, 2013b). Besides, refugees are unable to be employed according to the Immigration Ordinance. According to the Hong Kong SAR Government, they are legally treated as 'overstayers'. Occasionally, they are allowed temporary permission to work by the Immigration Department discretionarily, but it is rarely granted in practice (Moy, 2013). If they are found working illegally, they are subjected to a maximum penalty of three years in prison with a \$50,000 fine (Hong Kong Refugee Advice Centre, 2013). However, to pay for utility charges and daily expenses, refugees work for licensed street hawkers by setting up hawker stalls, or illegally in Chungking Mansions (Mathews, 2007; Shum, 2011).

2. Aims of the study

From the views of Maslow's hierarchy of needs, besides basic needs, humans also have their psychological needs and self-fulfilment needs (McLeod, 2007). The basic needs are important to survive, such as the physiological and safety needs. The psychological needs are important to personal growth, such as love and esteem, and self-actualization is a being need. Being needs are different from the deficit needs that include the basic needs and psychological needs. Deficit needs are motivating factors that make people act in a certain direction, and the

people will not perform the action when their deficit needs are temporarily satisfied (Poston, 2009).

Based on the theory of Maslow's hierarchy of needs, the Hong Kong SAR government's policy towards refugees is more relevant to meet the basic needs without the consideration of their psychological needs. It can be expected that refugees are unable to occupy time meaningfully and productively (Refugee Concern Network, 2013b). A survey conducted by Saunders et al. (1998) which recruited 157 undergraduates from an Australian university have shown that respondents who are low in the levels of these five needs are more likely to have the problems of depression, anxiety and anger expression.

Accordingly, this report aims to use Maslow's hierarchy of needs as a framework to examine the extent that the policy meets the basic and psychological needs of refugees, and their responses to the policy. Through the findings of the report, NGOs and policy makers may design strategies to improve the basic and psychological needs of those refugees who have been staying in Hong Kong for a long time.

3. Method

3.1 *Participants*

Five refugees were recruited for the interview. The number of interviewees falls within the recommended range that for those participants having a high level of knowledge and expertise in the specific area of research, four to five interviews would be sufficient (Bohari, Skitmore, Xia & Teo, 2017). Their demographic profiles were shown in Table 1.

Table 1. Profile of interviewees

Interviewees	Age	Gender	Nationality	Staying In HK
1	26-31	Male	Sri Lanka	9
2	32-48	Male	Mumbai	7
3	32-48	Male	Cameroon	12
4	26-31	Male	Iran	7 years
5	26-31	Female	Ghana	6 years

3.2 *Interview questions*

Ten semi-structure questions were prepared for the interview. Four questions were to collect their demographic information, such as their age, gender, country of origin and the duration they have been in Hong Kong. Other six questions were to understand their physical conditions, such their living conditions ("how about your living conditions?"), healthcare ("How about healthcare?"), education ("Do you have the opportunity to work?") and employment ("Do you have the opportunity to study?"); and their psychological conditions ("when you came here, how did you feel?"), and their views on government's policies and assistance on refugees ("Can you tell me what you think about government assistance on refugees?")

3.3 *Procedure*

Purposive sampling method was used to recruit the interviewees, that only adult refugees who had stayed in Hong Kong not less than one year were invited. Invitation email was sent to the managers of those NGOs based on the information collected from the internet. In the

invitation email, the aim of the interview was explained and a sample of interview questions was attached. Since no reply has been received in the first two weeks, a follow up email was resent to these organizations. A NGO has replied and agreed to arrange the interview. Five refugees accepted the interview. They were interviewed according to the date and time arranged by the NGO. Since some interviewees refused to record their interviews, their transcripts were prepared based on the notes taken during the interview. The duration of each interview is about 30 minutes.

3.4 Data analysis

The interview data analysis using the thematic process follows the five stages of qualitative analysis proposed by Miles and Huberman (Huberman & Miles, 2002). The first stage is to organize the data, followed by categorizing ideas and concepts, building themes in the data, validating the data and searching plausible explanations for the findings. While information obtained was analysed, extracted and conceptualized into categories and patterns, the relationships between the different categories were identified using codes which are labels assigned to the meaning of the descriptive information compiled (Glaser, 2001).

4. Results

Three themes were identified, which are financial needs, medical needs and psychological needs.

4.1 Financial needs

Most refugees received 3,000 HKD per month from the HK government (Interviewee 1: “1,200 for food, and rent 1,500”). Most interviewees feel that the financial support for rent is not enough due to the high renting cost in Hong Kong (Interviewee 1: “That’s not enough. Because rent is getting high, and you have to pay more money”; Interviewee 3: “Where in Hong Kong can you find somewhere with that price?”). However, an interviewee mentioned that it can be due to the location that they stay (Interviewee2: “My family and I live in Yuen Long, where the rent is lower, so unlike some others I know, our living conditions are slightly better”).

Besides rent, some mentioned the inconvenience of using food coupons as they can only use the coupon to buy food at certain shops (Interviewee 1: “You know the coupon? ParknShop coupon? And no any money, no any allowance, so we cannot buy what we want”) (Interviewee 3: “The food coupon, so difficult to use because you have 12 coupons of 100. And you can only go to supermarket and buy things for \$100. If you only want bread, or if you only want vegetables, because you cannot just buy both things, and you can’t use it straight away”), (Interviewee 3: “The freshness of the food, is you know, broken. Because most of us don’t have fridge to keep the food”).

4.2 Medical needs

Besides financial issues, some interviewees also mentioned the inconvenience of medical care, such as a long queue (Interviewee 4: “I had this severe pain [in my stomach], but when I went to visit a clinic, I was told to wait for 3 and a half years. Three and a half years. And when I saw a doctor, after 3 and a half years of waiting, he told me to wait another one and a half years to check up”), (Interviewee 1: “it takes a very long time, because you are there sick, but you have to line up at the welfare department, for them to give you to give you the money for you to pay. So with that waiver, you just have to take it now to the officer. So it’s difficult, you know? If

we have money, we can go to the hospital like everyone”). However, a refugee hold a neutral view on it (Interviewee 5: “I think it’s not good, but not too bad also”).

4.3 *Psychological needs*

Most refugees mentioned their need to work (Interviewee 1: “If government give me job, I can do job. But not allowed here, to do jobs. Not allowed. Give me a chance, I will be happy. More happy”), and the need to study (Interviewee 2: “I think the government should give us a chance to study- It’s very important for our future. Many of us here are professionals, but the government doesn’t give us a chance to work and contribute. Even if we want to study more, we cannot”), (Interviewee 3: “if the government gives us training we can be used in a kind of specific place, in a specific way, you know? That way we can be independent, we can serve by ourselves- How we can be independent we are not really independent ourselves?”). Some show helpless feelings (Interviewee 4: “Why the person’s trapped in Hong Kong, no permission to work, no permission to study, no permission to contribute to society in anyway...”) and worry about the future of their children (Interviewee 5: “Even though some children can go to school, all cannot go to university”), (Interviewee 2: “I am a family man and I also worry about my daughter [Pauses] She wants to be a doctor, but the government only provides education for those under 18. She can’t go to study further, she can’t go to university, she can’t work. What will happen to her? What is in her future?”). Nonetheless, a refugee feels better with the current situation (Interviewee 2: “I worry about the future of my daughter, and about our family, but it’s better... We are safe here, and that’s what matters the most to me”).

Most refugees are closely attached to church (Interviewee 2: “I volunteer in this church... I come here every Monday, Tuesday, Wednesday, Thursday, Friday, Sunday... Every day except Saturday, because it doesn’t open”). From the church, they are not only able to get financial support (Interviewee 1: “That’s not enough. Because rent is getting high, and you have to pay more money. The church helps me every month”) and knowledge (Interviewee 3: “this bible college, accepted my, my uh application, and allow me to just come and sit down in the classroom and listen to the teachings like any other student.”), but also psychological support (Interviewee 3: “because I know the love of God is so big, is so precious, at this church, we can feel it, to be full of it, because without it, you cannot stay like this for 12 years.”), (Interviewee 2: “before I scared. First time. Because I don’t know these people, I don’t know this country, I don’t know anybody... Yeah, but when I came to church, I have many friends”) (Interviewee 3: “The church service, I am helping for the translation. I am happy... I am useful in my community, to encourage them, I am encouraging them, I am helping them”).

5. Discussion

This study aims to use Maslow’s hierarchy of needs as a framework to understand whether the Hong Kong government policy toward refugees is able to meet the biological and psychological needs of adult refugees in Hong Kong, and their responses to the policy. Five refugees were interviewed by using the purposive sampling method, that only those who are a refugee, age above 21 and have stayed in Hong Kong over one year were invited.

For the basic needs, most interviewees feel the financial assistance from the government is not enough, as 1,500 HKD is not enough for their rent due to the high rent in HK, except one refugee who feels acceptable as he stayed in a remote area. In addition, most interviewees feel the use of food coupons is not convenient as they can only buy food at certain food retailers and each time, they need to buy food to meet the amount of each coupon, which is 100 HKD per coupon. They are able to receive medical care, but need to queue for a long time at the welfare department to get waived for clinic charge.

For the psychological needs, most of them would like to work and study, so that they can earn more money, to improve themselves, and to make a contribution to society. However, due to the policy, they are not able to work or to study. Even though a refugee child who is below 18 years old is allowed to study at a primary or a secondary school, but not at a university.

Church is an important resource for these refugees. Besides financial support, the church also provides important psychological support for these refugees, as these refugees are able to get conform and self-worth by assisting the church to serve the community. However, as it should be noted that as these interviewees are recommended by a Christian organization that assists refugees, it should not be overgeneralized to all the Church.

In conclusion, we can find that the basic needs of refugees in Hong Kong are covered in the policy of the Hong Kong SAR government. In addition, the right of education among child refugees is also included in the policy. However, it seems that most interviewees have negative attitudes toward the policy. These findings are consistent with a cross-sectional study conducted by Wong et al. (2017) who survey 374 African ASRs aged 18 years or above in Hong Kong. They found that over 70% of respondents reported problems for their needs in food, housing and medical services, and the problems of medical services are associated with their depression.

The current findings reveal the current measure is only designed for a short-term instead of a long-term plan, even though some refugees have been staying in Hong Kong for a number of years. The lack of consideration of the psychological needs of refugees may increase their chance of depression, anxiety and anger expression (Saunders et al., 1998; Wong et al., 2017), which may become a social problem in the foreseeable future.

Without appropriate strategies to meet the psychological needs of refugees, some may be forced to endure a risky life to improve their conditions. Furthermore, without a proper plan for the future of refugee children, they may also become problematic teenagers who hold a negative or hostile attitude towards Hongkongers. In addition, they would face the same situation as the adult refugees' experience, that they can't move forward and can only be trapped in the situation without a future for them and their children.

While it is understandable that the Hong Kong SAR government would want to prevent the 'magnet effect' of refugees and the subsequent burden due to being a small city with the highest population density worldwide, the government should provide new and fair policies that do not neglect the psychological needs of refugees in Hong Kong. The Hong Kong SAR government may support NGOs and religious organizations to provide a more systematic programme for the needs of extra income and education among the refugees. The status of refugees does not define who they are, as some of them were a contributor to their societies: a lawyer, doctor, teacher, a pastor, before they were forced to flee. Therefore, the influx of refugees could be beneficial to the society as a whole as well, integrating different thoughts and perceptions from different parts of the globe, becoming a multicultural society that could develop the image of Hong Kong internationally.

Nonetheless, the interpretation of the findings should be cautioned due to the small numbers of interviewees in this study. The findings may not be able to generalize to all refugees in Hong Kong SAR. Nonetheless, the preliminary findings of the current interview provide some information that is worth further examination. Future study can recruit more refugees to examine the robustness of the findings, and to use a quantitative method to examine the extent that the findings can be generalised. Moreover, future studies may recruit more refugees from different demographic backgrounds to further examine their differences, such as any different views from genders, ages, religions and country of origins.

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Assessment of Cyberloafing, Job Satisfaction and Job Productivity of National Youth Service Corps Members in Bayelsa State, Nigeria

Onivehu Adams Ogirima

University of Ilorin, Department of Social Sciences Education, Ilorin, NIGERIA

Sulaimon Jamiu Temitope

*University of Ilorin, Ilorin, NIGERIA
Department of Adult and Primary Education Studies*

James Joy Tolulope

University of Ilorin, Department of Counsellor Education, Ilorin, NIGERIA

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Abstract

This study assessed the levels of cyberloafing, job satisfaction and job productivity of National Youth Corps members in Bayelsa State, Nigeria. The ex-post facto design (correlation method) was employed for the study. The respondents were 400 who were drawn using simple random sampling technique from Bayelsa State, Nigeria. Four research questions were generated while one hypothesis was tested at 0.05 level of significance. A researcher-constructed questionnaire tagged “Cyberloafing, Job Satisfaction and Job Productivity Questionnaire (CJSJPQ)” was used for data collection. The instrument was administered on 30 selected corps members outside the sample location through test-retest method; it yielded a reliability coefficient of 0.89 that was obtained through the Cronbach’s Alpha formula. Data were analyzed with percentage, Pearson Product Moment Correlation and multiple regression statistical tools. The findings revealed that corps members have a moderate level of cyberloafing, job satisfaction and a high level of job productivity. The results also indicated that there is a significant relationship among cyberloafing, job satisfaction and job productivity of the respondents, with job satisfaction being the most significant predictor. Hence, it was recommended that corps members should be encouraged to exercise self-regulation in the utilization of the internet for non-work purposes in the workplace.

Keywords: cyberloafing, job satisfaction, job productivity, National Youth Corps members.

1. Introduction

Globally, the diverse potentials of Information Communication Technology have been harnessed for various purposes in the world of work by several workers for decades. For instance, it is common for various categories of Nigerian workers in the government sector or private sector as well as those who are self-employed or owners of Small and Medium-Sized Enterprises (SMEs) to utilize a broad spectrum of ICT tools such as computers, laptops, tablet PCs, smart phones for the purpose of work. Given the affordability and accessibility of the internet in Nigeria, there is no gainsaying that the internet is increasingly being utilized to perform a plethora of tasks in the workplace by Nigerian workers. On the one hand, workers and indeed the organization stand to

gain immensely from the productive application of the internet in the workplace. In other words, the appropriate application of the internet to carry out tasks that are beneficial to the attainment of the goals of the organization could improve the level of performance, productivity and output of workers in particular and the generality of the organization (Onivehu, Ohawuiro & Oyeniran, 2017; Yildırım & Karabey, 2017; Onivehu, Adegunju & Ohawuiro, 2018). But, on the other hand, the inappropriate use of the internet by workers in the workplace is a contemporary workplace behaviour, which is often called cyberloafing.

- Corps members have a moderate level of cyberloafing, job satisfaction and a high level of job productivity in Bayelsa State, Nigeria
- There is a significant relationship among cyberloafing, job satisfaction and job productivity of the corps members, Bayelsa State, Nigeria
- Job satisfaction is the most significant predictor of cyberloafing among corps members in Bayelsa State, Nigeria.

Cyberloafing has become a recurring counterproductive or deviant behavior in the 21st century workplace. Nonetheless, there is no consensus among scholars on the exact meaning of the phenomenon of cyberloafing. Lim (2002) posited that cyberloafing is a deliberate utilization of a company's internet facilities and connection for non-work oriented purposes during working hours. Similarly, cyberloafing could also be viewed as a deviant work behavior which consists of the utilization of a broad spectrum of Information Communication Technologies for non-work based tasks, such as searching for information on news sites, sending and receiving non-work related e-mails, conducting online transactions, social networking, blogging, online gambling, downloading music and videos (Zoghbi-Manrique-de-Lara, 2011; Lim & Chen, 2012; O'Neill et al., 2014). Cyberloafing also consists of any form of aberrant work behavior, which involves the use of technology and the internet for personal rather than for work-related purposes in the workplace (Karataş & Avci, 2017).

Substantiating the foregoing, Blanchard and Henle (2008) averred that cyberloafing could be broadly categorized into minor cyberloafing, which includes e-mailing and reading news and major cyberloafing, which includes gambling, engaging in social media platforms, browsing adult websites, downloading music and blogging. Tan and Demir (2018) also posited that cyberloafing is the use of using the Internet for non-organizational related purposes such as visiting social media accounts, listening to music, playing games, watching of movies, checking/sending e-mails and conducting online transactions during working hours. On the whole, it could be inferred from the foregoing that cyberloafing is the use of technological devices and applications for informational, social, leisure and commercial activities that are not related to job tasks or organizational goals in the work environment.

Irrespective of the fact that cyberloafing is generally viewed as a new form of deviant behavior in the workplace, extant literature has indicated that cyberloafing could have some advantages and disadvantages in the 21st century workplace. Thus, one strand of findings indicates that cyberloafing could promote the degree of collaboration, organizational learning capacity, participatory decision making, efficiency and creativity among workers (Coker, 2011; Lim & Chen, 2012; Tan & Demir, 2018). In a like manner, cyberloafing behavior has been found to be related to increased levels of job satisfaction and reduced levels of stress, boredom and burnout (Konig & Canar de la Guardia, 2014). In some other studies, cyberloafing has been found to be related to increased levels of employee morale, which could also lead to increased levels of job satisfaction (Lim & Chen, 2012; Coker, 2013).

Conversely, some studies have indicated that cyberloafing negatively affects employees' productivity, concentration, organizational citizenship behavior (Lim & Chen, 2012; Hartanto & Yang, 2016). Likewise, some studies have indicated that cyberloafing impacts

negatively on organizations in terms of legal issues, network security, strained organizational bandwidth, procrastination, attitude of employees towards their job, and wastage of labor and work time (Candan & İnce, 2016; Karatepe & Güngör, 2017). Furthermore, some findings indicate that cyberloafing has negative effects for organizations, especially in terms of missed deadlines, loss of goodwill and poor customer service relationship, thereby reducing the level of job productivity of employees (Johnson & Rawlins; 2008; Doorn, 2011). In a similar vein, several studies have indicated that cyberloafing has a negative impact on the job satisfaction and job productivity of employees (Weatherbee, 2010)

Given the inconclusive findings on the role being played by the phenomenon of cyberloafing in literature, there is a need for more studies to explore the various variables that could be related to cyberloafing in organizations. Towards this end, it is germane for stakeholders in the Nigerian labor market to gain an insight into the predictors of cyberloafing among Nigerian workers, especially among the National Youth Service Corps members who constitute an integral part of the Nigerian labor force. Essentially, the National Youth Service is a mandatory one-year service for Nigerian graduates from various Nigerian polytechnics, universities and other degree awarding institutions as well as for Nigerian youths who have acquired a degree from a foreign university. Thus, corps members are generally called up in batches to serve Nigeria in different capacities in various locations that might be different from their state or origin or abode. Typically, the service year typically commences by a three weeks orientation camp, which is designed to equip corps members with the required information, skills, knowledge, resources, kits and competence for a successful service year. Upon the successful completion of the orientation camp, corps members are posted to a place of primary assignment or a workplace, which would be prospective place of work for such corps members till the completion of the service year. In view of the foregoing, this study assessed the extent to which the variables of job satisfaction and job productivity could predict the level of cyberloafing among National Youth Corps members in Bayelsa State, Nigeria.

2. Method

The study adopted the correlational research design. The study population for the study comprised all corps members in Bayelsa State, Nigeria while the target population was all 3900 Batch B and C corps members. The sample included 400 corps members, selected by simple random sampling in Yenagoa, Bayelsa State, Nigeria. The instrument used in this study was a self-developed questionnaire which consisted of three sections (A, B, C and D). Section A elicited student's biographic information. Section B elicited information on the level of cyberloafing of the respondents. Section C elicited information on the job satisfaction of the respondents while section D elicited information on the job productivity of the respondents. The items in sections B, C and D were 30 items with each section having 10 items each. The validity of the scale was determined by using face and content validity where five experts in the Faculty of Education were required to assess the items on the scale before their application to this study. To ascertain the reliability of the scale, a pilot study was carried out on a random sample of 30 corps members from Kwara State. This sample was not included in the main study. Thus, the reliability of the instrument was ascertained using test re-test method. Specifically, the internal consistency for each of the scales was: cyberloafing (0.87); job satisfaction (0.80) and job productivity (0.83). Finally, the Cronbach's Alpha reliability coefficient of 0.89 was obtained for all dimensions, which is above the threshold of 0.70, which is considered as a limit of acceptable reliability. Thus, the scale was found to be moderately reliable to be used for the present study. Data were subjected to frequency counts, percentage, correlation analysis and multiple regression.

3. Results

Table 1. Demographic data of respondents

Variables	Frequency	Percentage (%)
Gender		
Male	208	52.0
Female	192	48.0
Total	400	100.0
Place of Work		
School	112	28.0
Government Ministry	208	52.0
Others	80	20.0
Total	400	100.0
Ownership of Mobile Device		
Smartphone	304	76.0
Laptop	72	18.0
Tablet Pc	8	2.0
Others	16	4.0
Total	400	100.0
Accessibility of Internet in the workplace		
Yes	112	28.0
No	288	72.0
Total	400	100.0

Table 1 shows respondents' gender, out of 400 respondents that were sampled, 208 (52.0%) of the respondents were males while 192 (48.0%) were females. Table 1 also indicates that 112 (28.0%) of the respondents were employed in a school, 208(52.0%) of the respondents were employed in a government ministry while 80(20.0%) of the respondents were employed in other places of work or places of primary assignment. From Table 1, it could be deduced that 304(76.0%) of the respondents had a smartphone while 72(18.0%) of the respondents had a laptop computer. Furthermore, Table 1 indicates that 112(28.0%) of the respondents had access to the internet in the workplace while 288(72.0%) of the respondents do not have access to the internet in the workplace.

Research Question One: What is the level of cyberloafing among National Youth Corps members in Bayelsa, State, Nigeria?

Table 2. Distribution of Respondents by Levels of Cyberloafing

Levels of Cyberloafing	Frequency	Percentage (%)
High	88	22.0
Moderate	244	61.0
Low	68	17.0
Total	400	100.0

Table 2 shows that 88 (22.0%) of the respondents rated themselves within the high level of cyberloafing, 244 (61.0%) of the respondents had moderate levels of cyberloafing while 68(17.0%) of the respondents had low levels of cyberloafing. Thus, it could be inferred from Table 2, that about 83.0 % of the respondents had a moderate level of cyberloafing. This finding might be attributed to the fact that corps members have various mobile devices such as Smartphones,

Laptops and Tablet PCs that could be leveraged to access the internet for non-work related purposes such as visiting general news sites, engaging in social networking with friends and family members, visiting banking/financial related sites and downloading music/video contents from the internet. Furthermore, the respondents might use the internet to browse employment-related sites or to hunt for job opportunities.

Research Question Two: What is the level of job satisfaction among National Youth Corps members in Bayelsa, State, Nigeria?

Table 3. Distribution of respondents by levels of job satisfaction

Levels of Job Satisfaction	Frequency	Percentage (%)
High	68	17.0
Moderate	212	53.0
Low	120	30.0
Total	400	100.0

Table 3 shows that 68 (17.0%) of the respondents had a high level of job satisfaction, 212 (53.0%) of the respondents had moderate levels of job satisfaction while 120(30.0%) of the respondents had low levels of job satisfaction. Thus, it is deducible from Table 2, that about 70% of the respondents had a moderate level of job satisfaction. Given the importance of the service year to the future career aspirations of Nigerian youths, it is possible that the respondents have incentives in the workplace. For instance, the remuneration of the National Youth Corps members was significantly increased by the Federal Government. In a like manner, the Bayelsa State Government pays corps members in government organizations are being paid a remuneration that is meant to augment what is being paid by the Federal government. The finding in Table 3 could also be attributed to the conducive work environment provided by employers of labor and the good working relationship among corps members in Bayelsa State.

Research Question Three: What is the level of job productivity among National Youth Corps members in Bayelsa State, Nigeria?

Table 4. Distribution of respondents by levels of job productivity

Levels of Job Productivity	Frequency	Percentage (%)
High	264	66.0
Moderate	116	29.0
Low	20	5.0
Total	400	100.0

Table 4 shows that 264 (66.0%) of the respondents had a high level of job productivity, 116 (29.0%) of the respondents had moderate levels of job productivity while 20(5.0%) of the respondents had a low level of job productivity. This finding implies that corps members in Bayelsa State are highly productive in the workplace. The reason for this finding might be related to the fact that corps members have to take a monthly clearance from the employer. The same clearance form has to be tendered by corps members at the zonal or local office of the National Youth Service Corps in order to receive the monthly remuneration from the Federal Government or State Government. More so, this finding might be due to fact that corps members are generally encouraged to be highly productive during the service year, especially in terms of service to the employer, host community and the nation at large.

4. Hypothesis testing

Table 5. Regression analysis showing relationship among cyberloafing, job satisfaction and job productivity of National Youth Corps members in Bayelsa State

Model	Sum of squares	Df	Mean squares	Calculated F-value	Sig	Decision
Regression	30.412	2	15.206			
Residual	124.588	397	.314	48.45*	0.000	Rejected
Total	155.000	399				

- a. Critical level of sig = 0.05
- b. Independent variables: Job Satisfaction and Job Productivity
- c. Dependent variable: Cyberloafing

Table 5 indicates that the calculated F-value is 48.45 with significant probability value of 0.000 which is less than alpha value of 0.05. Since the probability value is lesser than the alpha value, the null hypothesis was rejected. By implication, job satisfaction and job productivity can predict the level of cyberloafing among National Youth Corps members in Bayelsa State. To examine the contributions of the independent variables (job satisfaction and job productivity) to the model (cyberloafing), R-square was computed and the output reveals thus:

Table 6. Contributions of the independent variables on the dependent variable

Model summary	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.
Multiple R= .443					
Multiple R ² = .196					
Multiple R ² (adjusted) = .192					
Standard error estimate = .560					
	B	Std. Error	Beta		
(Constant)	0.732	.171		4.275	.000
Job Satisfaction	0.409	.042	.442	9.676	.000
Job Productivity	0.171	.049	.160	3.497	.000

Table 6 revealed that the independent variables (job satisfaction and job productivity) together explain R-square 0.196 representing 19.6 % of the variance in the cyberloafing of social work students, which is highly significant as also indicated by the F-value (48.45). By implication, about 80.4 % of the total variance of the dependent variable (cyberloafing) was not accounted for by the combination of the two independent variables (job satisfaction and job productivity). In order to examine the contributions of each of the independent variables, Beta weight were computed and output revealed that job satisfaction contributed beta weight of .442 and t-value of 9.676. It is followed by job productivity which contributed Beta weight of .160 and t-value of 3.497. This implies that job satisfaction is the most significant of all the independent variables that contributed more to dependent variable (cyberloafing). This finding is also supported by the percentages in Table 3 which indicates that about 70% of the respondents had a moderate level of job satisfaction. In a like manner, job productivity contributed less to the dependent variable (cyberloafing).

5. Discussion

There is growing body of studies on the predictors or antecedents of cyberloafing in a broad spectrum of developed and developing countries in view of the impact of technology in the 21st century workplace. Nonetheless, there is a paucity of such studies in the Nigerian context, especially among the corps members population, who form a sizeable percentage of the work force

in Bayelsa State, Nigeria. Consequently, the research aimed to assess the job satisfaction, job productivity and cyberloafing among National Youth Corps members in Bayelsa State, Nigeria. Based on the research questions answered and hypothesis tested, it was revealed that the level of cyberloafing among corps members in Bayelsa State was moderate. This could be attributed to the data obtained from the field that the corps members sampled had 88% high cyberloafing. In the same vein, they had 70% moderate level of job satisfaction while about 95% of the respondents had a moderate level of job productivity. Furthermore, the findings indicated that job satisfaction is the most significant predictor of cyberloafing among corps members in Bayelsa State, Nigeria. This finding corroborates the findings of extant studies which indicates that job satisfaction and job productivity could influence the level of cyberloafing among employees (Sharabi, Sade & Margalit, 2016). However, job productivity is the least significant predictor of cyberloafing among the respondents. This finding suggests that some corps members might be engaged with other non-work related uses of the internet in the workplace, which might significantly reduce or increase their levels of cyberloafing (Weatherbee, 2010; Gouveia, 2014; Coker, 2013).

6. Conclusion

Based on the data collected, analyzed and interpreted, it could be concluded that National Youth Corps members in Bayelsa State had 88% high cyberloafing, 70% had moderate level of job satisfaction while 95% of the respondents had a moderate level of job productivity. Based on these findings, it could be concluded that job satisfaction and job productivity are good predictors of cyberloafing among National Youth Corps members in Bayelsa State, Nigeria. It was also concluded that job satisfaction influenced the level of cyberloafing among the respondents by contributing significantly to the cyberloafing of National Youth Corps members in Bayelsa State, Nigeria.

7. Recommendations

Based on the findings of the study, the following recommendations are proffered:

- (1) Corps members in Bayelsa State should be encouraged and trained on how to apply self-regulation techniques in the use of the internet in the workplace.
- (2) Employers of labor in Bayelsa should endeavor to increase the level of job satisfaction and job productivity among corps members in Bayelsa State by properly supervising the behavior of corps members in the workplace.
- (3) Newly posted corps members should be given orientation on how to deal with the negative effects of cyberloafing on their job productivity in the workplace.

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Dropping Out from Educational System – 1st part

Yohai Kamissa

*Varna Free University “Chernorizets Hrabar”, BULGARIA
Department of Educational and Developmental Psychology*

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Abstract

This study aims to present that dropping out from any educational system is severe individualistic, family, educational as well as the societal problem. The complex process of a student dropping out from a high school at a very young age tends to have adverse impacts on the life of the individual in long run and is influenced by variety of factors. In the recent time, the rate of the dropout of the students have increased, especially in the developed countries, which have become the source of concern for the high-school. The students spent the most of its time in the school and develop the sense of belonging associated with the school. The concept of sense of belonging refers to the feeling of being accepted and appreciated by the rest of community and group. This makes a person feel as a significant part of the group which provides internal satisfaction to a human. This is the nature of every human being, especially youth to get a support and social ties from the society and the community they belong to. The main points in the article are: Concept of student dropout \ Rate of dropping out among high school students; Reasons for the dropout in high school – Academic failure; Education expense; Discouraging environment of school; Mental illness; Youth at risk; Youth at risk in Israel; Factors influencing dropout in school – Individual related factors, Gender; Early adult responsibilities; High risk behaviors; Values and attitudes; Peer pressure; Low self-esteem; Low occupational aspirations; Ethnicity; Locus of Control; Poor school performance; Disengagement from school; Retention; Family related factors – Background characteristics; Social capital; Level of home stress; Attributes, values and beliefs about education; School-related factors. School structure; School resources; School body characteristics; School body performance; School environment; Consequences of dropout; Individual consequences of dropping out; Labor market; and Dropout and delinquency. The article is in two parts.

Keywords: educational system, dropping out, school students.

1. Introduction

Dropping out from any educational system is severe individualistic, family, educational as well as the societal problem. The complex process of a student dropping out from a high school at a very young age tends to have adverse impacts on the life of the individual in long run and is influenced by variety of factors. In the recent time, the rate of the drop-out of the students have increased, especially in the developed countries, which have become the source of concern for the high-school. The students spent the most of its time in the school and develop the sense of belonging associated with the school. The concept of sense of belonging refers to the feeling of being accepted and appreciated by the rest of community and group. This makes a

person feel as a significant part of the group which provides internal satisfaction to a human. This is the nature of every human being, especially youth to get a support and social ties from the society and the community they belong to.

Nevertheless, it is a phenomenon that generally takes places within a school and too much extent school factors are responsible and serve as the risk factors. They are numerous factors that lead to the dropout of the students that primarily depends on the quality of education. Moreover, the factors that are related to the dropout are the school related or mostly concerned with the teachers that dent the motivation of the students, leading to an increase in rate of dropout.

This article highlights the rate of the dropout students being observed, with the impact that the dropout have on the lives of the students. In the light of the past studies, the crux of the article is to highlight the underlying factors that are responsible for the dropout of the students. Using the relevant theories, the article stresses upon the school related factors that internally pushes the students out of the high-school. The article will end with the necessary steps that have been discussed by the past researcher for the high school, to take in order to control or reduce the dropout rates.

2. Concept of student dropout

Dropout of youth in compulsory education age from the formal education system is a concept that involves and occurs in the education system within the region of Israel as well as every other region across the globe. The concept of student dropout is existing since the inception of this system. Recognition, classification and evolution of the concept of student dropout is the complex, which needs to be focused by every educational institution, particularly high school institution. The common perception regarding this concept is that those students who officially withdraw the school at the high school age and do not peruse further education are considered as dropout. Although this is most common viewpoint of most of the people across the people, this does not involve every case and reason as to why the student has left the education. For instance, no relevant information is available of those students who have suddenly stopped coming to school without the prior education (see Paura & Arhipova, 2014). With the time, generally the system of education and school specifically have become center in order to process for preparing the child for life of adult and is also considered as the condition of the ability of the students in order to integrate as the citizen who is able to contribute to the society. Similarly, the state took the responsibility for the implementation of the education as well as knowledge, a right which consists of the fundamental rights of several states in which Israel is at the top. This inviolable as well as inalienable right grants the means as well as possibility for every child living in the Israel to gain fundamental knowledge as well as education. Instead of the decisions that are socially as well as politically principled in order to take responsibility for the education which is compulsory, there are still a number of people who have been dropped out of the courses and did not realize the right towards education (Bradley & Renzulli, 2011).

3. Rate of dropping out among high school students

Dropout rate is the percentage of students failing to complete the education or leaving their schools/colleges without acquiring the complete education. Currently, the dropout rate among the students is one in three. As per the analysis of the statistics of data, over past five years two thirds of the universities have recognized and noted that there has been a continuous rise in dropout among students since past five years (see Rosemary Bennett, 2020). The official data shows the percentage of young people leaving the universities or high schools has increased by five percent. According to the report of *The Times*, the rising number of high school dropouts highlights that the universities are admitting too many students who lacks the skills and academic behavior which is required to obtain and acquire a relevant degree (see Rosemary Bennett, 2020).

It has been suggested that some students require additional time and support to do transition from primary and secondary school to high school and universities.

It has been analyzed and observed that out of 150 universities in UK, 100 universities encountered and increasing rate in student's dropout which comprises of overall 67% (see Rosemary Bennett, 2020). According to the report of Weale (2020), dropout rates among the university dropout rate has gone up for consecutive three years among the students of UK. Statistics revealed that in England around 26,000 did not make it to the degree completion that enrolled in 2015 after the first year of university education. Rates of student dropping out vary across the sector of education widely. It has been analyzed that around five undergraduate tends to quit their education on the very first year of their university program. According to the most recent figures of 2016, around 6.4% of the university students quit their undergraduate education before getting enrolled in second year.

The high school dropout rate of Israel has dropped mainly from previous decade, and yet there are large disparities which exists among various social groups. As per the data which is gathered in 2008, the rate of overall dropout students was 10.1%, whereas in the year of 2017 it was 7.6% which have been decreased 25% from previous years. Excluding figures that are present in the ultra-Orthodox community, the picture is considered to be more positive which shows a decrement of an 8 percent in a decade ago to 4.5% in the year of 2017. In the community of Bedouin, the rate of drop out is 9.6%, whereas in the Arab community it is regarded to be 8 percent. In addition to this, the Jewish state as well as state religious school systems, the rate of dropping out of students is 4 % (see Sahin, Arseven & Kiliç, 2016). However, there is a notable improvement that is observed in the Bedouin and Arab communities from a decade ago when the rate of dropping out were more than 15%.

4. Reasons for the dropout in high school – Academic failure

One of the most important reasons for school dropout is the academic pressure on students of high school are unable to cope-up with. Studies under this domain prove that who are not able to study proficiently are more like to dropout from school. Struggling and striving hard on regularly is considered to be one of the biggest reasons for the students to drop out of school. In order to get a high school degree, it is important for the students to be academically efficient and effectively cope-up with their academics. In case of failure, students get discouraged and this ultimately results in high school dropout (Bradley & Renzulli, 2011).

5. Education expense

According to the study conducted by National Center of Education Statistics, students who suffer from financial problems or have low family income are more likely to be dropout from the school. The school dropout rate due to low family income or financial issues is 9.4% as per the study of National Center of Education Statistics. Most commonly, students with financial issues are likely to do job rather than continuing their studies in to support their needs and their family. In many cases, the earnings families of poor students are mostly below their poverty line (see Bureau, 2020). Moreover, the education has become expensive these days. Expensive institutes and unaffordable school makes it difficult for the earning students or financially unstable students to cope-up with their basic needs and education simultaneously (see Sahin, Arseven & Kiliç, 2016).

6. Discouraging environment of school

School climate and environment of the school is one the most significant aspect of the education which creates and impact on student's retention. Environment of the school includes the quality of teaching, rules and regulations, relationship of students with teachers and co-

students and emotional and physical safety and wellbeing of the students. According to the study conducted by the author, the positive climate and environment of the school promotes the student's retention which ultimately reduces the student's dropout. The association of positive school environment deals with the association of less bullying and higher encouragement by the teachers and leaders of the school. Physical and emotional well-being of the students is another factor which encourages them towards the studies and helps them to learn more quickly which results in student's retention (see Sahin, Arseven & Kiliç, 2016).

According to the study conducted by the Bradley and Renzulli (2011), if the environment of the school is negative and discouraging, more students tend to dropout from the school. Moreover, it has been analyzed that bullying and peer relationship in the school is one of the most leading factors for student's dropout, which negatively impacts the environment of the school. Teachers and leaders within the school are mostly responsible to create a positive environment in the school which ultimately helps in retaining the students for a longer period of time.

7. Mental illness

Another major factor of school dropout of high school students is the ill mental health of the students. As per the study of Sahin, Arseven and Kiliç (2016), there is direct and proportional relationship with the mental illness of the students and the performance within the school. Mental illness is one of the reasons due to which students of high school are not able to perform well in their studies which ultimately results in the school dropout among the students. Overload and tough academic studies are among the reasons which contribute in developing the depression and mental illness in school students. According to the study of the author, depression and mental health illness causes anxiety and low self-esteem due to which students make decisions regarding the school dropout. It has been analyzed in the study that mental illness likely to interfere between the ability of a student to cope-up with academics and creates a negative impact on overall educational performance.

8. Youth at risk

Youth at risk is used for those young individuals who are surrounded with a range of circumstances and have numerous social problems. According to the study conducted by Artuch-Garde et al. (2017), these problems could be mental illness, depression and anxiety related to job opportunities and not being able to get quality education. In the educational context, this term is described to be the risk or a threat to a child or a young individual who faces intense problems in terms of having a successful transition into adulthood (see Brashear & Riddle, 2018). Furthermore, youth at risk can also be considered to be the increasing number of dropout students who drop their education in between due to increased mental pressure and due to other factors leading them towards quitting education.

9. Youth at risk in Israel

Youth at risk in Israel is based on the expenditures for the early childhood development that is observed to be low in terms of their education and development. According to the study conducted by Arkin and Cojocar (2018), youth at risk is also an outcome of not giving education and special care to children from their childhood to their adulthood. Moreover, this shows that the youth in Israel is at high risk towards their unfamiliarity of the technological trends and technical education and also through psychological issues that these children face on their daily basis that impact their effective growth and development (see Brookdale.jdc, 2020).

10. Factors influencing dropout in school – Individual related factors gender

It is evident that reason of dropout for every individual can vary, depending on the way they triggered by the certain issue (see Rumberger & Rotermund, 2012). In this concern Prince and Hadwin (2013) advocated that some students intends to dropout from the high school due to the pressure from the society or discrimination. Whereas, some individuals quit the school due to the lack of motivation and sense of belonging (see Dwyer et al., 2013). However, McCallumore and Sparapani (2010) argued that gender of the student plays vital role in influencing the way they perceive the things and pressures to dropout from the high school. The study accumulated by Stewart, Lim and Kim (2015) highlights that girls school security is one of the imperative reason that urge them to quite the school due to the lack of safety measures. However, according to Statista (2017), it is highlighted that 20.2% females dropout from the school because they were bullied by their mates in the school whereas rate of dropout among males due to bullying is 16.7%. Bullying has become serious issue in high school that consequences are not limited to the dropout from school and it also urges them to quiet their life as well. Moreover, in male dominant societies families prefer to educate the male child and invest the money on their education that often result in quitting of the girls from schools (see Oelsner, Lippold & Greenberg, 2011). Paura and Arhipova (2014) asserted that males tend to dropout from school due to their resilient attitude towards gaining education and conflicts with the fellow students.

11. Early adult responsibilities

Generally, in high school most of the students belong to the mature age that is 17 and above therefore responsibilities over them increases with the passage of time (see Fall & Roberts, 2012). Janks (2014) asserted that at high school level most of students are expected to pay their own academic fees or earn for their personal expenses. These responsibilities causes the extensive pressure over the students and makes it difficult for them to manage their education along with their part-time job. Furthermore, Jackson (2013) advocated that it has been observed in the educational institute that students doing part-time jobs lose their focus over their education and possess the poor academic results that demotivates them to continue their education further. Similarly, in this concern Siddhu (2011) asserted that responsibilities at the individuals in early stages of professional education distorts their concentration level and effect their academic career in negative way. The study assembled by Dunne and Ananga (2013) highlighted that responsibilities towards families at early stage is the significant reason for the girls to dropout from the school at initial stage.

12. High risk behaviors, values and attitudes

Personal behavior and attitude of the individual play dominant role in fuelling the reasons to dropout from school (see Bayer et al., 2012). Freeman et al. (2015) stated that there are different types of student in school that possess the different types of attitude towards gaining the education. Some students take it as the formality to acquire the degree by passing the courses through any means (see Fan & Wolters, 2014). In Casillas et al. (2012) students that are resilient towards education tend to quit at early stage or switch schools according to their interest. These type of students are more prone to indulge in risk activities that often enforces the management of the school terminate them from school due to their unethical and non-serious behavior (see Heublein, 2014).

13. Peer pressure

In learning environment and educational institutions students are required to work and learn in teams. Socializing is the most common aspect in the education institutions where

students tend to meet with the new people that are their fellow students as well as competitors in class room (see Neely & Griffin-Williams, 2013). However, unhealthy relation between the students leads to the severe conflicts among each other and fuels the issue like bullying, threatening and arguments (see Li, Zang & An, 2013). In this regard, the study assembled by Bongani (2014) asserted that social environment of the students in the school possess the great potential in influencing the dropout rate because sometimes it make the learning environment unbearable for the students. The study conducted by Chinyoka (2014) highlights that peer pressure can be negatively linked with the dropout rate because lack of understanding and conflicts with the fellow students drag the individuals into depression and anxiety that influences the dropout from the school.

14. Low self-esteem

Self-esteem refers to the degree to which certain individuals value themselves and respect their own abilities (see Khalkhali et al., 2013). Self-esteem of individual can be low or high and it solely depends on the perception of individuals about themselves and amount of confidence they possess in their abilities (see Mzuza et al., 2014). Schoeneberger (2012) advocated that the person experiencing the low self-esteem tends to feel lesser important and capable as compared to their fellow colleagues. Further, Tavakolian and Howell (2012) asserted that low self-esteem is the driver of the depression, loneliness and vulnerability among the students because they feel less valued and less capable and that causes them to quite the education. Moreover, Featherston (2010) advocated that the students having the low self-esteem afraid from indulging any constructive activities in the school due to the lack of confidence over themselves that effects their academic result in a negative way.

15. Low occupational aspirations

The term aspirations refers to the belief and hope of individual regarding future prospects growth (see Rojewski et al., 2012). Generally, in high schools students are trained to work in the professional environment and professional skills are developed that can help them in their academic career (see Lee & Rojewski, 2012). However, some students take this phase as the formality to complete the education. Whereas, some students intend to attain the high career achievements by focusing over the education properly (see Chesters, 2015). Career or occupational aspiration works as the source of motivation for some students to continue their education by standing firm against all barriers rather than quitting in between. However, individuals that are hopeless about their future goals and do not possess the sufficient confidence about it are less motivated to continue their education (Porowski & Passa, 2011). Low occupational aspirations demotivate the individuals and distract them from the right path that can bring the career achievements to them. However, Hopson and Lee (2011) argued that unrealistic policies and regulations have made the student less motivated towards their career achievements because rise in standards and benchmarks has increased the number of failure as well.

16. Ethnicity

Ethnicity divides the individuals in the set of groups on the basis of their cultural background, race and national identity (see Booker & Mitchell, 2011). Generally, in schools all students belong to different backgrounds and ethnic groups, but curriculum and professional education is same for all (see Losen & Gillespie, 2012). However, ethnicity plays central role in high school when majority of the population belongs to the similar ethnic groups and minority feels ignored or left out. Huang et al. (2014) asserted that in educational and work environment ethnicity incorporates the ingredient of racism and discrimination among people. Dee (2017)

found that teachers and management of the institutions often discriminates among the students on basis of their background and ethnic groups. These practices lessens the sense of belonging among student and inspires them to dropout from the school due to being treated differently and constant favoritism.

17. Locus of control

Locus of control can be defined as the psychological process that concerns with the belief of the people regarding the extent to which they have control over the certain situations and outcomes (see Yukselturk et al., 2014). However, internal and external two different types of locus of control that differs according to believe of the people. Individual having the internal locus of control follows the pursuit that their own action are responsible for their success and failure (see Schall, Wallace & Chhuon, 2015). However, follower of external locus of control beliefs that external factors such as destiny and luck effect their success or failure and they do not have any control over it (see Drost, 2012). Internal locus of control is more preferable and beneficial for the students because it help them to invest their maximum efforts in educational career to achieve the success in future rather than external locus of control that can demotivate them with the assumption that to pour efforts in education is useless and outcome cannot be controlled by them (Aspelmeier et al., 2012). This attitude often leads to the increase in dropout rate in high school where students thinks that success of their academic career are not in their control.

18. Poor school performance

It is evident that poor academic performance has always remains the significant reason that influences the dropout rate more frequently (see McKee et al., 2016). Poor academic performance can be considered as the imperative factor that demotivates the students to continue their education and lower downs their self-esteem as well (see Fall & Robert, 2012). The system of defining the capabilities and performance of every student on the basis of grading and marks has been criticized greatly because drops the interest of students towards learning and make them feel inferior when they are compared with other students on the basis of grades (see Mo et al., 2013). In this regard, the study accumulated by Wilkin and Bost (2016) emphasis that poor performance in school creates the perception among students that academic education is not beneficial for them and it is not worthy to continue it further and invest the financial resources over it.

19. Disengagement from school

Rumberger and Rotermund (2012) advocated that disengaged students are most vulnerable to the adverse effects of social and academic outcomes. Frequent absence from the school, poor academic performance, unhealthy social circle, lack of belonging, disruptive behavior and lower self-confidence are some major reasons that leads to the disengagement of students from the school (see Fall & Roberts, 2012). Disengagement from the school lowers down the interest of the students from their academics that substantially increases there rate of absenteeism from the school that further affects their academic performance in a negative (see Wang & Fredricks, 2014). Hirschfield and Gasper (2011) asserted that social and constructive learning environment plays imperative role in motivating the students to visit their educational institution on regular basis besides engaging hectic learning routine they can relax with their class fellows and learn new concepts. Bilge (2014) advocated that students are disengaged with their educational institution tend to drop out at early stage and face the severe consequences such as unemployment, social exclusion and low income.

20. Retention

Student retention reflects the capabilities and potential of the educational institution to ensure the successful completion of academic career of students successfully (see Simpson, 2013). Services, benefits, learning environment and expertise provided to the students play vital role in achieving the high student retention rate (see Marchbanks et al., 2015). Less competent and technical expert teaching staff that do not possess the abilities to manage and deal with the students properly leads the student to drawback from the educational institution due to contradicting relations with teachers (see Aulck et al., 2016). Financial assistance is another imperative measure that offers the numerous opportunity to the institution to retain the students with their school by offering them numerous scholarship opportunities.

21. Family related factors – Background characteristics

Family background of students holds significant position in fostering and hindering their educational career (see Lamb, 2011). Some families greatly emphasis over earning the education and higher degrees while some families expect from their children to dropout from the school and continue with their family business. In this regard, Hovdhaugen (2015) asserted that family background plays key role in motivating the students to diligently pursue their higher education by considering the example of their ancestors and elders. Moreover, Hopson and Lee (2011) argued that financial position of the family holds great importance in influencing the students' education. Lack of financial resources forces the students to quit the education in middle and continue with earning for their family rather than paying high fees in high schools (see Lassibille, 2011).

22. Social capital

Current existing human society is divided into three different categories named as upper level, middle level and lower level, depending on the financial positioning and background (see Jerrim, 2013). Most of the families belonging from the upper or middle level society possesses the sufficient amount of financial resources that can help them to continue their education smoothly (Song et al., 2012). Whereas, De Witte and Csillag (2014) advocated that most the student belonging to middle level families gets the financial assistance from their relative communities that fosters their education. Most of the people belonging to these two levels of society are well educated and employed that creates the pressure for the students to stand at the same pace as them in the society (see Porowski & Passa, 2011). However, students belonging to low level of the society lack the financial assistance and all people in their society are less educated due to similar reason. Scarcity of financial resources and lack of motivation from society urges the students belonging to low level to drop out from the educational institution and support their family financially.

23. Level of home stress

The unhealthy and stressful environment at home acts as the source of distraction for the student and drags them into depression that affects the academic performance in a negative way (see Eicher et al., 2014). Some parents tend to severely pressurize their kids to acquire the results and high academic grades that drags them into haphazard and severe pressure that makes the whole process of gaining education stressful to them (see Rosemary Bennett, 2020). Furthermore, conflicts and argument at home on daily basis distracts the students from their career path and they easily lose their attention in class affecting their academic performance. Students are not mature and capable to differentiate the personal from professional life easily like an adults. O'Keeffe (2013) asserted that stressful home environment not only effects the

psychological well-being of the students but it also effects their social, academic and professional life as well.

24. Attributes, values and beliefs about education

Perception and belief of the families regarding the education play significant role in allowing and restricting their children from gaining the higher education. Families motivate their children to acquire the higher degrees and build their professional career on their own (Bergeron et al., 2011). However, in some countries concept of education is different for the males and females (see McWhirter, Garcia & Bines, 2018). In male dominant society families prefer that males should acquire the higher level of education and attain the growth in professional career. However, females are expected to fulfil their responsibilities at home and do not indulge in professional world. Cultural background and values of the people play imperative role in developing their perception regarding the acquisition of education (see Fan & Wolters, 2014).

25. School-related factors: School structure

The school structure is also one of the reasons behind the high risk of students dropping out. According to the study conducted by McNeil (2013), lack of efficient school structure in terms of having effective school management and administration leads towards higher risk of students being dropped out. Weak school structure also impacts the academic performance of students as they do not get to learn in a friendly environment that evolves a negative feeling within these students. This can be considered as the lacking of teaching capabilities and lack of cooperative behavior by the school staff towards the students that do not focus on the constructive learning of students. Therefore, the significance of having a strong and effective school structure is high that plays a vital role within enhancing the learning capabilities of students and minimize the risks associated to the high ratio of students dropping out from high schools.

26. School resources

School resources include the resources provided to students including facilities that have become essential within the contemporary educational setting. Based on the study conducted by Rumberger (2020), these resources include proper classrooms and the distribution of resources according to the capabilities of students. Moreover, providing labs and libraries are also included in these resources. In schools where these resources are not available that persuade students towards learning, as a result, more and more students drop out from these schools. Similarly, providing quality education and focusing on the use of effective academic resources are also counted in these resources that are essential to use for better learning opportunities for students. Primary resources include equipment, curriculum materials, technology, manipulative and textbooks that make students study within the school environment (see Rodriguez et al., 2020). However, the unavailability of these resources could lead to a high ratio of students dropping out.

27. School body characteristics

Based on the study conducted by Jia, Konold and Cornell (2016), there are some characteristics associated to the school body that includes a clear vision and focus towards educating students, high effectiveness within the leadership and focusing on the state standards while using the academic materials. Most of the students drop out of schools as they do not find such characteristics within the school body as they promise to them before taking admissions. However, there are many schools globally that do not possess these characteristics in terms of providing quality education to students and focusing on the constructive learning of students that could help them achieve something big in their lives. According to the study conducted by Kennedy

(2017), today's schooling environment and culture do not possess these characteristics in terms of making students innovative but are focused on putting academic pressure on students that lead towards an increasing number of students dropping out from high schools.

28. School body performance

School body performance is highly important to retain students and to make them able to choose their path. Based on the study conducted by Erwin (2018), school body performance should be based on having a culture of creative learning and also make students innovative. A student becomes able to achieve something big in his or her life due to the education he or she gets. However, it has been observed within the today's schooling setting that their performance in promoting creative learning and making students innovative is not up to the mark where pressure is being executed towards students to achieve good grades. In the current school setting, the performance of high schools is evaluated based on its students achieving high grades (see Jones, 2017). It ultimately demotivates other students who are not capable to perform well in academics and thus end up dropping out from those schools. Therefore, the performance should be based on the learning and education quality of schools.

29. School environment

The school environment plays a significant role in the learning of a student in which various aspects are involved. In light of the study conducted by Sahin, Arseven and Kiliç (2016), the school environment includes the culture of the school that falls under its internal environment. Its internal environment includes the facilities provided to students and also the culture followed within the premises of the school. However, various schooling environment is surrounded by intense pressure for students academically where creative learning and innovation are not focused. This issue is creating intense pressure on students where they are taught traditional ideas and do not have any freedom to implement and share their ideas and thinking. This also leads towards a higher ratio of students dropping out from high schools.

30. Conclusion. The consequences of dropout. The individual consequences of dropping out. Labor market. Dropout and delinquency

There are various consequences faced by an individual in terms of having individual consequences that include the negative impact on the self-esteem of an individual and also on the psychological aspects. According to the study conducted by Johansson (2019), most of these students lack skills and knowledge to fulfil their desires. Moreover, they rely heavily on the public welfare and health services as they become highly depressed and lose their self-confidence after being a dropout due to the intense pressure from society and people surrounding him. These individual consequences lead to negatives outcomes in an individual's life (see Galily, Schwartz & Gurstein, 2019).

There has been a negative impact on the labor market due to the increased number of students becoming dropouts from high schools. According to the study conducted by Dobbie and Fryer (2016), dropout students ultimately become unable to learn new skills and increase their knowledge due to which they are unable to secure their careers with a suitable job. They are forced to do odd jobs and becoming labor doing multiple lower-level jobs for their survival. As a result, there is a lack of skilled and highly qualified workforce to be working for organizations and these students do not get their desirable jobs within their desired organizations as they require education and set of skills and knowledge (see Galily, Schwartz & Gurstein, 2019).

As a consequence of the increasing number of dropout students from different high schools, there is an increase within the delinquency within society. Based on the study conducted

by Cook and Kang (2019), students who are dropouts do not get suitable jobs and earning opportunities due to which they enter into the crime world to earn to fulfil their desires and to survive. This is one of the negative consequences of dropouts in the society that lead towards the rise of street crimes within society. Based on the study conducted by Fernández-Suárez et al. (2016), delinquency is the ultimate result of unemployment specifically for individuals who do not have qualifications certificates and degrees due to which there are no job opportunities for them to earn money. Furthermore, these young individuals also get addicted to drugs and smoking due to high anxiety level and intense mental pressure (see Galily, Schwartz & Gurstein, 2019).

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