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RESEARCH ARTICLE
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Human Rights and the Law Enforcement in the Criminal Justice System: A case study of the City of San Jose Del Monte, Bulacan, Philippines

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Abstract

Policing and the criminal justice system would only encourage the public's trust once dignity and equality are upheld in protecting and serving the community. This study aims to reveal how police conform to the Human Rights Law, specific freedom from cruel, inhumane, and degrading punishment or treatment to formulate a more Intensified Prevention Plan (IPP) based on the evidence. A qualitative study approach has been adopted, and interviews were conducted among seven (7) participants from the San Jose del Monte Police Station. The results show that the protection of all individuals was based on the guiding principles mandated in the 1987 Philippine Constitution and the Anti-Torture Act of 2009, which were valid methods of proving the existence of general law principles. The public apathy and advertisement of exaggerated information among Police officers implicate a negative impact on the whole organization in the exercise of protecting the rights of all individuals. Recognizing the innovative approach to exercising their sworn duties and responsibilities among the community and giving them a simple value of appreciation for their good deeds are already countless gratitude in every heart of all uniformed personnel of the Philippine National Police.

Keywords: Abuse; Criminal Justice System; Law Enforcement; Human Rights; Police officers

INTRODUCTION

Amnesty International organization's global human rights advocates emphasize policing-related issues in law enforcement, particularly the police, while implementing their actions aligned with human rights (Moore & Dawes, 2022). The work of the police reached the center of gradually more focused attention by human rights advocates, which view the endeavor as conforming human rights of those that experience the influence of police officers on responding and dealing with the people. Nevertheless, the duties and responsibilities performed by Police officers is a multifaceted matter and adopting every situation which is only exclusive of a satisfactory level of awareness and understanding of the risk in the lives of the police in the performance of their duty, both to the credibility of the suspect and the work efficiency, public safety of the people on those whose rights are seeking for their protection and service. Collantes-Celador and Schwandner-Sievers (2019) state that the reformation and transformation of all police officers should be in with all the laws of upholding the rights of all individuals is a significant element and mechanisms and results for a positive effort. Considering all the factors of ensuring the protection of all rights of an individual, regardless of their profile and status, must be treated with respect, dignity, and proper way at all times.

The massive extra-judicial killings and disappearances of individuals who are persons of interest in violating human rights in the Philippines catch the attention of all human rights advocates all over the globe. Concerning the pressure of human rights challenges and issues, the Philippines experienced all aspects of political, social, economic, and cultural discouraging conditions. The government in all nations has a lot of means to provide all ways to provide solutions on all problems and issues on all human rights violations. Nevertheless, it depends on the desire and eagerness of the government.

As police officers, it is their task to implement the law and exercise their sworn duties and responsibilities to protect and serve the public. Brinks (2007) is concerned over the human rights defenders and advocates, specifically the suspect, usually cross with the duties of the police officers, making the point that the blame relies on the hand of all police officers. However, human rights defenders always look for any point that police officers are interfering with rather than facilitating. In some incidents, human rights defenders draw attention to police officers in adverse situations and difficulties and act as mediators among the citizens whose human rights they are looking for is to help and secure the dignity of the police officers.

White and Weisburd (2018) stated that police officers in their work field often encounter issues, challenges, and difficulties in solving any crisis. The level of their security among the public depends on how they are also put under force to intensify and strengthen their work because they are constantly being criticized for their service. In circumstances that the leniency is implemented in the exercise of police discretion, it is the public that critic the poor performance of the police officer; on the other hand, in the instance that the police officer is strictly implementing the laws, it is also the public that will state that the police officers are abusing the authority. Police officers must determine where to place themselves to gain people's satisfaction with their performance. The media's widespread influence on national television and radio, including social media, gives exaggerated news and information that would result in the negative side of police officers (Lipsky, 2010).

Moreover, the concern of the public will give an idea to the administration of the police organization to formulate and develop new approaches and innovative methods in performing their duties and responsibilities, such as intensified training after admission to the organization, updated seminars applicable for the professional conduct and human rights, strategical method of community approach, humane community policing and emerging strategies of traditional and technological ways of enforcing the law. The use of information technology in the police organization will pave the way to making up-to-date strategies for coping with issues and difficulties in their duty (Chan, 2001). Therefore, this study aims to investigate how police conform to human rights law, specific freedom from cruel, inhumane, and degrading punishment or treatment to formulate a more intensified Prevention Plan (IPP) based on the evidence. The study has the following questions;

1. What are the experiences of the Persons under Philippine National Police Custody in the City of San Jose del Monte, Bulacan, Philippines?
2. What are the practical guides of the police officers of the San Jose del Monte City Police Station Office to conform to the law of human rights?

LITERATURE REVIEW

Policing and the criminal justice system would only encourage the public's trust once dignity and equality are upheld in protecting and serving the community. Over the last few years, the massive extra-judicial killings and disappearances of individuals who are persons of interest in violating human rights in the Philippines have caught the attention of all human rights advocates all over the globe. Dammert et al. (2021) determined various contributing factors to the public trust in police officers in Latin America. The study found that the value of justice-involved on the right, equal and just treatment, protection of human rights against any forms of abuse and discrimination, and the awareness that the police represent society. Martin (2022) stated that the bond between the strong-arm government and the individual is at the foundation of the human rights concept. Every human being serves as a form of a coherent representative whose sovereignty, independence, pride, and abilities base essential benefits examined, improved and safeguarded through legal entitlement, which gives rise to duties of leniency and protection by the state. In implementing duties, the value, morals, conduct and ethics of a police officer should always be shown to the community. The services of the police officers, such as crime prevention, suppression and ensuring public safety, must be prioritized for the value of human rights.

Quismorio and Recuenco (2021) quoted the former Chief of the Philippine National Police, who claimed and called the victory of the entire organization on the Trust Rating and Approval Rating of the Philippine National Police, which arises from 22nd in the ranking after six (6) month rises on seventh ranking. The number depicts the remarkable efforts of all police officers in all their life-risking duties. According to Gau and Paoline (2020), improve and making way for improving police sector should actively participate, and involvement in the communities could be hindered, provided that the police officers themselves reflect that police officers always give the community a fair, equal and without any means of bias or discrimination. Schultz (2019) stated that "freedom of speech" by the media is always an issue when the negative behaviours of police officers are discussed in the media. However, not all police officers are attributed to the harmful deeds of other organization members. The media can significantly influence the public, good or bad, depending on the news report they will air. Some stations of the newscasting claim that the media or press reports some stories have provided evidence that they are wrong and use exaggerated details or pieces of information, which will cause negative public feedback among police officers. Police officers are in a spot to set restrictions and boundaries for the people. Preferably individuals that were persons of interest or offenders. The provision of limits and boundaries should only be made depending on the offender's action, and it is necessary to apply them (Brinks, 2007). The concern of the public will give an idea to the administration of the police organization to formulate and develop new approaches and innovative methods in performing their duties and responsibilities, such as intensified training after admission to the organization, updated seminars applicable for the professional conduct and human rights, strategical method of community approach, humane community policing and emerging strategies of traditional and technological ways of enforcing the law.

RESEARCH DESIGN AND METHODOLOGY

Ethical Statement

Ethical approval was required, and before conducting an interview with the Persons under Philippine National Police Custody, written consent of ethical approval was obtained from the adviser/school and the Chief of Police (COP) of San Jose del Monte City Police Station. The unstructured interview of the participants was conducted in a physical set-up (Face-to-face). Both parties strictly observed health protocols during the conduct of the interview. The participants allowed the research documentation, such as photo, audio, and video recording, by affixing their signature on the letter of consent the researcher gave. In addition, all information gathered during the interview was put into notes-taking for reference purposes. The involvement of all seven (7) participants in the research study was given with their free submission, voluntarily and without any forms of payments, fees, rewards or in return for the favor. The researcher translated the consent letter into vernacular words (Tagalog) to clearly and easily understand. Informing the participants' right to withdraw and refuse photos/audio/video recordings were highlighted. The confidentiality of all the information provided by the participants was highly noted.

Research Design

The study's researcher used a qualitative type which utilizes the Case Study method. This case study applies methods of conducting interviews with the participants and analyzing the instruments used. These are the primary and secondary sources to obtain pieces of information and data for the result and findings of the study that aims to measure the seven (7) Persons under Philippine National Police Custody experiences from the Police Officers assigned at the San Jose del Monte City Police Station Office and the practical guides of the Police Officers of San Jose del Monte City Police Station Office on conforming and following the law of Human Rights.

Treatment of Data

The researcher employed a thematic analysis in this study, gathering information and answers from seven (7) participants. The demographic profile of the participants in this study revealed that there were a total of seven (7) male individuals. Notably, all of these participants were currently unemployed during the study. In terms of their ages, a range of different age groups was represented within the sample. The ages of the participants were as follows: 23, 30, 32, 30, 40, 59, and 32. These varying ages provide a diverse perspective on the research topic, encompassing different stages of life and potential variations in experiences. All questions asked to the participants were related to the study and provided statements based on their perspectives and personal views.

RESULTS AND DISCUSSIONS

Seven (7) Persons under Philippine National Police Custody volunteered for the interview; all are male and have an average age of 30, and most were involved in robbery/theft and snitch cases. All of them have more than one year in lock-up jail. The results and discussions were themed and distributed into two (2) sections whereas follows:

Theme: Experiences of the participants in the custody of the Police Officers

It shows the experiences of the participants in the custody of the police in the San Jose del Monte City Police Office. It showed that the most common experiences of the participants expressed that the police officers of the San Jose del Monte City Police Station Office were oriented towards practical community policing, showing respect and acting with fairness, good listening, equal treatment and a good relationship with the San Joseños. Some direct quotes from the interview

Persons under PNP Custody 1 : "We have developed some good relationships with the police here as they treat us good and fairer." (33-year-old male participant)

Persons under PNP Custody 3 : "Though police have a bad impression overall, we are treated not badly in the judicial." (40-year-old male participant)

Persons under PNP Custody 4: "Initially, I thought I would be mistreated in lock-up jail. However, my experience in prison is good in terms of how police treated us, and they do not harm hares nor us or insult us; I found them fair and equal in treatment." (30-year-old male participant) Persons under PNP Custody 7: "So far, I am never mistreated in lock-up jail, and the police are fair." (23-year-old male participant)

Results revealed that all the participants had a positive impression and feedback from the police officers. It is good to note that the participants trust the police officers and experience fair treatment even though they belong to the lower class of society. It could be inferred from the results that the police officers were also extending referrals to the Public Employment Service Office (PESO) to find a job and community extension programs in their barangay, which impacted the participants' hearts, including their families. The PNP Barangayanihan of the San Jose del Monte Police City Station Office changes the community's mindset from the public's negative apathy to the police which is abiding the PNP Core Values "*makaDiyos, makabayan, makatao, and makakalikasan*".

Theme: Practical guide for police officers to conform to the law of Human Rights

Persons under PNP Custody 3 : "Police taking care of the morals and values of the prisoner and do not violate the human rights code of conduct". (40-year-old male participant)

Persons under PNP Custody 4: "Police care about our moral values and the human rights of the Persons under Philippine National Police Custody." (30-year-old male participant)

Persons under PNP Custody 6: "My views were changed in the lock-up jail when police cared for us and did not violate human rights." (59-year-old male participant)

The interview can be concluded as the practical guide of the police officers assigned to the City of San Jose del Monte City Police Station Office to conform to the Human Rights law. The practical guides to conform to the law of Human Rights, such as the values and conduct of all Police officers anchored on the Philippine National Police Code of Ethics. The wise use of one's judgment in terms of leniency and intensified implementation of the law or the Police Discretion, community-related programs that will build a harmonious relationship between the police and the community that would assist individual police officers in being consistent with their good standing in the society at City of San Jose del Monte, Bulacan Philippines.

DISCUSSION

A qualitative face-to-face interview study of seven (7) male Persons under Philippine National Police Custody was conducted after receiving approval from the Chief of Police. The study evaluated the participant's opinions and experiences in the lock-up jail at San Jose del Monte City Police Station. The study comprises two main questions; therefore, the study mainly focused on the questions during the interview, and themes were established from the participant's answers. All of them stated they had a good experience in lock-up jail in terms of the treatment received from the police, they do not violate the human rights rules, and they treat us equally and fairer. In the follow-up question, respondents stated that they all agreed they found police practical in following human rules in the lock-up jail and taking care of the Persons under Philippine National Police Custody values and human rights regulations, and the fairness of their treatment by the police.

Remarkably, all the participants expressed positive experiences in lock-up jail, particularly highlighting the treatment they received from the police. According to their accounts, the police officers demonstrated a commendable commitment to upholding human rights rules. The Persons under Philippine National Police Custody reported that they were treated equally and fairly, which contributed to their overall satisfaction with their time inlock-up jail.

To further probe the Persons under Philippine National Police Custody's perceptions, a follow-up question was posed. In response, all the participants unanimously agreed that the police officers were practical in adhering to the established human rules within the lock-up jail environment. Additionally, they acknowledged the efforts made by the police to take care of the Persons under the Philippine National Police Custody's values, indicating a sense of responsibility and duty displayed by the law enforcement officials.

This qualitative study gained valuable insights regarding the experiences and opinions of male Persons under Philippine National Police Custody. The findings suggest a positive assessment of the treatment received by the Persons under Philippine National Police Custody and the police officers' commitment to maintaining human rights standards within the lock-up jail.

CONCLUSIONS AND RECOMMENDATION POLICY

Based on the interview theme and response, the following conclusions were derived: The study concluded that the intensified efforts of the Police Officers at the San Jose del Monte City Police Station Office regain the public's trust and confidence in the community, where Persons under Philippine National Police Custody are treated equal and fairer and do not use inhuman tactic on them—linking the broader community in the City of San Jose del Monte, Bulacan in the formulation of innovative techniques, methods, and strategies for achieving community satisfaction. The San Jose del Monte City Police Station Office is transparent in implementing policies and considers fair treatment and biased-free. Despite their profile, all citizens were treated with dignity and respect for their rights. The concern for the community's welfare was given to the best the police officers can achieve and the willingness to help the community of San Jose 24/7. This study was limited to a small number of interviews. A large sample of data would help to answer insight; also, the prisoner who was interviewed did not have a high level of offense, so further study suggested deepening the policing and highly offended criminals.

Ethical Statement: This study received written consent of ethical approval from the San Jose del Monte City Police Station, the Chief of Police, and the school advisory board. All participants were formally informed, and their consent was taken, which is confidential.

Consent to Participate: The author declared that they have no known competing financial interests or personal relationships which affect the work reported in this article. This study deals with human participants, and human data or human rights issues are discussed and evaluated.
Consent for Publication: We do not have any person's data in any form.
Competing Interests: The author declares that this work has no competing interests.
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throughout my journey to success.
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REVIEW ARTICLE

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Bias in the Law: A Definitive Look at Racial Prejudice in the Philippine Criminal Justice System: A Systematic Literature Review

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Abstract

This paper aims to identify communities in the Philippines that are prejudiced and discriminated against in life and before the law. It seeks to determine whether these biases are experienced because they are considered "others" or "different," aside from belonging to minority populations. This study is relevant as prejudice and discrimination based on race or ethnicity, among other socially constructed identifiers, violate the principle of equality and non-discrimination. Filipinos have been discriminated against since it was first colonized by Spain some 500 years ago; and for discrimination and prejudice to continue in this modern day is a pressing concern. Through a systematic review of literature, the study found that racism is systemic and global; it is more pronounced across sections like when a person is of color, a minority, and poor; impunity and perpetuation of racial and ethnic discrimination is prevalent; ethnolinguistic groups who are the minority, including Muslims, are highly discriminated in the Philippines; and the one's "exclusion of the others" contribute to discrimination. The Philippines must address discrimination and prejudice by fulfilling its commitments to international conventions and treatises that seek the immediate end of all forms of discrimination. Law enforcers must guarantee equal protection as enumerated in the 1987 Philippine Constitution. The long overdue anti-discrimination bill must be passed to strengthen the protection of Filipinos against perpetrators of discrimination, whether they are individuals or institutions. It is recommended that more scholars study this subject comprehensively, particularly the nation's criminal justice system.

Keywords: inequality, discrimination, prejudice, injustice

BACKGROUND OF THE STUDY

The Universal Declaration of Human Rights (UDHR) affirms that all human beings are born equal in dignity and rights. All human beings must be treated equally regardless of race, sex, color, religion, language, political leaning, nationality, property, birth, and other status. Thus, prejudice and discrimination violate this equality principle (United Nations, 1948)

Race is "the idea that the human species is divided into distinct groups on the basis of inherited physical and behavioral differences" (Wade et al., 2022). This pervasive idea was challenged, rebuked, and clarified by scholars following scientific studies, reiterating that human populations are not "unambiguous, clearly demarcated, or biologically distinct groups" as proponents of superior races advocated. Scholars argued that race is an 18th-century social construct in the US that was intended to justify the Europeans' subjugation of the Native Americans or American Indians and the Africans (American Anthropological Society, 1998). This idea of race was exported to the Philippines by the empire-builders from the 16th to 20th century -- Spanish, British, Dutch, Americans, and Japanese, who colonized territories based on the belief that they were superior to the rest. The Americans justified their colonization of their "little brown brothers" in the Philippines as "manifest destiny" (Tan, 2002).

Racism has at least two forms -- individual and systemic, which can be institutional or structural. Individual racism refers to an individual's racist assumptions, beliefs or behaviors. It is "a form of racial discrimination that stems from conscious and unconscious personal prejudice" (Henry & Tator, 2006). Systemic racism includes the policies and practices entrenched in established institutions, which result in the exclusion or promotion of designated groups (City of Toronto 1991 as cited in ACLRC)

On the other hand, ethnicity is one's identification with a group from which one share common traits like culture -- language, value system, religion, customs, traditions, etc. It is a socially grown collective identity that claims their shared commonality differs from the others (Antweiler, 2015). Like race, ethnicity is also unrelated to biology and is flexible, for a person can relate or assimilate to one or more ethnic groups (Wade, et.al., 2022). Ethnicity and ethnic identity are more recent social constructs than race, specifically in the 1960s (Glazer/Moynihan 1963, Niethammer 2000 and Wikan 2002 as cited in Antweiler, 2015). The belief that one culture is superior to the other is called ethnocentrism (Wade, et.al., 2022).

Meanwhile, prejudice and discrimination are the outsiders' perceptions and actions towards a racial or ethnic group. Specifically, racial and ethnic prejudice is a negative orientation toward a person or group due to their racial or ethnic identity or membership (Brown, 2000, as cited in Raabe and Beelmann (2011)). Discrimination, conversely, is the different treatment of a person or group due to generalized traits such as race or ethnicity (Salentin & Heitmeyer, 2023, January 27).

The global negation against prejudice and discrimination according to socially constructed identifiers is embodied in the International Convention on the Elimination of All Forms of Racial Discrimination adopted by the United Nations (UN) General Assembly on December 21, 1965, and was in effect starting on January 4, 1969. It was signed by 88 countries and 142 parties, including the Philippines. The UN and its member-states agreed that superiority based on race is scientifically false, morally condemnable, socially unjust and dangerous, and unjustifiable (UNHR, 1965).

The Philippines subscribes to the Universal Declaration of Human Rights (UDHR) as embodied in the 1987 Philippine Constitution. Section 1 of the Bill of Rights states, "No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws" (Philippine Constitution, 1987). Since the 1960s, the Philippines has ratified international agreements to stop discrimination in all forms, including the International Convention on the Elimination of all Forms of Racial Discrimination, the 1981 Declaration on the Elimination of All

Forms of Intolerance and of Discrimination Based on Religion or Belief, 1993 United Nations General Assembly Resolution on Elimination of All Forms of Religious Intolerance, and The Declaration on the Rights of Indigenous Peoples (Legarda, 2011). On October 29, 1997, Republic Act No 8371 (1997), or the Indigenous Peoples' Rights Act, was passed. It mandated the creation of the National Commission on Indigenous Peoples, which is tasked to recognize, protect and promote the rights of Indigenous peoples in the country (National Commission on Indigenous Peoples, 1998).

Despite all these, lawmakers have been trying to pass a comprehensive anti-discrimination law that is envisioned to end all forms of discrimination in the Philippines from 2011 until 2022 (Legarda, 2011; Aquino, 2014; Ejercito, 2017; Cervantes, 2022). For instance, Senator Loren Legarda cited several instances of racial and ethnic discrimination in the country: 1) 64 of 90 discrimination cases filed with the Commission on Human Rights from January 2009 to April 2011 were from Mindanao, where approximately nine million indigenous peoples are; the Government reported to the UN in 2008 that racial discrimination is alien to the Philippines but IP groups reported incidences of militarization, enforced disappearances, harassment, and extrajudicial killings; a 2005 survey showed bias against Muslims; and a school imposing a uniform policy that was contrary to the religious belief of Muslim women, among others (Committee on the Elimination on Racial Discrimination, 2009; Legarda, 2011).

The lawmakers' attempts to enact a comprehensive law that will end all forms of discrimination in the country indicate that the existing laws are still not enough, and there is more to be done to ensure the protection of everyone regardless of race, ethnicity, and other social identifiers. In line with this, this study attempts to gather information on racial prejudice and biases experienced by ethnic and religious minorities in the country, including how they were treated according to the country's criminal justice system. This endeavor is challenging as even the State refused to acknowledge that racial discrimination is happening in the country as stated in a report to the UN in 2008 (Committee on the Elimination on Racial Discrimination, 2009; Legarda, 2011).

Despite the expected scant data on discrimination, the author is hopeful that this study will add to the body of knowledge on this very important and pressing topic affecting the world today. Through this, the author hopes to make the policy-makers and law enforcers take action and help end racial and ethnic discrimination in the Philippines through enactment of relevant laws and its strict enforcement, implementation of educational programs that will expand knowledge about human rights and human race, or capacity-building for ethnic and religious minorities to raise their awareness of their own rights, among others. By this, as envisioned by the State leaders that ratified the UDHR in 1948 after World War II, there will be universal respect for and observance of human rights and fundamental freedoms of all Filipinos.

Purpose of the Study

The purpose of this research is to identify through a systematic review of literature the communities and religious groups that experience unequal treatment because they are perceived as "others" or "different" and ascertain whether bias and discrimination exist in the current criminal justice system in the Philippines.

To guide the author, these questions are asked:

1. What are the biases in the criminal justice system in the Philippines in terms of racial discrimination?
2. What are measures that seek to address the racial prejudices in the country's criminal justice system?

The study focused on more recent literature starting from 2001. However, it did not discount other studies before the said year, especially those deemed essential and significant in discussing racial discrimination. To address RQ1, the researcher examined the number of studies published annually. This includes journals or conference papers or guidelines papers related to racial bias in the criminal justice system. Concerning RQ2, the researcher considered whether the recommendations provided by the authors in the gathered studies addressed the research issues or analyzed the trends of the problem.

METHODOLOGY

This study examined how racial and ethnic prejudice is manifested or reflected in the criminal justice system in the Philippines using a systematic literature review (SLR). The method is essential as it thoroughly evaluates previous related studies and encourages the development of new theories that are relevant and useful for future studies and research. Unlike the typical literature review, SLR promotes transparency in the process and replication of result (Denyer & Tranfield, 2008).

SLR is a deliberate and attentive means of finding, analyzing, and interpreting a body of prior research on a subject. Its three main components are planning, review, and reporting, followed by resource identification, research selection, and data extraction (Kitchenham et al., 2009).

In the manual search process, the majority were electronic sources, focused on the most recent literature, particularly between the period 2001 to 2022. Primary sources were targeted in the search process, including journals and conference proceedings of organizations and institutions that deal with criminal justice and statutes and other legal instruments enacted and enforced by the State and law enforcement agencies. Organizational handbooks, memorandums and case files were also exhaustively reviewed for primary data, while reports and related studies provided secondary data. The author carefully developed search criteria that can be applied to this paper. It should be noted that the data on discrimination in the Philippines is scant; thus, considerations were given to sources published before 2021 as long as they fit the inclusion criteria.

Inclusion and Exclusion Criteria

The following subjects include peer-reviewed articles published in the last two decades: SLRs with clear research questions are used as priority sources regardless of the review search adopted by the researchers.

- Papers related to racial bias in law and discrimination in the Philippines and Filipinos abroad who are experiencing racial bias and discrimination
- Papers related to racial biases in law and discrimination abroad show how this problem is systemic and global
- Meta-analyses (MA)

The following articles are excluded from consideration:

- Localized literature searches with undefined research
- Duplicate reports on the same study.

The author understands that in cases of multiple reports on the same topic, the most comprehensive should be used; however, the author also considered the limited sources on racial bias in law in the Philippines.

Data Collection

The following are the sources of the studies:

- Journals or conference proceedings with full citation
- International conventions, treatise, and agreements
- Case studies

Data Analysis

The data has been tabulated to show:

- The number and source of research papers issued each year in relation to RQ1 and RQ2.
- The number of studies in each major category, such as research trends or racial bias questions (addressing RQ1 and RQ2).
- The research topics and their scope (addressing RQ1 and RQ2).

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Thematic Analysis

From various studies, the author generated five major themes: racism is systemic and global; colored, minority, and poor are frequently discriminated against in the criminal justice system globally; racism is extended from communities to workplaces and online and negatively affects a discriminated person's overall health; agents of the state and majority frequently perpetuate racism and support if not encourage impunity; and Muslims and ethnic minorities are prejudiced and discriminated in the Philippines. Also discussed is whether or not artificial intelligence or algorithm in police patrolling employed in law enforcement in advanced countries target persons of color and ethnic minorities.

REVIEW OF RELATED LITERATURE

It may seem that racial or ethnic discrimination is not as pervasive in the Philippines as in European countries where there is a significant population of ethnic minorities and persons of color, migrants or descendants of immigrants. This standpoint was affirmed when the Philippine Government reported in 2008 to UN Committee on the Elimination of Racial Discrimination that "Racial discrimination is alien to the prevailing mores and culture of the Filipino People" and that, "Racial discrimination has never officially or factually existed in the Philippines, neither in a systemic nor formal nor intermittent nor isolated manner" because "Filipinos have essentially the same racial and ethnic origins" (Committee on the Elimination on Racial Discrimination, 2009; Legarda, 2011).

This claim was refuted by the Committee (UNCERD) and stressed that "even well-intentioned or neutral policies may directly or indirectly have negative or undesired effects on race relations and lead to de facto discrimination." Thus, no country can claim that racial discrimination is nonexistent in its territory. The Committee further stressed that for a country to acknowledge, discrimination is a prerequisite to fighting and eventually eliminating the phenomenon (Committee on the Elimination of Racial Discrimination, 2009).

This government mindset may have contributed to the fact that discrimination is an unpopular topic of discussion among and between communities and institutions and even among scholars. Only recently (2011), lawmakers started categorically expressing the need for a law that would specifically address discrimination in all its forms. Relatedly, the body of literature on discrimination, or inequalities among ethnic groups in the Philippines, is scant even until 2017 (Reyes et al., 2017).

Thus, it is safe to say that the same observation can be applied to literature pertaining to discrimination and its manifestations in the country's criminal justice system. Despite this, criminologists have long recognized that inequalities – be it because of race, ethnicity or economic status, exist in the criminal justice system. While others believe that observed inequalities are the result of increased criminal conduct among minorities, the weight of evidence suggests that it is just a partial explanation.

In this systematic literature review, the author covered 17 works that discuss discrimination in general, explaining in detail how these acts of discrimination are expressions of biases against race, ethnicity, and even economic status and how these biases are manifested before the law and courts. From these works, the author generated the following themes:

Racism is Systemic and Global

Fundamental human rights across the globe are threatened by criminal justice systems that discriminate, harass, and intimidate, according to UN High Commissioner for Human Rights Michelle Bachelet. These manifestations of racism in the criminal justice system are manifested in arbitrary arrests, racial profiling, harassment, verbal and physical abuse, excessive use of force, ill-treatment, discriminatory stop-and-search measures, and even extrajudicial killings (Human Rights Watch, 2001; Bachelet, 2022).

Racism and ethnic discrimination are found in the workplace as expressed in the discriminatory work process, wage gap because of ethnic affiliation and skin color, ill-treatment in the workplace or micro-aggressions, among others (De Castro et al., 2008; Nadal, 2008; Bagalini, 2020; Forth et al., 2022a).

Racial discrimination in law enforcement and the criminal justice system is not unique to the Philippines; it is also experienced, and probably in the worst manner, in the UK, Australia, Brazil, India, Czeck Republic, Russia, and the US, per 17 studies reviewed. Worst, other forms of discrimination according to sex, gender, sexual orientation, gender identity, religion and even psychosocial disabilities exacerbate racial discrimination before the law and courts (Bachelet, 2022).

In areas where there is a significant population of ethnic minorities and persons of color, whether they are migrants or descendants of first generations of immigrants from Africa, India, Asia, and even Arab countries, it appears that racial discrimination in law and criminal justice system is deeply rooted or systemic. This systemic discrimination has been perpetuated and cemented over the years, either legally by the governments or implied as acted by the ruling majority, as in the case of discrimination against Africans and people of African descent in the US. African Americans have been fighting discrimination since their first enslavement in cotton plantations in the US and are continued until the most recent incident that sparked the “Black Lives Matter” movement on the Internet (read: global) – the brutal murder of George Floyd by a police officer in 2020 (Silverstein, 2021; Bachelet, 2022; Britannica, 2022, December 4).

In the Philippines, it was found in a study that there is a disparity in access to basic services across major ethnic groups and areas, with the Muslim ethnic group having the lowest proportion of members who have access to safe water, sanitary toilet facilities and electricity. The Muslims, particularly the indigenous peoples, are the worst-off ethnic groups, while the non-indigenous/non-Muslim groups are the better-off groups (Reyes et al., 2017).

In 2005, the Human Development Network commissioned a survey and found the following

Filipino stereotypes of Muslims: 1) A majority of Filipinos think that Muslims are probably more prone to run amok (55%) although probably not oppressive to women (59%); A plurality believes that Muslims are probably terrorists or extremists (47%) and that they probably consider themselves as Filipinos (49%); and 3) There are equal percentages (44%) of those who believe that Muslims probably secretly hate all non-Muslims and those who do not (HDN-UNDP-NZAID, 2005; Legarda, 2011). In general, personal testimonies of anti-Muslim bias are not imagined or random. Opinion surveys have corroborated a significant degree of latent anti-Muslim bias across the country (about 33 to 39 percent of Filipinos) (HDN-UNDP-NZAID, 2005).

Discrimination is systemic and global. Countries seek to end discrimination by signing treaties and international conventions. Some of these treaties and conventions are:

- 1981 Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief.
- 1993 UN GA Resolution on Elimination of All Forms of Religious Intolerance.
- Declaration on the Rights of Indigenous Peoples.
- 2015 Doha Declaration on Integrating Crime Prevention and Criminal Justice into the Wider UN Agenda.
- Kyoto Declaration on Advancing Crime Prevention, Criminal Justice and the Rule of Law.

Colored, Minority, Poor & Criminal

Discrimination before the law and criminal justice is more pronounced when a person is of color, an ethnic minority, or poor. These three categorizations can be applied in summary to cases outside of the Philippines, like those experienced by Africans and people of African descent in the US; however, the same categories seemed not applicable to cases in the Philippines as the distinction here is leaning towards religious leaning, which can be a minority as in the case of Muslims (HDN-UNDP-NZAID, 2005), and economic status, which is not necessarily a majority, or 27% of the 111 million total Philippine population as of 2022 (Macasero, 2022).

Human Rights Watch (2001), for instance, documented cases of police targeting minorities as possible crime suspects solely based on their race or ethnicity. In England and Wales, persons of color (black) were 7.5 times more likely to be stopped and searched than whites; the same cases of likely being stopped and searched by the police were recorded in Maryland, US. The US war on drugs targets African and people of African descent, and more persons of color were sent to prison. In Australia, aboriginal people are more likely to be arrested than non-aborigines. Also, in the US, the majority (80 percent) of federal defendants who faced the death penalty were members of racial minorities, and capital punishment is most likely to be sought and imposed when a white person is killed. In Brazil, dark-skinned people shot by the police are almost twice as likely to be killed than whites shot by the police. In India, there were incidents of police ignoring, condoning, and even encouraging violence by private individuals against racial minorities. And in Russia, enforcement of control of movement and residence often assumes ethnic or racial identifications (Human Rights Watch, 2001).

In the Philippines, particularly in the most recent war on drugs under the administration of President Duterte, the bias in law enforcement and the criminal justice system is more pronounced against the economically poor. Human Rights groups agree that Duterte's war on drugs is a war on the poor, like the drug wars in the US, Colombia, and Thailand. The police targets are from the poorest neighborhoods, and the same group represents most extrajudicial killings related to the war on drugs. On the other hand, wealthy individuals and major drug lords and traffickers are spared and given their right to due process. The suspects were from the gray economy, working as food vendors or tricycle drivers, if not unemployed or underemployed (Barera, 2020). The poor are also the target of another law enforcement law – the anti-tambay law. Although typically translated as loiterers, tambay (from the phrase standby) refers to persons loitering the streets because they want to, they have nothing to do or are unemployed. It is a common scene or more noticeable in densely populated areas like poor urban villages where the converging of people "doing nothing" is easily spotted (Gavilan, 2018; Musico, 2018).

Racism in Workplaces

Another common observation in the reviewed literature is the occurrence of racism in the workplace, which can be an extension of systemic discrimination experienced in the general aspect of the lives of an ethnic minority or racial group. Racial discrimination in workplaces is manifested in unequal treatment in the job recruitment process, the disparity in wages, and microaggressions, which may result in stress and even morbidity. Discrimination in the workplace based on ethnicity is prevalent in developed countries like Britain and US. These are manifested in wage gaps and recruitment preferences. Discrimination worsens as one's skin color darkens. Preference for lighter skin is also prevalent in the Philippines, as one can observe in television or radio advertisements; however, it is still to be studied whether this preference is extended to the workplace or a manifestation of "colonial mentality" (Bagalini, 2020; Forth et al., 2022a).

Filipinos who are most likely not discriminated against in the Philippines are discriminated against in workplaces abroad for being Filipino or Asians (De Castro et al., 2008). Similarly, Filipinos would be more likely to experience similar racial microaggressions as African Americans and Hispanic/Latin Americans, presumed to be criminals or intellectually inferior. The person's phenotype – skin, color, facial features, hair texture and perception as "Asian" may also be factors to racial microaggressions and race-related stresses (Nadal, 2008). Microaggressions can be verbal or behavioral slights, generally subtle and often unintentional or unconscious, that reflect a person's stereotypes or negative attitude toward a person of color, or other oppressed or marginalized groups such as women and LGBTQ.

Laws are in place to protect Filipinos from workplace discrimination in the Philippines;

however, these are particular to gender, physical capacity, and age. Republic Act 6725 prohibits discrimination against women in workplaces, such as non-hiring or placement in low-paying position because one is a woman. The employer will be fined or imprisoned (Republic Act No 6725, 1989). Republic Act 11210 extended Maternity Leave to 105 days from the previous 90 days. Employers who refuse to grant this benefit or who fire a pregnant woman can be penalized (Republic Act No 11210, 2019). Republic Act 7877, or the Anti-Sexual Harassment Act, prevents sexual harassment in workplaces, and violators will be penalized (Republic Act No 7877, 1995). The Solo Parents' Welfare Act benefits solo parents, with flexible work schedules and a 7-day parental leave (Republic Act No 8972, 2000). There are also laws protecting the elderly and persons with disabilities against discrimination in the workplace, such as Republic Act 10911 or the Anti-age Discrimination in Employment Act (Republic Act No 10911, 2016) and Magna Carta of Disabled Persons Act Nos. 7277 (Republic Act No 7277, 1992) and 9442 (Republic Act No 9442, 2007). Presidential Decree 966 legally protects Filipino employees from racial discrimination as manifested in derogatory language and name-calling just because of a person's race, color, or ethnic origin (Official Gazette, 1976).

Impunity and Perpetuation of Racism

Across the 17 studies show that impunity and perpetuation of racial and ethnic discrimination are prevalent, with some governments and leaders even protecting the perpetrators, be they institutions or individuals. In the case of workplace discrimination, it is interesting how it was found well-established in the UK, and how the government is lenient to the companies by supporting against the recommendation of voluntary pay reporting instead of making it mandatory, thereby promoting transparency and open for reviews. It was also found that most companies in the UK have no job evaluation scheme to systematically assess the relative value (or comparable worth) of a job about other jobs within the workplace, regardless of who sits on that job (Forth et al., 2022b).

In law enforcement and the criminal justice system, impunity is very pronounced in the case studies in the Philippines, particularly the war on drugs and anti-tambay law. Barera (2020) found how the President openly advocated and ordered the extrajudicial killings of drug suspects, often incentivizing, praising, encouraging, and pressuring the police to produce results at whatever cost. The same study found how children became "collateral damage" and targets, either caught in crossfires or suspected drug offenders, they were killed in "legitimate" police operations or in vigilante-style operations (the popular riding-in-tandem gunmen). The drug war, surprisingly, was widely supported despite its ineffectiveness in addressing crime (penal populism), and it appealed to the middle class, overseas Filipino workers, or elites who wanted crime, poverty, and corruption addressed (Barera, 2020). Relatedly, legal experts and lawmakers looked at impunity as a symptom of a failed and failing justice system, adding that low conviction rates and long trial times make justice difficult to achieve and impunity rampant in the Philippines (Lopez, 2018).

Nevertheless, the international community, especially the UN, has always been on the lookout for racial discrimination in all its forms, calling countries, especially those signatories to international conventions, to comply with their commitments to the International Convention on the Elimination of All Forms of Racial Discrimination, among others, like the enactment of laws that will end all forms of racial discrimination. The United Nations Office of the High Commissioner for Human Rights called on the Philippines for the persistence of impunity for rights violations and police abuses (Conde, 2022).

The Commission on Human Rights, on its part and despite the President's attack on the institution, stressed that speedy, impartial, and transparent investigations of drug war killings are crucial in delivering justice, thereby, addressing the observed 'persistent impunity and formidable barriers to accessing justice' flagged by the UN Human Rights Office to the Philippine Government. It also appealed to the government to adopt the UN Minnesota Protocol in investigating potentially unlawful deaths in a prompt, effective and thorough, independent, impartial, and transparent manner, and for Congress to enact a bill that defines and punishes extrajudicial killings based on international human rights laws and standards, and for the Supreme Court to develop a body of jurisprudence, adhering to the principle of *stare decisis* and the Bill of Rights found in the 1987 Constitution, to prevent courts from flip-flopping in their decisions toward the protection of their integrity and independence (Commission on Human Rights, 2021).

In a study by Gecer and Mahinay (2018), which is relevant to contextualize the perpetuation of penal populism, and maybe impunity, looked at how legitimate media organizations in the Philippines framed the war on drugs of President Duterte. The content analysis of the drug war news of three major newspapers found that the following media frames were used: Law and Order, Crime and Justice Frame, Security and Defense frame, Conflict frame, and Responsibility frame. It appeared that media narration of the anti-drug campaign is neutral in tone, and there is no observable extreme manipulation of stories favoring one group over the other. This is given especially because most of them used the Law and Order, Crime and Justice frame, which are brief and concise. However, it cannot be discounted that a newspaper's bias can be reflected in other frames -- Security and Defense frame, Conflict frame, and Responsibility frame, which may or may not justify the absence of the rule of law in police operations, the impunity, the extrajudicial killings, and even the justification that the drug war is valid and necessary for an orderly country (Gecer & Mahinay, 2018).

Muslims and ethnic minorities in the Philippines

This theme discusses in detail the discrimination against Muslims and ethnic minorities in the Philippines as documented in at least two of the studies reviewed in this paper. This theme is important because 26.2 of the 110 million Philippine population reside in Mindanao (Philippine Statistics Authority, 2021), including the Muslims and about 30 indigenous peoples groups, Muslims and non-Muslims (National Commission on Indigenous Peoples, 1998). Relatedly, Mindanao has been ridden with armed conflict, the latest was the war that left Marawi City recovering from devastation until now (Senate of the Philippines, 2022). The armed conflicts in Mindanao are religious and clash of interests in land and natural resources, and are deeply rooted in the country's long period of colonization. The center to these armed conflicts is the *lumads,* or the indigenous peoples, who are fighting for their ancestral lands and other human rights, and the Muslims (Reyes, et.al., 2017). Thus, the study of patterns of inequality is relevant.

Reyes et al. (2017) studied the accessibility of basic services to major ethnic groups in the country. The study found a disparity in access to basic services across major ethnic groups and areas, with the Muslim ethnic group having the lowest proportion of members who have access to safe water, sanitary toilet facilities, and electricity. The Muslims, particularly the indigenous peoples, are the worst-off ethnic groups, while the non-indigenous/non-Muslim groups are the better-off groups.

Meanwhile, the joint report of the World Bank (2013) about the Framework Agreement on the Bangsamoro (FAB), a landmark agreement, attempts to trace the roots of and offer possible solutions to resolve land conflicts in Bangsamoro region in Mindanao. This historical analysis found that competing land claims are related to historical grievances, inadequate and/or failed land reform policies (elite capture); and overlapping mandates of land management authorities. Also, land management institutions struggle with limited capacity, appear all too often open to elite capture; and are insufficiently resourced to withstand the politicization of land conflicts. Regarding data, land tenure information is incomplete and, when it exists, often questionable to the point that it is impossible to know how much land is titled correctly and how many competing land claims exist. The existing land dispute resolution mechanisms are stretched to deal with ordinary land disputes. They can only address land conflicts with FAB details, but successful instances of mediation exist. These findings were from information obtained about the subject from 1898 to 2015 (World Bank-International Organization of Migration, 2013).

Other Important Themes

An equally important theme found in the body of literature is how one perceives the "other", consciously or unconsciously, and how this perception translates to one's action – which can be good or bad.

One study (Bass, 2021) examined the relationships between constructs of racial bias and evaluations of accused individuals in the criminal justice system and the potential differences and similarities that may be associated with different levels of crime, particularly drug and violent crimes. There were four groups that participated in the study, and they were asked to use a within-subjects design, viewing fictitious case records for "black" and "white" criminal offenders and completing measures of bias and perceptions of the sentencing decision and the offenders themselves. The study found that the relationships between constructs of racial bias and evaluations of accused individuals in the criminal justice system vary across the four studies. However, participants with greater explicit racial bias rated the Black target more negatively, endorsed punitive sanctions and that they deserved incarceration (Bass, 2021).

Another study (Brantingham et al., 2018) looked at the use of artificial intelligence (AI), particularly the bias of predictive algorithms, in police patrolling to verify or not claims that predictive algorithms encourage directed police patrols to target minority communities with discriminatory consequences for minority individuals. It found no significant differences in the proportion of arrests by the racial-ethnic group between control and treatment conditions; The total numbers of arrests at the division level declined or remained unchanged during predictive policing deployments; and arrests were numerically higher at the algorithmically predicted locations.

Related to the above is a study on how algorithms can assist criminal justice decision-making, particularly risk assessment, by addressing both accuracy and fairness. The study found at least six kinds of fairness, some incompatible with one another and some with accuracy (Berk et al., 2021).

Summary of Literature Reviewed

Table 1-A

Reference: Forth et al. (2022a)		**Country:** London (UK)	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Find out the ethnic wage gap in UK; How extent is work segregation in workplaces and its relationship to wage gap	Comparative data analyses on employees in the British Workplace Employment Relations Surveys from 1998, 2004 and 2011	1. Britain’s workplaces were highly segregated in the period covered but the segregation did not contribute to the ethnic wage gap 2. Wage gap varied by ethnic group but ethnic minority workers earned less than white co-workers across all main ethnic groups 3. Discrimination in the recruitment process is well-established in the UK and other countries	1. Implement mandatory pay monitoring on the ethnic wage gap. 2. Conduct job evaluation to encourage fairer pay and more transparent pay structure

Table 1-B

Reference: Bachelet (2022)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Why are fundamental human rights across the globe are threatened by criminal justice systems that discriminate, harass, and intimidate	Cites incidents to explain the relationship between systemic racism and racial discrimination in	Racism against people of African descent in the justice system is rooted in histories and legacies of enslavement and colonialism and is worsened by other forms of discrimination.	1.Eliminate systemic racism to end racial discrimination in law enforcement

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	law enforcement and criminal justice system		and the criminal justice system.

Table 1-C

Reference: Human Rights Watch (2001)		**Country:** UK, US, Australia, Brazil, India, Czeck Republic, Russia	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Case study of discrimination in seven countries	Comparative data analyses of cases of discrimination in seven countries	1.Explain how racism is manifested in the administration of justice 2.Cite examples of racism in the dispensation of justice in seven countries 3.Reiterate international efforts to end all forms of discrimination including in the justice system of countries	Build a database of race-related offences and profiles of persons apprehended or incarcerated; review and correct discriminatory policies of law enforcement institutions; create civilian board that will monitor conduct of law enforcers; prompt investigations of allegations of discrimination in law and provide remedies for victims; educate law enforcers to combat discrimination; and abolish death penalty.

Table 1-D

Reference: Goodwill et al. (2021)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Examine whether racial discrimination was linked to depression and suicidal thoughts in adult Black men	Analysis of survey responses from more than 1,200 African American men age 18 to 93 from the National Survey of American Life conducted from 2001 to 2003.	1.Black men who reported more frequent encounters with racial discrimination were more likely to experience depression symptoms and thoughts of suicide at some point during their lifetime 2.Regularly occurring acts of racial discrimination that may initially seem minor can become increasingly stressful over time	1.Researchers, clinicians and community members must continue to work together in promoting the mental health needs of Black children and adults

Table 1-E

Reference: Bass (2021)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
1. Examine the relationships between constructs of racial bias and evaluations of accused individuals in the criminal justice system 2. Examine potential differences and similarities that may be associated with different levels of crime, particularly drug and violent crimes	Focus Group Discussion and Comparative Analysis	The four studies have varying results: those with explicit racial bias rated persons with colors more negatively and did not hesitate endorsing punitive sanctions; implicit criminality racial bias was associated with more negative indirect evaluations of the Black target and more punitive judgments of sanctions; and low-level crimes are not as extensively examined as higher-level crimes.	Group-level examinations of criminal offenders can produce fair evaluations and decisions, and future research could compare different races.

Table 1-F

Reference: Barera (2020)		**Country:** Philippines	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Examine the Duterte Administration's war on drugs from 2016 to 2022	Comparative analysis of justice system between countries and administrations.	The war on drugs of President Duterte targeted the economically poor and marginalized, affected vulnerable population (children), strengthened impunity, and reflected poor state of criminal justice in the Philippines.	1.Empower children through human rights education 2.Provide children with financial and counseling aid, among other assistance, to help them cope the crisis 3.International community can help to combat impunity and stop human rights violations

Table 1-G

Reference: Gavilan (2018)		**Country:** Philippines	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
What is the impact of anti-tambay law, a law enforcement campaign, to the poor and their human rights?	Journalistic Reporting	1. The Commission on Human Rights stressed that the police campaign discriminates against people based on their status, mode of life and reputation not based on their actual action. 2.The campaign was implemented after the deadly war on drugs	The Commission on Human Rights reiterated that vagrancy is not a crime

Table 1-H

Reference: Lopez (2018)		**Country:** Philippines	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
How can a justice system perpetuate crime and corruption in the Philippines?	Journalistic Reporting	1.Low conviction rates and long trial times make justice difficult to achieve and impunity is rampant in the country 2.Extrajudicial killings are symptoms of a failed and failing justice system	Fight impunity and lawyers must help the victims of impunity

Table 1-I

Reference: World Bank (2013)		**Country:** Philippines	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
How to resolve land conflicts in Bangsamoro region in Mindanao	Analysis of peace-building policies in Bangsamoro	The signing of the Framework Agreement on the Bangsamoro has created new dynamics that are bringing latent land claims to the fore. Competing land claims are related to historical grievances, inadequate land reform policies, and the overlapping mandates of land management authorities. Land tenure information is incomplete and questionable, and existing land dispute resolution mechanisms are stretched to deal with ordinary land disputes.	1. Systematic collection of empirical data on land claims, disputes and conflict prevalence 2. Assessment of the resilience and capacity of existing land dispute resolution mechanism 3. Establish an inventory of current land-related laws 4. Stabilize the community through different programs;5. Training on the mediation of locals in areas with high conflict potential

Table 1-J

Reference: Reyes et al. (2017)		**Country:** Philippines	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Find out the inequalities among and within ethnic groups in the Philippines, particularly their access to basic services like education, safe water, sanitation, and electricity.	Data analysis (regression analysis) of the results of the Censuses of Population and Housing in 2000 and 2010 and administrative records from different government agencies.	The disparity in access to services between ethnic groups is higher among Muslim and non-Muslim groups, with Muslims being the worst off. Data shows that the literacy rate and access to electricity and sanitation narrowed between 2000 and 2010.	1.Address the inequality in opportunities, particularly in secondary education, access to safe water and electricity, to level the playing field for the different ethnic groups, stimulate their inherent competitive ability and strive to improve themselves. 2.Policy-makers can use to the study to reduce the level of inequality in opportunities among different ethnic groups in the country.

Table 1-K

Reference: Bagalini (2020)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Explain colorism (skin tone bias) and how this form of discrimination is manifested in workplace	Comparison of US experiences on colorism and that of countries where skin tone is darker like African and Latin American countries and in India.	1. Explains that colorism is a form of discrimination based on skin tone. 2. Colorism is perpetuated by the global beauty industry, where sales of skin-lightening products are projected to reach $8.9 billion by 2024. 3. Studies have shown the existence of a wage gap linked to skin color, which widens as the shade of the worker darkens.	1. Raise awareness of companies and their HRs on skin tone bias and its subconscious effect on persons 2. Establish objective criteria in the recruitment process, one that does not discriminate and skills-based 3. Ensure all employees have equal access to a fair salary, promotion opportunities, and other perks. 4. Companies are urged to be aware of ‘beauty bias’ - and to address it through unconscious-bias training, among other methods.

Table 1-L

Reference: Gecer and Mahinay (2018)		**Country:** Philippines	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Determine the media frames used in reporting President Duterte's war on drugs in the Philippines.	Content analysis of articles published in major newspapers in the Philippines (Manila Bulletin, Philippine Daily Inquirer, and The Philippine Star)	1.The major newspapers use the Law and Order, Crime and Justice Frame, Security and Defense frame, Conflict frame, and Responsibility frame in reporting the war on drugs 2. Media narration of the anti-drug campaign is rather neutral in tone and there is no observable extreme manipulation of stories favoring one group over another	1. The major newspapers used similar frames in news reporting. The frames can reflect the bias of the newspaper except in Law and Order, Crime and Justice frame which is concise and brief. 2. The use of frames in presenting the anti-drug campaign seems to reflect the relationship among the media, the government and the public. 3. News is presented from the police's perspective since they are the source of the report. 4. The media is an agent of the government and the public that can influence society by manufacturing consent or silencing the majority.

Table 1-M

Reference: Berk et al. (2021)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Clarify the trade-offs between different kinds of fairness and between fairness and accuracy in criminal justice assessments.	Review of literatures and analysis of data in criminology, computer science, and statistics and use of empirical illustration using data from arraignments.	1. There are at least six kinds of fairness, some of which are incompatible with one another and with accuracy.	The need to consider challenging trade-offs when assessing risk in applications beyond criminology, such as mortgage lending.

Table 1-N

Reference: Tynes et al. (2015)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Explain how racial discrimination extends to online through experiences of cyberbullying of adolescents of color	A mixed method is used to investigate the risk and protective variables related to online victimization.	Online racial discrimination and hate activity associated with the election of the first African-American president increased, with perpetrators hiding in their online privacy.	Increased online time increases the risk of racial discrimination and mental health problems, so more studies are needed to understand their impact.

Table 1-O

Reference: De Castro et al. (2008)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Examine the association between work discrimination and morbidity among Filipinos in the United States, independent of more-global measures of discrimination.	Data analyses in negative binomial regression found an association between work discrimination and health conditions.	Filipino workplace discrimination was associated with increased health conditions even after controlling for other factors.	Racial discrimination in the workplace is linked to poor health among Filipino Americans.

Table 1-P

Reference: Nadal (2008)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Examines differences in the perceptions of racial microaggressions and race-related stress between one East Asian American group (Chinese Americans) and one marginalized Asian American group (Filipino Americans).	Online survey and MANOVA analysis.	Filipino and Chinese Americans are more likely to experience racial microaggressions and race-related stress due to their phenotypes.	Disaggregate research data on Asian American populations, examine racial microaggressions and recognize ethnic group differences.

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Table 1-Q

Reference: Brantingham et al. (2018)		**Country:** US	
Objectives or Research Questions	**Methodology**	**Findings**	**Conclusion and Policy**
Test the bias of predictive procedures used for police patrol.	Analysis of arrest data from the Los Angeles predictive policing experiments.	1.No significant differences in the proportion of arrests by the racial-ethnic group between control and treatment conditions. 2. The total number of arrests at the division level declined or remained unchanged during predictive policing deployments. 3. Arrests were numerically higher at the algorithmically predicted locations. When adjusted for the higher overall crime rate at algorithmically predicted locations, however, arrests were lower or unchanged.	1. The introduction of predictive policing did not increase arrests overall, though treatment prediction boxes did see significantly more arrests than control prediction boxes.

Source: Literature survey by Lodangco, Joseph M., April 12, 2023

RESULTS AND DISCUSSIONS

The studies and journalistic reports reviewed confirmed that racial and ethnic discrimination is global and no country, regardless of their economic advancement, can claim that all persons in their place are being equally treated before the law and are afforded the dignity they inherently deserve.

The dynamics of racism and ethnic discrimination are more complex, if not different, across countries or communities of different economic status, as in the case of discrimination happening in a developing country like the Philippines, compared to the cases in highly developed and advanced countries like the US and UK.

It is observed that the persons experiencing racial and ethnic discrimination in highly developed countries are persons of color from countries in Asia, Latin America, Africa, and India, including their descendants, even though born and raised in the host countries (Nadal, 2008; de Castro, et.al., 2008; Bagalini, 2020; Forth, et.al., 2022b)

In the Philippines, discrimination is more focused on one’s religious and ethnic identification rather than skin color as in the case of Muslims who are perceived as “terrorists” and ethnic minorities who are worst off compared to major ethnolinguistic groups in terms of access to basic services such as education, clean water and sanitation, and electricity (Reyes, et.al, 2017; HDN-UNDP-NZAID, 2005; World Bank-International Organiation for Migration, 2013).

Discrimination in the Philippines is commonly by one’s economic status, i.e. poor and marginalized, as in the case of the victims of Duterte’s war on drugs

, and based on one's ethnic and religious identification or affiliation, like the ethnic minorities in Mindanao who are fighting for their ancestral lands but are often caught in the persistent war waged in the name of religion (Muslim vs. Christians), politics (clash of Muslim clans), and interests in Mindanao's natural resources (mining groups vs lumads and civil society) (Reyes, et.al, 2017; HDN-UNDP-NZAID, 2005; World Bank-International Organization for Migration, 2013).

From the premise that discrimination in the Philippines is not racial but rather economic, discrimination in law enforcement and the criminal justice system is more pronounced towards the poor. It was not found in the reviewed literature though, whether the discrimination is compounded when a person belongs to an ethnic or religious minority, or in other discriminated socially constructed group biases like gender identity. Barera (2020) extensively discussed in her paper how poor drug suspects were stripped of their basic human rights before the law, and how the State agents blatantly disregarded the rights of the children that they resigned to the crisis by accepting the excuse that the children are "collateral damage" of the war on drugs. If there is a similarity in the Philippine experience (developing country) and the US experience (highly developed country), the suspects were commonly the poor.

The 1987 Philippine Constitution assured every Filipino of the protection of basic human rights and dignity. The Civil Code of the Philippines provides for the expanded protection of Filipinos before the law, especially the effect and application of laws, and human relations, among others. The State extended this protection by enacting the Indigenous Peoples Rights Act of 1997 categorically for the purpose of recognizing, protecting and promoting the rights of the Indigenous Cultural Communities/Indigenous Peoples, creating the National Commission on Indigenous Peoples, and appropriating funds for the advancement and protection of these groups.

Section 1 of the Bill of Rights is clear "No person shall be deprived of life, liberty, or property without due process of law, nor shall any person be denied the equal protection of the laws." One's protection before the law is explained in Section 2, "The right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures of whatever nature and for any purpose shall be inviolable, and no search warrant or warrant of arrest shall issue except upon probable cause to be determined personally by the judge after examination under oath or affirmation of the complainant and the witnesses he may produce, and particularly describing the place to be searched and the persons or things to be seized." In law enforcement, the Constitution clearly states that a suspect of a criminal offense has the right to due process, shall be presumed innocent until proven guilty, and has the right to counsel and to a speedy, impartial and public trial Philippine Constitution, 1987).

Aside from the Philippine Constitution, other legal instruments categorically protect the Muslim in the Philippines, like the Republic Act No. 11054 or the Organic Law for the Bangsamoro

Autonomous Region in Muslim Mindanao and the Presidential Decree No. 1083 (s. 1977), which promulgated the Code of Muslim Personal Laws of the Philippines.

However, these laws were blatantly violated, especially during the war on drugs, and even the international and national human rights watch groups called on the Philippines for its violations.

CONCLUSION AND RECOMMENDATIONS

Based on the systematic reviewed of literature (see Annex A for the summary), it was found that Muslims, among other ethnic minorities, are prejudiced and discriminated; relatedly, the Philippine criminal justice system tends to be discriminatory against the economically poor, although not necessarily belonging to ethnic minority and Muslim populations.

Race and ethnicity are social constructs – one was originally meant to rationalize and legalize subjugation, and the other was meant to justify one's perceived superiority. These two social identifiers resulted to hundreds of years of enslavement, violent deaths, and more recently, mental and other health illnesses, hatred towards another group, not just in the Philippines, as experienced during colonization, but in other countries as well.

The International Convention on the Elimination of All Forms of Racial Discrimination (United Nations Human Rights, 1965) is clear: "Discrimination between human beings on the grounds of race, colour or ethnic origin is an obstacle to friendly and peaceful relations among nations and is capable of disturbing peace and security among peoples and the harmony of persons living side by side even within one and the same State, and that "the existence of racial barriers is repugnant to the ideals of any human society."

To address the problem, it is important that the Philippines, as State-party to the convention, adheres to its commitment, among others, to condemn racial discrimination and undertake policies to eliminate all its forms; condemn racial segregation and apartheid and undertake to prevent and prohibit and eradicate all practices of this nature; condemn all propaganda and all organizations which are espousing the superiority of one race or ethnic group over the others; assured effective protection and remedies through national tribunals and other State institutions against any acts of racial discrimination; undertake education and information dissemination programs to combat prejudices and to promote understanding, tolerance, and friendship among nations and racial or ethnic groups. As law enforcers, it is important to always go back to the tenets of equal protection before the law – the 1987 Philippine Constitution, Bill of Rights, and law enforcement manuals.

Another important issue that must be addressed is legal protection against perpetrators of discrimination. It is about time that Congress pass the long-overdue anti-discrimination bill that has been pending in the House and Senate since 2011.

In terms of contribution to the body of knowledge, it is recommended that more scholars study this subject comprehensively, particularly, the nation's criminal justice system. While there is a general perception that the law is biased against the poor and minorities, the claim would be more solid if backed up by scientific studies. Relatedly, law enforcement institutions are encouraged to be more transparent and truthful in reporting crimes, so, information about the subject is reliable.

LIMITATIONS

The conduct of this study differs from the methodology of Kitchenham et al. (2009). The reviewed literature was searched manually online for information that is relevant to the subject of the study. When conducting this type of research, researchers typically work in teams of several persons to cover the extensive body of knowledge related to the topic and to ensure that the works are thoroughly searched. In this study, only the author performed a manual search. Another problem is the limited systematic studies about the link of race and discrimination to the Philippine criminal justice system. To make up for this lack, the author used journalistic reports instead; it is recognized that one cannot come up with a definitive conclusion of the impact of discrimination on the discriminated groups as journalistic reports only cover a short period of time or less than five years.

Ethical Statement: This study followed ethical standards in research and publication including proper attribution of published works cited in this systematic review of related literature.

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RESEARCH ARTICLE

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Factors Affecting the Capability of Offender to Post Bail in The Province of Sorsogon, Philippines: An Assessment

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Abstract

Many factors affect the capability of the offenders to post and avail the privilege of acquiring temporary liberty. In this study, the researcher aimed to identify the major factors that greatly affect the opportunity for offenders to post bail in the province of Sorsogon (Philippines). Using the descriptive research method and its instruments, the researcher meticulously gets the response of each of the respondents, which will be the basis for computing the data needed for the study. The responses reflect that the capability of the offenders to post for bail is clearly affected due to financial disability, and this is one of the major problems of every offender in availing temporary liberty in the province of Sorsogon. As part of the objectives of this study, the researcher formulated a proposal for the proper fixing of bail to ease for some time the burden that the offenders would always encounter.

Keywords: Major factors, Capability, Temporary liberty, Bail, Sorsogon

BACKGROUND OF THE STUDY

Bail is the temporary release of a person after meeting the qualifications needed in the application. Judge has the authority to fix it based on the personal circumstances of the offender and the gravity of evidence against him/her. Its importance is to bring back the integrity of a person to be a member again of society after the detention process, and to meet his/her family responsibilities. The perceived problem of this bail is the issue where offenders, especially here in the Philippines, are unable to post bail due to financial disabilities since the Philippines is one of the countries suffering from poverty (Orphanage, 2020).

Unlike other rich countries, where they also have different parameters in defining bail, but the purpose is also the same as bail here in the Philippines to guarantee temporary liberty to the qualified offenders. Though provisions of bail in the Philippines were patterned from the United States' rulings, there are some major specifications based on the parameters of how judges will fix bail. Trial Courts rigidly exercise bail here in the Philippines to qualified offenders. This is to comply with the statutory rights of offenders as mentioned in the Charter of Human Rights (Hannum, 1998). However, some of these offenders have failed to avail of their temporary liberties because of the different circumstances that hamper their opportunities for them; an example of this circumstance is poverty. The disparity in bail and the discrimination during the decision of the judge whether to grant bail or not is common in the justice system (Goldkamp & Gottfredson, 1979). This is also a common event here in the Philippines, where hapless indigenous peoples suffered from indiscriminate grant of judicial rights such as bail (Calde, 2016), just like the Lumad tribe in Mindanao, Philippines, was once reported to have committed a crime of rebellion but denied posting for bail and have been killed by the group of military in their own places (Alamon, 2017). As mentioned by the Court (2000), bail is a matter of right for those crimes having a penalty of not more than six years of imprisonment, and its grant will be subject for the proper examination of the judge.

As mentioned in the preceding paragraphs, which relate the capabilities and problems of offenders to post for bail is the motivation of the researcher to identify the condition of bail here in the province of Sorsogon, Philippines. This is to look for the possibilities of disparity and other injustices (if there are), and other matters affecting the opportunity to avail temporary liberty, such as; the factors affecting the capability of offenders to post bail; and, the problems encountered by the defendants during the application of bail. It will help the province or the country itself to look for the best possible way in order to grant bail even the midst of poverty and to prevent the incidence of disparity.

The purpose of this research study is to determine the factors affecting the capability of the offenders to post bail, the problems they've encountered while applying bail and to formulate an efficient proposal for the proper fixing of bail.

Definition of terms

1. assessment - the action or an instance of making a judgment about something**:** the act of assessing something (Webster, 2002).

The determination of the capability of the offenders to post bail will undergo an assessment in order to find out the factors that affect bail.

2. bail - procedure by which a judge or magistrate sets at liberty one who has been arrested or imprisoned, upon receipt of security to ensure the released prisoner's later appearance in court for further proceedings (Britannica, 2002).

Temporary liberty is the end product of bail. this is the main concept of determining the factors that affect the capability of the offenders to avail their temporary liberty.

3. criminal justice system **–** the criminal justice system, essentially, is the system or process in the community by which crimes are investigated, and the persons suspected thereof are taken into custody, prosecuted in court and punished, if found guilty, provisions being made for their correction and rehabilitation (Lopez, 1999).

after determining the probable cause, the accused is held in custody for trial but subject to the grant of bail if he is qualified. This will determine whether they can afford the fixed bail amount.

4. offender/accused/defendant **-** someone who has violated a criminal, religious or moral law.

Their capability to post for bail after being taken into custody is the primary purpose of this research study.

5. temporary liberty **-** bail secures the release of a person from jail, provided that he or she will return for court appearances or trial. The bail will be forfeited if the suspect fails to return to court. it will only be returned if the suspect is able to comply with the required appearances. Regardless of whether the person is found guilty or not guilty, the bail money will be returned at the end of the trial.

Scope and Delimitations

As to the inclusion, this research is limited to the exclusive jurisdiction of the province of Sorsogon as it is the home province of the researcher, and it also has enough respondents to furnish data for the better result of this research study. The researcher collected data from the Provincial "Bulwagan ng Katarungan" or the Hall of Justice, this hall is where trial court hearings are being held. The collection of data also includes members of Lawyers (Public and Private Lawyers), Prosecutors, Members of the Philippine National Police (PNP), and previous Offenders. The research was conducted immediately after the researcher furnished instruments (such as survey questionnaires) for data gathering.

As to the exclusion of the study, it is not extended to the provinces outside the boundary jurisdiction of Sorsogon (i.e. Albay and Camarines Sur). Also, judges and other higher officials such as Mayors, Governors and Chief of police are not covered as respondents of this study because it might be inconvenient to gather data from them due to their busy schedules.

Study Site

This study is exclusively conducted in Sorsogon (Region V, figure 1), Philippines. Sorsogon, officially the Province of Sorsogon, is a province in the Philippines located in the Bicol Region with an average population as of the 2020 census 828,655 (Province, 2020). It is the southernmost province in Luzon and is subdivided into fourteen municipalities (towns) and one city. Said province is the place where the researcher collected the data from the set of respondents. The data was specifically collected at the Hall of Justice, where lawyers (private and public) at the Regional Trial Court Level are requested to answer the survey questionnaires as well as the members of the Philippine National Police assigned at Sorsogon City Police offices and the previous offenders with an experience of applying for bail.

Figure 1. Study site

Theoretical Framework

This study has been linked to different theories of crime in the study of criminology: **"Justice as Fairness Theory: Political Not Metaphysical" and "Social Contract Theory."** These theories should be used as a link to the researcher's topic since it is a needed criteria on how different factors affect the capability of the offenders to apply for bail.

The first theory is the **Justice as Fairness Theory: Political, not Metaphysical,** by Rawls (1985). Rawls dictates that society should be structured so that the greatest possible amount of liberty is given to its members, limited only by the notion that the liberty of any one member shall not infringe upon that of any other member. With this, liberty should always be observed even if a person previously suffered deprivation of liberty due to his criminal act. So, the right to bail is another point of this theory as in the case of applying for temporary liberty. To observe fairness and justice during the prosecution of an offense, there should be a balance between the rights of the accused and the rights of the victim; the right of the accused to avail temporary liberty after having been qualified for bail, and the right of the victim to confer with himself with the pleadings made by the accused. This theory of Rawls best fit this research topic in determining the factors that has a major effect on why the offenders are unable to post bail for their temporary liberty.

Another is the **Social Contract Theory** of Hobbes (2002), this theory best fits the researcher's topic due to the massive application of bail and its limitations. According to Hobbes, human life would be "solitary, poor, nasty, brutish and short", in the absence of law, people would do anything they want, be it right or wrong, including the "right to all things" they want to access. Hobbes theorized that the absence of the social contract would be chaos for all, "a war of all against all." This theory is anchored to the right of bail guaranteed by the state for the defendants. As the principle of this theory, the state limits the liberty as a right of the accused in exchange for the wrong they committed; but the state should also limit their police power not to fully cover the deprivation of liberty of the accused to the point that it is now unable to post for bail. Those incarcerations that exist due to the excessive necessity of controlling the criminal act and protecting society can only be considered "Just" (Duker, 1977). Therefore, those incarcerations involving a slight reason are considered harsh and not just. It is particularly if the defendant cannot avail his temporary liberty due to the reason of poverty and the excessive fixing of bail.

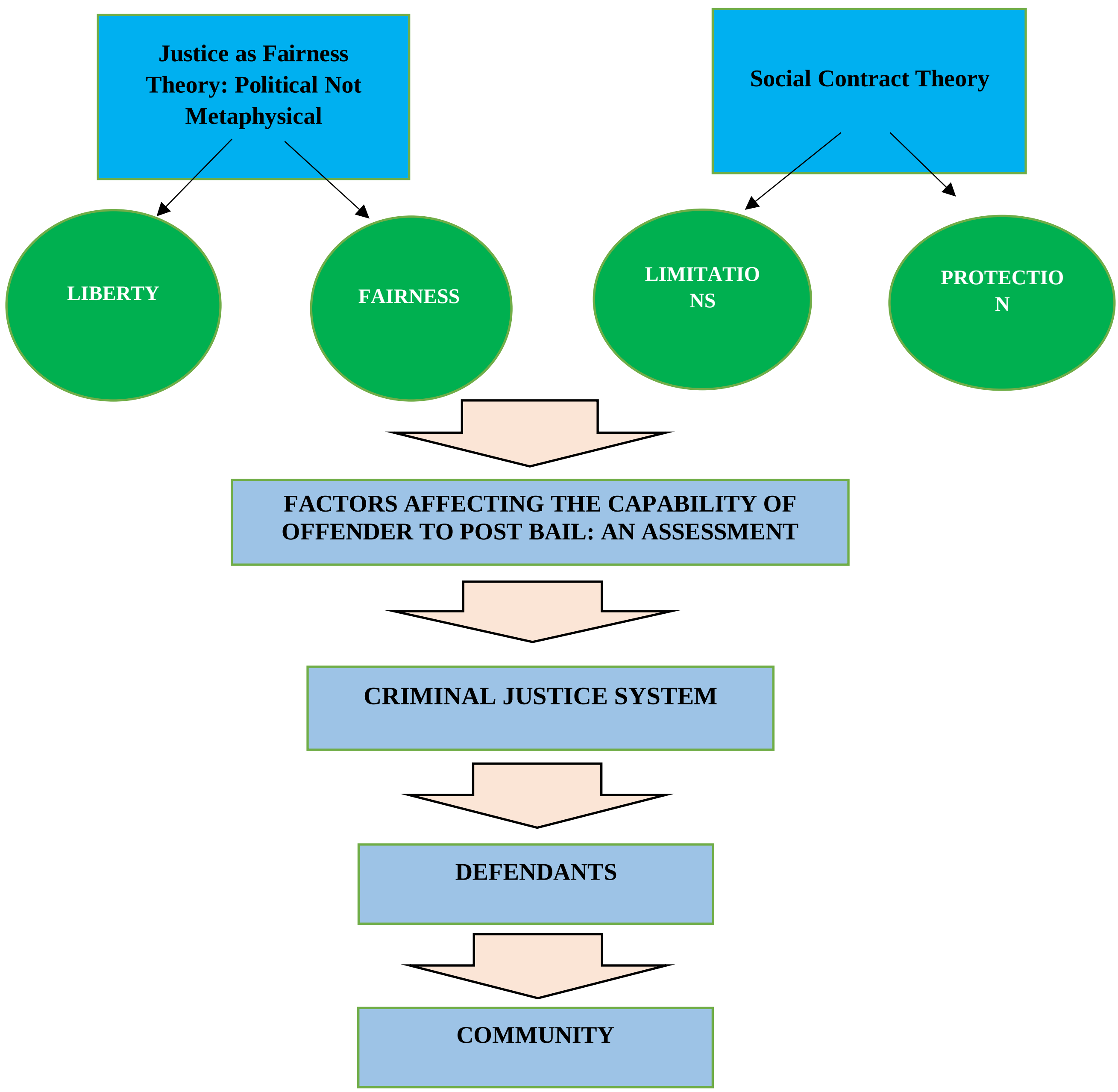

Figure 2. Conceptual Framework

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Conceptual Framework

The conceptual framework shows the style of this study. This serves as the organizer of the idea based on a research topic. Figure 2 presents the scope of the study as drawn in the research framework.

This topic serves as an eye-opener to the readers and practitioners of the justice system on how they will adequately discharge their duties, particularly in assisting offenders in their application for bail. As observed, after being qualified for bail, the defendants cannot avail due to some compelling reasons. Effects of incarceration will be weeks, months or sometimes it takes years for them to spend their lives as incarcerated individuals, seriously affecting their lives, family responsibilities and daily routines (Olderman, 2012). The capability of the offenders to post bail will be the main purpose of this study as it tried to take data from different respondents just to determine why they are not fully able to cover their temporary liberties. Also, it will serve as an aid on the part of the community on how they will now determine why some offenders are still incarcerated even though they are qualified for bail.

All in all, this research study will focus on those factors regarding the capability of offenders to avail their temporary liberties under bail and the other factors on how the judge fixes and make conditions for their application on bail. This will form part of the determination of the capability of the defendants and the way the judge fixed the amount of bail in cases of cash bond; it is not sometimes the factor of poverty, but it is also a matter of how the judge fixed the amount of bail and the basis should be the social status of the defendant. Poverty is common and already identified as part of the factor. The other factor is also determinable, where judges impose excessive amounts of bail not afforded by the defendants and choose to stay in jail for incarceration (Wiseman, 2016). Judges, families of the defendants, the defendants itself and also the Community are the expected beneficiaries of this research study for them to have a good picture of what was the major reason why some defendants necessitate of choosing incarceration rather than availing their temporary liberties. Just in the case of Loretta Starvus Stack and her eleven (11) co-defendants after having been arrested for the crime of overthrowing the federal state of U.S during World War II (Carlson, 2011). Their case was bailable, and they can post their temporary liberties, but for some compelling reasons; despite that there are rulings on how to fix bail for the guarantee of their appearance in court, judge/s fixed different amounts of bails for each of the defendants where it is not under the provision of procedural law that time. Judges encroached on their powers to fix bail after posting a different bond because the offenders have the same gravity of the offense and the same social standing (Carlson, 2011). In this situation, the moment that judges give an excessive amount of bail should always be a great concern to include this as one of

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the major reasons why there are relatively pre-trial incarcerations. This would be the concern of this research topic aimed to determine the factor between poverty and abuse of discretion.

Figure 3. Conceptual Paradigm

METHODOLOGY

In identifying the factors affecting the capability of the offenders to post bail, the researcher used quantitative research to use survey questionnaires to gather data from the respective respondents for proper interpretation. Quantitative research is the process of collecting and analyzing numerical data. Using this research method, the researcher could easily look for the major factors why there might be some considerable obstacles in applying for bail for their temporary liberty. As mentioned earlier in the preceding sections, the research aimed to conduct in the province of Sorsogon (Philippines) as it is a perfect place to search for different sets of ideas from the respondents to suit the need of this research work. Second, Sorsogon province is also a populated place composed of numerous indigenous groups of families, which is a good spot for this research work.

Using descriptive research design, the flow of this study will be guided according to its objective's greatest aim to accurately and systematically describe the exact conditions of a phenomenon or situation (McCombs & Valenzuela, 2020). The data was expected to collect from different sets of respondents, such as Lawyers, Police and Convicts, a total of 30 respondents. The researcher is confident that they were enough in order to have a better result for the research problem. Using a research instrument (e.g., a Survey questionnaire), the researcher collected the data using English and Native (Tagalog/Bicolano) language at the earliest possible time and subject for computation and then interpretation. The collected data was the major concern by deducing it into computation using the weighted mean formula and the Likert scale. This was the basis for formulating conclusions and recommendations and ranging into the final major output of this research work.

Due to some restrictions of face-to-face contact, the researcher decided to gather data through the use of online communication like messenger, Facebook and electronic mail; a total of 30 survey questionnaires were sent to the respective respondents and all of these questionnaires have been retrieved by the researcher. As to the success rate of gathering data, a total of 99% success rate were noted as all of the questionnaires were sent back to the researcher.

Sampling Techniques and Statistical Treatment

In choosing respondents for this study, the researcher used the Non-Probability Sampling Method, getting the feature of Purposive Sampling. In this sampling technique, the researcher chose the respondents with high qualifications to suit their responses in this research study.

The researcher used the five-point scale (Likert Scale) to measure the respondents' responses in the data computation. They are interpreted as follows:

Table 1. Likert Scale

Numerical Rating	Range	Adjectival Description
1	0.50 – 1.49	Not Affective/Not Serious Problem
2	1.50 – 2.49	Less Affective/Less Serious Problem
3	2.50 – 3.49	Affective/Serious Problem
4	3.50 – 4.59	y Affective/Strongly Serious Problem
5	4.50 – 5.00	Extremely Affective/Extremely Serious Problem

To get the result from the collected data, the researcher used the weighted mean formula (below) to determine the central tendency, which is the basis of the interpretation of data.

$$\mathbf{WM} = \frac{\Sigma \mathbf{fx}}{\mathbf{N}}$$

Where:

WM - Weighted Mean
Σ - Summation Sign
F - Frequency
X - Unit Weight
N - Number of Respondents

REVIEW OF RELATED LITERATURE

Arellano (2000) Where we can access the bail rulings here in the Philippines. It states that offenders who committed a crime punishable by not more than six years are qualified to apply for bail. Those offenders with a penalty of more than six years may also apply for bail provided that it does not reach the maximum penalty, Reclusion Perpetua to Death penalty, and the evidence of their guilt is not strong.

Tolentino (2007) Examines the capability of offenders to post bail in the Philippines. The author found that even a small sum of bail amounting to five thousand pesos is a hard ground to avail by the hapless and poor offenders and evidenced that poverty and financial disability hampers the opportunity for the offenders to avail temporary liberty.

Caparas (1999) study the so-called double standard of justice that grinds between the rich and the poor in the Philippines. The author tried to study the country's justice system in terms of bail, convictions and arrest of different individuals. He looks for discrimination among the poor and the type of justice system between rich and poor.

The study of Stewart (2022)**,** focuses on the capabilities of the offenders to post for bail, as scholars now rarely conduct a study about this. The author argues that the problems in availing temporary liberty are not only the subjective condition of the offenders but also the condition where the authorities add some disparities to them. This study was also supported by the research of Sebastian and Karakatsanis (2018), where they find it hard for the defendants of America to sleep at night in government custody after having failed to meet the desired amount of bail.

Yule and Schumann (2019) focused their study on how the defendants negotiated with the judges to have some favorable conditions in bail, particularly in fixing their bail bonds. This literature is the other part of this research work to justify the necessity and timeliness in conducting this study. We all know that the significance of bail is to secure the appearance of the offenders in court trials, and it offers a valuable impact not only to secure their attendance during hearings but also to still discharge their duties as a member of the family and community (Antolak-Saper, 2017).

Field Rabuy and Kopf (2016) study revealed that 70 percent of incarcerated offenders in the U.S. are under pretrial, meaning they are still waiting for their final judgment. This great number of detainees failing to meet the amount of their bail is alarming because the productivity of each of the defendants is also suspended and the huge amount of expenses the government spends in their incarcerations. This literature has a great connection with this research output because of the significant variations of factors that affect the ability of the offenders to avail their temporary liberty.

Scott-Hayward and Fradella (2019)**,** revealed their study on the conditions of inmates in New York's County Jail. They found out that most inmates suffered unnecessary and excessive amounts of bail, which hampers the opportunity to avail the of temporary liberty. This study relates with this research output in so far as "factors affecting the capability to post bail" is concerned. Nejdl (2017), made an effort to determine the conditions of the bail system in the particular justice system and how they fix bail according to the defendants' ability. The necessity between pleading guilty and availing temporary liberty is alarming for the offenders. When they do not meet the desired bail amount, they push to plead guilty to avail the liberty they wish.

Kupper (2018), studies the bail condition in Cook County Jail. The rampancy of unnecessary fixing of bail in the said place needs critical revisions as the constitution once said that it violates the right of an accused to be presumed innocent. The ultimate reason for the failure of defendants to post bail is poverty, where the latter choose the necessity of accepting the court's decision against their own

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favor. Here in the Philippines, the poverty rate is relatively high capable of disarming a specific offender to post his/her temporary liberty (Schelzig, 2005).

The study of Hawk and Director (2016) supported the other literature when they looked at the capabilities of the offender to post bail. They titled their output as “no money, no freedom.” The title explains the problem that necessitates the increase in incarceration among nations. This will cause relative desperation, stress, and depression on the part of the incarcerated individual, as well as the effect of this to their families (Page, 2017).

Albright (2021) also conducted a similar study on bail, finding that money bail is almost always a huge deal for temporary liberty. He argued that bail is one of the solutions to jail overcrowding; hence, in some cases, it triggers jail overcrowding also. The best counter for this social phenomenon is the revision and looking for alternatives on how cash bail will be replaced aside (Baudry, 2022). In the Philippine context, particularly here in the province of Sorsogon, the capabilities of the offenders to post for bail is sometimes blocked by the circumstances such as poverty and disparities. This necessitates disarming them to get their rights to bail and avail temporary liberty.

RESULTS, INTERPRETATION AND ANALYSIS

This part presents the significant findings found in the study. This study determined the factors affecting the capability of the defendants to post for their temporary liberty, which is based on the responses of the identified group of respondents. It is the result of the data-gathering procedures conducted by the researcher. It includes explanations of the results inside the tables and the implications to the beneficiaries. This also includes the profiles of the respondents. Below are the table representing the computed data with discussions.

Table 2. Demographic Profile of the Respondents

Respondents	**Gender**		**Civil Status**			**Age**		**Years of imprisonment**	
	Male	Female	Married	Single	Widow	50 yrs. old above	50 yrs. Old below	1 year to 3 years	3 years to 6 years
LAWYERS	7	3	10			10			
POLICE	10		8	2		4	6		
CONVICTS	10		9	1		7	3	5	5
TOTAL									30

Table 2 explains the proper distribution of the number of respondents in this research study. They are the identified respondents that the researcher asked for their views regarding the Factors affecting the capability of the offenders to post for bail.

Table 3. Factors affecting the capability of the offenders to post for bail

	EA	SA	A	LA	NA	AWM	Adjectival Equivalent
1. Financial Disability (Poverty)	21	8	0	0	1	**4.6**	Extremely Affective
2. Excessive amount of bail	5	6	12	7	0	**3.3**	Affective
3. Due to offender's mental health	1	2	4	15	8	**2.1**	Less Affective
4. Racial, religion and ethnic matters	1	3	5	15	6	**2.1**	Less Affective
5. Charged with non-bailable offense	7	7	3	2	11	**2.9**	Affective

Legend:
EA – Extremely Affective A – Affective NA – Not Affective
SA – Strongly Affective LA – Less Affective AWM – Average Weighted Mean

The table above explains the significant increase in the factor of financial disability on the part of the defendant which seems to be the major factor that affects their capability to post bail. It has an average weighted mean of 4.6, meaning the respondents significantly agreed to answer the factor number 1, which is considered as a leading factor that affects the capabilities of the defendants to post for their temporary liberties. In the study of (Jones, 2013), she argued that the existence of disparity is another reason for the unequal fixing of bail due to the lack of uniformity, resources, and information provided to officials in bail proceedings. This was also supported by the studies of Stevenson and Mayson (2017) who also said that the unbalanced reform on bail causes jail overcrowding and disparities. Financial disability may be the contributing factor that hamper the harmony of the right to bail provided in the constitutional right of an accused and the trial court must always observe the better interest to grant this right. This will be the weapon against untoward abuse of deprivation of liberty after having been qualified to post bail due to some circumstances (Collins, 1980). This factor is always at hand every time during criminal proceedings, that the respondents are unable to fully cover the exact amount of bail in exchange for their temporary liberty (Sebastian & Karakatsanis, 2018).

Another factor is the excessive amount of bail, having an average mean of 3.3. As observed, the respondents have their understanding that a large amount of bail fixed by the judge discriminately prevents them from availing bail bonds. In the study of Bibby (2014), one of the most essential parts of a judge's decision is the part where the bail is to be fixed. The problems of jail overcrowding increase due to the increasing number of detainees which fail to meet the amount in exchange for their temporary liberty (Wiseman, 2016). Disparity existed beneath these factors, even the actors of the criminal justice system tried their best to prevent inequalities, but the situation of financial disabilities and an excessive amount of bail dictated and precipitated the manifestation of disparity and inequality.

Other factors such as the offender's mental health, and racial, religious and ethnic matters, including those charged with non-bailable offenses are really not the factors affecting the capability of the offenders to post for bail. The respondents showed their opinions based on answering the questionnaire that these factors are not in the same manner as the first and second questions.

Table 4. Problems encountered by the defendants during the process of applying for bail

	ESP	SSP	SP	LSP	NSP	AWM	Adjectival Equivalent
1. Dismissal of the petition for bail due to the gravity of the offense.	7	3	19	1	0	3.5	Strongly Serious Problem
2. High interest of surety bond.	3	7	15	2	3	3.1	Serious Problem
3. Insufficient knowledge in posting bail.	2	5	5	15	3	2.6	Serious Problem
4. Failure to file a motion to reduce bail.	2	5	4	7	12	2.2	Less Serious Problem
5. Confused court's jurisdiction for filing bail.	2	4	3	6	15	2.0	Less Serious Problem

Legend:

ESP – Extremely Serious Problem
SP – Serious Problem
SSP – Strongly Serious Problem
LSP – Less Serious Problem
AWM – Average Weighted Mean
NSP – Not Serious Problem

Table 4 shows the result of the computed data on the problems encountered by the offenders in posting for their temporary liberties. Data revealed that the dismissal of the application for bail is another problem and got the highest average mean of 3.5. The study of Arnold et al. (2018), found that the prevalence of incidence of denying offenders to post for bail is because of racial inequalities when they conducted a study between white and black somewhere in the United States. This means that despite the capabilities of the offenders to post for bail, the problem of indiscriminate dismissal of the petition for bail prevents the opportunity of the defendant to avail his/her statutory right. Whereas, minorities who cannot avail of the desired amount of bail fixed by the jurist will be pushed to plead guilty and suffer longer incarcerations (Donnelly & MacDonald, 2018).

Another serious problem is that the high interest of surety bonds scored 3.1. Though not at the same level as the first factor, but this is another problem as it relates to the financial disability of some defendants. This removes the opportunity for the defendants to post for their temporary liberty as surety bond is not a traditional process in posting bail (O'Rourke & Carter, 1969).

Another problem is the deficiency of the offender's knowledge about the details of bail and how it is granted. As observed, the respondents said that another serious problem is ignorance on the part of the defendants; their lawyers will not fully cover to explain the concept of bail better, especially if they are unable to hire competent and well-experienced counsel. However, the other problem, which is the failure to file a motion for bail and the court's confused jurisdiction for filing bail, is less serious. It was observed in the findings that there is no great factor to label this as a problem that hinders the accused in filing for bail (Ebbesen & Konecni, 1975).

CONCLUSIONS

The researcher concludes that the main factor that affects the capability of the offender to post for bail is the financial problem; this is so because, according to the responses of the respondents, bail amount is excessive which seem to be impossible for the poor defendants to avail. Another factor is the gravity of their offenses where laws related to bail disqualifies offender from applying their temporary liberty.

The researcher also realized that the disparity between the rich and the poor are prevalent, where the poor defendants are experiencing difficulty in applying for bail compared to the rich one, on the other hand, some would say that there are no bias in the administration of justice but the extent of poverty is sometimes an obstacle to enjoying justice.

Recommendations

1. Judges of the court must fix the desired amount of bail, which is affordable for the accused in cases of cash bond.
2. The evidence of guilt should first be established before the denying of bail; especially in cases of capital offense but seem to be qualified for bail.
3. Judges must establish a proper criterion on how they will fix the bail depending upon the offender's financial status.
4. Members of the court pillar must study and adopt the researcher's proposal, as seen in the table below, based on the identified findings of the study.

Bail as a matter of right and privilege, was granted to the defendants after being qualified for their temporary liberty. But in some instances, judges of convicting courts fixed it in an amount that for the offenders are impossible to meet due to some monetary reasons (Luna, 2017).

Major causes of jail overcrowding are sometimes the prolonged pre-trial detention durations; this is because the offenders under trial are unable to post for bail, without a choice but to stay inside jail or prison (Narag, 2018).

Criteria for Fixing	Objectives	Process	Persons Involve
1. Offenses qualified for bail but the offender is unable to cover the amount.	- To grant the desired amount of bail commensurate with the capability of the offender to pay the desired amount.	- Assessment on the societal status of the offender to fix the desired amount of bail.	- Judge, Prosecutor, Investigator-On-Case
2. The financial status of the offender.	- To regulate the amount of bail desirable for the temporary release of the offender.	- In case the offender is fully unable to pay the amount of bail, release him on recognizance will be the other choice.	- Judges, Prosecutors, Counsel (Prosecution and Defense)
3. Excessive amount of bail.	- To reduce the amount of bail and should be patterned from the financial status of the petitioner.	- The judge in fixing bail have their own leniency if the offense does not heavier capable to disqualify the offender.	- Judge

There are many problems in your grammar. Please read the whole manuscript word by word and correct grammatical mistakes otherwise, we will not publish until all these errors are fixed.

Data availability: The data was collected at the respondents with utmost confidentiality. These are available depending upon the request by the concerned party subject for the approval by the researcher to secure confidentiality.
Ethical Statement: In the conduct of this study, the researcher prepared corresponding letters to seek for the consent of their offices to gather data and to make their personnel as respondents. They positively replied and consented to the study while ensuring their responses' confidentiality.
Consent to Participate: This research is conducted by one author for purpose of compliance to the PhD program. This is conducted without any bias and/or prejudice on the part of the participants as it only assesses the sociological conflict happened in the in the province of Sorsogon, Philippines.
Competing Interests: This work has no competing interests.
Acknowledgment: I would like to acknowledge this research study to God Almighty and to my family especially to my wife Lyn Guelas. This is also dedicated to University of the Cordilleras where I am still finishing my doctorate degree.
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The Impact of English Teachers on ESL Pre-University Students' L2 Reading Motivation in Pakistan

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Abstract

Motivation is a crucial factor in educational achievement nt. It can influence students' willingness to try to learn and succeed. In a context like Pakistan, where L2 (English) is a critical compulsory subject at the pre-university level, motivation is essential for students to learn effectively. This study investigated the influence of competent and incompetent English teachers on L2 (English) reading motivation. A qualitative case study was conducted with 6 (3 male and 3 Female] ESL pre-university students from Government MAO Graduate College, Lahore, Pakistan. Data were collected through semi-structured interviews and class observations. The data were analysed using thematic and coding procedures. The study found that competent English teachers positively influenced students' L2 (English) reading motivation. These teachers were found to be enthusiastic, knowledgeable, and supportive. They created a positive learning environment and made learning engaging and challenging. Incompetent English teachers, on the other hand, negatively influenced students' L2 (English) reading motivation. These teachers were found to be dull, uninspiring, and unhelpful. They created a hostile learning environment and made learning tedious and frustrating ng. The study recommends that competent English teachers with appropriate training be employed to motivate students for L2 (English) reading.

Keywords: Motivation, ESL, L2, English Teacher, Pre-University Students, Pakistan

INTRODUCTION

According to Anderson (1999), reading is essential in any English as a foreign/second language (EFL/ESL) context where it can be considered essential to master it. In such situations, the students of EFL/ESL are regarded to master it to achieve educational and academic success. Therefore, reading is a cognitive process through which meaning and context are being tried to understand by the students. Reading motivation is a process of interaction with written materials, such as books, magazines, letters, articles, websites, and emails, etc. with specific social or cognitive purposes (Abu-Rabia, 1998; Hoetker, 2010; Guthrie et al 2009; Watkins et al., 2015).

Scholars have initiated reading motivation research and investigations in L1 (First and Mother Languages), EFL (English as a Foreign Language) and L2 (English) since last many years, such as Wigfield & Guthrie (1997) have investigated reading motivation and concluded that it occurs among children due to attaining social as well as cognitive purposes in their conte ts. According to Grabe (2008), reading occurs in a specific context to attain contextual objectives. He recommends that cognitive and social construct influences L1 and L2 reading among the readers. In this way, researchers seem to agree with the idea that the competency and incompetency of a teacher might influence learning motivation (i.e., Mansoor, 2004; Vansteenkiste et al., 2009; Furrer et al., 2014) which enables the students to engage them in educational and academic activities. Many empirical studies have identified factors such as social and cognitive influencing reading motivation (i.e., Abu-Rabia, 1998; Hartas, 2011). However, the Pakistani context focuses on learning motivation. For example, Islam (2013) has examined Pakistani students learning motivation using the Motivational Self System (20 9). Ali and Pathan (2017) have explored motivation and demotivation factors for learning English in Pakistan. Thus, it is clear that the Pakistani context needs to be addressed or addressed in reading motivation. However, the studies and reviews conducted by Khan et al. (2016) and Khan et al. (2017) have attempted to propose the significance of L2 (English) reading motivation. A review by Khan et al. (2023) recommended conducting a study about L2 (English) reading motivation in Pakistan.

Considering the background of the study, the Pakistani context needs to be addressed more in the L2 (English) reading motivation field with any proper suitable theoretical and conceptual framework. Although there are various empirical studies about L2 (English) learning motivation (i.e., Islam, 2013; Yaqoob et al., 2014; Noreen et al., 2015). All these and other studies have attempted to focus on L2 (English) learning motivation with traditional theoretical perspectives. Therefore, exploring L2 (English) reading motivation in Pakistan is timely. There are three objectives of this study as follows. As far as the context of the study is concerned, this study has attempted to explore the influence of English teachers on L2 (English) reading motivation among six (6) pre-university students of Government Graduate MAO College, Lahore student. Three (3) students are from the first year, and three (3) are from the second year of the 2019-2 21 academic year. These samples (6) have been chosen under the suggestions of Creswell (2013), Merriam (1998), Yin (2012) and others. Although these scholars' and researchers' suggestions vary in the selection of the sampling yet the researchers of this study have chosen according to their convivence and, secondly, to get into the depth of various issues regarding L2 (English) reading motivation.

1. To explore the interpretations of the students’ views about L2 (English) teachers in Pakistan.

2. To determine the influence of English teachers on L2 (English) reading motivation.

3. To elaborate on the influences of competency and incompetency of English teachers for L2 (English) reading motivation in Pakistan.

The following three research questions were planned to achieve the study's objectives.

1. What are the students' views about Pakistan's L2 (English) teachers?

2. What is the influence of English teachers on L2 (English) reading motivation in Pakistan?

3. How an English teacher influences L2 (English) reading motivation in students in Pakistan?

LITERATURE REVIEW

Guthrie and his colleagues have initiated studies and surveys of reading motivation in their respective contexts in the past few years. Most of them have studied the impact of many factors on Reading and L1 motivation among small and school-going children (i.e., Wigfield & Guthrie, 1997b; Simpkins et al., 2012; Guthrie et al., 2007). Most of these studies have found the various dimensions and constructs of reading motivation. For example, Wigfield and Guthrie (1997) have seen eleven (11) constructs of reading motivation, and for these obvious reasons, they regard reading motivation as multi-dimensional. These researchers have followed MRQ (Motivations for Reading Questionnaire) (i.e., Lot et al., 2010; Wigfield, et al., 1996; Lot et al., 1997).

Nevertheless, Komiyama (2013) has developed its Reading in English Questionnaire (MREQ) for the study to examine the factors underlying the motivational factors among 2,018 Academic Purposes students' of second language (L2) students from 53 English language programs in the .S. However, in EFL (English as a Foreign Language) contexts, researchers like Dhanapala, 2008 and Ryan, Deci (2000), and others have followed the pattern Guthrie and his colleagues set for their studies.

Theoretical perspective or theoretical background plays a very significant role in the story. Regarding the Pakistani context, the studies conducted in the past few years have utilized traditional models by Gardner and his colleagues, such as those conducted by Akram and Ghani (2012) and Noreen et al. (2015). As mentioned earlier, the reading and L2 (English) reading motivation has yet to be addressed sufficiently in Pakistan.

The reading motivation theories have been popular among reading motivation researchers (i.e., Wigfield and Guthrie, 1997) (Guthrie, J. T., & Coddington (2009). These theories have been used as theoretical frameworks in empirical studies (i.e., Mcdonald (2008); Barber and Buehl (2013); Guthrie et al.(2009); Mori (2002). McKenna (2001) has introduced the reading attitudes theory.

This study has adopted A Process Model of L2 Motivation (Dornyei & Otto, 1998) because the researchers aim to explore the influence of teachers' role on L2 reading motivation. As a teacher is a part of society, he or she can play a vital role in increasing or decreasing reading motivation; therefore, the model process model of L2 motivation (Dornyei & Otto, 1998) can fulfil the study's objectives. This model (Dornyei & Otto, 1998) can be expected to show clear influences of competent and incompetent teachers on L2 (English) reading motivation.

A process model of l2 motivation (Dornyei & Otto, 1998)

In detail, figure 1 shows the Model, A Process Model of L2 Motivation (Dornyei & Otto, 19 8). It shows Three (3) Phases of Motivation, i.e., the Reactional Phase, the Actional Phase and the Post actional Phase of motivation. In these three phases, three dimensions or influences influence, as teachers' competency and incompetency, the Action of Motivation and these dimensions, motivation develops or diminishes. Therefore, the researchers have applied this model to explore how a teacher can influence motivation.

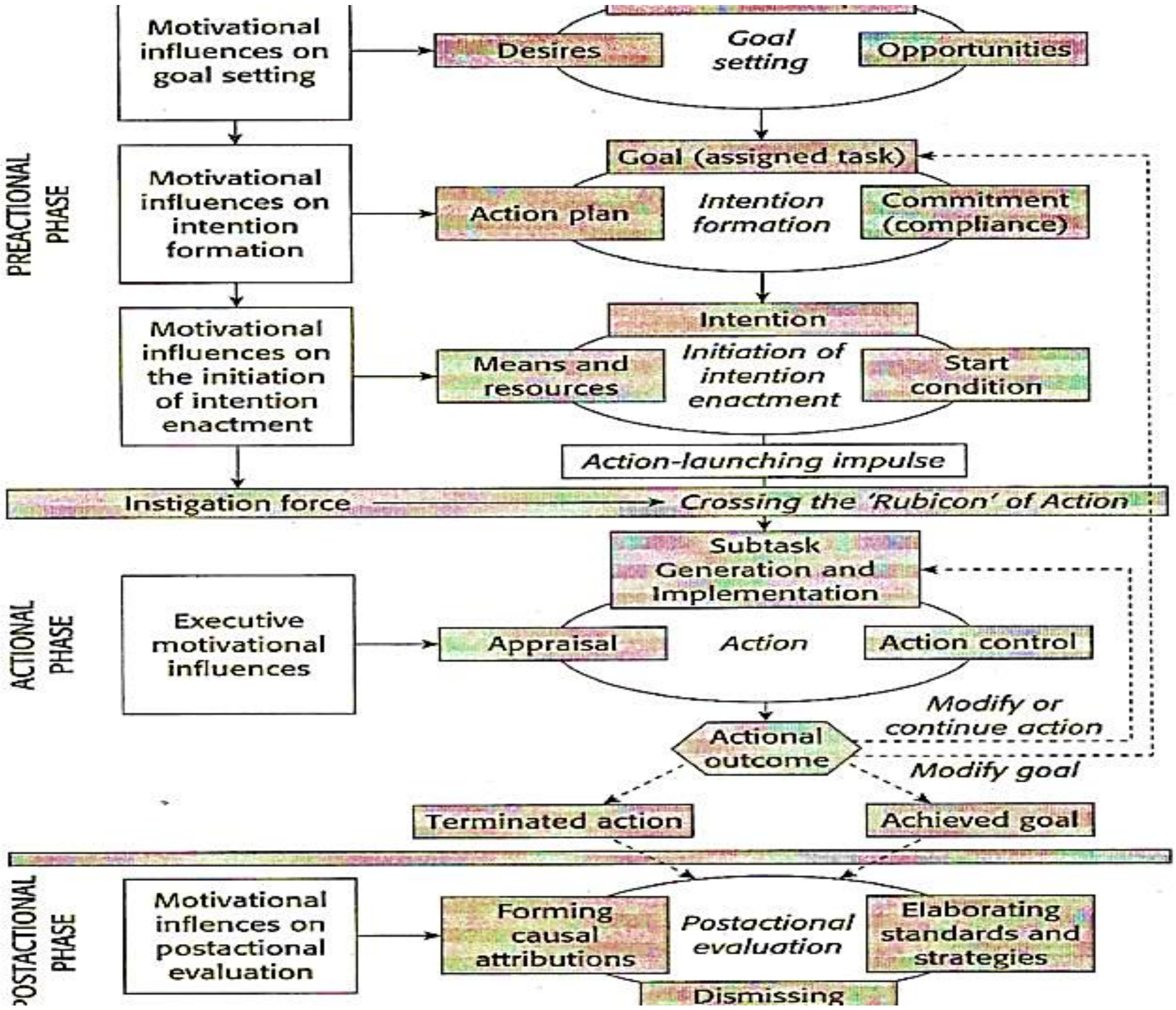

Figure 1: A Process Model of L2 Motivation (Dornyei & Otto, 1998)

CONCEPTUAL FRAMEWORK OF THE STUDY

A conceptual framework has been drawn because of the motivational influences. The study attempts to see and explore where the influences of an English teacher can work and to what extent it influences L2 (English) reading motivation. Figure 2 shows the influences of English teachers on L2 (English) reading motivation. In this study, the researchers have seen where and at what phase or phases these influences can be seen.

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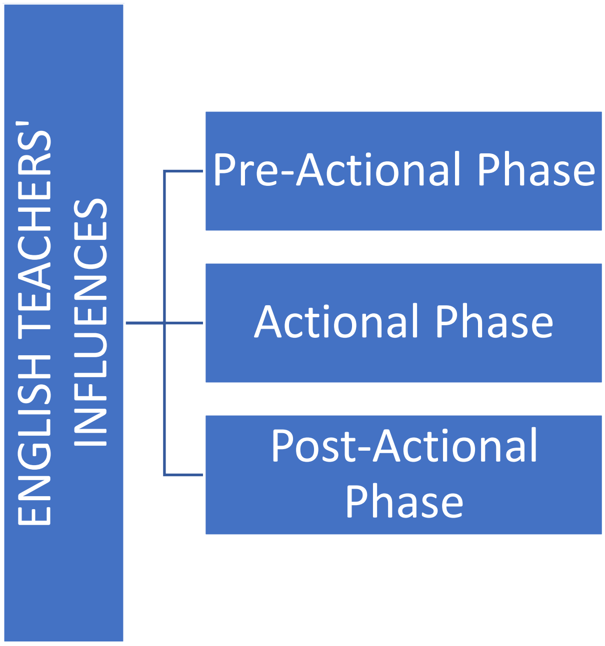

Figure 2: Conceptual Framework

Figure 2 shows that English teachers' Competency and Incompetency influence L2 (English) reading motivation of the students Firstly, in Pre-actional Phase, where the students develop their liking and hope for reading in English; then, secondly, in Actional Phase, teachers' Action in Students for Proceeding to get competency in reading and Thirdly, finally, on Post-Actional Phase, here students once again Re-consider and this is the phase where if the student is influenced, he is motivated and if not his motivation is termina ed. Furthermore, once again, the student considers his motivation, i.e. from the first, second, and third phases.

RESEARCH METHODOLOGY

Qualitative Case Study Approach

The researchers have used a qualitative case study to explore the influences of English teachers among pre-university students in Pakistan. They have adopted a case study approach from Yin (20 9). Before the selection of Yin (2009), the researchers examined the recommendations of Merriam (1998) and Stake (1995). However, finally, Yin (2009) has been chosen because Yin aims to offer the strategy and approaches of a case study and support the case study in social sciences as a genuine methodology to comport investigations into a theoretical intent. He upholds that the earlier efforts need a complete guide to applying the case study approach. Consequently, he needs his text to block up "a void in social science methodology, which texts have dominated… that offer few guides on how to start a case study, analyze the data, or even minimize the problems of composing the case study report" (Yin, 2002, p. 3).

The Philosophical Paradigm- Constructivism/Interpretivism

The philosophical paradigm adopted by the researchers is constructivism or interpretivism because, according to Denzin and Lincoln (1994), the constructivist or interpretive position emerged between 1970 and 1 87. Constructivists believe in realistic, interpretive, open-ended, and contextualized (e.g., sensitive to place and situation) prospects toward real life. It is reflected in stances towards proper. Therefore, this study has openly examined the influences of the English teacher in the Pakistani context.

Sampling

The study used Purposive (purposeful) sampling, as suggested by Creswell (20 7). The researchers have described the significance of approximating and qualifying sample sizes based on real-world areas. According to Patton (2002), an actual sampling size determines the quality of a study as it tries to unfold the ambiguity found in the context. Creswell (2007) endorses a minimum of 20 to 30 sample size. Denzin and Lincoln (2005) mention 30 to 50 samples. Morse (2000) has recommended 20 to 30 samples. Yin (2009) recommends at least six sources of evidence. Creswell (2007) recommends at most 4 or 5 cases. For phenomenological studies, varieties include approximately 6 (Denzin & Lincoln, 1994), 6-8 (Kuzel, 1999) and 6-10 (Morse, 20 0). Case studies are among the most problematic kinds of qualitative research to categorize. Therefore, the researchers of this study have selected Six (6) student participants according to their convenience. The reason for the selection of this sampling is because it is convenient for the researchers and also follows the recommendations of Creswell (2013), Merriam (1998) and Yin (2012); such numbers of students as sampling might be controlled, and their data might be easily analyzed.

Instruments

The data collection is essential, so this study has used open-ended, in-depth and semi-structured interviews and class observation as the instrument. It is why because Creswell (2007), Patton (2000), Stake (2005), Merriam (1998) and Yin (1994), all, seem to agree that a good research, case study, has more than one instrument. Denzin and Lincoln (1994) also suggested that the instrument should be more than one to establish the trustworthiness and reliability of a qualitative study.

Besides the interviews, the nonparticipant/observer as the participant has been used in this study because, according to Creswell (2013, P. 167), "the researcher is an outsider of the group under study, watching and taking field notes from a distance"; because, through the use of this techniques, the researchers have tried to collect data without any distraction.

The observation was conducted for 45 Minutes in a class and three phases, and it has been conducted. The researchers have noted the activities among the teachers and students. The researchers have attempted to see where the influences of teachers have been found.

Data Analysis

Data analysis for this study has included thematic and coding proc ss. The transcripts of the interviews have been checked and read. The main themes and codes have been planned and formulated in the study. The data have been analyzed manually by coding, decoding and thematic by the researchers.

Validity

Reliability is about the consistency of a measure, and validity is about the accuracy of data.

It is better to see reliability and validity when the researchers are creating and doing research design, planning the methods, and writing up their results; in this way, the researchers have tried to consider all of these in the current Study process.

RESULTS AND DISCUSSIONS

The current study has aimed to explore the influences of English teachers on L2 (English) reading motivation, and it has proposed three research questions, i.e., students' views about English teachers, to know the influences of an English teacher and how English teacher influences their English reading motivation. The data were collected through semi-structured interviews with a total of N=6 participants; three were male, and three were female. All were pre-university students aged 17-20, and class observations were for about 45 minutes. After data analysis, the following Main and Sub Themes have emerged in the study.

Table 1. The Influences of English Teachers on L2 (English) Reading Motivation

Research Question	Main Theme	Sub Theme	Sub Theme
O 1. What are the students' views about Pakistan's L2 (English)	1. Competency of English Teacher 2. Incompetency of English Teacher	a) Knowledgeable b) Trained a) Insufficient Knowledge a) Untrained Teacher b) Harsh Behavior	a) Sufficient in Reading b) UpToDate Training a) Poor Knowledge a) Old Pedagogical b) Unpleasant
2. How do English teachers influence L2 (English) reading motivation in Pakistan?	a) Improving Reading Ability	a) Helping b) Supporting	a) How to Read b) Giving Books
3. How an English teacher influences L2 (English) reading motivation in students in Pakistan?	a) Motivating b) Leading to Learning c) Leading to Success	a) Encouraging b) Correction c) Appreciation	a) Incentives b) How to Read a) Presentation of Gifts

The themes shown in Table 1 are discussed below in detail.

Competency of English Teacher

The findings show that according to the data, most students have expressed their views about their English teacher. They have viewed that their English is competent in their college. Therefore, they view the competency of English teachers with tremendous significance. For example, one of the students remarked as follows.

> *"I like my English teacher because he is competent as*
>
> *He has a highly qualified degree and the best English*

Knowledge. He always delivers sound knowledge and

Lecture about English reading Textbooks".

Student 2, age 18-year, 1st-year student

Most students have said their English teacher is trained as one of the students' remarks.

"Our teacher is an old, experienced person. He usually tells

Us about his past life. Once he told us that their period

It was good because, in those days, the teachers were trained

About the teaching methodologies before joining an institution".

However, some students have said about the incompetent English teacher, and they regard insufficient English knowledge and being untrained as this incompetent as one of the students regards.

"My teacher is incompetent because he needs to update the latest

Information about the text we start reading in class".

English regarding research question two, knowing the influences of English teachers concerned, Improving reading ability as a significant theme. It has been seen as helping the teacher to read better, as one of the students answered.

"My teacher guides and helps in reading

A text in a better. Like him, he reads first

And tells me to read in this way".

Student age 20, Second year, stated this study sees research question three and finds that most English teachers motivate students to read in English.

"This is obvious that the syllabus of English is based on 65% of reading texts, and the rest of the syllabus (35%) depends upon English Written or Composite".

Therefore, most students acknowledge that their teachers motivate them by encouraging and giving incentives to them. One of the students has told us as follows.

"My teacher is good and kind. He motivates me to read English. He encourages and presents gifts as forms of books when the students read better."

The student, age 20 years old - stated during the observations, it has been observed that one of the English teachers is very patient. He is reading English text while moving here and there in the classroom, watching the students and putting his fingers on the specific ideas of the lesson. He helps the students identify the meanings reaching near them. Data from interviews and observations show consistency as the influences of teachers' competency and incompetency, but it is suggested that the competency of an English teacher influences reading motivation greatly.

Incompetency of English Teacher

Regarding research question one (i.e., the views about English teachers), most students said that due to incompetent teachers of English, the students need more motivation to read in English. For example, one of the students said. They all seem to agree that it is all due to the presence of untrained or lack of training, harsh behavior, old traditional pedagogical instructions and the unpleasantness of an English teacher in the context.

"My English teacher needs to tell us about Reading

, and he does not use any new modern technology in his

Lecture. It shows that he is untrained, which does not motivate me to read".

One of the students has talked about the behavior of his English teacher in the following way.

I do not like my English teacher, so I am not motivated

To read in English because he misbehaves with me by laughing

When I try to read in English in the classroom".

During the observation, it was observed that the English teacher does not read a lesson of the day, but he asks students to read textbooks themselves. He sits and sees his cell phone. The students also have been found seeing and playing with their mobiles during the class reading sessions.

Improving Reading Ability

Most students have talked about research question two (i.e., the influence of English teachers on L2 (English) Reading motivation) in that their English teachers are sources of motivation for reading because they help them in reading and their ability. One of the students has said that.

"My English teacher is good because he always helps

Me to improve my reading. He gives reading books

And other reading materials. He supports me by making

Me understand the meanings and giving me books".

Motivating and Leading to Reading and Success

Research question three is about the level and extent of the motivational level of the English teacher. The students have given various ideas behind the answer to this research question. However, they are meant to say that their English teacher is motivated because they are motivated to read in English. They are motivated because, under the influence of a motivated English teacher, they are aware that reading can lead to learning which ultimately might take them to success in their annual academic and educational level. There is a student who said:

> *"He feels happiness in class when his teacher reads to them*
> *In a good way, pronunciation and saying that reading is important*
> *For t em. He tells them that they should read in English because*
> *Reading will grant them success in learning and passing the*
> *Examination".*

During the observation, the researchers noted that one of the English teachers had been found encouraging and appreciating the students by helping them in Read ng. He has been found asking the students if they need his help. He even has been seen offering them his book with written ideas and meanings of the lessons.

THEORETICAL FINDINGS

This study uses a process model of L2 motivation (Dornyei & Otto, 1998) as a basic theoretical framework. A conceptual framework has been developed along the lines of an actual accurate process model of L2 motivation (Dornyei & Otto, 1998). During the data collection, it was noted that the teachers' influence, especially competency and incompetency of English teachers, has been found to influence the three phases (i.e., Reactional Phase, Actional Phase and Post actional phase) of the conceptual framework k. Figure 2 shows that these motivational influences influence various phases of the student's motivational level. However, in the first phase, the teacher's competency as a motivated Teacher influences the development of the student's desires, wishes, and hopes for reading in English. Then, their motivation comes to Actional Phase, but here, incompetency appears, and most students do not proceed further for reading in English; most of the students have said that the incompetency of their English teachers creates hurdles and obstacles in the way of reading. The harsh behavior of their English teacher also appears there in this Ph se. However, in the third phase, Post actional Phase, most students have been found under the influence of their competent English teacher.

DISCUSSION

The current study is an attempt to see and explore the influences of English teachers on L2 (English) reading motivation among pre-university students in Pakistan. Considering the study's findings, most results are consistent with previous studies. For example, the study conducted by Ro (2013) examined how various factors influence reading motivation among unmotivated students. The current study is consistent because it has found that a competent English teacher can motivate students to read better in L2 (English) in a Pakistani context. According to Kirchhoff (2013), extensive reading can be improved through various motivational influences. In this study, it has also been found that a competent teacher, through his learning and encouragement, can motivate for reading in English.

As far as the incompetency of English teachers is concerned, this idea has been found inconsistent with previous studies on learning and reading motivation. This study has seen that although the incompetency of English teachers counts in reading motivation, it only influences the process of English reading g. However, it has been observed that teachers' competency is very significant. The study conducted by Proctor et al. (2014) found an exceptional in aiming motivation and reading comprehension among weak and understudied students in the U.S. While it has been a minor study, the fact remains that self-efficacy varies between more substantial and feebler reading present. Therefore, the current study presents differences between motivation and demotivational influence. According to Shahriar et al. (2011), satisfaction plays a vital role in enhancing motivation for learning. Therefore, the current study is in line with this study because encouragement and support of teachers enhance the motivation of students for L2 (English) reading.

CONCLUSIONS AND RECOMMENDATION

The findings of this study suggest that competent English teachers positively influence students' L2 reading motivation. These teachers were found to be enthusiastic, knowledgeable, and support ve. They created a positive learning environment and made learning engaging and challenging. Incompetent English teachers, on the other hand, negatively influenced students' L2 reading motivation. These teachers were found to be dull, uninspiring, and unhelpful. They created a hostile learning environment and made learning tedious and frustrating ng. Based on the findings of this study, the following recommendations are made:

- Schools should employ competent English teachers with appropriate training to motivate students for L2 reading.
- English teachers should be given professional development opportunities to improve their teaching skills and knowledge of L2 reading motivation.
- Schools should create a positive learning environment that encourages students to read.
- Schools should provide students access to exciting and engaging L2 reading materials.

LIMITATIONS AND FUTURE STUDIES

This study was conducted with a small sample of students from a single Government College in Pakistan. The findings of this study need to be more generalizable to other contexts or populations ns. Additionally, the study was conducted using a qualitative research design, limiting the findings' generalizability. Future research should be conducted with a larger sample size and a more quantitative research design to confirm the findings of this study. Future research should investigate the influence of competent and incompetent English teachers on L2 reading motivation in other contexts and with larger sample si es.

Additionally, future research should investigate the influence of other factors, such as the students' prior language learning experiences, on L2 reading motivation. Here are some specific questions that could be investigated in future research how does the level of competence of the English teacher influence students' L2 reading motivation? How do the students' prior language learning experiences influence their L2 reading motivation?

Data availability: Associated data is available upon request from the corresponding author.

Ethical Statement: This study received the written consent of ethical approval from the San Jose del Monte City Police Station, the Chief of Police, and the school advisory board. All participants were formally informed, and their consent was taken, which is confidential.

Consent to Participate: The author declared that they have no known competing financial interests or personal relationships which affect the work reported in this article. This study deals with human participants, and human data or human rights issues are discussed and evaluated.

Consent for Publication: We do not have any person's data in any form.

Competing Interests: The author declares that this work has no competing interests.

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throughout my journey to success.

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Challenges and Opportunities: The Fluctuating Relations Between Pakistan and Iran

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Abstract

Pakistan and Iran are considered key players in regional and international politics. Despite their religious and cultural similarities, Pakistan and Iran have had a long history of strained diplomatic ties. This paper explores both countries' significant security and political challenges in maintaining friendly relationships. Furthermore, public perception has also been considered to examine public opinion on the relationship between Pakistan and Iran. This study uses the Gallup and Gilani Pakistan National Survey's (1991 & 2015) empirical polling data on public opinion regarding Pak-Iran relations to understand how Pakistanis view the relationship between the two countries. The survey results indicate that the majority of the Pakistani general public favor Pak-Iran relations. The study shows that Pakistan and Iran have managed to ensure their state survival by making tough security and political decisions that, in many cases, have damaged or even caused disharmony and friction between them.

Keywords: Pakistan-Iran relations, Pak-Iran, Pakistan’s foreign policy, Pakistan’s security challenges

INTRODUCTION

International relations between states have always been a complex and dynamic field of study. The interactions and relationships between nations are shaped by history, geography, culture, politics, and economics, etc. Understanding the nature of these relationships is crucial for analyzing the behavior and decision-making of states in the international system. One such relationship is that between Pakistan and Iran. These two neighboring countries have had a long and intricate history of interactions shaped by various factors. Pakistan gained independence in 1947, while Iran was the first Muslim country to recognize Pakistan as a sovereign state. This initial recognition paved the way for a positive relationship between the two countries.

Both countries have had a close relationship in their cultural, economic, and political affairs. In 1950, a treaty of friendship was signed between the two nations, further strengthening their relationship (Alam, 2004). However, their cordial relationship was not free of challenges. Both countries have faced internal political instability, external security threats, and economic challenges (Imtiaz, 2019).

The relationship between Pakistan and Iran has become increasingly important in recent years due to developments in the Middle East and Afghanistan. Both countries have been dealing with a war-like situation for almost five decades, which has impacted their bilateral relationship. Furthermore, Iran's security agreements with India and Pakistan's improving relationship with Saudi Arabia have created a sense of unease between the two countries.

The strategic relationship between Pakistan and Iran is crucial to their foreign policies. Both countries must navigate complex regional and international environments while maintaining their national interests. Therefore, it is essential to examine the nature of their relationship, the challenges they face, and the opportunities they must strengthen their ties in the future.

Pakistan and Iran have long been significant players in regional and international politics. Despite their religious and cultural similarities, the two countries have a history of fluctuating diplomatic ties that have posed major security and political challenges in maintaining friendly relations (Calabrese, 1997). In this paper, we delve into these challenges to understand the reasons behind the unstable relations between the two nations. We also consider the public perception of Pak-Iran relations, utilizing empirical polling data from Gallup and Gilani Pakistan National Survey's from 1991 and 2015. The survey results reveal that despite the challenges, the majority of the Pakistani general public favors a positive relationship with Iran. The study highlights how Pakistan and Iran have maintained their state survival through tough security and political decisions, despite causing disharmony and friction between the two nations (Karim, 2023).

To get a holistic view of Pak-Iran relations, this study has considered Realism as a theoretical framework to understand the complexity of the relationship between the two neighboring countries. Realism is the oldest and most widely accepted theory in International Relations (Guzzini, 2004). It explains international politics as a result of human nature and power. Power is the capability to make another state do something it would not have done otherwise or stop it from doing something it wants. According to Realist belief, there is no international police to enforce cooperation in the international system, leading to insecurity among states and constant competition to ensure their survival (Rossi & Sleat, 2014).

Anarchy is a core concept of political realism, stating that the world lacks political authority at the global level, leaving states with no option but to rely on themselves for their own security (Deudney, 2000). Realists believe that states must refrain from trusting each other in this anarchic world, making cooperation difficult to achieve in the longer run. The Realist school of thought has influenced the foreign policy of both Pakistan and Iran, leading to decisions prioritizing state survival, even at the cost of disharmony between the two nations (Bell, 2002).

METHODOLOGY

The methodology for this research paper aims to provide a comprehensive analysis of the major security and political challenges faced by Pakistan and Iran in maintaining friendly relationships and examine the public perception of their relationship. The study employs a mixed-methods approach, combining quantitative data from empirical polling with qualitative analysis of historical and contemporary sources.

Data Collection

Quantitative data for this study is derived from the Gallup and Gilani Pakistan National Survey's empirical polling data on public opinion regarding Pak-Iran relations (Gilani & Pakistan, 1991, 2015). The survey, conducted in 1991 and 2015, provides a snapshot of the Pakistani general public's views on the relationship between the two countries. The data from these surveys helps to understand the changing public opinion over time and offers insight into the factors that may have influenced these views.

Qualitative data is collected through a comprehensive review of historical and contemporary sources, including academic articles (Riaz, 2010; Vatanka, 2013; Ali & Zaidi, 2017) and news articles. This review provides context and background information on the diplomatic ties between Pakistan and Iran and an understanding of the security and political challenges that have shaped their relationship.

Data Analysis

Quantitative data from the Gallup and Gilani Pakistan National Survey are analyzed using descriptive statistics to identify trends and patterns in public opinion. Cross-tabulations and other statistical techniques explore the relationship between demographic factors (such as age, gender, and education) and public opinion in the Pak-Iran relations (Creswell, 2014).

Qualitative data is analyzed using content and thematic analysis (Braun & Clarke, 2006). Content analysis is employed to identify key themes and patterns in historical and contemporary sources. In contrast, the thematic analysis explores the underlying reasons and factors contributing to both countries' security and political challenges (Flick, 2014).

Validation and Reliability

Multiple data sources are triangulated and cross-verified to ensure the validity and reliability of the study's findings (Miles et al., 2014). Additionally, the study employs a transparent and rigorous methodology, including well-established data collection and analysis techniques.

Ethical Considerations

All data used in this study is publicly available and has been collected through reputable sources. The research adheres to ethical guidelines, ensuring the protection of respondents' identities and the confidentiality of the information provided (Creswell & Creswell, 2018). The study also acknowledges any potential biases or limitations and addresses them throughout the research process.

By employing this mixed-methods approach, the study aims to provide a comprehensive understanding of Pakistan and Iran's security and political challenges in maintaining friendly relations and explore the public perception of their relationship, offering valuable insights for policymakers and scholars alike. The analysis of both quantitative data from the Gallup and Gilani Pakistan National Survey (Gilani & Pakistan, 1991, 2015) and qualitative data from historical and contemporary sources (Riaz, 2010; Vatanka, 2013; Ali & Zaidi, 2017) allows for a more robust and in-depth exploration of the various factors that have shaped Pak-Iran relations over time. Through this research, a better understanding of both countries' historical context and contemporary challenges can contribute to informed policy decisions and future academic research in international relations, particularly in the context of Pakistan-Iran relations and regional dynamics.

LITERATURE REVIEW

This literature review is organized into three comprehensive sections, each delving into a crucial aspect of the Pak-Iran relationship. In the first section, we explore the historical, cultural, and economic significance of Pak-Iran relations by examining the two countries' longstanding ties and shared heritage and the economic cooperation and trade that have contributed to their mutual development. The second section focuses on the factors that have negatively impacted the relationship between the two nations, analyzing various political, diplomatic, and regional issues that have strained their bilateral ties and hindered cooperation. In the third and final section, we discuss the security challenges faced by Pakistan in its relations with Iran, highlighting the complex dynamics in the regional and international context and assessing how these challenges have shaped the overall trajectory of Pak-Iran relations. Throughout the literature review, we aim to provide a thorough understanding of the multifaceted nature of the relationship between these two significant regional players.

The Significance of Pak-Iran Relations

Pakistan and Iran share a longstanding history of political and cultural ties dating back to the 1950s (Ali & Zaidi, 2017). Both countries share a common border and religion, with most of their populations practicing Islam. In addition, they have a shared history with languages such as Balochi and Persian, which is spoken in Iran and have greatly influenced the national language of Pakistan, Urdu (Khattak, 2017). Over the years, they have supported each other during conflict and collaborated in various sectors, including trade, development, investment, and military aid. Despite occasional tensions, their relationship has remained strong, and both nations have taken critical decisions to ensure their state survival. Their relationship has been strengthened by shared interests, including military aid, assistance, mediation in unsettled matters, and a similar vision toward Soviet intervention in

Afghanistan (Ali & Zaidi, 2017). The gas pipeline project and several trade, development, investment, and growth strategy analyses have also contributed to the relationship between the two countries (Khattak, 2017).

Pakistan and Iran have supported each other during times of conflict, with Iran supporting Pakistan against India during the Indo-Pak wars and Pakistan assisting Iran during the Islamic Revolution and the Iran-Iraq war (Ali & Zaidi, 2017). The two countries have also been members of the Baghdad Pact, which supported each other against other neighbors while equally threatened by the Soviet Union (Ali & Zaidi, 2017).

Pakistan's founder, Quaid-i-Azam Mohammad Ali Jinnah, emphasized the importance of nurturing a relationship with Iran in a letter to his cabinet colleague, Raja Ghazanfar Ali Khan, and named him as Pakistan's first ambassador to Iran (Ali & Zaidi, 2017). The successive Pakistani governments gave high priority to establishing bilateral relations with Iran, and in May 1950, a treaty of friendship was signed by Prime Minister Liaquat Ali Khan and the Shah of Iran (Ali & Zaidi, 2017).

Despite tensions over border conflicts, drug smugglers, and extremists, the two countries have collaborated in various sectors, including information technology, entrepreneurship, import and export trade relations, medical and military aid, and the gas pipeline project (Khattak, 2017). The trade between Pakistan and Iran increased from $500 million to $1.4 billion from 2005 to 2009, and a "Pakistan-Iran Joint Business Council" (PIJB) was established to avoid trade disputes between the two countries (Khattak, 2017).

Iran sends out 100 MW of electricity to Balochistan in Pakistan, while Pakistan has a security defense against illegal separatist groups existing on the common border of those countries (Khattak, 2017). The gas pipeline project is the most prominent between Pakistan and Iran. China also showed interest in the project as they already proposed a trans-Himalayan pipeline (Ali & Zaidi, 2017).

Pakistan and Iran's relationship has been strengthened by their shared history, culture, and religion. They have supported each other during conflict and collaborated in various sectors, including trade, development, and military aid. Despite occasional tensions, their relationship has remained strong, and both nations have made critical decisions to ensure their state's survival. The gas pipeline project and the Pakistan-Iran Joint Business Council are just a few examples of their successful collaboration. The two nations will continue to work together to achieve their mutual goals and maintain a healthy and strong relationship in the future.

Incidents Damaging Pak-Iran Relations

During the regime of Mohammed Reza Pahlavi, the Shah of Iran, Pakistan and Iran had good relations due to their inclination towards the American bloc during the Cold War (Khalid, 2014). However, the Islamic revolution in Iran in 1979 led to a change in Iran's national identity and affected the relationship between Pakistan and Iran, turning them into rivals (Riaz, 2010). The two countries were also facing security threats on their borders with Afghanistan due to the USSR invasion in 1979. The attempts to politicize Pakistan's Shia community and increased cross-border security threats caused tensions between the two countries (Khalid, 2014).

The Iranian revolution also resulted in the zenith of the Islamic Republic's championing of Shia militancy in Pakistan from the early 1980s to the mid-1990s (Vatanka, 2013). The Pakistani Shia community feared the Islamization of Pakistan by General Muhammad Zia-ul-Haq, which could strengthen Sunni extremism (Vatanka, 2013). As a result, Pakistan drifted closer to Sunni Arab countries such as Saudi Arabia, and India increased its engagement with Iran, leading to further conflicts (Riaz, 2010).

The arrival of new Prime Minister Nawaz Sharif saw Pakistan becoming even closer to Saudi Arabia due to his strong business and family links, while Iran's case was almost forgotten (Riaz, 2010). Although Pakistan and Iran geographically share Balochistan, which has led to tension due to Baloch separatist groups, the Pakistan military has strengthened border security against such groups, and both countries have agreed to revoke drug smuggling groups operating on both sides of the borders (Khalid, 2014). During the Indo-Pak conflicts over the region of Kashmir, Iran extended its diplomatic support to Pakistan against India in the UN. It provided military arms and aid during both Indo-Pak wars (Khalid, 2014). While Iran did not stop exporting oil to India and did not create financial hardship for India during the oil crises, Iran proved a strong point to Pakistan by providing military support (Khalid, 2014).

Pakistan and Iran face internal and external pressures, including nuclear technology, which is the center of uncertainty. After the A. Q. Khan nuclear technology case, Iran changed its source of nuclear technology, and Pakistan's nuclear expertise lost its significance (Riaz, 2010). Iran sought closer ties with India, further pulling the two countries apart (Riaz, 2010). The geopolitical significance of Pakistan and Iran has put them under extreme pressure from regional and superpowers in various sectors, including their nuclear programs. Any development in South Asia or the Persian Gulf affects both countries due to their common ground (Khalid, 2014). While both countries maintain a steady relationship without any extreme conflicts, they do not share the same cordial relations as in the past (Riaz, 2010).

Security Issues

The relationship between Pakistan and Iran has been shaped by security and strategic interests, with economic and political advancements also being made under the umbrella of the security paradigm (Sulaiman, 2018). The two countries have had conflicting strategic interests and political outlooks in Afghanistan and Middle Eastern politics, leading to a trust deficit (Muzaffar, 2018). Both countries have their own allies and influential partners, including the US, China, Russia, Saudi Arabia, and other regional powers (Naveed & Ali, 2021).

Iran was convinced of the importance of territorial stability with Pakistan after the partition of Pakistan and the formation of Bangladesh in 1971 (Fasihuddin, 2017). However, the rise of the US as a dominant global power after the end of the Cold War strengthened Pak-Iran relations due to their shared interest in nuclear technology and security cooperation (Fasihuddin, 2017).

During the 1990s, anti-Shia terrorist activities began to rise in Pakistan, and Iran's Consul General Sadeq Ganji was assassinated in Lahore in 1990 (Riaz, 2014). This was followed by the Taliban's rise to power in Afghanistan, who murdered several Iranian diplomats and thousands of Hazara Shias in Mazar-e-Sharif, leading to a rift between Pakistan and Iran (Fasihuddin, 2017).

In 1999, Pakistani military ruler General Pervez Musharraf visited Tehran after coming to power and promised to address issues related to border security, improving relations between the two countries (Riaz, 2014). Relations improved when Pakistan executed Ganji's assassin in February 2001 (Fasihuddin, 2017). Although both countries supported opposing groups in Afghanistan, these rifts gradually vanished after the Taliban's fall in 2001, and Iran's foreign minister Kamal Kharrazi paid a visit to Islamabad to assist in establishing a multi-ethnic government in Afghanistan (Fasihuddin, 2017).

The border between Iran and Afghanistan has also caused tension between the two countries due to illegal gang operations on either side of the border (Bano, 2019). However, since the removal of the Taliban in 2002, neighboring conflicts have eased, and both countries have signed agreements to strengthen economic relations and peace policies with Afghanistan (Bano, 2019). In October 2003, Pakistani Prime Minister Mir Zafarullah Khan Jamali paid a return visit to Iran, and in February 2004, both countries became members of the Economic Cooperation Organization (ECO), a group of eight developing countries (Fasihuddin, 2017). Additionally, a trilateral commission between Iran, Pakistan, and Afghanistan was established to aid in the reconstruction of Afghanistan (Fasihuddin, 2017).

To sum up, this literature review provides a comprehensive understanding of the various dimensions of Pak-Iran relations by examining their historical, cultural, and economic ties, exploring the factors that have negatively impacted their relationship, and discussing the security challenges faced by Pakistan in its relations with Iran. The review highlights the complexities and intricacies of the bilateral relationship, emphasizing the importance of considering both internal and external factors when assessing the dynamics between these two regional powers. As we synthesize the insights gained from this review, it becomes evident that Pak-Iran relations are shaped by a combination of historical connections, shared cultural heritage, economic cooperation, and contemporary geopolitical challenges. Moving forward, policymakers and scholars need to continue to investigate these multifaceted aspects and strive to foster a more profound understanding of the opportunities and challenges that lie ahead in the evolving relationship between Pakistan and Iran.

RESULTS AND DISCUSSIONS

This section delves into the key findings and implications of the current study, which examines the major security and political challenges faced by Pakistan and Iran in maintaining friendly relationships and explores the public perception of their relationship. Drawing on the empirical polling data from the Gallup Pakistan survey conducted between 1991 and 2015, as well as qualitative analysis of historical and contemporary sources, we discuss the fluctuations in public perception, the role of the Realist school of thought in shaping both countries' foreign policies, and external factors that have influenced their relationship. Furthermore, we highlight the need for continued efforts to strengthen and improve the relationship between the two countries, taking into account the favorable public perception and the challenges identified in our analysis. Moreover, it also focuses on the situation that emerged after the recent economic sanctions imposed on Iran by the United States (US), and explores its future implications on Pak-Iran relations.

Public perception of Iran among Pakistanis

Gallup Pakistan surveyed between 1991 and 2015 to gather public opinion on the relationship between Pakistan and Iran. The survey showed that the Pakistani public generally favored their country's relations with Iran. The data from the survey indicates that there have been fluctuations in the perceptions of the Pakistani public regarding Pak-Iran relations over the years.

The first survey, conducted in 1991, showed that 22% of the population thought the relations were very good, while 42% believed they were good, 38% said they were satisfactory, 2% considered them bad, and only 1% regarded them as very bad. In 2015, a similar survey revealed that 11% of Pakistanis considered the relations very good, 43% believed they were good, 38% thought they were satisfactory, 2% believed they were very bad, and 5% regarded them as bad. The remaining 1% either did not know or gave no response.

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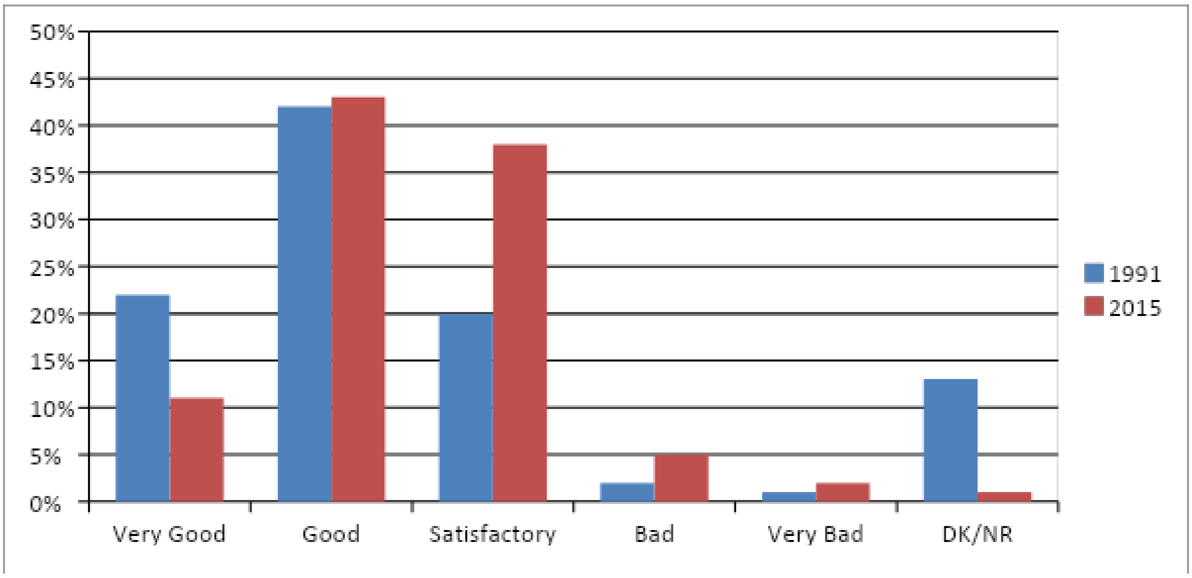

Figure 1: *Gallup and Gilani Pakistan National Survey (1991 & 2015) - Empirical polling data – Public opinion on Pak-Iran relations.*

Comparing the two surveys, there was an 18% increase in the number of people who thought the relations were satisfactory from 1991 to 2015. Additionally, people who believed the relations were good increased from 42% in 1991 to 43% in 2015. However, there was an 11% decrease in the number of people who believed the relations were very good and a noticeable 3% increase in those who believed the relations were bad. It is essential to note that the remaining 1% either did not know or gave no response.

The survey's results reveal that the Realist school of thought has played a significant role in influencing the foreign policy of both countries, with both nations making critical decisions to ensure their state survival, sometimes leading to friction between them. Additionally, external factors, such as the impact of US sanctions on Iran, have influenced public perceptions of Pakistan-Iran relations.

Overall, the survey conducted by Gallup Pakistan provides valuable insights into the perceptions of the Pakistani public regarding their country's relations with Iran over the years. The survey results highlight the need for continued efforts to strengthen and improve the relationship between the two countries, considering the favorable public perception of their relationship. Policymakers should take into account these findings when formulating strategies to enhance cooperation and address the challenges faced by both nations in maintaining friendly relations.

Sanctions on Iran and their Implications on Pakistan

Iran has been a target of US sanctions for over three decades, with sanctions being imposed since the 1979 revolution (Nephew, 2021). The sanctions have only been increasing since the late 20th and 21st centuries, and since 2006, Iran has been under multilateral sanctions imposed by the United Nations and the European Union (Korab-Karpowicz, 2020). The reasons for imposing these sanctions are varied, including stopping Iran from supporting terrorist activities, limiting its influence in the Middle East, pressurizing Iran to opt for denuclearization, and ensuring that Iran does not continue funding or supporting Hezbollah and Hamas (Shariatmadari, 2021).

The sanctions have significantly impacted the Iranian economy and Pakistan-Iran relations due to the economic ties between the two countries (Alam, 2004). The recent sanctions have affected different sectors of Iran's economy and hampered the completion of Pak-Iran's gas pipeline project (Minghetti, 2021). Iran's oil exports have decreased from 4 million to 1 million barrels a day due to sanctions dealing with the production and shipping of Iranian oil, resulting in a devaluation of the Iranian currency of almost 80% relative to the dollar since 2011 (Karimi & Gambrell, 2019; Alizadeh, 2021).

The global community believes that such daunting sanctions and Iran's cut-off from the global market can push Iran to change its foreign policy regarding developing nuclear weapons (Rostamnezhad et al., 2021). The sanctions have worsened the trade situation between Pakistan and Iran, significantly impacting the Preferential Trade Agreement (PTA) signed between the two countries (Ahmed et al., 2020). Even though Pakistan and Iran have great potential for trade cooperation, the absence of banking channels has resulted in trade being conducted through informal channels (Hasan & Rezaei, 2020). The sanctions imposed on Iran have caused wider ramifications for Pak-Iran trade relations and may negatively impact any possible conciliation between the two countries in the future.

Recent developments and future implications

Recent developments suggest that Pakistan-Iran relations have been marked by challenges and opportunities during the last two governments in both countries. The governments of former Prime Minister Nawaz Sharif and President Hassan Rouhani sought to enhance trade, economic cooperation, and security collaboration. However, the rise of the hardliners on both sides, particularly after the 2018 general elections in Pakistan and the 2021 presidential elections in Iran, has somewhat slowed down the momentum of the bilateral ties.

During the previous governments in both countries, the leadership made several efforts to strengthen bilateral relations. In 2016, President Rouhani visited Pakistan to enhance economic, political, cultural, and commercial cooperation. The visit was significant as it provided an opportunity to the two countries to overcome the negative forces and improve security. Moreover, the visit resulted in the signing of six agreements, including one on a Free Trade Agreement (FTA) between the two countries. This visit was preceded by two visits of Prime Minister Nawaz Sharif to Tehran in 2014 and 2016, where he discussed expanding trade ties and boosting regional connectivity.

However, the pace of progress in bilateral relations has been impacted by several factors in recent years. In Pakistan, the rise of the hardliners after the 2018 general elections has shifted the country's foreign policy towards a more conservative approach. This shift has been characterized by a more cautious approach toward relations with Iran, especially in the context of regional security and strategic alignments. Similarly, the change in the Iranian government after the 2021 presidential elections has led to a more conservative approach toward foreign policy, reflected in Iran's relations with Pakistan.

In recent years, Pakistan's relationship with Iran has been influenced by the China-Pakistan Economic Corridor (CPEC), a flagship project of China's Belt and Road Initiative (BRI). CPEC is a massive infrastructure project that aims to connect China's western region to Pakistan's Gwadar Port through a network of roads, railways, and pipelines (Shah, 2023). Iran has expressed interest in joining CPEC, and Pakistan has welcomed Iran's participation in the project. Iran's inclusion in CPEC could help strengthen the economic ties between the two countries, increase regional connectivity, and promote trade and investment (Akram, 2021).

Challenges and opportunities characterize the current state of relations between the two countries. Despite the slowdown in momentum, there remain several opportunities for enhancing bilateral ties. One of the key opportunities is the Iran-Pakistan gas pipeline project, which could provide a reliable energy source to Pakistan and boost economic cooperation between the two countries. However, the project has faced several challenges, including sanctions on Iran and security concerns in Pakistan.

Moreover, there is a need for both countries to enhance trade and economic cooperation. The signing of the FTA in 2016 was a positive step towards achieving this objective. However, the implementation of the agreement could have been faster, and there is a need to expedite the process of trade liberalization between the two countries. In this context, establishing banking channels between the two countries could play a significant role in facilitating trade and economic cooperation. Fintech can play a significant role in improving the financial situation of Pakistan as well as its neighboring countries (Zaidi & Shah, 2023).

The Pakistan-Iran relations have been marked by both challenges and opportunities during the last two governments in both countries. The rise of the hardliners on both sides has slowed down the momentum of the bilateral ties. However, several opportunities remain for enhancing trade, economic cooperation, and security collaboration between the two countries. The successful implementation of the Iran-Pakistan gas pipeline project and establishment of banking channels could play a significant role in realizing the full potential of bilateral ties between the two countries.

CONCLUSION

The relationship between Pakistan and Iran has been complex and has seen several ups and downs. The historical context of the relationship dates back to Pakistan's independence in 1947 when Iran was the first country to recognize it as a new state. However, the relationship turned sour after the Islamic revolution in Iran and the subsequent security agreements between Iran and India. The relationship remained strained during the periods of the Russian invasion of Afghanistan and the Iran-Iraq war.

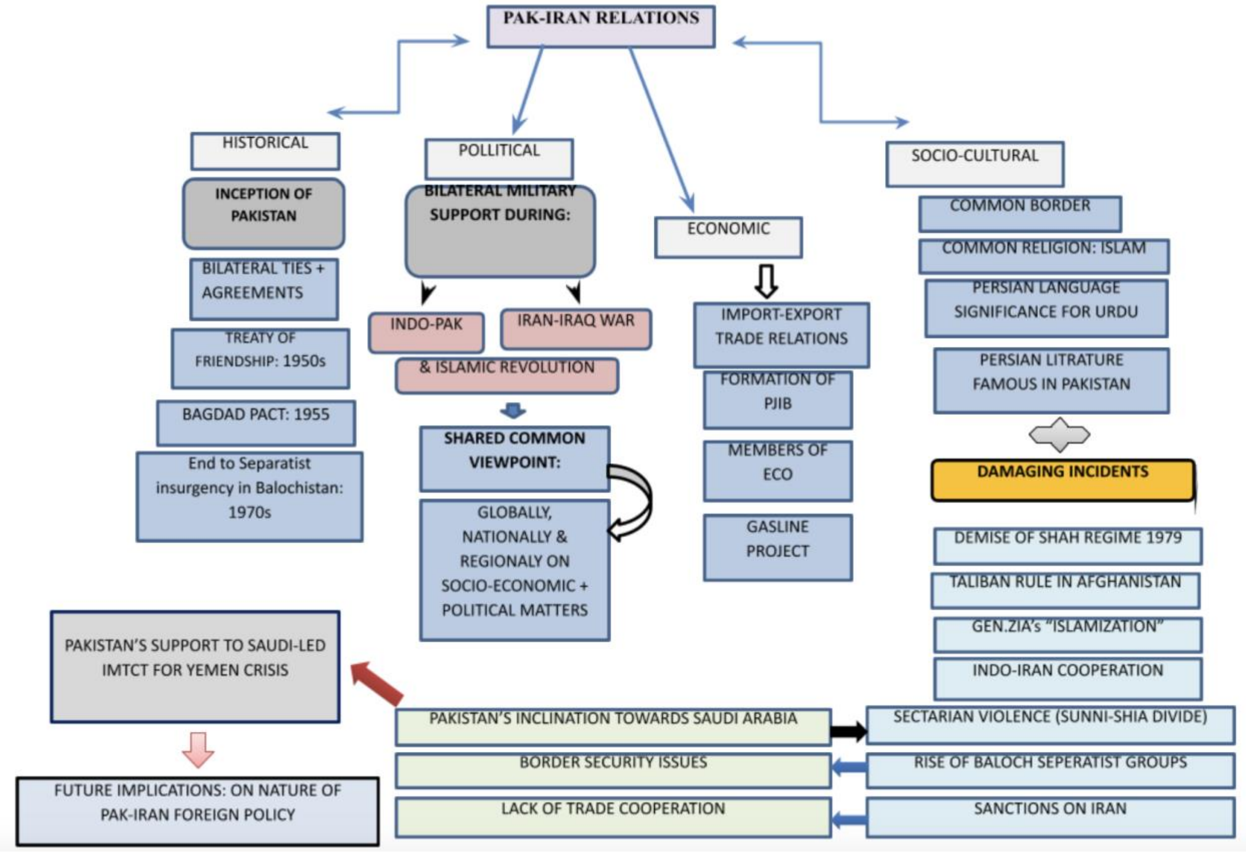

Figure 2: *The pictorial explanation of the complex nature of the relationships between Pakistan and Iran.*

Nevertheless, there have been positive developments in the relationship between the two countries in recent years. After the demise of the Taliban in Afghanistan, the relationship with Pakistan started improving. Many Memorandums of Understanding were signed between the two countries, and the two leaders visited each other's countries in the early 2000s.

The geographic location of Pakistan provides a special advantage for becoming a medium hub between Iran and China for the export of gas from Iran. The IPI gas pipeline is seen as a step towards improved relations in the future. Additionally, Iran, an oil and gas-rich country, will remain a significant attraction for Pakistan for its energy needs.

Despite the various political interests of superpowers such as the USA and Russia and the self-interests of Iran, Pakistan, India, and Afghanistan, the geostrategic position of both countries provides access to landlocked Central Asian states to the warm waters and the Gulf. However, the progress and development of the CPEC with its Gwadar Port and Chabahar Port of Iran could lead to potential conflicts.

In light of this, Pakistan's foreign policy must be structured with caution and wisdom. Building strong and mutually beneficial relationships with neighboring countries is essential for regional stability and prosperity. The shared religion, culture, and values between Iran and Pakistan can provide a strong foundation for this relationship, and the potential for increased trade and energy cooperation offers hope for a brighter future.

Data availability:
Necessary data are available upon request to the author.
Declaration of competing interest:
The author declares that there are no competing interests in this work.
Grant information:
The author declares that this work was not supported by any grants.
Ethical Statement:
This study used publicly available data, ensuring transparency and adherence to legal and ethical standards. The author diligently maintained the privacy and confidentiality of all information obtained, upholding the utmost integrity throughout the research process. The study aimed to provide valuable insights without involving direct participants by utilizing existing data sources.
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REVIEW ARTICLE

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Cultural Intermingling in Ahmad Ali's "Twilight In Delhi": A Post-Colonial Criticism

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Abstract

This study centers on post-colonial textual reading and interpretive analysis of the novel "Twilight in Delhi" by Ahmad Ali. The method used in this research is qualitative. Some quotations in the form of words and sentences are quoted from the novel to support the analysis. Having an inclusion of a mission in this book, which is non-fiction and genuine work that talks about Muslims' life during the colonial era in the Sub-continent. Ahmad has written this book and presented every aspect of Muslims' life in that era, their culture and daily life, their revolt and favoritism towards colonizers, and the unique and mixed-up traits of Muslim culture with other cultures. Post-Colonial theory is applied to the study and selected passages are textually analyzed in terms of Post-Colonial Criticism of Culture. The study emphasizes the presentation of Muslim culture in Ahmad Ali's Novel *Twilight in Delhi*.

Keywords: Post-Colonial Criticism, Muslims Culture, Colonial Era, Textual Analysis

INTRODUCTION

The article by Anand (2015) titled *"Impact of British on Indian Society and Culture"* describes that the British were instrumental in presenting Western culture, training, and logical methods. Using those techniques or methods shocked traditional Indian life and agitated its kin's culture and way of life. Undoubtedly, the seventeenth century denoted the peak of Indian middle-age greatness. The seventeenth century undoubtedly marked the zenith of Indian middle-age excellence. It paved the way for the Eighteenth century, marked by debasement, wretchedness, and mayhem that led to political defenselessness. Vasco da Gama first set foot on Indian land in 1498, and the European armies entered the Indian scene steadily after that. Portuguese power did not correspond to French or English power. Finally, in the conflict between the French and the English, Robert Clive's victory in 1757 allowed England to plant its successful pennant in India (Anand, 2015).

Ahmed Ali was born in New Delhi in 1910 and died on 14 January 1994 in Karachi. He was an Indian Muslim but later a Pakistani novelist, poet, critic, translator, diplomat, and scholar. His writings include Twilight in Delhi (1940), his first book. *"Twilight in Delhi"* is Ahmad's first novel (Ali, 1940). Ahmad Ali wrote the novel "*Twilight in Delhi"* in which he presented the picture which starts from childhood to the elders and from pigeons to the city's politics. The novel addresses India's changing social, political, and cultural climate following colonialism. This study answers following two major questions:

1. How does the author represent Muslims' culture in *Twilight in Delhi*?
2. What were the impacts of foreign culture on Muslim culture in Ahmad Ali's *Twilight in Delhi*?

This study will help in understanding the old culture of the sub-continent. This study will also explore the struggle of Muslims against the foreign culture, which was mixed with Muslim culture during the British colonization of the sub-continent. The research explores Ahmad Ali's novel "*Twilight in Delhi"* in a new way and thus increases our understanding of the novel from a new perspective and can add to the existing interpretations of the text. It also provides a way for new researchers to understand Ali's novel.

LITERATURE REVIEW

The *Twilight in Delhi* by Ahmad Ali is inexhaustible work. Various scholarly studies such as Aslam et al. (2015), Arif and Gull (2015), Hayder (2017), Mukherjee (2018), Khan et al. (2019), Alvi and Khalil (2020), and Lakshmi (2020) have been done, which examined and analyzed *Twilight in Delhi* by Ahmad Ali from different perspectives, utilizing different theories and frameworks of theology, Marxism, capitalism, feminism, philosophy, and psychoanalysis. This paper reviews multiple works related to the novel *Twilight in Delhi* by Ahmad Ali. According to Gupta (2022), the novel is mainly about the collapse of Delhi's culture with the advent of the British. It also reports on the life of Indian Muslim families at the start of the 20th century. The novel has become an archive of various images taken in Delhi. It is a typical representation of Muslim culture (Gupta, 2022).

In the article by Wahid Pervez and Dr. Mubarak Ali Lasher titled *"Critical inquiry of 'Twilight in Delhi' in the light of binary oppositions,*" commented, "In *Twilight in Delhi*, Ahmed Ali used a descriptive method to show the characters in the development of the novel's plot" (Pervez, 2018). They further added that each character closely resembles Delhi as it is in reality. The way Ali describes the relationship between the character and the plot in his own words is remarkable. The first chapter and the opening section of the story give the impression that the situation in the city faced by its inhabitants is real. As we go through the book, we observe how the author employed the beautiful characterization tool to achieve his end. He has a plot, and when the plot ends, the characters appear on stage at a certain moment and then leave (Pervez, 2018).

Jamal (2012) claims that Ali painted a very accurate portrait of Delhi in the book. He uses it as a metaphorical representation of "Loss." Delhi used to be the emblem of art, architecture, culture, and oral literature. Kings and monarchs decorated its throne, but its former glory is long gone.

Delhi was a mixture of Hindu and Islamic culture: pigeons and poets, chemists, mystics, beggars, and merchants. As captured by Askari et al. (1998),, Ahmed Ali speaks in such a great detail about common customs, traditions, and everyday life ceremonies that the indigenous readers perceive his attempt to portray Muslim life as tiresome and futile during colonialism in the subcontinent (Askari et al., 1998).

The Journal of the Bottom Shelf by Oindrila Mukherjee with the title "*To read this novel from 1940 is to read an elegy to love and longing in an older Delhi*" (Mukherjee, 2018). He criticized Ali's novel, stating, "After all, it is twilight. The in-between hour of bleak light and long shadows. Day will pass into night and night into day. Transience is the only certainty, both in the lives of individual characters as well as that of the city. Ali's wife Bilquis Jahan translated the book into Urdu as *Dilli ki Shaam*, a title that suggests more clearly the duality of its meaning. It is not only twilight *in* Delhi, with all the imagery that entails, but also the twilight *of* Delhi" (Mukherjee, 2018).

The research paper published by Aslam et al. (2015) has the title "*Representation of The Colonizers' Dominance Over Colonized Culture in Twilight in Delhi by Ali: A Postcolonial Analysis*" investigated "Ali tried to speak of Muslim rights as "other people" and used Urdu words to indicate the transition from English literature to Urdu. He also shows the cultural norms that prevailed in Delhi during British oppression, as he described his son Asgar as an Englishman or a representative of the colony while wearing English clothes and speaking English and being a part of it. Colonial culture" (Aslam et al., 2015).

The article "Violence and Politics of Resistance: An Analysis of Twilight in Delhi*"* Alvi and Khalil (2020) examined the novel and said, "It is a mixture of history, violence, life, and death. He portrays the past, present, and future, giving a glimpse of life and death related to the subcontinent's history. And the violence of the settlers and the violence that lurks within the colonized nation ``Get up one day with the new rising sun" (Alvi & Khalil, 2020).

In the paper "*The dark phase of cultural conflict in the Novel Twilight in Delhi"* Lakshmi (2020) viewed, "The old meaning of independence is in the twilight before Delhi, Make it a new trick. Ali not only draws attention to the beauty of the vanishing Muslim culture but also enhances the influence of Western culture on Delhi. Ali mainly presents the controversy between the father and the son to illustrate the conflict between the two strong practices. As the name Twilight in Delhi strongly indicates that it does not appear in the highest symbol of its glory, but in many of its people".

The paper "*Naturalistic Elements in Ahmed Ali's Novel, Twilight in Delhi*" Khan et al. (2019) describes "Ali's novel is extremely in the light of the natural elements. Naturalism as a literary theory was born at the end of the nineteenth century. Human actions are controlled and determined by family, destiny, environment, and other social responsibilities, thus providing a very serious picture of life".

The article "*Twilight in Delhi as a Mirror of Pakistani Literature,*" Hayder (2017) viewed the novel, "Although Twilight was written in Delhi before Pakistan was built, it still reflects Pakistani culture in general. Pakistani culture is child centered. The Muslim cause has ruled for more than 1000 years. It was a unique culture enriched by a great civilization. The Muslims introduced various new traditions to colonial India and made it a great civilized nation. But after the British invasion, the Muslim civilization of the subcontinent was at stake. Only Muslims had to face the wrath of the British. This is the decline and, ultimately, the demise of the Muslim culture of Delhi after the fall of the Mughals. This is how Ahmed Ali described the ups and downs of Muslim culture".

In research with the title "*A Socio-Cultural Study Of Delhi By Khushwant Singh And Twilight In Delhi By Ahmed Ali: A Comparative Analysis*" Arif and Gull (2015) commented that Ali's novel, **"**As far as Ahmed Ali (2007) concerned very scrupulously observes human nature, and then characterizes the true human psyche throughout his life. His first novel, Twilight in Delhi, is very much like Victorian writers in that he expresses his pain, remorse, and frustration at the destruction of the old life's order and all its famous values and norms and their replacement by changing trends in society. In many of his works, he regrets the loss of old traditions, customs, habits, and behavior".

Theoretical Framework

This study incorporates the theory of post-colonialism from a cultural perspective, which is instrumental in addressing the problem formulation. Through a critical approach, postcolonialism enables the analysis of characters within the sociocultural context. Many scholars and theorists have interpreted the term "postcolonial" from various perspectives. According to Ashcroft et al. (1989), the word "Postcolonial" was used rather frequently by authors and historians of the related era in the final decade of the 1970s. The phrase has a chronological significance and is widely used in late 1970s literary and historical narratives. It reflects the linguistic, social, political, and cultural background and events of social settings once under the reign of the English queen.

This study utilizes the theoretical framework of post-colonial criticism, as articulated by Tyson (2006). Tyson notes, "Although post-colonial criticism didn't become a major force in literary studies until the early 1990s. However, as a theoretical framework, which is our primary concern here, post-colonial criticism seeks to understand the political, social, cultural, and psychological operations of colonialist and anti-colonialist ideologies. For example, a good deal of post-colonial criticism analyzes the ideological forces that, on the one hand, pressed the colonized to internalize the colonizers' values and, on the other hand, promoted the resistance of colonized peoples against their oppressors, a resistance that is as old as colonialism itself. And as we'll see, because colonialist and anti-colonialist ideologies can be present in any literary text, a work does not have to be categorized as post-colonial for us to be able to use postcolonial criticism to analyze it" (Tyson, 2006). To further explain, post-colonial criticism did not gain prominence in literary studies until the early 1990s, it serves as a crucial analytical tool for understanding the political, social, cultural, and psychological dynamics of colonialist and anti-colonialist ideologies. Post-colonial criticism examines the forces that influenced the colonized to internalize the values of the colonizers, as well as the resistance movements of colonized peoples against their oppressors, which have persisted throughout the history of colonialism. It is important to note that postcolonial criticism can be applied to any literary text, even if the work itself is not explicitly categorized as post-colonial. This allows for analyzing texts within a post-colonial framework, uncovering the nuances of power dynamics, cultural representation, and resistance.

One influential work, for instance, Edward Said's influential work, "Orientalism," explores how Western representations of the "Orient" were constructed and used to legitimize colonial dominance. Drawing on Said's ideas, this study aims to analyze how the novel "Twilight in Delhi" by Ahmad Ali portrays Muslim culture and engages with or challenges Orientalist tropes. By critically engaging with Orientalism, the study seeks to unveil power dynamics and cultural stereotypes embedded within the representation of Muslim culture during the colonial era (Said, 1978).

Another significant work in post-colonial studies is Bhabha (1994) "The Location of Culture." Bhabha (1994) concept of hybridity and the "third space" offers valuable insights into the cultural intermingling and negotiation of identities that occurred during colonial encounters. Applying Bhabha (1994) ideas to the analysis of "Twilight in Delhi," this study aims to explore how Muslim culture in the novel engages with and reconfigures colonial influences. By examining the emergence of hybrid cultural forms and practices within the narrative, the study seeks to shed light on the complexities of identity formation and cultural dynamics in the colonial context.

By utilizing the theoretical framework of post-colonial criticism, this study seeks to explore and analyze the characters, practices, behaviors, and activities within the novel "Twilight in Delhi" by Ahmad Ali. These frameworks provide a lens through which the sociocultural aspects of the narrative can be critically examined, allowing for a deeper understanding of the representation of Muslim culture during the colonial era. By incorporating significant works in post-colonial studies, such as Edward Said's "Orientalism" and Bhabha (1994) "The Location of Culture," this study engages with the rich theoretical insights and frameworks offered by these scholars. These works enable a comprehensive examination of the power dynamics, cultural encounters, and identity formation within the context of colonialism. Incorporating these influential texts strengthens the analytical framework and enhances the study's ability to interpret and interpret the complexities of Muslim culture as depicted in "Twilight in Delhi."

RESEARCH METHODOLOGY

This research applies the qualitative research method. According to Berg and Lune (2017), a qualitative research method focuses on "the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things" (p. 2). Qualitative methods enable intimacy and "more equal interaction between the researcher and the researched" as emphasized by Stanley and Wise (1990). Primary data for this research are collected from selected passages of the novel through textual analysis, while secondary data are collected from different sources like research articles, web journals, and research papers.

This research centers on textual analysis of Ahmad Ali's novel "*Twilight in Delhi*". Selected portions from post-colonial theory are utilized in investigating and deciphering the characters, practices, behaviors, and activities. Textual analysis is a broad terminology for the various research methods used to understand, interpret, and describe texts. Information can be obtained from any text, from its literal meaning to context, hypotheses, revealed values, and symbolism. In the article "A quick guide to textual analysis" Caulfield (2020) said, "The methods used to conduct textual analysis depend on the field and the aims of the research. It often aims to connect the text to a broader social, political, cultural, or artistic context".

ANALYSIS AND DISCUSSIONS

This section of the research explores the answers to the research questions. It explores firstly the Muslim culture presentation presented in the novel by Ahmad Ali through textual analysis of the novel, *"Twilight in Delhi."* Which was different and unique from other cultures and sometimes it parts mixed up with others. This research explores Ali's novel Muslim culture presentation. "The novel 'Twilight in Delhi' by Ahmad Ali presents a vivid picture of Muslim society and their culture in Delhi during the early twentieth century. The story begins with a description of a house and its inhabitants, who are Muslim. The scene is set with an old lady in her fifties lying on one of the beds in the courtyard, with her head cloth lying near her. Other inhabitants of the house include Metro Zamani, her youngest daughter, a girl of fourteen, and Mansoor, a young boy about thirteen, who is her nephew and cousin's son. While the appearance of the scene may seem ordinary on the surface, it is in fact a representation of Muslim society. Not only is the physical setting indicative of the society, but even the names chosen by Ali are distinctly Muslim in origin" (Ali, 1940).

The story starts with the people living in the town of Delhi, a joint family system whose names are presented by the narrator of the novel differently from other people of that society. Mir Nihal is the representative of the family and their son Asghar, Mir Nihal is a Muslim religious man and fond of pigeons. Now the narrator presents their society by explaining their new bride. Her name is "Shams" and she lives in the upper portion of the house. The narrator also says how Muslims' culture is different when Shams take water to the bathroom and a man comes clearing his throat, suddenly Shams take the side to take religious purdah as Islam demands from their believers. Now the writer clearly showed the circumstances and traits of the Muslim in the character of his novel, even the name of the character he has chosen is a Muslim name, "Mir Nihal".

Another thing in Muslim society is marriage on time, and the narrator precisely describes the situation in the novel through a discussion between two characters, a husband and wife, "Asghar is now twenty-two, bad company" (Ali, 1940, p. 70). They also discussed the marriage matter of their daughter, where she slept at the side of the room as the writer described the situation, "and there is another thing that is weighing on my mind…' Begam Nihal turned and looked at her daughter who had fallen asleep. As she turned, the light from the lantern fell on her face and lighted up her brown forehead, which was pretty broad in the middle but on the sides, her hair had made it narrow and showed three light wrinkles that had formed there. 'Yes. I was saying,' she continued, 'that a letter came again from Bhopal about Mehro's marriage. They are in a hurry about it'" (Ahmad, 1940, p. 73). The lines depict the picture of Muslim society and the narrator describes the situation where the two people will perform a marriage ritual, discussing the selection of a girl in a unique way that presents a unique culture different from the surrounding culture. As from the passage

"Marriage was an important aspect of Muslim society, and families took great care in arranging matches between their children. Weddings were elaborate affairs, with feasts and celebrations that could last for days. The bride and groom were expected to follow certain traditions and customs, including wearing traditional clothes and exchanging gifts" (Ali, 1940, p. 22). It shows that Muslim families emphasize arranged marriage by taking sole responsibility for finding suitable partners for their children by considering social status and wealth as crucial factors. This novel highlight the practice of arranged marriage as a long-standing tradition in Muslim culture.

In another place, the character "Asghar" is well suited and looks beautiful wearing clothes and boots, whom the writer presented the modern culture of the Muslims' and the situation is the discussion between father and son as Mir Nihal said to Asghar in anger manner, "You are again wearing those dirty English boots! I don't like them. I will have no aping of *Farangis* in my home. Throw them away! …And where have you been so late in the night? I have told you I don't like your friendship with Bundo. Do you hear? I shouldn't find you going there again" (Ahmad, 1940, p. 80).

As a unique Muslim culture during colonial times, the culture showed resistance against the dominant and non-dominant cultures. For a unique identity existence, the Muslim culture had no space for associations with other cultures. In the novel, Mir Nihal is the representative of the Muslim culture, shown by the writer as a very religious man, criticizing his son for making appearances of English culture, showing his complete reverence for Islamic cultural values as a passage from the text "Mir Nihal's sons no longer wear traditional Muslim clothing but instead dress in Western-style suits, a sign of their education and assimilation into British culture" (Ali, 1940, p. 23).

Here next, the writer describes the ritual system of the Muslims as they do from the 6th century from *the Arab* peninsula to Subcontinent through the followers of Islam. The narrator describes the Morning Prayer and preparation for the prayer. The writer calls to the voice of *Muzzin* 'resonant and golden voice' for the Muslims' as he describes the situation, "As yet it was dark and the stars twinkled in the cool and restful sky. Only on the eastern horizon was a sense of birth, but as yet far away, hidden from the prying eyes of men. But the *azaan* conveyed a message of joy and hope, penetrating the by-lanes and the courtyards, echoing in the silent atmosphere" (Ahmad, 1940, p. 90).

Now the narrator delves into the distinguishing features of Muslim culture that differentiate it from its neighbors, highlighting its unique characteristics. The writer's primary focus is to present an authentic depiction of Muslim culture in the novel, "Twilight in Delhi" by Ahmad Ali. The narrator vividly describes a scene that captures the essence of Muslim society. Men hear the resonant and golden voice of the *Muezzin*, which penetrates the silence of the atmosphere, instilling a sense of joy and hope. As the call to prayer reverberates through the by-lanes and courtyards, it echoes the distinctive rituals and devotion of the Muslim community (Ali, 1940, p. 91). This portrayal of Muslim culture in the novel aligns with the definition provided by Nawaz, who describes it as a monotheistic civilization based on the belief in the oneness of Allah Almighty, the Creator of all creatures (Nawaz, 2017). Dr. Muzammil further emphasizes the significance of worship and devotion in Muslim culture, encompassing practices such as prayers, fasting, Zakat, and Hajj (Latif, n.d.). The writer aptly captures the essence of Muslim culture, depicting its religious aspects and manifestation in everyday life. Even the sounds uttered by the characters in the novel contribute to the rich tapestry of Muslim culture. The novel vividly portrays Muslim culture, focusing on Muslim society and their way of life in Delhi during the early twentieth century (Ali, 1940).

By depicting scenes that vividly represent the unique characteristics of Muslim culture, the writer brings forth a comprehensive understanding of the cultural milieu in which the novel is set. Readers are immersed in the distinct practices and traditions that shape Muslim identity through the narrator's descriptions and character interactions. The writer's meticulous attention to detail underscores the importance of accurately portraying Muslim culture, contributing to a deeper appreciation and understanding.

This paper explores the answer to the second question. It highlights the aspects of Muslim culture which were in engagement with other cultures, or the Muslims adopted or practiced it and were not the traits of Islamic or Muslim culture. During colonial times Muslim culture was mixed with other cultures and Muslims adopted the tradition of their surrounding culture.

The story depicts the influence of British culture on the Delhi economy. The British brought new technology and industries, causing old Muslim industries like weaving and embroidery to fade. The following line emphasizes the economic impact "The new British machines had come, and the old ways of weaving and spinning and embroidery were dying out. The old skills were disappearing, and with them, the old beauty and elegance of Muslim life. The old craftsmen sat idle in their shops and watched the new factories rise up outside the city's walls. Once so proud of their skill, the weavers now went hungry or begged in the streets. The women, who had been experts at embroidery, now had no market for their delicate work. And so the streets of Delhi became filled with poverty and despair" (Ali, 1940, p. 21).

There is discussion in the novel about the Muslim tradition that Muslims practice, but it is not part of their religion and culture as the narrator said, "Begum Wahid & Lashari, (2018) from prevailing Hindu practice, did not favor a second marriage” (Ahmad, 1940, p. 142). Now there is a clear depiction of the lines that the Muslim culture was merged with other cultures, and Muslims adopted the Hindu tradition that still exists in the present time as Muslims of the Sub-continent practicing the Hindu tradition in their marriages.

In another place, the immoral traits of the Muslims of that were doing some unnecessary and extra-marital things with other Muslims' culture nor Islam allows, but the societal influence over Muslims that practiced at the time and was adopted by Muslims as the situation explored, "By the time his Servant Ghafoor would be away……., he was favorite with the prostitute……...........and was a favorite with dancing girls" (Ahmad, 1940, p. 148,149).

Ahmad Ali's "Twilight in Delhi" inspired this remark. The character Mir Nihal's son, Asghar, is described in the chapter as engaging in vices such as having relations with prostitutes and dancing ladies when his servant Ghafoor is gone. This behavior is considered a break from traditional Muslim beliefs and is partly linked to the colonial period's effect on Indian society. The story depicts a society experiencing considerable changes due to British colonial control, with the protagonists attempting to balance their culture's traditional rituals and ideals with the modernizing forces of British influence.

The novel "Twilight in Delhi" by Ahmad Ali contains multiple incidents of racism. Now they are in the tradition of Hindus as they consider some of their people inferior and some superior reflecting the caste system in their culture, same is the case with Muslims as they consider prostitutes inferior to their wives and use them just for entertainment, but Islam does not allow this as Muzammil stated "Islamic culture emphasizes that all people are equal. We do not accept any color bias or racialism. We believe in the worth and value of all human beings and all creations of God. We believe in the freedom of religion and accept no compulsion in matters of religion (Latif, n.d.). The writer has portrayed some of the psychological aspects and inner feelings of the character of his novel that have some societal influence. This is the total opposite as Nawaz said, "Destructive factors include moral and intellectual decadence, lawlessness and breakdown of social systems, the spread of oppression and poverty, the spread of pessimism and apathy and the lack of competent and sincere leaders" (Nawaz, 2017).

In another place, the narrator described the Muslim culture came under the influence of the filth of racism, where one Muslim tribe didn't accept the other. It seemed the depiction of the Hindu caste system in the Subcontinent as, "We and they can't mix well.' .... Their blood and ours can never mix well. The good-blooded never fail, but the low-blooded are faithless" (Ahmad, 1940, p. 201). It shows the mixing of racism, another cultural idea in Muslim culture. Islam has forbidden inequality between humans and consideration of people in low and high casting. It also shows the oppression of human beings that is not Muslim culture as (Latif, n.d.) said "Islamic culture emphasizes struggle, change, social justice, removal of oppression and evil".

In the novel "Twilight in Delhi" by Ahmad Ali, there are instances where the British are depicted as superior to Indian Muslims in terms of cultural lifestyles. One such example is when Mir Nihal's sons are described as wearing Western-style suits, symbolizing their education and assimilation into British society (Ali, 1940, p. 23). This portrayal highlights British culture's perceived superiority and its influence on Indian Muslims.

Furthermore, the novel portrays a noticeable divide in social standing and influence between the British and Indian Muslims. The British are depicted as the aristocracy, holding positions of power and control, while Indian Muslims are portrayed as submissive, with limited influence in society. This power imbalance is underscored by the narrator's characterization of the British as "the conquerors of India, the rulers and the ruled, the Sahibs and the natives" (Ali, 1940, p. 32). This portrayal reflects the colonial hierarchy and the dominant position of the British in relation to Indian Muslims.

Additionally, instances of racism are evident in the way the British treat Indian Muslims in the novel. The British are portrayed as disdainful and indifferent to Indian Muslims and their culture. A clear example of this is when a tall, pink-faced Englishman dismisses an Indian Muslim, stating, "I'm sorry, old man, but this is a club for Europeans only" (Ali, 1940, p. 61). This encounter highlights the discriminatory attitudes and practices of the British towards Indian Muslims, emphasizing the racial and cultural divide that existed during the colonial era.

These instances in the novel shed light on the unequal power dynamics, racial discrimination, and cultural hierarchy prevalent during the colonial period. By depicting the British as superior and Indian Muslims as inferior, the author explores the impact of colonialism on cultural identities and the challenges faced by Indian Muslims in asserting their own cultural heritage in the face of British dominance.

CONCLUSION

The study examines how Ahmad Ali's novel "Twilight in Delhi" portrays Muslim culture. The novel depicts Muslim life and culture in Delhi during the early twentieth century in great detail. Ali's physical surroundings and names are essentially Muslim in origin, reflecting the distinctive characteristics of the Muslim culture. Marriage is an essential part of Muslim culture, and families take great care in matching those they marry, emphasizing the practice of arranged marriage as an established custom in Muslim culture. The work also emphasizes Muslim culture's opposition to dominant and less dominant civilizations, demonstrating total adoration for Islamic cultural norms. Overall, Ahmad Ali's novel "Twilight in Delhi" depicts the influence of colonialism on Muslim culture and society, and how it led to the acceptance of cultural practices that were not originally part of Islamic or Muslim culture. The narrative also emphasizes the presence of prejudice and injustice in Muslim society, which are not part of Islamic culture. While the novel is fiction, it gives insight into India's cultural and social changes during the colonial period and how they affected the Muslim minority.

This research is designed to understand Muslims Culture in the Subcontinent during the Colonial era. Muslims’ culture was in some part, in resistance to colonization, and some adopted the traits of other cultures. This paper concluded that the culture of Muslims was mixed with other cultures and was not in its original status. This paper demonstrates the intermingling of cultures through the struggle between the colonial culture with the conventional Indian culture by portraying characters' clothing, speech and interactions with one another. The research focused on the different characters and highlights their situations regarding society to present their culture. Future academics making comparable attempts at the works of other writers may find some guidance from this research. The presentation of Muslim culture is the only idea that is the focus of this study, however, additional research may be done to elaborate on the different aspects of this idea.

LIMITATIONS OF THE STUDY

The research restricts itself to the selected passages from the novel *Twilight in Delhi* by Ahmad Ali and can’t be applied to his other works. This is the study of the novel from a post-colonial perspective and is not connected with other literary theories. This study does not claim to have explored the fable to the fullest. However, this study focuses on Muslim culture from a post-colonial perspective by offering insights into Muslim culture. By recognizing these limitations, the study aims to contribute to a better understanding of Muslim culture in Twilight in Delhi while also recognizing the possibilities and potential for more research and exploration in the broader field of literary analysis.

Data availability: In line with the principles of open science and transparency, all relevant data supporting the findings of this research are openly available. Interested parties, including researchers and scholars, can access by contacting the corresponding author (Asheharyar60@gmail.com) for further details.

Competing interests: The authors declare no competing interests that could potentially influence the unbiased presentation of the research results. There are no financial or non-financial conflicts of interest that might impact the interpretation or objectivity of the study. This transparent disclosure ensures the credibility and integrity of the research, fostering trust among readers, reviewers, and the wider scientific community.

Ethical statement: This research adheres to the highest ethical standards in all aspects of data collection, analysis, and reporting. All procedures were conducted in strict accordance with the ethical guidelines provided by Abdul Wali Khan University Mardan, KP, Pakistan, and Manipal International University, Putra Nilai, Negeri Sembilan, Malaysia. The research strictly complies with ethical norms to responsible and respectful research practices.

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RESEARCH ARTICLE

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Community Involvement in the Rehabilitation and Treatment of Persons Deprived of Liberty (PDL): A Case Study of the Iriga District Jail, Philippine

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Abstract

This study focuses on evaluating community involvement in rehabilitating and caring for Persons Deprived of Liberty (PDL) at the Iriga District Jail in Camarines Sur's Fifth District, Philippines. The research employed a quantitative-methods of survey questionnaire, utilizing purposive and random sampling techniques to select participants of total 100 however 89 respondents replied considered and data were analyzed using descriptive statistics. The findings revealed that community involvement activities were partially implemented, encompassing work and livelihood programs, moral and spiritual programs, education and training programs, sports and recreation programs, behavior modification programs, and health and welfare programs. Challenges identified included limited funds, inadequate physical facilities, limited government and community support, insufficient staff training, and organizational issues. To strengthen community involvement in prisoner rehabilitation, this study recommends psychological evaluations, job placement or referral, community service programs, client self-help organizations, environmental awareness programs, volunteer probation aides, and involving the client's family in the rehabilitation process. These findings offer insights into the current state of community involvement in prisoner rehabilitation and propose measures for improvement in Camarines Sur's Fifth District.

Keywords: Community Involvement, Rehabilitation, Persons Deprived of Liberty, Reintegration, Quality of life

INTRODUCTION

In the Philippines, crime, violence, and terrorism are significant concerns. The nation ranked among the bottom five in the Asia Pacific region's order and security index ranking in 2020 (Shambaugh, 2022). Additionally, the country had one of the highest incarceration rates per 100,000 people, with higher crime rates in poorer neighborhoods, areas with higher population densities, and places with higher unemployment rates (Poquiz et al., 2023). The number of index crimes, including murder, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft, and arson, has decreased from 139,111 in 2016 to 27,523 in the first nine months of the current year (Bartos, 2023; Bautista,2020). Furthermore, the number of crimes in the country decreased from 584,883 in 2016 to 383,189 in 2020 and 282,631 in the first eight months of 2021 (Bautista,2020). The government has also made efforts to address the issue of illegal drugs, detaining 307,521 drug personalities, including 13,244 high-value targets, and conducting 213,504 illegal drug operations worth PHP 64.09 billion between 2016 and 2021 (Bautista, 2020).

The Philippines has been recognized as having one of the world's most concentrated criminal justice systems (Villegas, 2023). The country's prison population has been increasing, with 106,323 inmates in 2012, 142,168 prisoners in 2016, and 215,000 total inmates in 2019 (World Prison Brief, 2020). Prisoners, referred to as Persons Deprived of Liberty (PDLs) under the Mandela rule, are entitled to humane treatment (Lamchek, 2018). The term PDLs was chosen to respect the fundamental dignity of the human person, as stated in Article 10 of the International Covenant on Civil and Political Rights (Lamchek, 2018). The Bureau of Corrections Act of 2013, also known as Republic Act No. 10575, legally refers to PDLs as "detainee, inmate, or prisoner, or both" (Gazette, 2016).

The Philippines is a signatory to United Nations agreements and documents concerning political prisoners, emphasizing the importance of not exacerbating the suffering that comes with imprisonment and promoting the prisoners' reform and improvement (Strasser, 2019). The United Nations Standard Minimum Rules for the Treatment of Prisoners (UNSMRTP) provide guidelines for ensuring opportunities for correction and reform, including specific rules for women and individuals with disabilities (Baldonado et al., 2022). The Philippine Constitution also addresses the need to address substandard and inadequate penal facilities and treatment (Gazette, 2016). Reintegration plays a crucial role in rehabilitation, as nearly all prisoners will be released at some point (Graffam et al., 2004). It involves preparing individuals for success after release and addressing various issues related to housing, family, health, education, employment, and community well-being (Maruna & Immarigeon, 2013). Community involvement holds promise, there are challenges and barriers that need to be addressed. These include stigma and discrimination against PDLs, limited resources and support services, coordination among stakeholders, and public perception and safety concerns. Understanding these challenges is crucial for designing effective community involvement programs (Harm & Phillips, 2001). Despite the growing recognition of community involvement in PDL rehabilitation, there is a need for more empirical research in the Philippine context. Limited studies specifically explore the extent of community involvement, identify implementation challenges, and propose measures for improvement. This study aims to fill this research gap by assessing and analyzing community involvement in rehabilitating and treating PDLs in the Fifth District of Camarines Sur. The study intends to determine and analyze the community involvement in rehabilitating and treating the Person Deprived of Liberty (PDL) in the Fifth District of Camarines Sur. Specifically, it will aim to answer the following specific objectives:

1. To assess the level of community involvement in the rehabilitation and treatment of Persons Deprived of Liberty (PDL) at the Iriga District Jail, Fifth District of Camarines Sur.
2. To assess the level of community involvement in the rehabilitation and treatment of Persons Deprived of Liberty (PDL) at the Iriga District Jail, Fifth District of Camarines Sur.
3. To identify problems encountered in the implementation of community involvement in the rehabilitation and treatment of PDLs, and to recommend measures to strengthen the implementation.

LITERATURE REVIEW

According to Sanders (2003) emphasizes the importance of collaboration between schools and the community to enhance the overall educational experience and outcomes. Smith (2020) highlights the value of community participation in early childhood education, ensuring equitable access to excellent educational opportunities for all children. The author discussed tactics such as community-based programs, parent-teacher collaborations, and advocacy initiatives, which contribute to building a more just and equitable early childhood education system despite resource limitations and time constraints.

The International Committee of the Red Cross (ICRC) policy on preventing and responding to torture and cruel treatment inflicted on individuals deprived of their liberty emphasizes human dignity and rights. The ICRC condemns such acts as morally wrong and illegal, and its key principles include non-discrimination, documentation and monitoring, prevention and response measures, and cooperation with relevant authorities. The ICRC's commitment to protecting detainees and upholding human rights underscores the importance of collaboration to ensure dignity and the rule of law in all situations (Nisar et al., 2015).

In the study by Skeem et al. (2021), the significance of community involvement in the rehabilitation process for individuals who have been deprived of their liberty is explored. The authors emphasize the concept of quality of life as a crucial element in effective rehabilitation. They examine the role of community involvement and its impact on a person's social relationships, employment prospects, and general well-being. The study suggests that rehabilitation programs for this population can be significantly more effective by adopting a comprehensive strategy that incorporates community involvement. The article, published in the journal Law and Human Behavior, provides valuable insights into the importance of community involvement in the rehabilitation of individuals who have lost their freedom.

The importance of community involvement in the rehabilitation process for individuals who have been deprived of their liberty is examined by Green et al. (2020) and explored the relationship between community involvement and effective rehabilitation outcomes, highlighting the significance of interpersonal relationships, social networks, and neighborhood assets in facilitating the reintegration of individuals into society.

Doe et al. (2021) present the Quality-of-Life Factory (QLF), an innovative rehabilitation program that combines positive psychology and cognitive-behavioral therapy concepts to enhance the quality of life and reduce the risk of reoffending among offenders. The authors conducted a pilot study with 20 participants, which demonstrated significant success in achieving the program's goals. The participants in the QLF showed substantial improvements in their quality of life, as indicated by various self-report assessments. Additionally, the program contributed to a reduction in the participants' risk of reoffending, as measured by a tested risk assessment tool. Doe et al. (2021) emphasize the potential of the QLF as a viable rehabilitation strategy for offenders and call for further research to validate the findings of the pilot study and assess the program's long-term effectiveness. The comprehensive nature of the QLF, addressing cognitive distortions, emotional issues, and social skills deficiencies, along with its group format that facilitates shared experiences and reciprocal learning, are highlighted as defining characteristics. The program, rooted in positive psychology, underscores the importance of building strengths and resilience.

Mansuri, G., & Rao(2003) conducted a thorough literature analysis to establish the effectiveness of community-based treatments in supporting successful reintegration of prisoners into society. The authors highlight a range of initiatives aimed at reducing recidivism rates, addressing substance addiction, enhancing economic opportunities, and improving mental health outcomes. The review examines the data supporting these interventions and investigates their impact on social support networks, criminal behavior, and overall well-being.

The promotion of general health and well-being among individuals, particularly those in correctional facilities, heavily relies on physical activity. Recent research has shown an increased interest in studying physical exercise among prisoners.

Baldonado et al. (2022) conducted a study focusing on inmates in the Santiago City District Jail in the Philippines and their participation in physical activity. By exploring the extent of physical activity engagement among prisoners and identifying the variables that influence their participation, Baldonado et al. (2022) contribute to the existing body of literature. The study sheds light on the quantity, nature, and types of physical activity that convicts engage in, as well as the challenges they face when trying to be physically active within a correctional facility. By specifically examining the Santiago City District Jail, the study enhances our understanding of physical activity in the prison population. It underscores the importance of promoting physical exercise in correctional settings and provides valuable insights for practitioners and policymakers in the field of corrections. Further research is needed to investigate the effects of physical exercise interventions on the physical and mental health of prisoners. Understanding the potential benefits of physical activity and developing strategies to overcome obstacles can aid in designing effective programs that encourage healthier lifestyles and reduce recidivism rates among prisoners.

DeMichele, (2014) highlights the significant impact of the community on the reintegration of inmates into society. The importance of community-based elements such as social support systems, career opportunities, and housing accessibility is emphasized to facilitate successful reentry. Farrington's evaluation of the relevant literature and research emphasizes the need for comprehensive community involvement in the reintegration process. The essay presents theoretical frameworks, empirical evidence, and argues for the value of community-based initiatives and programs to reduce recidivism rates and achieve better outcomes for individuals transitioning from prison to society. It serves as a valuable resource for scholars, policymakers, and practitioners seeking to understand and implement effective reentry strategies.

Community involvement plays a crucial role in conducting biomedical research on global health issues, as highlighted by Fregonese (2018). Despite significant progress in this field, the benefits of such research often do not reach the populations most affected by the health problems being investigated. This can be attributed to the limited community involvement in the research process. Engaging the community yields several advantages, including the production of culturally sensitive and relevant studies, improved participant recruitment and retention, increased trust between researchers and communities, and the translation of research findings into actionable steps while ensuring ethical conduct. However, various obstacles hinder effective community participation in research, such as inadequate funding, power imbalances, lack of trust, communication barriers, and linguistic and cultural challenges. Addressing these issues requires collaboration between researchers, funding organizations, decision-makers, and communities themselves. Key strategies to facilitate meaningful community involvement in research include early engagement in the planning phase, transparent and open communication, diverse representation of perspectives, allocation of sufficient resources and support, and incorporation of local cultural practices and knowledge. These approaches cater to community needs, build trust, and enhance the relevance and acceptance of research within the community (Mehdi and Ali, 2023).

Several studies have investigated the influence of social media on mental health. Smith (2018) discovered a positive association between excessive use of social media and symptoms of depression and anxiety. Similarly, Laurindo et al., (2022) reported a higher prevalence of body dissatisfaction among individuals who frequently engage with social media platforms. On the other hand, Moores & Popadiuk,(2011) argued that social media can also yield positive effects, such as enhanced social support and connectedness. These divergent findings underscore the necessity for additional research to gain a deeper understanding of the intricate relationship between social media usage and mental health outcomes.

As jailed populations are frequently exposed to different risk factors and experience particular difficulties that contribute to poor mental well-being, Baldonado et al., (20220 have emphasized the necessity to treat mental health issues among them.

Laurindo et al. (2022) discovered that having children, being a single parent, being younger in age, having less education, being imprisoned for a longer period of time, and having a history of substance abuse were all significant factors linked to higher levels of anxiety and depressive symptoms. These results highlight the significance of attending to the mental health requirements of detained women in Juiz de For a-MG, Brazil. The study 101ecognized the necessity for focused interventions that take into account the 101ecognized risk factors, such as fostering social support, delivering substance abuse treatment, and providing educational opportunities. Interventions focusing on mental health promotion and support for incarcerated women are essential to mitigate the adverse effects of imprisonment on mental well-being and improve overall outcomes for this vulnerable population. Figure 1 shows the framework of the study

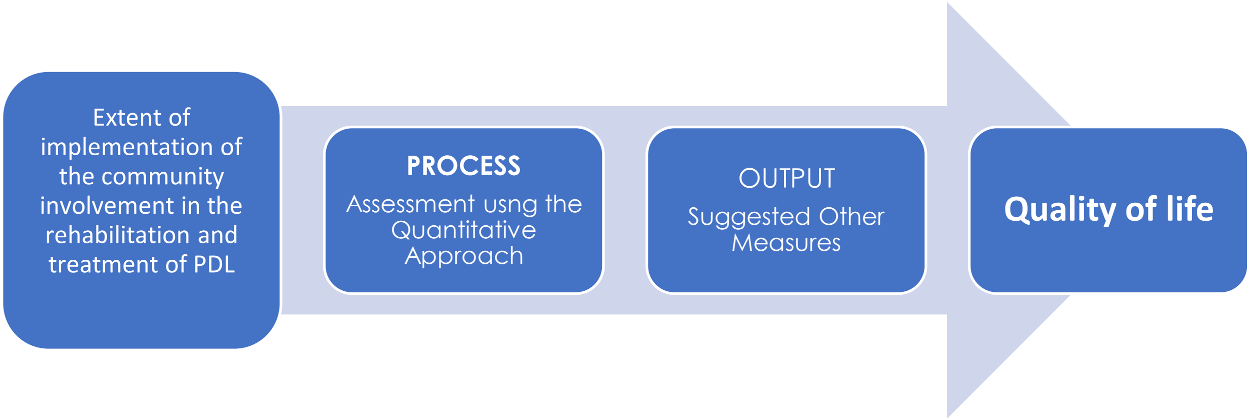

Figure 1: Conceptual Framework

Analytical/Conceptual Framework

The conceptual/analytical paradigm used in the study is shown in Figure 1. The input mainly focuses on assessing and analyzing community involvement in the rehabilitation and treatment of those deprived of their liberty (PDL). By using the purposive and random criterion sampling method to choose the study participants, a quantitative approach is used throughout the process. The findings of this study will provide recommendations for steps that can be taken to enhance community involvement in PDLs' rehabilitation and treatment in order to improve their quality of life once they are released from prison. Increased respect and appreciation for the law will reduce PDLs' propensity to recidivate and help them prepare for reintegration into society, which will help them improve their quality of life despite their circumstances. The results of this study may be used as policymaking input for the Iriga City Jail and BuCor as a whole on additional steps to strengthen their reintegration program for the former PDL and aid in raising community members' quality of life. The goal of this is to assist PDLs in improving their quality of life despite their circumstances by increasing their respect and appreciation for the law, which will, in turn, lessen their propensity to recidivate and help them get ready for reintegration into society.

RESEARCH METHODOLOGY

Research Design

This study used a quantitative-methods research design to investigate the community involvement in the rehabilitation and treatment of Persons Deprived of Liberty (PDL) in the Fifth District of Camarines Sur.

Sampling and Sample Size

The study employed purposive and random sampling methods to select the participants. The BuCor staff members directly involved in formulating and implementing rehabilitation programs were purposefully sampled of total 50 sample size. Random sampling was used to select PDLs from the Iriga

District Jail in the Fifth District of Camarines Sur of 50 sample size. The questionnaire was distributed among 100 participants however after data treatment 89 questionnaire found useful.

Data Collection Instrument

Survey questionnaire was used to collect the data on the opinions of the respondents regarding community involvement in the rehabilitation and treatment of PDLs. The questionnaire was designed to assess the extent of implementation, identify problems encountered, and explore recommended measures for strengthening community involvement. The questionnaire included both closed-ended and open-ended questions to gather quantitative and qualitative data. The researcher-made survey questionnaire was divided into two parts. The first part asks about the extent of implementation of community involvement in the rehabilitation and treatment of PDLs. A Likert-Scale was used with the following rating scales: 5 means Fully Implemented, 4 means Implemented, 3 means Partially Implemented, 2 means Slightly Implemented, and 1 means Not Implemented. This portion were answered by the two-groups of respondents.

Part II of the instrument elicits questions on the problems encountered in the implementation of community involvement in the rehabilitation and treatment of PDLs. A Likert-Scale was also used with the following rating scales: 5 means Very Serious, 4 means Serious, 3 means Moderately Serious, 2 means Less Serious, and 1 means Not Serious.

The researcher distributed the research instrument to the respondents with the assistance of BuCor personnel. The data gathered was collated, organized, and presented using tabular and textual presentation in conformity with the research problems to provide a total and clear picture of the variables used. All bits of information gathered were incorporated into the recommended measures of the study. The survey questionnaires were administered to the selected BuCor staff and PDLs. The researcher provided clear instructions on how to complete the questionnaire. Additionally, follow-up interviews were conducted with selected respondents to further verify and clarify the collected data.

Data Analysis

Quantitative data obtained from the closed-ended questions were analyzed using descriptive statistics such as frequencies and percentages. This analysis provided an overview of the extent of community involvement and identified common problems encountered in the rehabilitation and treatment of PDLs.

Ethical Statement

Ethical Considerations Prior to data collection, ethical approval was obtained from the relevant institutional review board. Informed consent was obtained from all participants, ensuring their voluntary participation, anonymity, and confidentiality. The researcher adhered to ethical guidelines throughout the study, considering the rights and welfare of the participants.

RESULTS AND DISCUSSIONS

Questionnaire were distributed among 50 purposefully sample from the BuCor staff members who are directly involved in formulating and implementing rehabilitation programs and another 50 samples were randomly selected from the PDLs the Iriga District Jail in the Fifth District of Camarines Sur of 50 sample size, however after data treatment about 89 questionnaire found usable data. The table 1 shows the results of a survey of 89 Persons Deprived of Liberty (PDLs) at the Iriga District Jail. The survey asked about the PDLs' gender, civil status, age, years in prison, and physical activities. The results shows that the majority of the PDLs are male (69%) and married (47%). The PDLs are also relatively young, with the majority being between the ages of 21 and 30 (24%). The PDLs have also been in prison for a relatively short period of time, with the majority having been incarcerated for 0-3 years (23%). In terms of physical activities, the PDLs most commonly participate in volleyball (7%), table tennis (10%), and badminton (15%).

Table 1: Respondents Profile

Description	Variables	Frequency
Gender	Male	69
	Female	20
Civil Status	Married	47
	Single	35
	Others/in open relation	7
Age (Years)	20 Years	16
	21-30 Years	24
	31-40 Years	30
	Above 40 Years old	19
Years in Prison (Iriga District Jail)	0-3 Years	23
	4-7 Years	18
	Above 7 years in prison	6
Physical activities of the respondents in the Prison	Vally ball	07
	Table Tennis	10
	Badminton	15
	Others	14

N=89

Table 2 shows the extent of implementation of community involvement in the rehabilitation and treatment of the PDL with an average weighted score of 3.44 or partially implemented. In particular, the PDL respondents viewed the activities as partially implemented with 3.27 average weighted score while the BuCor personnel rated it with 3.80 interpreted as implemented.

Table 2. Community involvement in the rehabilitation and treatment of the PDL

Indicators	Respondents				Average	
	PDL		BuCor Personnel			
Moral and Spiritual Program	3.56	Implemented	4.67	Fully Implemented	4.11	Implemented
Education and Training Program	3.56	Implemented	3.67	Implemented	3.61	Implemented
Work and Livelihood Program	3.67	Implemented	4.67	Fully Implemented	4.17	Implemented
Sports and Recreation Program	3.33	Partially Implemented	3.67	Implemented	3.50	Partially Implemented
Health and Welfare Program	2.67	Partially Implemented	3.33	Partially Implemented	3.00	Partially Implemented
Behavior Modification Program	3.11	Partially Implemented	3.67	Implemented	3.39	Partially Implemented
Average	**3.27**	**Partially Implemented**	**3.80**	**Implemented**	**3.53**	**Implemented**

Legend: 4.51 – 5.00, Highly Effective; 3.51 – 4.50, Very Effective; 2.51 – 3.50 Moderately Effective; 1.51 – 2.50 Less Effective; 1.00 – 1.50, Not Effective

Among the various community involvement, the activities on work and livelihood program got 4.17, interpreted as implemented. The moral and spiritual programs was also rated as implemented which obtained 4.11 mean score. Similarly, the education and training program was also implemented as perceived by the respondents with 3.61 average rating. Other community involvement activities like sports and recreation program resulted to partially implemented with 3.50 mean score. This was followed by behavior modification program which obtained an average score of 3.39 interpreted also as partially implemented. Lastly, the health and welfare program resulted to partially implemented also with 3.00 average mean rating.

This also includes the administration of programs for enhancing work and livelihood skills in order to help prisoners become self-sufficient members of the prison community and to increase revenue for the organization. The Directorate for Work and Livelihood shall formalize this (DWL). DWL will be in charge of managing and regulating the voluntary participating agencies, nonprofits, and individuals. For the purpose of assisting the clients in generating additional income, the BuCor organized seminars and classes on a variety of skills, including candle making, novelty item creation, handicraft production, etc. In a similar vein, classes in technical and vocational trades, such as refrigeration, auto mechanics, radio/television and electronics repairs, tailoring and dressmaking, basic computer training, etc., are offered in collaboration with neighborhood barangays, parish centers, schools, and civic organizations.

The term “moral and spiritual program” refers to the institutionalization of inmates’ moral and spiritual values by the Directorate for Moral and Spiritual Welfare (DMSW), which also includes the practice of religion. Religious Volunteer Organizations (RVO) and individuals who participate will be governed and managed by DMSW. Through seminars, lectures, or trainings provided or organized by the Agency, the BuCor carried out these rehabilitation activities. Active NGOs, schools, civic, and religious organizations support the activities.

The Directorate for Education and Training shall institutionalize the administration of formal and informal education and the development of inmates’ skills under the terms of the education and training program (DET). DET shall oversee and regulate all participating volunteer professors, teachers, instructors, and trainers. To assist clients in learning fundamental writing, reading, and math skills, the BuCor provides adult education classes in coordination with LGU programs. The module also includes any literacy teach-ins that occur during client sessions. This is specifically designed to assist clients who are “no read, no write” in becoming functionally literate. Likewise, linkages with educational foundations and other Gos and NGOs are regularly done for free school supplies, bags, and uniforms for client’s children and relatives. The term "sports and recreation program" refers to the management of recreational and physical activity to develop mental focus and physical agility in the spirit of sportsmanship. The Directorate for Sports and Recreation is responsible for institutionalizing this (DSR). DSR is responsible for overseeing and managing volunteer organizations, non-profits, and individualsTo improve clients’ physical well-being, the BuCor engages in physical activity through sports, games, and group play. The friendly competition between the officers and clients from the various offices in the sectors offers an enjoyable and healthy break.

The term "behavior modification program" refers to the management of programs for the development of an inmate’s character necessary for successful interpersonal interactions in the prison community. Therapeutic communities are a component of this program. By the Directorate for Behavior Modification, this will become institutionalized (DBM). DBM will oversee and regulate volunteer organizations, nonprofits, and private citizens. To help the clients sort out their issues, find solutions, reconcile conflicts, and find resolutions, individual and group counseling sessions were held. Individual or group interactions with agency officers could be used to accomplish this.

This includes providing inmates with the appropriate nutrition, hygiene, sanitation, cleanliness, and health promotion as part of the health and welfare program. This includes giving sick, mentally disabled, elderly, and disabled prisoners the proper medical attention or hospitalization. The Directorate for Health and Welfare Services is responsible for institutionalizing this (DHWS). DHWS shall oversee and regulate all voluntary participating agencies, non-governmental organizations, and individuals. In order to meet some of the basic needs of patients and their families, medical missions are established to provide a variety of medical and health services, such as physical examinations and treatment, free medications and vitamins, dental examinations and treatment, drug dependency testing, and laboratory examinations.

One might assume that the BuCor of Iriga District Jail has implemented a coordinated and integrated treatment plan for these clients in order to facilitate their rehabilitation. The therapeutic community modality and restorative justice concepts are both used in this coordinated and integrated program. The Therapeutic Community Modality is a self-help social learning treatment model that may be helpful for patients who struggle with drug abuse as well as other behavioral issues like alcoholism, stealing, and other anti-social tendencies. Regarding a treatment model, it has four (4) categories: behavior management, intellectual/spiritual aspects, emotional and social aspects, and vocational/survival aspects. The Therapeutic Community Treatment Model's success depends heavily on the use of restorative justice.

Underscoring the principles of restorative justice, offenders are acknowledged to make restitution to victims and offer community services to assist in mending the rift caused by their actions. In particular circumstances, conferencing and mediation are also used to mend and/or restore the bonds between clients and their victims and the community. The integration of the Therapeutic Community treatment modality, Restorative Justice paradigm, and deployment of VPAs into one rehabilitation program has resulted in great success with the rehabilitation and reformation process for probationers, parolees, padrones, and first-time minor drug offenders. Problems encountered in the implementation of the community involvement in the rehabilitation and treatment of PDL

Table 3 shows the perceived problems encountered by the respondents in the implementation of the community involvement in the rehabilitation and treatment of PDL which obtained an average weighted score of 2.75 interpreted as Moderately Serious. The PDLs regard the identified problems as moderately serious with 3.13 score while the BuCor personnel considered it as less serious only with 2.38 mean rating. Table 3. Problems encountered in the implementation of the community involvement in the rehabilitation and treatment of PDL as Perceived by the Respondents.

Table 3. Problems encountered in the implementation of the community involvement in the rehabilitation and treatment of PDL

Indicators	Respondents				Average	
	PDL		BuCor Personnel			
Insufficiency of fund	4.00	Serious	3.67	Serious	3.83	Serious
Lack of available physical facilities	4.22	Serious	4.00	Serious	4.11	Serious

Lack of support from the government	3.11	Moderately Serious	3.33	Moderately Serious	3.22	Moderately Serious
Lack of support from the community	3.00	Moderately Serious	3.00	Moderately Serious	3.00	Moderately Serious
Inadequate trainings to the BuCor personnel in implementing the programs	2.78	Moderately Serious	1.67	Less Serious	2.22	Less Serious
No proper chain of command	3.11	Moderately Serious	1.33	Not Serious	2.22	Less Serious
Ambiguous policies	2.78	Moderately Serious	1.67	Less Serious	2.22	Less Serious
BuCor Officials leadership styles	2.88	Moderately Serious	1.67	Less Serious	2.27	Less Serious
Average	**3.13**	**Moderately Serious**	**2.38**	**Less Serious**	**2.75**	**Moderately Serious**

Legend: 4.51 – 5.00 Very Serious; 3.51 – 4.50 Serious; 2.51 – 3.50 Moderately Serious; 1.51 – 2.50 Less Serious; 1.00 – 1.50 Not Serious

The respondents considered the insufficiency of funds and lack of available physical facilities to be serious problems, with 3.83 and 4.11 weighted scores, respectively. While the lack of support from the government and the lack of support from the community were both regarded as moderately serious, they obtained 3.22 and 3.00 average ratings, respectively. The following issues were also determined to be less serious: BuCor officials' leadership styles received a weighted score of 2.27; insufficient training was given to BuCor staff in implementing the programs; there was no proper chain of command; and ambiguous policies received a weighted score of 2.22.

DISCUSSION

The results highlight several key challenges faced in the implementation of the rehabilitation programs. Firstly, the issue of insufficient funds and lack of available physical facilities is considered a serious concern by both PDLs and BuCor Personnel. This suggests that there is a need for increased financial support and infrastructure development to adequately support the programs. Additionally, the lack of support from the government and community is perceived as moderately serious by both groups. This emphasizes the importance of garnering stronger support and collaboration from external stakeholders to enhance the effectiveness of the rehabilitation efforts. The perception of inadequate training for BuCor personnel in implementing the programs. This indicates a need for comprehensive and targeted training programs to equip the staff with the necessary skills and knowledge to effectively carry out their roles in the rehabilitation process. Furthermore, the presence of issues such as the absence of a proper chain of command, ambiguous policies, and less serious leadership styles among BuCor officials raises concerns about the organizational structure and management within the correctional facility. Addressing these issues is crucial to ensure clear communication, consistent policies, and effective leadership, which are essential for the successful implementation of the rehabilitation programs. It is noteworthy that the following indicators received the highest scores: a) active participation in physical activity, b) relaxation, c) stress relief, and d) self-development. This result is consistent with the study Baldonado et al., (2022); Bales & Mears, (2008) which found that physically active inmates have significantly higher self-esteem and contentment with their psychological state than physically inactive inmates. The study by Laurindo et al., (2022) also found that there was a significant decrease in the rates of depression, stress, boredom, anxiety, aggression, and risk of recidivism among prisoners who regularly engaged in physical activity and community involvement plays a crucial role in conducting biomedical research on global health issues, (Fregonese, 2018). Qualifity of life of the PDL community improve with the consistently involvement of the community and government assistance as highlighted by (DeMichele, 2014) the significant impact of the community on the reintegration of inmates into society.

PRACTICAL IMPLICATION OF THE STUDY

The study found that the lack of funding and available physical facilities is a major barrier to the implementation of rehabilitation programs. The government and community should provide more financial support to correctional facilities to ensure that they have the resources they need to provide effective rehabilitation services. Additionally, correctional facilities should invest in the development of new physical facilities to support rehabilitation programs. BuCor personnel lack the training they need to effectively implement rehabilitation programs. Organizational structure and management of correctional facilities need to be improved. Physical activity is an important component of rehabilitation programs, therefore more opportunities to participate in physical activities, such as sports, yoga, and tai chi. Physical activity can help inmates improve their physical and mental health, reduce stress, and develop coping skills. Community involvement can help inmates develop social ties, learn new skills, and find support for their reintegration into society.

CONCLUSION AND RECOMMENDATIONS

Based on the study's findings, the implementation of rehabilitation programs within the correctional facility presents a varied landscape, with some programs showing effective execution, while others require improvement. One of the significant challenges encountered is the lack of financial resources and insufficient physical facilities, hindering the successful execution of these programs. Therefore, it is crucial to enhance the support from both the government and the community to ensure the success of rehabilitation efforts. Furthermore, improving the training of BuCor personnel is essential to bolster their capabilities in executing these programs effectively. Addressing organizational issues, such as the absence of a proper chain of command and ambiguous policies, is also vital and underscores the necessity for structural and managerial reforms within the correctional facility.

To address these challenges and enhance the reformation programs for Persons Deprived of Liberty (PDLs), a comprehensive approach is recommended. This approach should incorporate a well-coordinated and integrated program based on the Therapeutic Community Modality, Restorative Justice Principles and Concepts, and the inclusion of Volunteer Probation Aides (PVAs). Incorporating community involvement in the PDLs' rehabilitation and treatment will also be beneficial, and the suggested additional measures should be considered to strengthen this aspect. By implementing these recommendations, the correctional facility can take significant strides towards enhancing the success and impact of rehabilitation programs, ultimately contributing to the betterment of PDLs' lives and their reintegration into society.

LIMITATION AND FUTURE STUDIES

The research was conducted in a specific context Persons Deprived of Liberty (PDL) in the Fifth District of Camarines Sur district of the Phillippe. Study sample was limited in the size and data collected from the BuCor staff members involved in formulating and implementing rehabilitation programs and PDLs from the Iriga District Jail in the Fifth District of Camarines Sur. Therefore, sample size was relatively small, which may affect the representativeness of the results. Hence more studies required on the large sample size. This study is quantitative however some qualitative studies required to develop deeper and personal experience with inmates and staff to discussed the matter in details. This study is focused on the community involvement however more variables such as education and health condition of the PDL can be discussed in the future studies.

Ethical Statement: This study received written consent of ethical approval from Iriga City District Jail. All participants were formally informed, and their consent was taken, which is confidential.

Consent to Participate: The author declared that they have no known competing financial interests or personal relationships which affect the work reported in this article. This study deals with human participants, and human data or human rights issues are discussed and evaluated.
Consent for Publication: We do not have any person's data in any form.
Competing Interests: The author declares that this work has no competing interests.
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RESEARCH ARTICLE
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Epstein Framework of Parental Engagement a Key to Student Success of the Primary School Students: A Case Study of Yiwu Dongzhou, China

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Abstract

This study aims to understand parental participation behaviours and suggest strategies to support parental engagement in children's learning at Yiwu Dongzhou Primary School in Zhejiang, China. The study adopted a mixed method and interviewed six parents at all levels in-depth using a quantitative sample of 216 parents representing 1,600 pupils. WeChat was used to collect the data, which was then analyzed using Excel and SPSSPRO software for content analysis and descriptive statistics? The findings showed that 83% of the sample parents were mothers, 98% lived in two-parent households, and 65% were between 36 and 45. High school (44%) and middle school (27%) had the most parents with a degree. Parental involvement in decision-making and Volunteering was comparatively low. The results led to many recommendations for improving parental involvement at Yiwu Dongzhou Primary School. The scope of activities for parental participation should be expanded, teacher-parent communication channels should be improved, parent workshops or training should be organised to support learning at home, and community networks should be fostered to offer support and resources for families through cooperative educational activities and forums for parents to share experiences.

Keywords: Parental participation, elementary school, student achievement, school-family partnership

INTRODUCTION

Parental participation in education is crucial for primary school children's academic success and social-emotional development. Research consistently shows that involved parents contribute to improved grades, test scores, graduation rates, behaviour, self-esteem, and mental health (Gronick & Slowiaczek, 1994; Wang & Sheikh-Khalil, 2014). Primary schools play a pivotal role in shaping children's attitudes and behaviours, making parental involvement even more critical (Walker et al., 2010). Early involvement is significant as it shapes attitudes and behaviours towards education for future success (Hoover-Dempsey, &

Sandler, 1995). However, barriers such as limited resources, lack of information, and negative experiences hinder parental involvement (Murray et al., 2014).

During the COVID-19 pandemic, parental involvement in education played an important role in maintaining continuity of learning and well-being (Singal et al., 2021). Some studies highlighted strategies such as establishing routines (Knopik et al., 2021), creating conducive learning environments, engaging in online activities (Alharthi, 2023), setting clear expectations, providing emotional support (Roman et al., 2022), and actively participating in virtual classrooms to improve academic achievement and ensure continuity of education (Nhongo, & Siziba, 2022; Poquiz et al., 2023). Understanding and comparing different parental attributes can help identify barriers and develop strategies to promote participation, leading to better academic achievement, social-emotional development, and equitable access to education for all children. Furthermore, exploring how parents were involved in their child's education during the COVID-19 pandemic provides valuable insights into the unique challenges and innovative approaches employed during this period.

During the COVID-19 pandemic, parents played a critical role in supporting their child's education amidst widespread school closures and remote learning. According to Novianti & Garzia (2020), creating routines and developing regulated learning environments at home was the parents' job. Actively participating in online activities, they helped their kids with their virtual courses and homework. Parents gave emotional support to help their children cope with their fears about the epidemic and set clear expectations for their academic development (Singal et al., 2021).

In order to guarantee that their children's educational requirements were satisfied, parents also actively participated in online classrooms by attending parent-teacher conferences and maintaining contact with teachers. They worked together with educators to overcome obstacles, adjust to online learning environments, and put into practice efficient at-home learning methods (Dong et al., 2020). These initiatives demonstrated the parents' resiliency and adaptation during the COVID-19 pandemic, underscoring their dedication to their child's education. Parents played a critical role in preserving continuity in education and fostering their child's academic success and well-being during unprecedented upheaval by actively participating in and supporting their child's learning journey (Sari & Maningtyas, 2020). Therefore, the study aims to investigate the current status of parental attributes and involvement in education and compare parental participation behaviours and suggest the appropriate ways of supporting learning at Yiwu Dongzhou Primary School in Zhejiang, China.

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LITERATURE REVIEW

Six Types of Parental Involvements

Epstein & Backtracker (1982) asserted that parental involvement creates a virtuous circle by enhancing parental understanding and supporting school goals. This leads to increased active involvement and ultimately improves overall school effectiveness. Parental involvement also expands educational resources and enriches children's life experiences through the diverse backgrounds of participating parents. Encouraging and supporting parental involvement benefits teachers by facilitating communication, boosting parental recognition, and enhancing self-efficacy. Epstein's Framework of Six Types of Involvement outlines parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community as avenues for parental engagement in their child's education (Epstein, 1991). This framework underscores the importance of parent-teacher communication and collaboration in enhancing student outcomes while emphasising the reciprocal nature of parental involvement in education.

Factors influencing parental participation in school education

Parents' socioeconomic/class status (SES) significantly influences their participation level. (Sirin, 2005) the relationship between socioeconomic status and academic achievement reveals consistent evidence of a significant impact. Children from higher socioeconomic backgrounds tend to perform better academically than their peers from lower socioeconomic backgrounds. The analysis shows that socioeconomic factors such as parental education, income, and occupation are strongly associated with academic outcomes (Farooq at el., 2011).

The findings suggest that socioeconomic disparities contribute to the achievement gap between students from different socioeconomic backgrounds. These findings emphasize the need for targeted interventions and policies to address socioeconomic inequalities and promote equal educational opportunities for all students. The attitude of schools and teachers towards parental involvement also impacts participation. Positive perceptions of parental involvement motivate parents, while negative perceptions discourage engagement. Poor communication between parents and teachers, identified by (Hill et al., 2004), serves as a barrier to involvement. Lack of time or ineffective teacher communication inhibits understanding, hindering parental engagement in school education.

Langenbrunner &Thornburg (1994) and Greenwood & Hickman (1991) divided parental roles into four categories. These models highlight different aspects of parent involvement in education.

Langenbrunner and Thornburg’s (1994) "Three categories" include:

1. As a supporter and learner: Parents support their children's learning and engage in parent meetings and consultations.
2. As a voluntary participant in school activities: Parents participate in school events and extracurricular activities.
3. As a participant in school education decision-making: Parents actively contribute to school decision-making and serve on committees.

Gordon and Hickman's (1991) "Four categories" include:

1. As listeners and bystanders: Parents with limited involvement in their child's education.
2. As policymakers: Parents who engage in education policy discussions and participate in school decision-making.
3. As learners: Parents who actively seek opportunities to enhance their understanding of their child's education.
4. As teachers: Parents who take on a teaching role at home.

Both models acknowledge the positive impact of parental involvement on academic achievement. However, Gordon and Hickman's model extends beyond school involvement to include the home environment. Additionally, their model identifies four types of parental involvement compared to Langenbrunner & Thornburg (1994).

Levels and Ways of parental participation in school education

Liu (2008) categorizes parental involvement into three levels: (1) formal involvement, which includes activities controlled by the school, such as parent-teacher meetings and open days; (2) authentic and interactive participation, where parents and teachers exchange information and opinions; and (3) managerial involvement, where parents participate in school decision making. In Hong Kong, Cheng & Chan (1998) proposed a four-level model: off-campus participation (e.g., supervising children's studies), intramural participation (e.g., supporting schools), teaching aide (e.g., library assistant), and participation in school administration decisions (e.g., serving as a school director).

The 4-Level Model of Parental Involvement in Schools" is grounded in social-ecological theory, considering parental involvement at the individual, school, community, and policy levels. Variables at each level encompass parents' actions, school practices, community engagement, and educational policies and regulations.

Social Stratification and parental participation in school education

Using questionnaires, Jiao (2010) examined parental involvement in school education and found a positive correlation between higher family class status and active parental participation. Wang (2015) identified variations in home-school cooperation across different areas, with township areas lagging behind main urban areas. Ye (2012) emphasized the influence of social class status on parental involvement. Liu (2018) analyzed parents' educational concepts and literacy levels regarding home-school cooperation. Ho (2007) found that parents with upper-class social status were more likely to participate and donate to schools. Wu (2009) found no significant difference in parental involvement among different class statuses in Taiwan.

Impact of parental engagement on student success in school education

Parental involvement is crucial to student success, and kids with more involved parents are more likely to succeed in school, develop more potent social-emotional abilities, and live longer. Parents can get involved in their children's education in various ways. They can participate in school activities, volunteer in the classroom, assist with homework, and chat with their kids about school. By being involved, parents may foster a healthy learning environment at home, aid in forming excellent study habits, inspire their kids to work hard and foster a connection between them and the school community. Schools can encourage parental involvement by communicating with parents frequently, allowing them to participate in the classroom, supporting family literacy initiatives, and hosting parent-teacher conferences. Schools and parents can build a solid foundation for student achievement by collaborating (Tan et al., 2020).

RESEARCH METHODOLOGY

Ethical statement

The researchers acquired written approval from the school administration to perform this study at Yiwu Dongzhou Primary School. This acknowledges their consent for the research to be done. In order to confirm their willingness to participate in the study, the participating parents and teachers also verbally consented. All participants' privacy and anonymity were scrupulously protected throughout the research process. The researchers treated All volunteers with respect, honesty, and fairness as they adhered to ethical standards and principles. The information gathered through the surveys, interviews, and conversations was only used for study and will be presented in an anonymized, aggregated form. Any identifying information that can jeopardize the participants' privacy has been handled and safeguarded with care. The research team made sure that all data was handled confidentially and safely.

Research Design

Focusing on Dongzhou Primary School in Yiwu, Zhejiang Province, the study adopted mix method where a questionnaire was distributed among the parents and parent interviews and teacher interviews were conducted. Interviews focused on specific facets of parental participation; the questionnaire evaluated parental involvement in six categories. The survey data was analyzed using descriptive statistics and content analysis to identify correlations between variables. With the permission of school administrators and teachers, the questionnaires were distributed online to gather data. The teachers of each class distributed them at random to their WeChat groups. One representative from each grade was chosen to participate in the parent interviews based on teacher recommendations.

Population and Sample

The study focused on the parents of students at Yiwu Dongzhou Primary School, comprising 1600 parents who were sent questionnaires, and 216 valid questionnaires were received from the parents of students from Yiwu Dongzhou Primary School selected for the study.

Research Instruments

The study utilized two research instruments: a parent questionnaire and a parent interview form. These instruments were developed based on the six levels of parental participation in school education and underwent validation by experts to ensure their quality and reliability.

The parent questionnaire consisted of several sections, including the current status of parental involvement in education. This section utilized a Likert-scale format, with response options ranging from "Never" to "Always" and scored on a scale from 1 to 5. This approach ensured consistency and validity in measuring parental involvement. Face-to-face parent interviews were conducted based on teacher recommendations. One representative parent was selected from each grade. The interviews followed a structured outline and included a group discussion format. The researcher recorded and subsequently summarized the discussions for analysis.

The combined use of the parent questionnaire and face-to-face interviews provided a comprehensive understanding of parental involvement at Yiwu Dongzhou Primary School. These research instruments, developed and validated specifically for this study, enabled collecting of relevant and reliable data on parental engagement in the school community.

Several facets of parental engagement in schooling were explored in the interview questions. These might have covered questions about parents' perceptions of their involvement, experiences with school communication, extracurricular activities, and difficulties when trying to be involved in their children's education. Based on the available data, relevant interview questions should be given.

The information from the interviews was examined systematically. The verbatim transcription of the taped interviews came first. Afterwards, the researcher carefully reviewed the transcripts to look for important themes and patterns. The data were categorized and organized using coding to make spotting recurring themes and trends easier. As a result, a thorough understanding of parental engagement at Yiwu Dongzhou Primary School was provided by combining the findings from the questionnaire data with the findings from the interviews.

Data Analysis

The collected data was organized and analyzed using SPSSPRO software to ensure the validity and reliability of the study. The data was initially entered into Excel software for organization and then transferred to SPSSPRO for further analysis. The analysis included descriptive statistics to summarize the data and content analysis to examine the qualitative information obtained from the survey responses and interviews. The study's results were presented using data, charts, and visuals to understand the current parental involvement situation clearly. These findings served as the basis for suggesting strategies to support the Yiwu Dongzhou Primary School students, considering the level of parental participation.

The survey responses and interview findings were carefully summarized to provide valuable insights into parental involvement and to propose recommendations for enhancing parental engagement in education. By employing appropriate data analysis techniques and drawing on both quantitative and qualitative information, this study aimed to provide a comprehensive understanding of parental engagement at Yiwu Dongzhou Primary School and offer practical suggestions for improving parental involvement in their children's education.

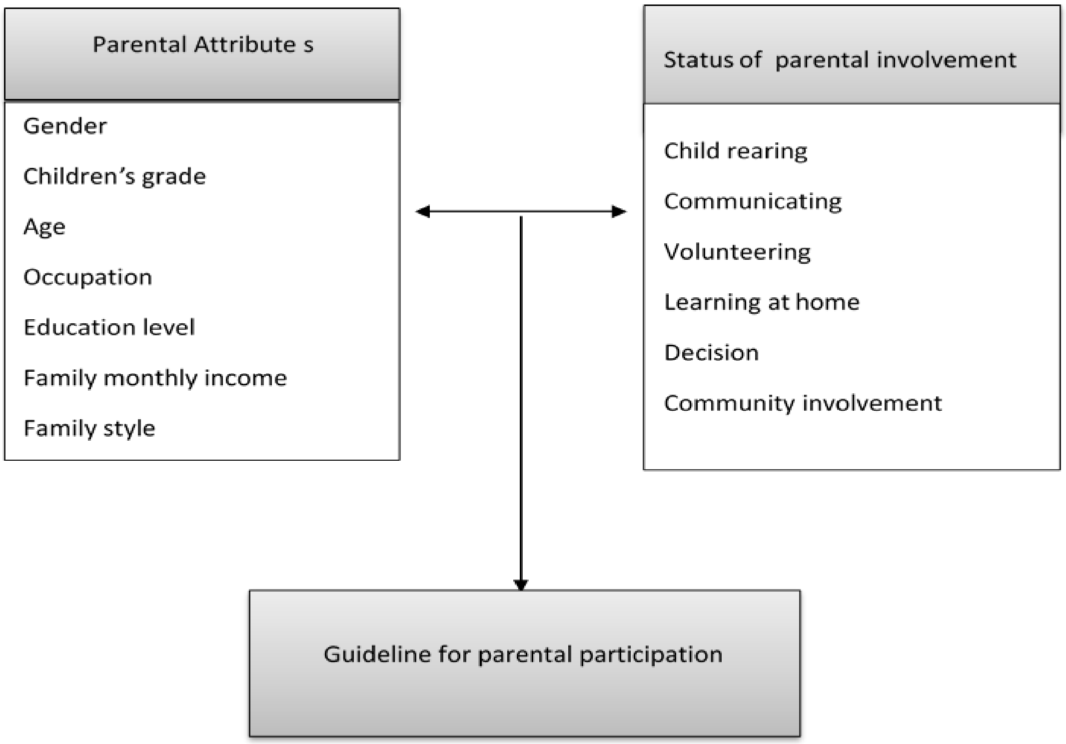

Figure 1: The research framework

RESULT AND DISCUSSION

Descriptive Analysis

The first part includes the respondents' basic information, and the Parental Attributes are statistically analyzed. The results shown in Figure 2 indicated that the majority of respondents were (Female) mothers (83.33%), while (male) fathers accounted for a smaller portion (16.66%)

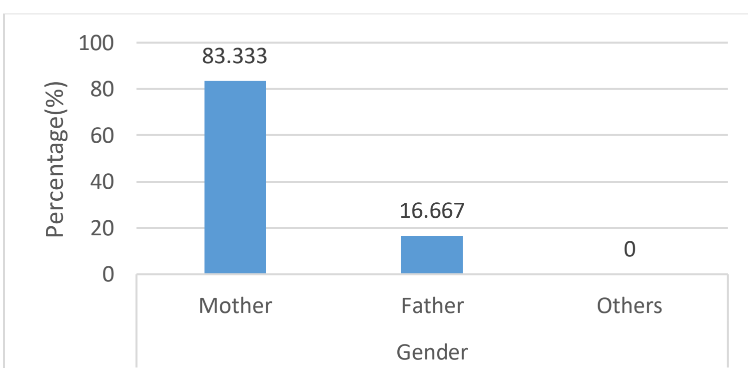

Figure 2: Gender of parents involved in education

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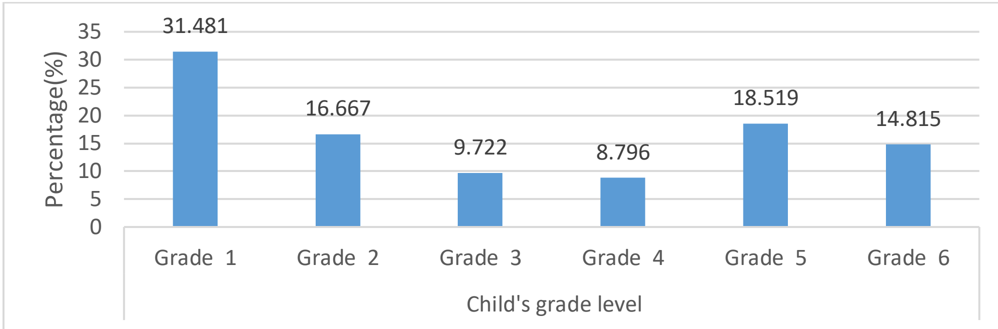


Figure 3: Grade distribution of the children

Figure 3 shows the child's grade level indicating that the distribution of children across grade levels was as follows: Grade 1 (31.48%), Grade 5 (18.51%), Grade 2 (16.66%), Grade 6 (14.81%), Grade 3 (9.72%), and Grade 4 (8.79%).

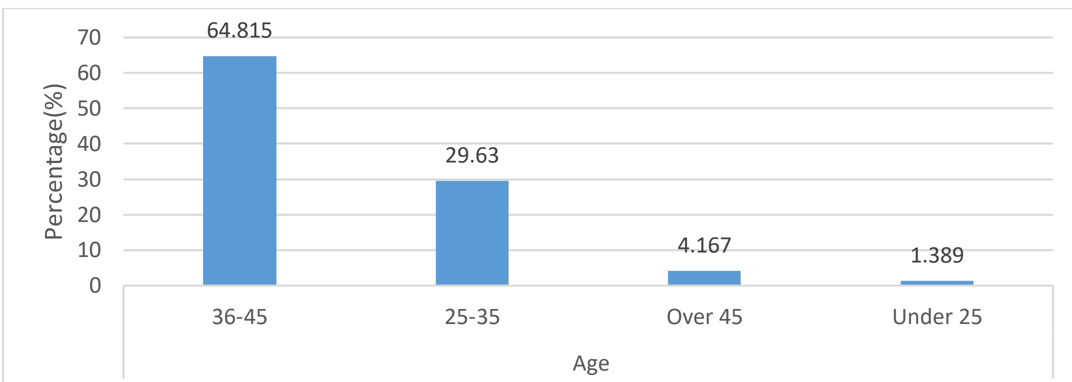


Figure 4: Respondents' age

Figure 4 shows the age of the respondents and indicates that the largest age group was 36-45 (64.81%), followed by 25-35 (29.63%), Over 45 (4.167%), and Under 25 (1.389%). Figure 5 shows parents' education level as indicated that the highest proportion of respondents had a High School education (43.981), followed by Middle School (26.852%), Undergraduate (25%), and Junior high school and below (4.167%).

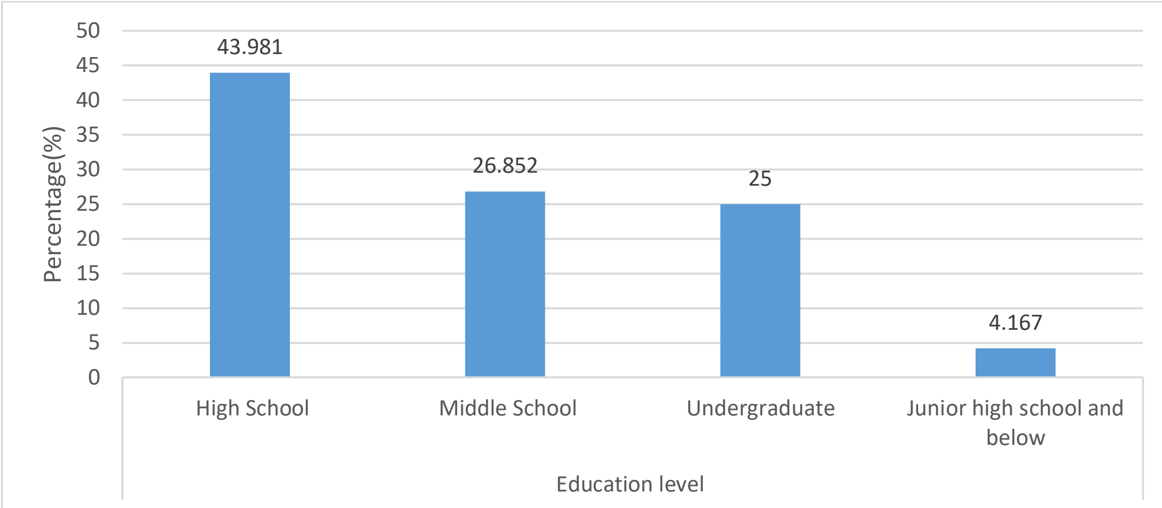


Figure 5: Level of education of the participants

Figure 6 shows that the most common occupation was Individual Businesses (68.056%), followed by Private sector personnel (15.278%), Other Employees (4.63%), Skilled workers, service industry personnel (4.167%), General workers, farmers (3.241%), State organs, party organizations, institutions (1.852%), Unemployed (1.389%), and State (central) enterprises, foreign enterprise personnel (1.389%).

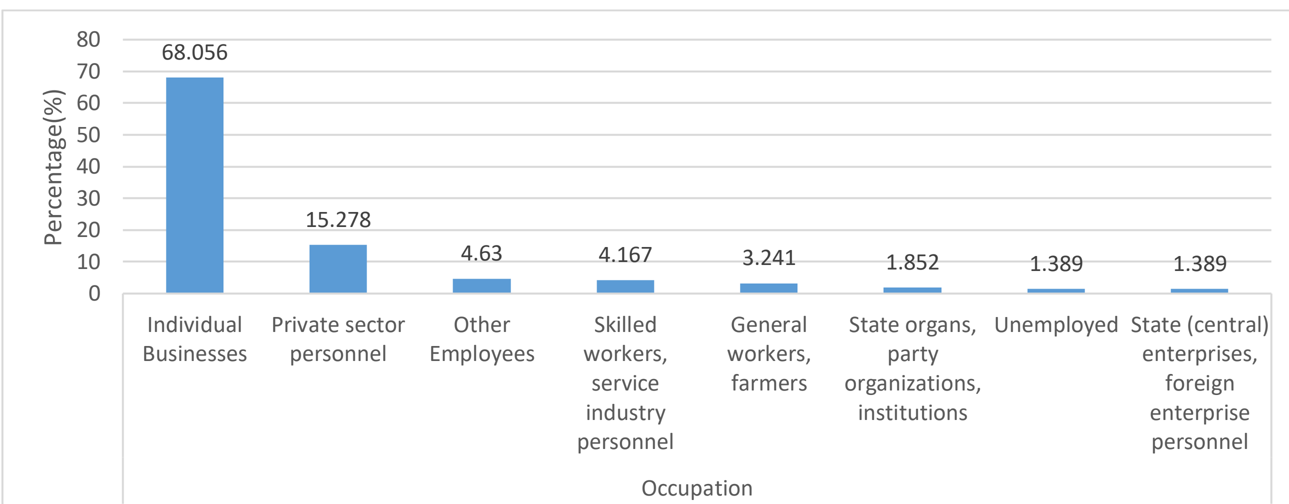


Figure 6: Participant Occupation

Figure 7: Average monthly income of participants

Figure 7 shows that parents' monthly largest income group was 3001-10000RMB (54.167%), followed by 10001-50000RMB (35.648%), Over 50000 RMB (5.093%), Under 3000 RMB (4.63%), and a small number of missing values (0.463%).

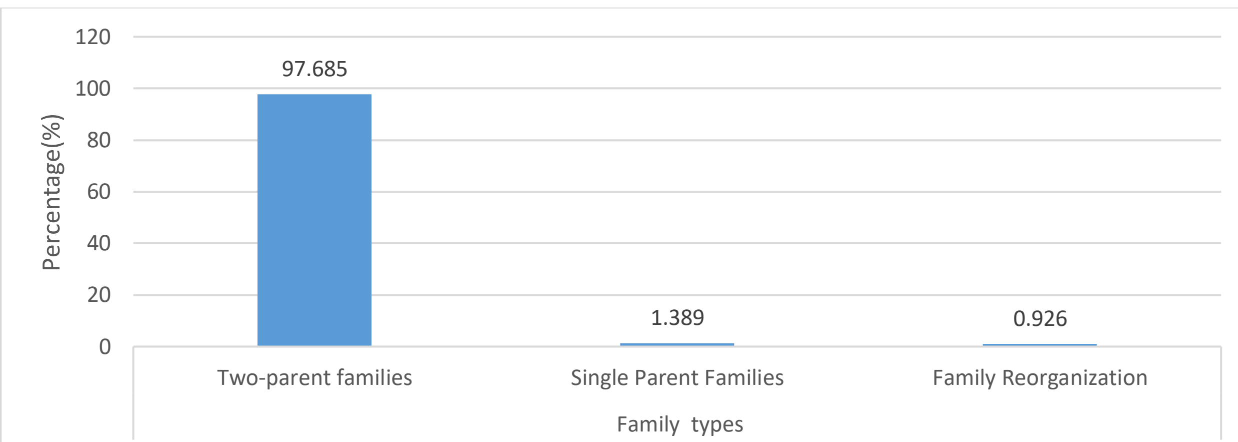


Figure 8: Family type of participants

Figure 8 shows that the majority of children lived in Two-parent families (97.685%), while Single Parent Families accounted for a small portion (1.389%), and Family Reorganization represented a tiny percentage (0.926%).

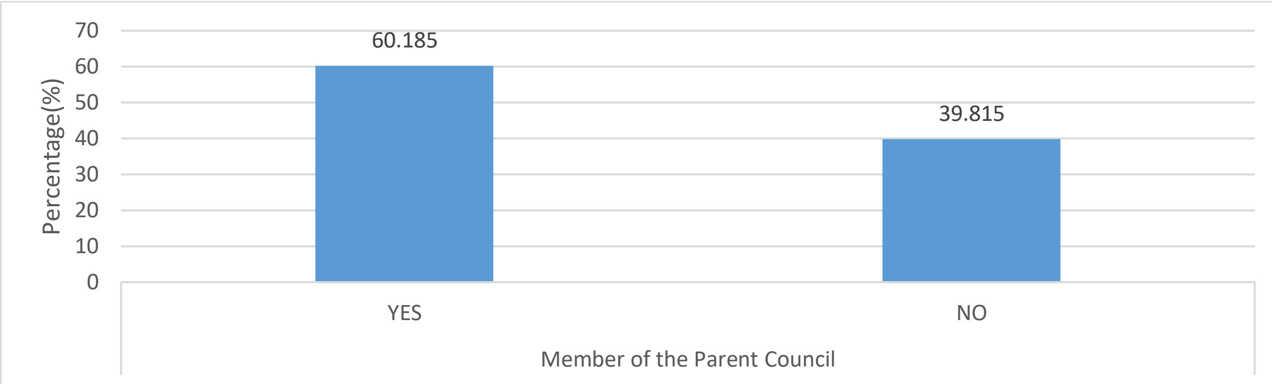
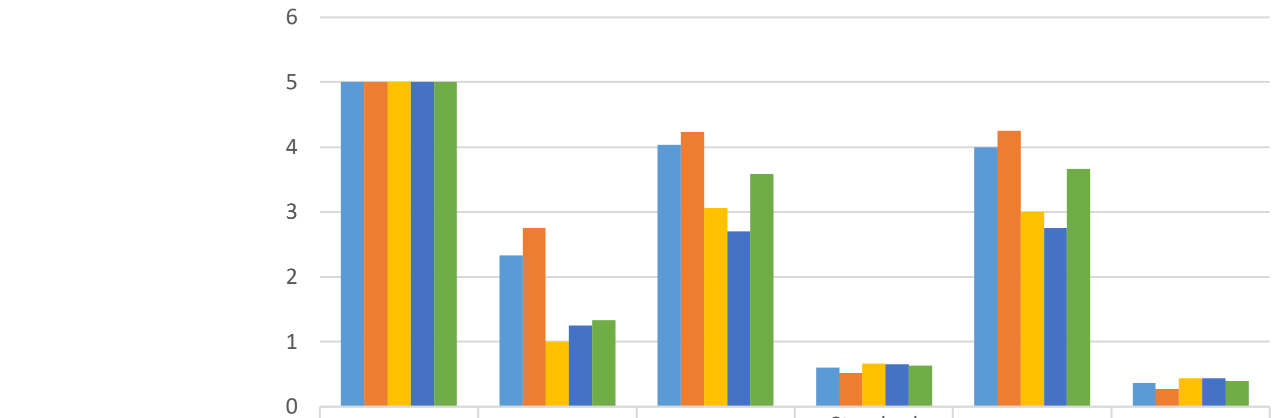


Figure 9: Parent Council Membership

Figure 9 shows the parent council membership. Approximately 60.18% of respondents were members of the Parent Council, while 39.815% were not.

Statistical analysis of the status of parental involvement

The second part of the questionnaire, which is mainly based on the parental involvement framework proposed by EPSTEIN (1983 and 1991) and combined with the preliminary interviews with parents and guidance from experts in related fields, is divided into six dimensions is shown in Figure 10 as Child rearing, Communication, Volunteering, Learning at home, Decision and Community involvement, with 22 questions in total. According to the Likert scale, the questions were set into five levels and scored 1, 2, 3, 4 and 5, respectively; higher scores indicated more active parent involvement. A descriptive analysis of the "6 dimensions" of parental involvement in education and the results are shown in Figure 10.



	Maximum	Minimum	Mean	Standard deviation	Median	Variance
Child rearing	5	2.333	4.034	0.604	4	0.365
Communicating contains	5	2.75	4.228	0.519	4.25	0.269
Learning at home	5	1	3.061	0.665	3	0.442
Decision	5	1.25	2.698	0.658	2.75	0.434
Community Involvement	5	1.333	3.588	0.633	3.667	0.4

Figure 10: Parental involvement in the "6 dimensions" of education

The study's findings indicate that parents are actively involved in child-rearing, communication with teachers, and supporting learning at home. They show moderate levels of engagement in volunteering and decision-making processes. However, there is room for improvement in community involvement and active participation in decision-making. Overall, parents express satisfaction with their involvement in educational activities. The study suggests the need for enhancing community engagement and encouraging parents' active participation in decision-making to support their children's education further.

Content Analysis of parental interviews

To further investigate the authenticity of the parental involvement in education questionnaire in Yiwu Dongzhou Primary School and to understand the current situation and problems of parental involvement in education, team interviews were conducted with six parents from six levels; each parent was questioned separately. Table 1 shows the interviewee/respondents' demographic profile. The main findings of the interviews are as follows;

Table 1: Demographic information

	Gender	Age	Marital status	Education
R1	Female	38	Married	Degree
R2	Female	31	Separated	Diploma
R3	Male	40	Married	Master
R4	Female	28	Married	Degree
R5	Female	33	Married	Master
R6	Male	35	Married	PhD Scholar

Question 1: What are your usual channels of communication with teachers? How effective are they?

R1. *"I communicate with teachers through emails, phone calls and face-to-face meetings during parent-teacher conferences. These channels are effective as they allow for a quick exchange of information, direct dialogue and in-depth discussions about my child's progress and any concerns I may have. Regular communication with the teacher helps me to stay informed and engaged (38 year old female respondent)".*

R4: *"My usual communication channels with teachers are email and parent-teacher conferences. They are generally effective in addressing concerns and receiving updates about my child's progress (28 year old female respondent)".*

R5: *"I prefer face-to-face meetings with teachers during parent-teacher conferences. This allows for in-depth discussions about my child's performance and provides an opportunity to establish a personal connection. Overall, they are highly effective in understanding my child's progress.*

Weaknesses: "There can be potential challenges in ensuring effective communication for all parents, especially those with limited access to technology or language barriers (33 year old female respondent)".

R6*: "I rely on phone calls as my main communication channel with teachers. While they are generally effective, reaching the teacher can sometimes be challenging due to busy schedules or missed calls (35 year old male respondent)".*

Question 2: In your experience, what learning opportunities, information and platforms have been most effective in promoting successful home-school collaboration?

R1: "*In my experience, regular parent-teacher meetings have been the most effective in promoting successful home-school collaboration (38 year old female respondent)".*

R2: *"The classroom WeChat groups and websites provided by the school was valuable in informing me of important school events, curriculum updates and resources to support my child's learning at home. However, there is room for improvement in providing topic-specific workshops or training sessions for* *parents. Additional learning opportunities would strengthen the home-school partnership and equip parents with the necessary skills (31 year old female respondent)".*

R4: "*Utilizing a comprehensive online learning platform has proven highly effective in promoting successful home-school collaboration (28 year old female respondent)".*

R5: *"Parent education workshops have been instrumental in promoting successful home-school collaboration (33 year old female respondent)".*

Weaknesses: Lack of offline, face-to-face communication channels or training opportunities.

Question 3: In what ways does volunteering help to provide support and enhance the overall educational experience for students?

R3: *"Volunteering is important in providing support and enhancing the educational experience. It enables parents and community members to be actively involved, creating a sense of belonging and unity. Volunteers can assist with various school activities, reducing teachers' workload and exposing students to different perspectives and experiences (40 year old male respondent)".*

R5: *"Volunteering provides personalised support and attention to students, helping them overcome challenges, improve academic performance, and build confidence. Volunteering could be enriched so that more parents can get involved (33 year old female respondent)".*

Question 4: Involve parents in decision-making, such as a parent council, can positively impact students' overall educational experience.

R4: *"Involving parents in decision-making ensures that their views are heard and taken on board, creating a sense of ownership and partnership. This collaboration leads to improved educational outcomes and a supportive learning environment. However, the current limited involvement of parent councils in management and decision-making hinders the full potential of parental involvement (28 year old female respondent)".*

R1: *"Yes, involving parents in the decision-making process, such as through a parent council, can have a positive impact on the overall educational experience of students. Additional suggestions on how schools can enhance the involvement and influence of parent councils (38 year old female respondent)".*

Question 5: How important do you think family education training is for improving parents' skills? Can you share specific experiences and highlight their benefits?

R3: *"Family education training is essential to improve parental skills: Family education training is essential to equip parents with knowledge and strategies for effective parenting. It helps to improve discipline, communication and foster a positive home environment. Specific examples of how training can* *positively impact parenting and child development can further highlight its benefits (40 year old male respondent)".*

R4 ***"****Family education training is essential for improving parents' skills. It can help parents learn about child development, effective parenting practices, and how to better communicate with their children (28 year old female respondent)".*

R6 ***"****Family education training is crucial for improving parents' skills. It gives them valuable knowledge and strategies to support their child's learning. Through training, parents enhance communication, establish positive discipline, and create a nurturing home environment, positively impacting their children's education (35 year old male respondent)".*

Disadvantages: Family education is concentrated mainly online, and evaluating the effectiveness of their learning is impossible.

Question 6: In your opinion, what are some practical ways for communities to provide support and care for families through community education activities? Can you suggest specific programmes or activities?

R6: *"The community can provide support through parent-child activities, informative workshops, and community programmes such as summer and winter camps. Parent support groups or networks can also foster a sense of community. However, more specific examples and suggestions are needed to promote community support and positive parent-child relationships. Relatively poor community building and need for more resources for youth education and supplementary schooling (35 year old male respondent)".*

DISCUSSION

The analysis of the questionnaire data reveals several essential characteristics of parents who are involved in school education. First, mother involvement surpasses father involvement in parental engagement. This discrepancy suggests that mothers exhibit a higher participation and engagement level than fathers. Possible reasons for this difference include traditional gender roles, societal expectations, and variations in availability due to work or other responsibilities. Second, the data indicates that parents with higher levels of education are more likely to be involved in school education. Respondents with a high school education or above demonstrate a higher participation percentage than those with lower education levels. This finding suggests that education level significantly influences parents' motivation and ability to engage in their child's education.

Furthermore, the analysis reveals exciting patterns related to occupation. Parents who work in individual businesses exhibit the highest level of involvement in school education. This trend may be attributed to the flexibility and autonomy of running one's own business, which allows parents to allocate time and resources towards their child's educational activities. In contrast, parents employed in state (central) enterprises or foreign companies display lower levels of participation, possibly due to demanding work schedules or limited availability. These findings have practical implications for promoting parental engagement in school education. Schools and educational institutions can design targeted interventions and initiatives to encourage fathers' active participation, such as father-child events, workshops, and support groups. Additionally, providing accessible and relevant resources for parents with lower levels of education can help bridge the gap and empower them to be more involved in their child's education.

In addition, schools can work with businesses and organisations to develop flexible work schedules or offer assistance to parents who work demanding jobs so they can participate in their children's educational activities. In general, developing policies and programmes that encourage meaningful and inclusive parental engagement in school education can be influenced by knowing the factors impacting parental involvement, such as gender, educational attainment, and occupation.

The data also highlights the role of Parent Council membership; notably, a significant percentage of respondents are not members of the Parent Council. This indicates that being a council member does not guarantee higher parental involvement in school education. It is crucial to recognise that involvement can take various forms, and parents can contribute to their child's education in different ways, not solely through formal membership in the Parent Council.

In conclusion, the analysis emphasises the importance of considering multiple factors when examining parental involvement in school education. Gender, education level, occupation, and formal roles within the school community all influence the extent and nature of parental participation. Understanding these characteristics can inform the development of targeted strategies and interventions to promote and enhance parental involvement, ultimately fostering a more inclusive and collaborative educational environment.

CONCLUSION AND RECOMMENDATIONS

Several key conclusions can be drawn based on the analysis of basic information about the respondents and the results of the questionnaire on parental involvement in education. Firstly, most respondents were mothers, indicating that mothers play an important role in parental involvement in education. However, it is essential to ensure that fathers are actively involved in their children's education. Secondly, the distribution of children across grades was relatively even, with a slightly higher proportion in grade one.

This suggests that parental involvement is higher in the lower grades, decreases as the child ages, and rises again in the upper grades, possibly due to increased pressure and preparation for entrance exams. Thirdly, the age distribution of parents involved in education shows that the largest age group falls between 36 and 45 years old. This suggests that parents in their 30s and 40s actively participate in their children's education, which aligns with the typical age range of parents with school-aged children. Fourthly, the participants' educational background indicates that a significant proportion of parents have a high school education, followed by middle school and bachelor's degrees. This highlights the need for additional education and support to enhance their parenting skills. Furthermore, the occupational and income distribution of participants reflects the diverse socioeconomic backgrounds of the families. This underscores the importance of inclusive strategies and initiatives that cater to the varying circumstances and resources available to families.

Regarding the '6 dimensions' analysis of parental involvement in education, parents demonstrated active participation in aspects such as raising their children, communicating with teachers, and supporting family learning. However, there is room for improvement in community involvement and participation in decision-making processes. There are also clear areas for improvement in parental involvement in school management and decision-making. Overall, this study highlights the active involvement of parents in all aspects of their children's education while also identifying areas for further attention and improvement. By continuously strengthening parental involvement and addressing families' specific needs and challenges, we can foster a supportive and enriching educational environment for all students.

PRACTICAL IMPLICATIONS, LIMITATIONS AND FUTURE WORK

To ensure effective communication with all parents, schools should consider providing multiple communication channels that cater to different preferences and circumstances. Alongside emails and phone calls, alternative methods like printed newsletters or bulletin boards can be utilized to reach parents with limited access to technology. Additionally, language barriers can be addressed by providing translation services or multilingual staff. While digital platforms like WeChat can be valuable, schools should incorporate offline channels and training opportunities. Hosting topic-specific workshops or training sessions for parents can empower them with the necessary skills to support their child's learning at home. This blend of online and offline resources will enhance home-school collaboration. Schools can actively promote and diversify volunteering opportunities to encourage more parents to get involved. By expanding the range of activities where parents can contribute, such as assisting in extracurricular events or organizing educational workshops, schools can create a stronger sense of community and enrich the overall educational experience for students.

To maximize the impact of parent councils, schools should provide them with greater involvement in decision-making processes. This can be achieved by seeking their input on critical decisions, involving them in policy discussions, and granting them the authority to contribute meaningfully to school management. Strengthening the role and influence of parent councils will foster a more collaborative and inclusive educational environment.

Schools and communities should prioritize family education training by offering comprehensive and accessible programs. These programs should focus on improving parenting skills, enhancing family communication, and fostering a positive home environment. Evaluating the effectiveness of these training programs and adapting them to meet the specific needs of parents will further contribute to their success.

Communities can provide support and care for families through various educational activities. Parent-child activities, informative workshops, and community programs like summer and winter camps can create opportunities for families to engage with each other and the community. Additionally, establishing parent support groups or networks can promote a sense of belonging and provide a platform for parents to share experiences and resources.

The study on parental involvement was mainly limited to the Yiwu Dongzhou Primary School, focusing on the Epstein Framework of Parental Engagement. Cultural and societal factors that influence parental involvement in Yiwu Dongzhou Primary School also caused the limitation of the study, and the result cannot be generalized. Furthermore, understanding the barriers and facilitators of implementing suggested strategies is crucial.

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Data availability: The data that support the findings of this study are available from the corresponding author upon reasonable request.

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Psychosocial Development of Children in Conflict with the Law Under Detention in the Bicol Region, Philippines

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Abstract

A child's personality may be impacted by various factors such as the marital status of parents, interpersonal problems within the marriage, a broken household, and solo parenting. Therefore, children with mental illness can experience severe issues leading to illegal troubles. Hence, this study examines the psycho-social factors contributing to children in conflict with the law in the Bicol Region, Philippines. For this purpose, data from 67 respondents was collected on a volunteer basis through interviews from different care institutions that handle children in conflict with the law for welfare and development. Results of the study revealed that lack of quality time with parents, marital status, parents' poor working status, and lack of participation in cultural activities and community services were significant in influencing a child's behaviour to violence. The study also provides possible proactive measures to help parents and authorities rebuild the lives of children in conflict with the law and become valuable members of society.

Keywords: Juvenile delinquency, psychosocial difficulties, intervention, a child in conflict with the law

INTRODUCTION

A child is born with innocence and purity. Every kid's existence depends on sufficient care and attention; if done correctly, the child will develop positively (Clark, 2020). When children's surroundings are helpful and encouraging toward them, youngsters behave well. A child's physical, psychological, moral, and spiritual growth makes them capable of becoming conscious and realizing their potential (Kohl & Cook, 2013). On the other hand, a juvenile may become a juvenile delinquent due to adverse environmental conditions (Vidal et al., 2017), a lack of fundamental requirements (Khurshid & Urooj, 2012), and inadequate parental supervision (Gove & Crutchfield, 1982). Thus, juvenile delinquency can be considered one of the prominent social issues that may impact not only children involved in legal disputes but also families, communities, and society. As a result, the family of the child can suffer due to the child's illegal actions, and society as a whole can be affected.

However, children from single-parent households have a 10 to 15% higher chance of becoming delinquent than children from two-parent families with the same social features (Rathinabalan & Naaraayan, 2017). This shows that healthy self-confidence is enhanced in children by good parenting. In contrast, a child's personality may be impacted by several factors, such as the marital status of the parents, interpersonal problems within the marriage, a broken household, and solo parenting. As a result, social work implications such as family therapy and counselling might change family interaction patterns to benefit the kid (Rathinabalan & Naaraayan, 2017).

Khan and Singh (2014) highlighted that poverty and unemployment are primary sociological factors in perpetuating violence and crime among youth. At the same time, a literature review shows that 69.9% of male youths in custody had at least one psychiatric disorder, most commonly conduct disorder, substance use disorder and attention deficit hyperactivity disorder (Collins et al., 2010). This shows that major psychiatric disorders are commonly associated with criminal behaviour (Sariaslan et al., 2020). This increase aligns with the increasing global trend in juvenile delinquency cases (Muna et al., 2020). Studies also highlighted that many children had committed criminal acts as national assets. Such as narcotics (Firdaus et al., 2019), persecution (Nida & Nurhafifah, 2020), theft (Pardjanihadi et al., 2021), beatings (Aprilia & Ambarita, 2019), obscenity (Purwanti, 2019), to terrorism (Fad, 2019).

Keeping this in perspective, children with mental illness can experience severe problems, leading them to be involved in illegal troubles. These children can experience psychological issues, including conduct issues, learning disabilities, obsessive-compulsive disorder (OCD), personality issues, substance abuse, phobias, and depression (Fletcher et al., 2018). They can also be influenced by environmental factors, which include victims of violence and sexual abuse, and also by their psychiatric history (Heller et al., 2022). Therefore, the purpose of this study is to explore the psycho-socio factors affecting juveniles in the Bicol Region, Philippines, why children are coming into conflict with the law, and to know which aspect is most likely influencing children to adopt criminal behaviour. Lastly, the study will also focus on identifying the critical challenges faced by youth in the Bicol Region that promote juvenile delinquency in the region by providing policies and prevention measures or programs that can help parents and authorities rebuild their lives and become valuable members of society. The rest of the study is organized as follows: Section two outlines the literature review, followed by the proposed methodology for the study in section three. Section four contains results and discussion, while the last section concludes the study with policy recommendations.

LITERATURE REVIEW

Several studies have highlighted the psycho-social factors contributing to children in conflict with the law. For instance, Aprilia and Ambarita (2019) conducted a qualitative study at the premises of the Institute of Minors Kavaja. The group of minors investigated was of age 14-18 years. The results demonstrate a complex relationship between the coping strategies, adjustment (adaption) and well-being of minors and that institutional opportunities and changes can be beneficial. In the end, the study also recommends improving some elements that influence well-being across efficient involvement of educational staff, the police and other social agents who cooperate with the institution or create specific programs for this target. The study of Khan and Singh (2014) also highlights that youth are exposed to a wide range of psychological, sociological, and criminogenic factors predisposing them to be at risk and come into conflict with the law. In their study, poverty and unemployment are primary sociological factors in perpetuating violence and crime among youth. However, they suggested that in the long term, youth in conflict with the law need to be engaged in a variety of positive youth development programs at a localized level through the support of the state and organs of civil society.

Heller et al. (2022) found that youths in conflict with the law are characterized by their internal vulnerabilities, including a high prevalence of psychiatric disorders and comorbidities, lower cognitive functions, externalized problems, and psychopathic traits. Second, are their environmental factors, including victims of violence and sexual abuse, and lastly, their psychiatric history. Besides, the evolution of the most prevalent issues was favourable over time, which puts into question the usual perspective about the deleterious effect of detention. Therefore, a literature review shows that 69.9% of male youths in custody had at least one psychiatric disorder, most commonly conduct disorder, substance use disorder and attention deficit hyperactivity disorder (Collins et al., 2010). This shows that major psychiatric disorders are commonly associated with criminal behaviour (Sariaslan et al., 2020). Providing youth with mental health treatment can effectively reduce recidivism, although the factors associated with treatment effectiveness are difficult to identify. Indeed, there is a lack of studies that examine the effectiveness of custodial intervention programs (Penner et al., 2011).

Singh and Agarwal (2019) also report that children between the ages of 8 and 18 spend 6.5 hours a day (or 44.5 hours per week) in front of a computer, watching television, or playing video games. When a youngster reaches the age of 18, they will have seen over 200,000 violent actions, including 40,000 murders, on television alone, with an average watching time. Similarly, Rathinabalan and Naaraayan (2017) stated that children from single-parent households have a 10 to 15% higher chance of becoming delinquent than children from two-parent families with the same social features. As a result, social work implications such as family therapy and counselling might change family interaction patterns to benefit the kid. Subekti et al. (2022) suggested that recovery and rehabilitation for children (perpetrators) of criminal acts of sexual violence are significant to prevent children from becoming recidivists or sexual predators as adults. They also stated that psychological and social rehabilitation needs to be provided to children as perpetrators and children as victims in criminal acts of sexual violence to achieve recovery so that they can grow and develop optimally as the next generation of the nation.

METHODS

The study aims to investigate the psycho-social factors that affect juveniles in the Bicol Region, Philippines, and how they are coming into conflict with the law. For this purpose, the researcher conducted the study to develop consolidated data from different care institutions that handle children in conflict with the law for welfare and development. Special permission was sought from the officials in services on the condition that all information would be kept confidential and respondents' participation in the study should be based on a volunteer basis. Hence, to ensure that respondents volunteered for the study, data from 67 respondents was collected through interviews at the recreational centre after permission was granted by the authorities.

However, the nature and purpose of the study were explained to the respondents before the study, and they were reassured that there was no compulsion for them to participate in the study. At the same time, they could decline to participate at any point for the duration of the study. The respondents were also requested in the interview to provide information about their age, educational level, place of birth and any occupational activity before coming into conflict with the law. It also sought on their family structure at the time of coming into conflict with the law, information on the type of laws violated, the place at which this occurred, history of a previous violation of the law and detention, reasons for such violation and whether such violations were committed individually or with some other person or persons. The study then used the quantitative method using SPSS software to process the collected data, and Microsoft Excel was used for the data arrangement. Thus, data has been descriptively analyzed to address the study's objectives.

RESULTS AND DISCUSSIONS

The following table contains the demographic characteristics of the 67 respondents to explore the psycho-socio factors that affect juveniles in the Bicol Region, Philippines, that how coming into conflict with the law. Among respondents, 40 are male, making up 59% of the total population, while 27 are females, representing 41% of the sample study. Age-wise, respondents between 17-20 years were the most prominent in number, consisting of 33 (49%) respondents, followed by 13-16 years respondents, with 27 (40%) respondents of the total. Lastly, respondents between 8 and 12 years were the smallest in the group, with seven respondents making up 10% of the whole. The respondents are also categorized by a guardian (responsible for supervising children within the family).

Table 1. Demographic Characteristics of the Data

Data Division	Categories	Frequency	Percentage
Gender	Male	40	59
	Female	27	41
	Total	67	100
Age	8-12	07	10
	13-16	27	40
	17-20	33	49
	Total	67	100
Guardian	Father	13	19

	Mother	25	38
	Brother	10	15
	Sister	09	13
	Grandfather	03	04
	Grandmother	04	06
	Other	03	05
	Total	67	100

Source: Author's calculation

Table 1 explains that 25 respondents were under the supervision of a mother, making the highest number of sample 38 per cent, followed by 13 respondents under the supervision of a father (19 per cent). Siblings, including brothers and sisters, were the next prominent guardians. Additionally, ten respondents' guardians were brothers, representing 15% of the total, while sisters fulfilled the supervision role for nine respondents, making up 13%. Grandparents, both grandfathers and grandmothers, were also represented in the guardians. Furthermore, grandfathers were guardians for three respondents (4% of the total) and grandmothers for four respondents (6% of the total). Lastly, "other" encompasses three respondents (5%), representing the supervision caretakers such as uncles and aunts.

Similarly, the following Figure 1 represents the educational level of the respondents. The figure shows that 8% of the population (5 respondents) falls within the Grade 1-5 category, indicating a smaller sample size. Similarly, Grade 6 contains only 3% (2 respondents) of the total. Moving further, Grades 7 and 8 represent 4% (3 respondents).

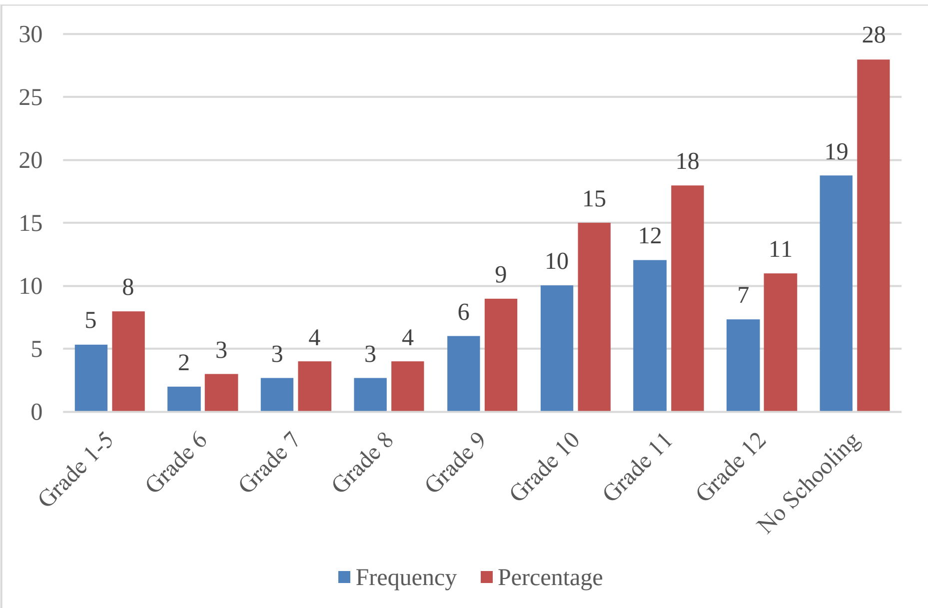

Figure 1. Educational Qualification of Respondents

However, the data highlights that 28% of the total (19 respondents) have had no formal schooling. This significant percentage raises concerns about barriers to education, access issues, or possibly cultural factors that prevent individuals from entering the formal education system. This finding is in line with Singh and Agarwal (2019) that amongst youth offenders, early school dropout is one of the major disadvantages in finding a positive pathway in life. The same is also evidenced by Aizer and Currie (2019). Children suspended or dropped out have ten times more chances to be involved in criminal activity. Hence, lack of access to education is also an impacting factor of juvenile delinquency (Mwangangi, 2019). As we move towards high school, the data shows that Grade 9 represents 9% (6 respondents), Grade 10 accounts for 15% (10 respondents), and Grade 11 comprises the highest proportion at 18% (12 respondents) of the total sample study. Lastly, Grade 12 comprises 11% (7 respondents) of the population.

Table 2 represented the types of crimes committed by juveniles when we asked for them. Starting with the lowest percentage, assault accounts for 2.95% of the reported crimes in the respondents, which is relatively low in number. However, fraud, quarrelling and housebreaking crimes were committed by 7.93%, 13.10% and 6.87% of the respondents, respectively. Khan and Singh (2014) and Nisar et al. (2015) also reported these crime types in juvenile research studies. The respondents also reported having committed rape, making up 11.91% of the reported crimes, with eight incidents.

Table 2. Types of Crimes Committed by Respondents

Categories	Frequency	Percentage
Assault	02	2.95
Fraud	05	7.93
Quarrelling	09	13.10
Housebreaking	05	6.87
Rape	08	11.91
Theft/Robbery	27	40.23
Murderer	03	4.89
Other	08	12.12

Source: Author's calculation

The most prevalent crime that, however, was observed in the respondents was robbery/theft, comprising a significant portion of 40.23% of the total crimes. Respondents also reported that they had committed murder crimes, accounting for 4.89% of the reported crimes, with three incidents. Lastly, the respondents also reported that they had committed more than the mentioned, representing 12.12% of the reported crimes, encompassing lesser-known or less common offences. Table 3 explains the psychosocial aspects of children who conflict with the law when asked for. The percentages indicate the proportion of respondents who answered "Yes" or "No" to specific questions during the interview related to their interaction with their parents, community, and circumstances. The results show that 38.90% of respondents with sufficient time with their parents were less likely to be involved in illegal acts than 61.10%. It is also revealed by Nisar et al. (2015) and

Mwangangi (2019). However, Gorman-Smith et al. (1998) concluded in their research findings that the consequences of maltreatment could be devastating. This suggests that parental presence can play a vital role in positively shaping a child's behaviour. Similarly, 43.65% of respondents stated that they receive guidance and support from their parents when discussing their problems. Interestingly, only 32.60% of respondents stated that their parents live together, while 67.40% responded that their parents are divorced or separated. This shows that these children may have more chances to be involved in unlawful activities. This finding suggests that family disruption can significantly impact a child's psychological well-being, potentially leading to behavioural issues. When asked whether they receive any packet money from home, only 44.37% of respondents highlighted that they receive adequate financial support from their homes. In comparison, 55.63% responded with a "No" answer. Hence, this indicates that the ones who receive financial support are less likely to engage in criminal behaviour.

Table 3. Children in Conflict with the Law Because

Family Dynamics & Support	**Yes (%)**	**No (%)**
Having time with parents	38.90	61.10
Guidance from parents	43.65	56.35
Parents’ divorce/separated	67.40	32.60
Economic Hurdles	**Yes (%)**	**No (%)**
Financial support from home	44.37	55.63
Parents' poor working status	63.71	36.29
Participation in Social Events	**Yes (%)**	**No (%)**
Cultural activities	41.90	58.10
Participation in community services	44.66	55.34
Refraining from & Previous History	**Yes (%)**	**No (%)**
Refraining from doing any illegal acts	42.27	57.73
Imprisonment history	37.13	62.87

Source: Author’s calculation

Mwangangi (2019) also found in his research that poverty is an influencing factor in juvenile delinquency. This shows that sufficient financial support from parents can reduce the risk of delinquency in juveniles. As Bagheri et al. (2022) stated, several causes, such as personal, social, economic, cultural, religious, family, and other factors, always go hand in hand with children to conflict with the law. On the same line, 63.71% of respondents answered that their parents experienced poor working status, which showed a higher tendency towards delinquency; this is also evidenced by Nisar et al. (2015) and Bagheri et al. (2022). Thus, economic struggles within the family can create an environment conducive to illegal activities due to a lack of resources and support.

Similarly, 41.90% of respondents stated that they participate in cultural activities such as art, music, other social events, etc., which demonstrated lower engagement in illegal acts. Furthermore, the results show that 44.66% of respondents engaged in community services compared to 55.35%, which may be less likely to engage in criminal behaviour. In the words of Manuel (2019), active participation in community services and other activities can improve your well-being. Surprisingly, only 42.27% of respondents mentioned refraining from illegal acts such as theft, fraud, robbery, etc., compared to 57.73%. This suggests that a significant portion of children are in conflict with the law, and they adopt criminal behaviour. Manuel (2019) suggested that educational programs can prevent these children from committing crimes if they can either finish their studies or finish at least High School Level, and thus, they can find a more decent job. However, 37.13% of respondents answered that any family members had a history of imprisonment, highlighting the potential impact on the children's behaviour (Jangam et al., 2022), and they can be more likely to engage in illegal activities.

CONCLUSION AND POLICY REMARKS

It is widely believed that supportive parents can enhance the healthy self-confidence of their children. However, the child's personality may be impacted by various factors such as the marital status of the parents, interpersonal problems within the marriage, a broken household, and solo parenting. Therefore, children with mental illness can experience severe issues that can also lead to illegal troubles. They may also struggle to be creative, have low self-esteem, pay attention in class, develop good study habits, or integrate into society. Hence, this study's purpose is to examine the psycho-socio factors contributing to children in conflict with the law in the Bicol Region, Philippines. For this purpose, data from 67 respondents was collected on a volunteer basis through questionnaires from different care institutions that handle children in conflict with the law for welfare and development.

The study's findings revealed that the dataset comprises 67 respondents. Among them, 40 were male, making up 59% of the total, while 27 respondents were, representing 41% of the total. The study noted that the mother emerges as the most common guardian, with 25 individuals under her supervision, making up 38% of the total, followed by the father, with 13 respondents (19%). At the education level, 19 respondents, 28% of the total, stated that they are not receiving any education. This indicates challenges in accessing education, such as socioeconomic factors. Similarly, 43.65% of respondents stated that they receive guidance and support from their parents when discussing their problems. In comparison, only 44.37% of respondents highlighted that they are receiving adequate financial support from their homes.

Interestingly, 67.40% responded that their parents are either divorced or separated. This shows that these children may have more chances to be involved in unlawful activities. However, only 42.27% of respondents mentioned refraining from illegal acts such as theft, fraud, robbery, etc., compared to 57.73% of the respondents.

The study concluded that addressing the psychosocial factors contributing to children's involvement in the conflict with the law requires a comprehensive and multi-faceted approach. The study suggested to the parents and policymakers that to strengthen the family support system, parents should have friendly connections with their children, promote positive community engagement between children, provide rehabilitation and support to needy children, and authorities should provide financial aid to low-income families which can reduce the risk of children turning to illegal activities to meet their basic needs.

LIMITATIONS OF THE STUDY

This study has limitations that can serve as an avenue for future researchers and policymakers. First, this study was conducted only in the Bicol Region, Philippines. Hence, the findings of this study cannot be generalized due to their varying organizational structure. Further, this study cannot be generalized to other parts of the country due to different economic, social, and cultural contexts. Therefore, caution should be taken when interpreting the results. Secondly, direct participating observations and minors feeling observed only sometimes behaved naturally, but sometimes we are limited by manipulating their behaviour, creating difficulties in clearly understanding the situation. Hence, the use of interviews may only sometimes be a thriving collection of data due to receiving proper information because, in some cases, they can refuse to participate in the fulfillment of the targeted interview.

Data availability: The data is available upon reasonable request from the author.

Competing Interest: The author declared no competing interests.

Ethical Statement: The study was undertaken with the utmost consideration for the participants' well-being, rights, and dignity. Informed consent procedures were rigorously followed, ensuring all participants or legal guardians comprehended the study's objectives, methods, and potential implications before involvement. Confidentiality and anonymity were strictly upheld, with all collected data stored securely and used solely for research purposes. The research adhered to established ethical guidelines, seeking approval from relevant institutional review boards and regulatory bodies. The study's ethical foundation remains instrumental in upholding the credibility and integrity of its findings while safeguarding the rights and well-being of the individuals who contributed to its realization.

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RESEARCH ARTICLE

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Measurement Of Acute Poverty in Achini Bala-Peshawar, Pakistan; A Multidimensional Poverty Index (MPI) Approach

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Abstract

Poverty measurement and analysis have been a key aspect of the world for years, especially the developing countries, including Pakistan. Knowledge and precise methods for measuring poverty more accurately and efficiently is the key tool. Hence, by using MPI as a basis, this study presents the measure of acute poverty in Union Council Achini Bala, Peshawar, Pakistan. It is a quantitative research study that is based on the primary data collected through the questionnaire adopted by the Oxford Poverty and Human Development Initiative (OPHI). Simple Random Sampling technique is used to collect the data, 350 Households have been selected as sample size from the total population. The obtained results showed that the population is multidimensional poor in 42% of the indicators out of all the respective indicators of MPI. The people suffering from poverty out of the whole population (*H*) are 65%, whereas the intensity of poverty (*A*) is 64%. It is also found that health is an alarming issue in the research area because this dimension contributes the most to overall poverty than other dimensions. Key policies should be formulated to tackle these issues and overcome the persisting poverty accordingly.

Keywords: Acute Poverty, Multidimensional Poverty Index (MPI), Oxford Poverty and Human Development Initiative (OPHI), Poverty measurement, Peshawar Pakistan, Achini Bala.

INTRODUCTION

The "Elimination of Poverty" is the first goal of the Sustainable Development Goals (SDGs) established by the United Nations. Therefore, the goal of the world's leaders is to end extreme poverty for everyone by the year 2030 (Tladi, 2022).

Poverty exists when people lack the means to satisfy their basic needs. It is a state when one lacks a usual or socially acceptable amount of material possessions and money. It is much more than just not having money; but it is about not having enough money to meet basic needs, including food, shelter, clothing, etc, (Pamela et al., 2020).

Poverty has been associated with low levels of education or skills, poor health, an inability or unwillingness to work, improvidence, and high rates of disruptive or disorderly behavior. All these attributes have often been found to exist with poverty, so their inclusion in the definition of poverty would obscure the inability to provide for one's basic needs and the relation between them. Although poverty is discussed in terms of dollar amounts, but the quality of life is a part of the conversation as well. Living in poverty means a life of deprivation and struggle. It can be concluded that poverty is harmful to both individuals and society due to its undesirable effects (Augustyn et al., 2020).

Inevitable consequences come with poverty. Sometimes, there are not enough quality schools, or the parents cannot afford school dues, or impoverished families need their children to work, which reflects that the children living in poverty often lack access to quality education. This creates a generational cycle of poverty because, without quality education, children grow up unable to provide for their children. In impoverished countries where many people lack access to sanitation and clean water, poverty causes the spread of preventable diseases, resulting in unnecessary deaths of children. Living in poverty also means not being able to afford medical treatment. It also means little to no food on the table, no electricity, and limited shelter. For young children, improper nutrition can mean stunting that permanently impacts their development (Peer & Omer, 2021).

Absolute poverty and acute poverty are the two main types of poverty. One is uni-dimensional, while the other is multi-dimensionally.

Absolute poverty analyzes poverty uni-dimensionally; when a person's income is below a necessary level to maintain the basic living standards i.e., he/she cannot afford minimum nutrition, clothing, or shelter needs in his/her country. Whereas acute poverty (also called relative poverty) inspects poverty multi-dimensionally; it is a serious shortage of income or shortage of access to a range of resources that usually provide the basic necessities of life for humans, such as clean water, shelter, medical care, food, education, and sanitation, it means that the household income is below a certain percentage, typically 50% or 60%, of the median income of that country. It is helpful in considering income inequalities (Pettinger, 2019).

Also, absolute poverty is losing its status in the world of economics, especially in those countries where the living standards are rising and the economy is growing. As acute poverty uses the current data and statistics, hence it is considered a more useful and better approach to measure poverty. It indicates the number of households that have been left behind “relatively” from the households that have a better living standard (Peer & Omer, 2021).

Although data on income poverty is undoubtedly very helpful, but poverty could also be defined much more broadly to include factors like lack of access to housing, employment, personal security, health, and other resources. No single indicator, like income, can adequately capture all factors contributing to poverty. A basket of goods and services is considered the minimum requirement to live a life free from poverty. Those who cannot cover or afford that basket due to insufficient income are considered poor (Alkire & Santos, 2011).

Since 1997, the Human Development Report (HDR) has used alternative methods to traditional income-based measures to measure poverty. The multidimensional poverty index (MPI) replaced the Human Poverty Index (HPI) as the initial indicator of poverty in 2010. However, relatively new measures such as the Global Multidimensional Poverty Index include health, education, and living standards as signs of poverty. The multidimensional poverty index is a tool for measuring extreme poverty.

A severe lack of income or access to various resources, such as those that typically provide humans with their basic needs for food, shelter, education, health care, clean water, and sanitation, is called acute poverty. First, people living below the minimum standards for basic functioning, such as being educated, well-nourished, or drinking clean water, as set by international agreements, are considered to be in poverty. Second, it refers to people living in situations where they cannot simultaneously meet the minimum requirements in several areas. In other words, the MPI measures those people who are under-nourished, and those who do not have adequate sanitation, clean fuel, and do not have clean drinking water. Simply, it measures those people who are experiencing multiple deprivations (Alkire & Santos, 2011).

The COVID-19 pandemic threatened the future of a young generation and threatened to reverse the years of progress in the fight against global poverty and income disparities. However, COVID-19 has already pushed 97 million more people into extreme poverty by 2020 (Peer & Omer, 2021).

Poverty in Pakistan

Pakistan is also a developing country, and the total population of Pakistan is more than 211 million out of which 9 million people are living in extreme poverty, which makes up about 4.3% of the total population and it increased to 5.4% in 2020 due to Covid-19 (World Bank, 2021).

According to the national MPI (2014-15), the multidimensional poverty in Pakistan was 39%. About 59% of the households in rural areas of Pakistan are below the poverty line and about 43% are multi-dimensionally poor (Ministry of Planning Development & Reform, 2016).

Poverty in Khyber Pakhtunkhwa province

In almost all countries, there is a higher incidence of poverty in rural areas than urban ones, and the condition of the rural areas is far worse than urban areas in terms of housing, transport and communication, personal consumption levels, potable water and sanitation, access to education, and health. According to the estimates of 2018-19, there exists a 40% incidence of poverty in rural Khyber Pakhtunkhwa (KP), and about 35% incidence of poverty was observed in urban KP. There are 26 districts in Peshawar and there exists an incidence of poverty in almost all of them. There are clear rural-urban disparities visible among all the districts. Also, out of all the districts, Kohistan and Shangla are the ones where there is a higher incidence of poverty. Peshawar is also included in those districts with an incidence of poverty, and the estimated poverty in KP is 32.5% (Jamal, 2021).

Problem Statement

Poverty is one of the significant obstacles faced by developing countries. Poverty leads to increased crime, extremism, homelessness, poor nutrition or malnutrition, food insecurity, unemployment, domestic violence, child labor, etc. Most developing countries, including Pakistan, suffer from severe poverty, which affects the overall well-being or standard of living of the people living there.

"Achini Bala," a Union Council located in the West of Peshawar, Pakistan - is also considered among those regions or areas with severe poverty. In this research study, we will calculate the acute poverty levels (the intensity of poverty) in Achini Bala. We will examine poverty multi-dimensionally, which will be a more comprehensive extent of poverty and deprivation.

Objectives of the Study

1. To calculate the acute poverty among the households in UC Achini Bala through the Multidimensional Poverty Index (MPI).
2. Investigate the specific dimensions where households experience the highest levels of deprivation, contributing to the multifaceted nature of poverty.

The study examines the acute poverty situation in Union Council Achini Bala, Peshawar, Pakistan. It measures the prevalence and intensity of poverty, focusing on the percentage of households deprived and the severity of deprivation experienced by impoverished individuals. The Multidimensional Poverty Index (MPI) is introduced as a novel application, providing a comprehensive understanding of poverty beyond traditional income-based measures. The study's empirical data collection, locally/regionally tailored questionnaire, geographical focus, and policy recommendations contribute to a new perspective of poverty measurement and analysis, enabling targeted interventions and informed policy decisions for sustainable development and poverty alleviation.

LITERATURE REVIEW

There are many approaches other than MPI that help to measure poverty. Some of these approaches analyze poverty by income-based approaches, food caloric values, international poverty lines, purchasing power parity, and social discrimination as a basis. Some of those approaches include the Headcount Index, Poverty Gap Index, Squared Poverty Gap Index (Poverty Severity Index), Sen Index, Sen-Shorrocks-Thon Index, Asset-based measures, poverty lines etc. These approaches skip some of the areas while measuring poverty.

Sokolin and Bryseva (2019) provided basic conceptual notions to measure non-monetary and monetary poverty. They determined the role of income and expenditures in measuring poverty. They suggested the unification of certain poverty measuring concepts, including absolute, relative, and subjective poverty. They formulated ways to improve poverty statistics determined to measure poverty not only on the basis of income and expenditures but also by taking into account the factors that affect the population's quality of life.

Beilock and Freeman (2006) studied that the existing approaches for calculating poverty give unrealistically high rates of poverty because of the inappropriate questionnaire designs and methods, which give or show the poverty rates two to three times higher than the actual existing poverty.

Income-based approaches to poverty focus solely on income, while purchasing power parity and food caloric value focus on inflation and deflation. These approaches overlook education, health, and overall living standards. Income-based poverty lines are still considered a significant tool for measuring poverty, but they lack subjectivity and relativity with housing-related indicators, focusing on poor people as passive end-users rather than necessary or unavoidable parties. Alternatives, such as vulnerability, the Entitlement perspective, and sustainable livelihood theories, offer a more subjective perspective on poverty and its causes (Hasan, 2002).

The MPI examines poverty in specific dimensions, it gives a broader and clear picture of poverty. To improve livelihoods, community-led efforts should consider other indicators and the interconnectedness of poverty with indicators other than income (Hasan, 2002).

When poverty is measured multi-dimensionally, we clearly can see the area that needs more attention, and based on the results, the required strategy to remove that issue is prescribed. The MPI uses non-monetary variables to measure or identify the poor/poverty. It considers both the proportion of the population that is deemed poor and the breadth of the poverty experienced by the HHs.

Unlike other approaches, it is a flexible approach or index that could be modified according to the targeted area or observable deprivations. It enables the patterns of poverty i.e., how much each dimension and which indicator contributes to the overall poverty, making it a more preferable approach than others (Peer & Omer, 2021).

Oshio and Kan (2014) examined the relationship between multidimensional poverty and health variables in Japan using microdata from a nationwide population survey. It focused on four poverty dimensions (social protection, income, housing condition, and education) and three variables (self-rated health, psychological distress, and current smoking). The analysis found that intersections of poverty dimensions reduced coverage, while unions of multiple poverty dimensions helped identify individuals in psychological distress or poor self-rated health distress more than income (as a single dimension).

Abu-Ismail et al. (2015) used the Multidimensional Poverty Index and introduced two additional poverty measures to capture less extreme deprivations in living standards, health, and education in middle-income countries. These measures were applied to three Arab countries (Jordan, Morocco, and Iraq) to show the overall poverty ranking. The results showed a significant reduction in headcount poverty spread, with empirically robust findings based on factors like family size, asset ownership, and place of residence. The results were positively correlated with money metric power indicators.

Hameed and Karim (2016) estimated and mapped multidimensional poverty in rural Pakistan using household survey data to create a Multidimensional Poverty Index with Human Development Indicators. The results showed that 59% of the rural population in Pakistan is poor, with Dera Ghazi Khan, Nowshera, and Thatta having the highest Multidimensional Poverty Index. However, no districts from Balochistan were included in the study.

Altamirano and Teixeira (2017) used the Alkire and Foster Multidimensional Poverty Index to study bi-parental and single-mother families in Nicaragua. The index was modified to address structural problems and used the Demographic and Health Survey 2011/2012. Results showed that income poverty overestimates the number of poor people. Female-headed bi-parental families had less poverty than male-headed families, contradicting the notion of women being more vulnerable. The urban-rural gap was reduced, with living standards and education being the most deprived dimensions.

Khan and Akram (2018) estimated the multidimensional poverty in Pakistan by following the Alkire-Foster methodology and the analysis of their study was based on Pakistan Social and Living Standard Measurement Survey 2004-5 and 2014-15. For the provision of estimates of Multidimensional Poverty Index at provincial and national levels, they adopted the frequency-based weights, equal weights, and expert opinion weights. The obtained results at the national level showed that the estimates of Multidimensional Poverty Index ranged from 14 % to 20% and these estimates are quite sensitive to the choice of weights. It was revealed that the intensity of poverty has lower contribution in the reduction of multidimensional poverty in Pakistan, through the inter-temporal analysis. Therefore, it was concluded that for measuring poverty is a complex phenomenon and it is sensitive to the choice of weights. Hence the researchers should be careful while providing estimates of multidimensional poverty regarding the choice of weighting scheme.

Abbas et al. (2018) analyzed the multidimensional poverty through qualitative and quantitative approach by using the Alkire and Foster methodology for district Sargodha, Punjab, Pakistan. They used the three global dimensions for measuring the Multidimensional Poverty Index in Sargodha. By adopting the probability proportional to size technique of sampling, they surveyed 200 households of district Sargodha. The results revealed that about 18.6 percent population is multidimensional poor out of which, education contributes 39% while almost 75% population is deprived of sanitation facilities and the health indicators were improved in rural settlement than in urban. It was concluded that improved health facilities and provision of quality education are the key factors to eradicate poverty in the future.

Adepoju (2018) analyzed multidimensional poverty transitions in rural Nigeria using Markov models, Alkire and Foster methodology, and Multinomial Logistic Regression Model. Results showed 46.5% of multidimensional poverty was mainly chronic, with asset dimensions and education being the main contributors. Household size, educational status, land ownership, and number of assets influenced transient poverty, while land ownership, assets owned, and marital status influenced chronic poverty.

Khan et al. (2020) compared multidimensional poverty in the Punjab province of Pakistan between 2010 and 2014 using Foster, Greer, Thorbecke, and Alkire-Foster Methods. Results showed an increase in poverty levels in 2014, with multidimensional poverty in household assets increasing over time. However, educational and health poverty towards MPI remains higher. The study called for a holistic approach to identify multidimensional poverty and a comprehensive policy dossier for effective poverty alleviation and social welfare programs.

Mumtaz et al. (2022) examined the micro determinants of poverty eradication in Pakistan using data from the Pakistan Standard Living Measurement Survey 2019-20. Results showed that access to water, sanitation, agricultural land, livestock, household size, and being a native reduce poverty probability. Other factors like cash transfers, foreign remittances, and self-employment positively impact poverty eradication. The study suggested increased government spending on socio-economic programs, particularly land distribution in rural areas, and social safety nets like cash transfers and foreign remittances would support the vulnerable in the event of external shocks.

Saddique et al. (2023) explored multidimensional poverty in Pakistan by analyzing household demographic characteristics. It was found that 22% of Pakistanis are multidimensionally poor in terms of health, education, basic living standards, and monetary status. This poverty is more common in rural areas and Balochistan. The study recommended policies that consider the needs of multidimensionally poor households across various regions and demographic characteristics and showed the percentages of Pakistani households deprived of each of the 11 indicators. Most of the households are deprived of basic health facilities (56.06%), followed by cooking fuel (55.09%), years of schooling (39.51%), and asset ownership (34.91). Cooking with dung, charcoal, wood, or coal produces considerable volumes of indoor air pollution, resulting in health problems, particularly for rural females. The deprivation percentages of households in terms of child mortality (9.13%) and access to electricity (11.04%) were quite low, indicating that Pakistan has improved significantly in terms of child health and the power sector.

Rani et al. (2023) focused on the prevalence and socioeconomic determinants of multidimensional poverty in Behram Dheri, a Union Council in Charsadda district. The Alkire-Foster approach was used to estimate the prevalence and severity of multidimensional poverty, with ten indicators. The binary-logit model was used to determine the impact of contributory determinants on multidimensional poverty. The results showed that 84% of households are multidimensionally poor, with an average of 56% deprived. The multidimensional poverty index prevalence rate is 0.4712. The results also revealed that non-ownership of agricultural land and livestock, female-headed households, and nuclear families are more vulnerable to multidimensional poverty. The study recommends implementing anti-poverty programs, quality education, training, and awareness at the grass-roots level to ensure rural households' socio-economic empowerment.

Theoretical Framework

The MPI combines two key pieces of information to measure acute poverty i.e. the incidence of poverty, and the intensity of poverty. The incidence refers to the proportion of people within a given population who experience multiple deprivations, and the intensity refers to the intensity of deprivations the average population is experiencing.

The dimensions and indicators of MPI include:

Table 1 shows the dimensions and indicators of MPI

Dimensions	**Indicators**
Education	• Years of schooling: deprived if no household member has completed five years of schooling • School Attendance: deprived if any school-age child is not attending school in years 1 to 8.
Health	• Child Mortality: deprived if any child has died in the family. • Nutrition: deprived if any adult or child for whom there is nutritional information is malnourished.
Living Standard	• Electricity: deprived if the household has no electricity • Drinking water: deprived if the household does not have access to clean drinking water or clean water is more than 30mins walk from their home (roundtrip) • Sanitation: deprived if the households lack adequate sanitation or if their toilet is shared • Flooring: deprived if the household has a dirt, sand or dung floor • Cooking: deprived if the household cooks with wood, charcoal or dung • Asset ownership: deprived if the household does not own more than one of: radio, television, telephone, bicycle, motorcycle, or refrigerator, and does not own a car or a tractor.

Two steps are followed to calculate the multidimensional poverty index:

Step 1: The deprivation of each person is weighted by the indicators' weight. If the sum of the weighted deprivations is 33% or more of possible deprivations, the person is considered to be multi-dimensionally poor (Alkire & Santos, 2011).

Step 2: Each person is assessed based on household achievements to determine if he or she is below the deprivation cutoff in each indicator. People below the cutoff are considered deprived in that indicator.

The multidimensional poverty index is used in this study because it moves from the uni-dimensional space of income (or consumption) to a multidimensional space. In the uni-dimensional space, someone is poor if she is deprived of income alone, while the multidimensional poverty index considers someone poor if she/he is deprived in several indicators at the same time. There is a two-step procedure involved in moving to this multidimensional space; first, it determines whether each person is below the deprivation cutoff of each indicator; and second, determines whether each person is below the cutoff in a sufficient proportion of indicators to be considered multi-dimensionally poor.

The multidimensional poverty index is chosen in this study because it moves from means to ends. It does so imperfectly due to insufficient data, but it is a step forward. The multidimensional poverty index examines whether there is someone undernourished in the household and whether someone has died. Both are clear functions (ends rather than means to ends). So, it considers indicators of resources too, such as the indicators of living standard and education, but they are more direct indicators of deprivation than income that's why we chose the Multidimensional Poverty Index in our study (Alkire & Santos, 2011).

The MPI is the product of two measures i.e. H (multidimensional Headcount ratio) and A (intensity of poverty). The Headcount Ratio (H) is the proportion of the population that is multi-dimensionally poor, which means that they are in acute poverty. It indicates that either the population is deprived in all the indicators of a single dimension or maybe they are deprived in a combination across the dimensions.

$$H = \frac{q}{n}$$

Where,

q = The number of people who are multi-dimensionally poor

n = Total population

However, A reflects the average deprivation score of the multi-dimensionally poor people.

$$A = \frac{\sum_{i=1}^{n} ci(k)}{q}$$

Where,

$c_i(k)$ = censored deprivation score of individual i

q = No. of people who are multi-dimensionally poor

The deprivation score of each person is calculated by taking a weighted sum of the number of deprivations. So,

$$c_i = w_1 I_1 + w_2 I_2 + w_3 I_3 \ldots\ldots\ldots\ldots\; w_d I_d$$

Where,

i = indicator

w = Weight attached to the indicator

The numbers lie between 0 and 1. However, 1 indicates deprivation, while 0 indicates non-deprivation. Hence, the deprivation scores of the poor HHs are summed and then divided by the total number of multi-dimensionally poor people.

The weightage is distributed evenly among each dimension's indicators so that all the dimensions have equal representation. The given weightage for each indicator is mentioned in the table below:

Table 2 shows the weightage of all the indicators based on the deprivation score

Indicators	**Weightage *(k)***
Education	
Years of schooling	1/6=0.167
School Attendance	1/6=0.167
Health	
Child Mortality	1/6=0.167
Nutrition	1/6=0.167
Living Standards	
Electricity	1/18=0.056
Drinking water	1/18=0.056
Sanitation	1/18=0.056
Flooring	1/18=0.056
Cooking	1/18=0.056
Asset ownership	1/18=0.056

Summing up, the deprivation score assigned to each indicator of every dimension gives the same result for all the dimensions.

k is the poverty cut-off, which shows the share of (weighted) deprivations a person must have in order to be considered poor. A person is considered poor if his deprivation score is equal to or greater than the poverty cut-off.

$$c_i \geq k$$

In the MPI, a person is identified as poor if he or she has a deprivation score higher than or equal to 1/3 or 0.333. For the people having lower than the corresponding poverty cut-off, it is replaced by "0", called censoring in poverty measurement (Alkire & Santos, 2011).
Lastly, the MPI equals the product of H and A. So,

$$MPI = H \times A$$

METHODOLOGY

To calculate the acute poverty in the respective research area and to analyze the deprivations of the households in specific dimensions, this study has adopted the methodology given by Alkire-Foster in 2011 for calculating Multidimensional poverty.

Achini Bala is a Union Council located in the West of Peshawar. Hayatabad is located on its western side and Pishtakhara Bala is located on its eastern side, while on the southern side of Achini Bala, Bara agency is situated.

The Union Council Achini Bala (UC 51) has two villages i.e. "Achini Bala" and "Haji Pandu". It is only 12 km away from Peshawar City center. Hayatabad is only a kilometer away from the center of Achini. Phase 2 of Hayatabad is nearest to this area. Due to its location near Ring Road and Hayatabad and other reasons like the availability of certain facilities, it could be classified as a sub-urban or partially urbanized region/UC. With time, the prices of properties in Achini are booming due to its nearness to these areas.

There is severe poverty, and the condition of the households is not good in Achini Bala as well. Surviving there is very difficult, and the people's living standard is very low. So, we are trying to calculate the multidimensional poverty among the households of Achini and also observing in which dimension the households are deprived the most.

Data Collection

Primary Data has been collected through the questionnaire adopted from Alkire and Santos (2011). The questionnaire had ten (10) close-ended questions. The data is collected by asking questions from the heads of the households, which were randomly selected.

Data Collection Instrument (Questionnaire)

Modification:

According to UNDP, since the need for comparability constrains the global MPI, we can use the weights and indicators more appropriate for the country or regional levels or at the national level. We can modify or adapt the MPI indicators in order to assess the deprivations of HHs in order to provide/get a richer and more accurate picture of poverty in a given area (United Nations Development Programme, 2021).

The estimated literacy rate in Achini Bala is about 30%, which involves both men and women (Pakistan Bureau of Statistics, 2017). As the literacy rate is very low in the research area, hence for convenience, the questionnaire was translated into Urdu to make the questions clear to the audience so that they could give the response properly. So, an Urdu-translated questionnaire was used to assess education, health, and living standards for this study.

Hence, the following modifications were made to the adopted questionnaire; [1]

Table 3 shows the modified questionnaire adopted for the study

MPI Questionnaire		
(Descriptive) Number of people in the HH: ____________________. *(Open-ended)*		
1. Education		
1.1	Is there any family member who has not completed five years of schooling?	YES/NO
1.2	Is there any school-age (1 to 8 years) child who is not attending school?	YES/NO
1.2*	*Is there any child in the house who is capable of attending school, but not attending it?*	
2. Health		

[1] The modified questions are written in Italic with (*) on the question number in the table.

2.1	Has any child died in the family under the age of five (5) years?	YES/NO
2.2	Is there any child who is underweight in the family?	YES/NO
2.2*	*It was observed through general observation (through their overall appearance) and also, the houses with disabled children were considered deprived in this indicator.*	
3. Living Standards		
3.1	Is there a load shedding of electricity in the house for more than 6 hours?	YES/NO
3.1*	*Is there a load-shedding of 10-12 hours in the house? If yes, then does your Household have an alternative resource in the form of solar panels or glass that could at least provide the facility of light and fan?*	
3.2	Does the family have access to soft drinking water?	YES/NO
3.3	Is there any proper sanitation system available?	YES/NO
3.4	Is the floor made up of sand, dirt, or dung?	YES/NO
3.5	Does the household cook with wood, charcoal, or dung?	YES/NO
3.6	Does the household have any of the five assets? Television, Radio, Refrigerator, Telephone, Motorcycle, Car/Tractor	YES/NO
3.6*	*Does the household have any of the five assets?* *Television, Radio, Refrigerator, Mobile phone or Telephone, Motorcycle, Car/Tractor*	

i. We modified question 1.2 of the questionnaire by removing the age limit to include children who are capable of attending school but were not attending school.

ii. Question 2.2 is observed through general observation, identifying underweight children and households with children with disabilities as deprived.

iii. Also, as the mobile phone is a necessity these days so we added it as an option for the availability of assets in the house in question 3.6.

iv. However, there is an issue of power outages or load-shedding/breakdown of electricity for long periods in Achini. Electricity is a basic necessity these days as most of our chores depend on it. Finding an alternative for it will solve many problems which its outage causes. The alternatives that could be used for electricity are wind power, geothermal power, hybrid power, a generator, and a UPS battery. In contrast, the most commonly used alternative for electricity is solar power.

Solar power reduces energy costs, improves socio-economic well-being, and enhances the quality of life for remote communities. It benefits disadvantaged groups, particularly women and children, by enabling them to perform household chores, study, and use their time more productively during electricity breakdowns and sunsets. Remote villages have installed solar power systems like light and fans for basic needs. Some households use AC/DC batteries for light bulbs and fans to store energy. These affordable alternatives aim to cope with electricity shortfalls (Jansen, 2019).

We have considered the household as deprived based on not being able to afford an alternative for electricity shortfall to cope with such a long outage of electricity. Otherwise, all the HHs in the targeted area are deprived of that indicator because of extreme electricity breakdown for more than 2-3 days or more. Hence, we have modified Question 3.1 as mentioned in the table.

Sampling Technique

In this study, a simple random sampling technique is used in order to select the sample size. We have selected this technique because it ensures that the results obtained from our sample should approximate what would have been obtained if the entire population had been selected. It also allows all the units in the population to have an equal chance of being selected (Reeger & Aloe, 2019).

The population of the targeted area is mostly illiterate. So, the researcher collected the data by visiting the respondents' homes and filling out the questionnaires by the researcher by explaining the questions to them.

Sample Size

According to the census of 2017-18, the population of UC Achini Bala is approximately 29,872, out of which the population in the village Achini Bala is 23,817 and the population of Haji Pandu is 6,055 (Politicpk, 2023).

The estimated number of households in Achini Bala is 2,521 and the households in Haji Pandu are about 656 so, the total estimated HHs in the UC are 3,177. Each household has (on average) 7-8 people living (Pakistan Bureau of Statistics, 2018).

We have randomly selected the households from the respective area. The total estimated households in Achini Bala are about 3,177. We rounded these off and made them 3,200. We have calculated the sample size through Yamane's formula/method, which (according to the total households) gave 350 as an ideal sample size for this research study. So, 350 households from UC Achini Bala were randomly selected for data collection.

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Yamane's Sample Size Method

This method for sample size calculation was formulated by a Statistician, Taro Yamane, in 1967 to determine the sample size of a given population (Yamane, 1973). The formula is stated as;

$$n = \frac{N}{(1 + Ne^2)}$$

Where,

N = Total population, n = Sample size, e = Margin of error

In the sample size calculation, we have taken;

Confidence level = 95%

Margin of error (e) = 5%

Total Population/HHs (N) = 3200

Which gave an ideal sample size, n = 350

Analysis techniques

The acquired data is calculated through Microsoft Excel (Version 2019)[2] to attain the requirements of the adopted Method.

RESULTS AND DISCUSSIONS

The data was collected from 350 households. The primary respondent on behalf of most HHs was the head of HH.

Descriptive statistics:

Table 4 represents the mean(average) HHs size of 350 HHs.

Table 4 shows the average HH size in the study area is 13. However, 21 is the maximum size while 5 is the minimum HH size.

Variable	Minimum size	Maximum size	Mean (Average)
HH Size	05	21	13

The obtained data showed that (on average) in the research area, each household has 13 people living.

[2] Microsoft® Excel® 2019 MSO (Version 2307 Build 16.0.16626.20170) 64-bit

Factors

The following table represents the number of HHs that are deprived in each indicator.

Table 5 shows the number of HHs deprived in each indicator

Indicators	**No. of deprived households (Total HHs: 350)**
Years of schooling: deprived if no household member has completed five years of schooling	255
School Attendance: deprived if any school-age child is not attending school in years 1 to 8.	143
Child Mortality: deprived if any child has died in the family.	198
Nutrition: deprived if any adult or child for whom there is nutritional information is malnourished.	235
Electricity: deprived if the household has no electricity	236
Drinking water: deprived if the household does not have access to clean drinking water or clean water is more than 30mins walk from their home (roundtrip)	297
Sanitation: deprived if the household lacks adequate sanitation or if their toilet is shared	321
Flooring: deprived if the household has a dirt, sand, or dung floor	179
Cooking: deprived if the household cooks with wood, charcoal, or dung	139
Asset ownership: deprived if the household does not own more than one of; radio, television, telephone, bicycle, motorcycle, or refrigerator, and does not own a car or a tractor.	148

The above Table 5 shows the HHs that are deprived in the respective indicators. The obtained results show that 255 HHs are deprived of Years of schooling, 143 HHs are deprived of School Attendance, 198 HHs of Child Mortality, 235 HHs of Nutrition, 236 HHs of Electricity, 297 HHs of Drinking water, 321 HHs of Sanitation, 179 HHs in Flooring, 139 HHs in Cooking, and 148 HHs in Asset ownership.

On Dimension Level

Based on the weightage assigned to the indicators, the following table shows how much is the targeted population deprived in each dimension:

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Table 6 shows dimension-wise deprivation of the HHs (by considering the deprivation score)

Dimensions	**Deprivation (% wise)**
Education	74%
Health	88%
Living standards	51%

Out of all the dimensions, the population is deprived the most in the health dimension. If we compare the dimensions for all the deprived HHs, the percentage of HHs deprived in the health dimension is over the top out of the other two dimensions in the research area, which shows its highest contribution to overall poverty.

The total population (HHs) that is deprived in the indicators of health dimension is 267; out of this, the population/HHs with a deprivation score equal to or greater than 0.33 are 236. By evaluation, the results showed that about 88% of the total population is deprived in this dimension.

The total population considered deprived in the Education dimension due to having an equal or greater deprivation score than 0.33 are 260 out of the total population/HHs i.e. 509. The calculations determined that about 51% of the population is deprived in this dimension.

For Living Standard, the total population deprived in this dimension is 788, while the population/HHs with a deprivation score equal to or greater than 0.33 are 585. The acquired results showed that 74% of the population is deprived in this dimension.

Hence, the results determined that Health is the dimension that contributing the most to the poverty of the people living in the sampled area by showing the highest percentage of the population being deprived in this dimension. Based on these findings, this dimension needs more attention than the other two.

The MPI

After analyzing the data, the acquired results showed that the calculated Headcount Ratio (H) in the sampled area is 65 percent, meaning that 65% of the people live in acute poverty or are MPI poor. The results are acquired from the following step;

$$H = \frac{2646}{4019}$$
$$H = 0.6583727$$

The calculated intensity of poverty (A) is 64 percent, which shows that an average poor person in the sampled area is deprived in 64% of the weighted indicators.

$$A = \frac{1699.749}{2646}$$
$$A = 0.6423844$$

The MPI describes the share of the multi-dimensionally poor population adjusted by the intensity of the deprived suffered. This adjustment is necessary because if we conclude the poverty by looking at H only, so it won't give a thorough view of the poverty and won't describe whether the people are 100% deprived in all the considered indicators or are all equally poor. So, to acquire these elements, the MPI analyzes the share of the population, which is multi-dimensionally poor, adjusted by the intensity of the deprived suffer.

In this area, the average poor person is deprived in 64% of the weighted indicators, so the intensity of poverty is 64%.

Table 7 shows the Headcount Ratio, Intensity of Poverty, and MPI

Headcount Ratio (H)	65%
Intensity of Poverty (A)	64%
MPI	42%

For finding the MPI, we took the product of both H and A, which showed that the population is deprived of 42% of the total potential deprivations it could experience overall, which means that the population is multidimensional poor in 42% of the indicators out of all the respective indicators of MPI.

$$MPI = 0.6583727 \times 0.6423844$$
$$MPI = 0.4229283$$

DISCUSSION

The findings of this study revealed that out of all the respective indicators of MPI, the population is multidimensional poor in 42% of the indicators. The intensity of poverty (A) is 64%. However, people suffering from poverty out of the whole population (H) are 65%. By considering the deprivation score, it was found that health is an alarming issue in the research area because this dimension contributes the most to overall poverty than other dimensions.

The results of this study match some of the recent studies. One study in Pakistan revealed that 22% of Pakistanis are multidimensionally poor in terms of health, education, basic living standards, and monetary status, particularly in rural areas and Balochistan, and recommended policies that consider the needs of multidimensionally poor households across various regions and demographic characteristics. The majority of households are deprived of basic health facilities, cooking fuel, years of schooling, and asset ownership (Saddique et al., 2023).

However, in Behram Dheri, a Union Council in Charsadda district, a study analyzed that 84% of households are multidimensionally poor, with an average of 56% deprived. The multidimensional poverty index prevalence rate is 0.4712. The study recommended implementing anti-poverty programs, quality education, training, and awareness at the grass-roots level to ensure rural households' socio-economic empowerment (Rani et al., 2023).

CONCLUSION

By measuring poverty in multiple dimensions, it can be easily attained in which dimension the HHs or people are deprived of the most. The multidimensional framework inspects poverty, which is based on the economic well-being, social inclusion, and capability of the people, which gives a more comprehensive and accurate picture of poverty. Poverty is indeed multidimensional and measuring poverty is an instrument of pursuing a policy, not a representation of an objective situation. Measuring poverty is more than identifying the people living beyond the poverty threshold ($ 2.15 per person per day). The problem is not just to know if somebody is poor, but to know what we can do in order to allow him not to be poor in the future.

To get a thorough image or results of poverty, we have adopted the methodology and analysis of MPI in this study. We examined the acute poverty among the HHs of UC Achini Bala by adopting the method given by Alkire-Foster for calculating the MPI.

The objectives of the study were to measure the acute poverty among the HHs in Achini Bala and also, to determine the dimension in which the population of the sampled area is deprived the most.

The results found that the population is multidimensional poor in 42% of the indicators out of all the respective indicators of MPI. The people suffering from poverty out of the whole population (H) are 65%, whereas the intensity of poverty (A) is 64%, which shows that an average poor person in the sampled area is deprived in 64% of the weighted indicators. Deprivation of HHs in all the indicators of MPI are the reasons/factors of poverty in the sampled area.

However, the deprivation score is considered a basis for examining poverty on a dimensional level. The obtained results showed that the population in the sampled area, which is deprived of education is 74%. While 51% of the population is deprived of living standards, and about 88% of the population is deprived of Health, showing the highest contribution to the poverty of the people in the sampled area.

LIMITATIONS OF THE STUDY

This study could possibly have certain limitations. Using a sample size of 350 households may limit the generalizability of the findings to the entire Union Council Achini Bala population. The sample might not fully capture the diversity and complexities of the entire population.

While simple random sampling is commonly used, it may still introduce bias if certain households are inadvertently excluded, leading to potential underrepresentation or overrepresentation of specific groups.

Relying solely on a questionnaire adapted from the Oxford Poverty and Human Development Initiative (OPHI) may limit the depth of understanding and exclude certain nuances that could arise from more qualitative or mixed methods approaches.

The chosen MPI indicators may not fully capture all relevant dimensions of poverty specific to the area's cultural, social, and economic context.

Potential errors or inaccuracies in data collection, entry, or analysis might have impacted the reliability and validity of the results.

FUTURE STUDY

Some of the following studies could be conducted based on the results/findings of this paper. A comparative study could be conducted across multiple Union Councils or regions to identify variations in poverty patterns, shedding light on the role of local context in shaping poverty dynamics. A comprehensive study could focus solely on the health dimension of poverty, examining factors such as healthcare access, disease prevalence, and the impact of health interventions. We can compare the findings from Union Council Achini Bala to global MPI data and experiences from other regions to identify commonalities, differences, and potential lessons for poverty reduction efforts.

RECOMMENDATIONS

According to the study results, the following recommendations (if adopted/followed) could benefit the people of the sampled area. As the health dimension contributes significantly to overall poverty, it is crucial to prioritize and invest in targeted health interventions. Initiatives such as improving access to healthcare services, enhancing medical facilities, and increasing awareness about health issues could help alleviate poverty in the area. Education is a key driver of poverty reduction. Programs aimed at improving educational opportunities, reducing school dropouts, and enhancing vocational training should be implemented. Empowering individuals with education and skills can lead to better employment opportunities and improved socio-economic conditions.

Furthermore, encourages and support livelihood diversification strategies to reduce dependence on a single source of income. Promote entrepreneurship, micro-enterprises, and small-scale industries to create additional household income streams. Establish social safety net programs to provide basic financial support to vulnerable and impoverished individuals and families. These programs can help mitigate the immediate impact of poverty and provide a safety net during economic hardship. Also, focus on empowering women through access to education, healthcare, and economic opportunities. It can have a multiplier effect on poverty reduction, as empowered women often invest in the well-being and education of their families. All these factors will contribute to alleviating poverty in the area and might help achieve sustainable development.

Authors contribution: In order to fulfill the partial requirement of BS Degree, Ms. Rubab Khaleel (as a research student) worked under the supervision of Mr. Ashtar Hussain. She collected the primary data and reviewed the literature for this research study. However, the overall methodology and analysis were undertaken per the supervision guidelines provided. So, this work is a product of the combined efforts and mutual work of both authors.

Data availability: In line with the principles of open science and transparency, all relevant data supporting the findings of this research are openly available. Interested parties, including researchers and scholars, can access it by contacting the corresponding author for further details.

Ethical Statement: This research adheres to the highest ethical standards in all aspects of data collection, analysis, and reporting. All procedures were conducted in strict accordance with the ethical guidelines provided by Islamia College Peshawar, KP, Pakistan. The research strictly complies with ethical norms to responsible and respectful research practices.

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RESEARCH ARTICLE

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Ideological and Political Education from the Marxist Perspectives on Marriage and Love: A Case Study of Guizhou Qiannan College of Economics

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Abstract

The present study explores the Marxist concept of love and marriage to understand how modern college students perceive and relate to these ideas by using Guizhou Qiannan College of Economics as a case study. It is identified that family education remains a dominant influence (87.14%), with friends, school experiences, and media playing notable roles. Despite the deep-rooted influence of traditional structures, 79.13% expressed the need for elective courses on love and marriage at the university level. The findings emphasize the evolving nature of romantic relationships today and underscore the significance of bridging traditional insights with contemporary challenges through comprehensive educational endeavors. The findings emphasize tradition and critical thought, underscoring the crucial significance of purposeful educational interventions in forming the next generation's worldview. It ties in perfectly with the larger educational goal of moral development and holistic growth. The present study provides an invaluable guide for educators, emphasizing the fusion of tradition with critical modern thought to ensure children's comprehensive and practical education.

Keywords: curriculum, ideology, politics, social investigation, love practice, Marxist

INTRODUCTION

The concept of marriage and love refers to the fundamental views and attitudes of both men and women on love, marriage and Sex, including a series of issues such as the nature of love, criteria for choosing friends, love morality, love and marriage relationship, marriage morality and responsibility (Olszewska, 2014). As for the Marxist concept of marriage and love, the academic circle needs a specific and clear definition. Olszewska (2014) suggested that for the time being, Marx and Engels' overall views and viewpoints on love, marriage and family by using the methods of dialectical materialism and historical materialism. Classic Marxist writers on love, marriage and family based on Marxist theory's basic positions, viewpoints and methods. At present, the study of the Marxist concept of love and marriage is mainly based on the discussion of love and marriage in Marx and Engels' theoretical works and Marx and Engels' poems, letters, personal feelings and life experiences. From the point of view of content, there are three main categories: one is to sort out the theoretical source, development, evolution and value of the Marxist view of love and marriage; The second is to summarize the connotation and characteristics of Marxist views on marriage and love; The third is the enlightenment of Marxist view of love and marriage to contemporary college students' marriage and love education. On the whole, there are deficiencies in several aspects: first, the generalization of the characteristics of the Marxist view of love and marriage is not accurate and systematic enough; Second, the research content is relatively vague, and there is no accurate entry point (Goodman, 2013). To effectively enhance our ideological and political education, we must prioritize such courses, be aware of issues, focus on practical applications, and use society's resources and strengths. By creating bigger classrooms, platforms, and involving more educators, we aim to merge traditional political courses with societal experiences. This will help guide students to be confident and become individuals who can contribute significantly to our nation's progress (Bing, 2015).

In this study, we use the course "Ideological Morality and Rule of Law" as a backdrop, focusing on various viewpoints on love and marriage. To reframe the essence and distinctive features of the original Marxist views on love and marriage, we critically analyze and assess some of the great works by the Marxists using a literature synthesis method. We seek to comprehend students' alignment with these Marxist viewpoints and investigate the development of love and marriage education in higher education by using Guizhou Qiannan University of Economics as a case study. The new aspect of this research is how it adapts ideological and political education to local, institutional, and academic contexts through a personalized method (Goodman, 2013). Additionally, this study aims to close the perceptional gap between conventional Marxist interpretations and modern college students. We can shed light on the efficacy and applicability of contemporary educational curricula by analyzing the compatibility between Marxist concepts and the beliefs of existing student bodies. In addition to shedding light on the Marxist framework's ideological intricacies of love and marriage, our study recommends educational institutions looking to align their curricula with shifting societal viewpoints. By strategically using Guizhou Qiannan University of Economics as our main case study, we can emphasize the real-world applications of our findings and give potential directions for future research in institutions with a comparable educational climate.

LITERATURE REVIEW

Marxist Perspectives on Marriage and Love

Numerous treaties explore issues related to love, marriage, and familial ethics in the vast body of work by Marx, Engels, and other influential Marxist theorists. In this study, their viewpoints on love and marriage are methodically dissected and summarized. In addition, it is essential to recognize that these thinkers, like the general public, went through personal emotional struggles that unavoidably informed their theoretical hypotheses about romantic love and marriage (Majeed et al.,2022).

Love is the unity of natural and social attributes

The Marxist perspective's analytical starting point and theoretical basis on love and marriage is the junction of human nature and sociality. In order to emphasize the inherent qualities of people, Marx asserts that "the initial premise of all human history is undeniably the presence of living individuals" (Krementsov, 1996). Nevertheless, humanity goes beyond simple biological definition, setting itself apart from other creatures in a fundamental way. Chen asserts, "The very essence of humanity encapsulates the aggregate of all societal interactions" (Chen, 2013). People are a harmonious mix of their innate nature and societal upbringing, and love is no different. While the innate urge for sexual fulfilment serves as the natural underpinning of love, it also acts within and is shaped by the social environment. According to Soviet academic Vasilev, "Love adroitly spans the abyss between fundamental human nature and cultural superstructure. It manifests as a complex fusion of biological and sociocultural interactions, physiological cues, and psychological aspects, illustrative of a comprehensive, profound, and essential dialectic interaction between the tangible and the intangible (Li, 2020). Thus, love can be understood as the result of a balance between societal and natural factors. Marxist theory defines love as being characterized by reciprocal attachment, exclusivity, Implicitness, and enduring commitment when viewed through the prism of its fundamental nature (Liu et al., 2023).

Mutual love

Marxism believes that love is a strong, pure and exclusive feeling formed by a man and a woman based on a specific social basis and a shared ideal of life, mutual admiration and desire for each other to become their lifelong partners (Cai, 2007). The love of both men and women should be based on mutual love and admiration. Marx said: "If you are in love and do not cause the other to respond, that is, if your love as love does not cause the other to love if the expression of your life as a lover does not make you a loved one, then your love is powerless, it is unfortunate (Li, & Liu, 2020). Marx believed that love is not given unilaterally but should be reciprocated by the other. Engels also pointed out that “Modern sexual love is indeed fundamentally different from pure sexual desire and ancient love. In ancient times, love was often seen as a gift from the gods and often characterized by intense passion and possessiveness. Modern love, on the other hand, is typically seen as a more egalitarian and reciprocal relationship. It is based on mutual respect, trust, and affection ((Latif et al., 2021).

The mutual love and admiration between lovers are not only the emotional attachment but also the mutual attraction of spiritual temperament and the common pursuit of ideals and beliefs. In the love poem to Yanni, Marx and Yanni shared encouragement: "Do not waste time in fantasy, do not hesitate in the shackles, as long as we have ambition and hope, we can create a career (Lu & Lu, 2021). Yanni also said in her letter to Marx: "How brilliant and majestic your image is in front of me!" "I wish I could fill in the path you are about to take and remove all the obstacles that stand in your way (Cantoni et al., 2017). The letters between Marx and Yanni not only show the emotional interdependence between Marx and Yanni but also express their ambition to create a career together and their determination to overcome suffering. Love should have common ideals and beliefs; if there are no common ideals and beliefs, it is easier for the two sides to resonate, and the road of love will not go far.

Exclusivity

Marx and Engels greatly emphasize the loyalty and exclusivity of both men and women in love and the irreplaceable relationship between each other. Engels said: "Sex by its very nature is exclusive (Davis, 2017). Love involves certain emotions and obligations that can only exist between two lovers. Each person must treat the object of his or her love as irreplaceable. No third party can enter once a man and a woman have established a relationship. Therefore, faithfulness and loyalty are the fundamental morality of love. In a letter to Yanni, Marx once wrote: "Where else can I find a face whose every line, even every wrinkle, can evoke the most intense and beautiful memories of my life? Even my infinite sorrow, my irreparable loss, I can see it in your lovely face, and I can restrain it when I kiss your dear face all over (Lu & Lu, 2021). In Marx's eyes, Yanni's appearance was unique, the best and most precious memory of his life. At the same time, the inspiration Yanni gave Marx spiritually was irreplaceable. She shared the joys and sorrows with him, giving him the confidence and strength to overcome difficulties. Even if the face of ageing is no longer young, in the eyes of Marx, Yanni is still beautiful. When Marx was young, he was talented, energetic and good at social youth. During his studies, he had a long-distance relationship with Yanni for seven years, but Marx always loved Yanni. Even if Yanni died of illness later, Marx did not remarry and love again, which shows Marx's single-mindedness in love (Leng & Chiu, 1985).

Implicitness

Marx believes that young people in love should adopt a modest and implicit way and a rational and restrained attitude. Men and women in love regard each other as their soul mate and irreplaceable one, so they are rich in emotions, easily impulsive, and their behaviour and speech are inevitably inappropriate (Leng & Chiu, 1985). Since the young student Langue met Marx's daughter Laura in Marx's home, the two people, from acquaintance to love, feelings continue to heat up. Marx is surprised by the flames of their love and sternly warns Rafag, "If you want to continue your relationship with my daughter, you should give up your 'courting' ways." "If you pretend that you have a Criollo temperament, then it is my duty to put my sound reason between your temperament and my daughter's. If, when approaching her, you cannot show affection in a manner befitting the custom of London, you must speak of love at some distance (Cantoni et al., 2017). Marx believed that young people should resist the impulse of primitive natural desire and talk about love in the manner of a "London gentleman." "True love is expressed in the lover's reserved, humble and even shy attitude towards his idol rather than in the casual display of enthusiasm and premature intimacy. In love, the crude manner of excessive intimacy and the indecent behaviour that goes beyond the stage are all signs of a lack of moral sentiment (Boer, 2017).

Marx, who has always advocated free love, does not want to interfere with their right to love, but as an old man and "experienced", he has the responsibility to remind young people that love is not a temporary love and vows; love needs to pass the test of time, love needs to face the challenges of life. Therefore, Marx warned Rafaag seriously, "I have not confirmed the marriage; everything is not determined." Even if she is formally engaged to you, you must remember that it will take time... There must be many trials and tribulations." As an elder, Marx criticized Lafaague for his lack of reason and his behaviour of plunging into love and taught young people to keep a clear head in the face of marriage and love, to be based on reality, and to fully consider the countless difficulties and tests, sufferings and torments they inevitably encounter in marriage and love life (Smith, 2021).

Permanence

Marx believed that the course of true love is not smooth but bumpy. In Capital, he pointed out, "We see that commodities love money, but the course of true love is by no means smooth (Araghi, 1995). Marx and Yanni grew up together and loved each other in childhood, but there was a big gap between their family backgrounds and social status. Society did not recognize their love then; even their family members were against it. However, after seven years of hard love, Yanni withstood great pressure to marry Marx and began their life in exile. Although the later days were displaced and impoverished, Yanni had no regrets, cared for Marx's life without complaint, and supported Marx's revolutionary cause without hesitation. According to his love experience, Marx summed up the profound truth that "the road of true love is tortuous, and love is to endure a long-term test." Finding love is never easy, and keeping it alive requires a lifetime of dedication (Qiao & Jiang, 2023).

People in love need to be prepared to face challenges and avoid the urge to compromise too quickly. Engels stressed that love is not a fleeting emotion in his criticism of his protege Karl Kautsky. It will inevitably run into obstacles, and ending the connection at the first indication of trouble is neither wise nor fair to both parties. Genuine love must endure the test of time (Quan & Quan, 2021). Therefore, the Marxist view of love and marriage opposes the irresponsible love of the bourgeois "glass of water". Lenin sharply criticized the glass of water doctrine, saying: "I think this famous glass of water doctrine is completely un-Marxist and anti-social." "As a Communist, I have no sympathy for the glass of water doctrine, even though it bears the laudatory name of 'love liberation (Araghi, 1995).

Marriage

According to Marxist philosophy, marriage is the pinnacle of love since it is a robust and harmonious family relationship supported by intense attachment. From this vantage point, love is not just a sentiment—it is the basic foundation of the institution of marriage. According to Marx's eloquent statement, "love stands as the moral bedrock for the future conception of marriage" (Qiao & Jiang, 2023). Marriage is also seen as the cornerstone upon which the family unit is constructed. According to this viewpoint, marriage would not be more legally differentiated than simple companionship "if marriage were not the foundation of the family." Engels agreed, praising marriage as the model for all love partnerships. He was adamant that marriage ought to be the height of sincere attachment. According to Engels, constant involvement frequently conceals underlying cracks in marital integrity (Qiu, 2020).

The dynamics of love and marriage sometimes differ in countries that strongly emphasise private ownership. In these situations, the marital structures are primarily based on economic interdependence, which frequently takes the form of a wife's financial dependency on her husband or children, who depend on their parents for financial assistance. This interdependence mainly results from dynamics that are property-centric. Marriage can only achieve complete emancipation by eliminating private ownership and harmonizing love and marriage. In order to win a woman's affection, males will no longer use their money or other societal advantages, according to Engels' idealistic conception of marriage.

In contrast, women will only develop relationships with males out of pure love, unaffected by concerns about money (Wang, 2023). Therefore, love and marriage should work together harmoniously, with love establishing the foundation and marriage serving as the pinnacle. Marriage should be based on a solid foundation of love, representing the highest adoration level (Fuqian, 2022).

Materiality

It is crucial to recognize that the fundamental components of this relationship have a solid material basis when considering marriage as a representation of love. Marxist philosophy holds that the productive forces in a society are primarily what move it forward. The stage of development of these forces impacts the character of these production linkages (Pei et al., 2020). As a result, this affects how marriage and family ties are structured. According to Engels, love is not innate but develops in specific historical situations and under unique circumstances. Structured institutions like marriage and the family were lacking in the early stages of societal evolution, when productive forces were comparatively weak, leaving society in a primitive state; nevertheless, these creative forces advanced. Due to this shared existence and responsibility, men and women started interacting more naturally, gradually increasing their emotional relationships (Qiu, 2020). As a result, the tendency for more intensely intimate relationships also rose as these emotional ties became stronger, paving the path for developing marriage institutions. Stalin once recalled a meeting with a female employee of a cooperative beetroot farm. She said, "About two years ago, no prospective suitor exhibited interest in me because I was still single. I currently have 500 workdays under my belt. It is interesting that suddenly, I am being approached by many men who want to marry me. However, I want to choose my future partner discreetly. Stalin brought up this discussion to emphasize the benefits of the working system (Li, 2020).

Autonomy

According to Engels, the independence and freedom of each spouse should be the cornerstone of a marriage. He countered, however, that in a capitalist system, the commodification of marriage means that economic factors significantly impact married relationships. The bourgeoisie class's ostensibly free-choice couplings aim to conceal the relationships' fundamental transactional nature. So, according to Engels, "true marital freedom can only be universally realized once capitalist production and its resulting property relations are dismantled, thereby eliminating the consequential economic motives that currently influence spousal selection." In such a case, sincere mutual love would be the only motivation for marriage (Ling, 2023). According to Engels, both partners' Autonomy and shared affection should be the cornerstones of marriage. He developed a new proletariat matrimonial model based on this viewpoint, where marriage is seen as a covenant primarily based on both parties' sincere intentions and wishes. According to Engels, the freedom to marry and end such relationships are both essential components of marital autonomy. According to Engels, divorce "becomes not just a right but a societal imperative for both parties' well-being if genuine affection has truly dissipated or been supplanted by a new overpowering romance (Lashari, 2023). According to Lenin, who echoed similar views, "Divorce does not signify the termination of familial ties; instead, it reinforces these relationships, laying them on the only stable and democratically tenable foundation within a civilized society (Huang, 2020). However, it is important to stress that supporting the right to Divorce does not support a carefree attitude towards marital ties. Marx and Engels both emphasized the significance of taking a thoughtful approach to Divorce, highlighting the purity and seriousness of the married bond (Li, 2020).

Equality

According to Marxist ideology, equality should be the cornerstone upon which marriage and family are built. In this context, equality refers to the equality of men and women regarding their uniqueness and their position within the family. Even while partners in early communist familial structures played separate duties, they both participated in social efforts, leading to gender equality (Fuchs, 2022). However, as shown by the hierarchical, unbalanced, and capitalist family systems, the emergence of private ownership created hierarchical structures. The appropriate course of action would be the abolition of private property, opening the door for women's reintegration into public endeavours to correct this imbalance and support women's emancipation. According to Engels, women must reenter the public arena to be free. As a result, the role of the individual family as the core economic unit of society must be eliminated (Guanglin, 2023).

This viewpoint was shared by German philosopher Ogu St Bebel, who said that socialism provides the main route to women's liberation. He argued that only through opposing and defeating bourgeois ideals could true empowerment for women be realized (Barrow, 2020). Based on this viewpoint, Marx predicted that the modern monogamous family would advance iteratively alongside societal development, finally leading to gender parity. "The current monogamous family, being an evolutionary outcome, will transition to a stage where its moral fabric will be epitomized by the true "equality of the sexes" in tandem with societal advancements (Barrow, 2019). Marxist conceptions of marriage and family foresee an egalitarian structure devoid of class oppression or hierarchical dynamics, where neither a dominant individual nor a subservient one exists. This concept emphasizes how "the intrinsic essence intrinsic to men mirrors that of women, and vice versa (Araghi, 1995). Relationships are characterized by equality, respect, and deep affection within this imagined family structure. In contemporary socialist societies, the ideals of gender equality in marriages, as proposed by Marx and other thinkers like Ogu St Bebel, manifest in varied forms (Barrow, 2020). Policies in these societies often emphasize equal opportunities and shared responsibilities, with measures like paternity leave challenging traditional gender roles (Ling, 2023). However, the realization of these ideals is more nuanced. While countries like Cuba champion women's political and educational representation, many households still cling to traditional gender norms. Similarly, despite progressive slogans and policies in China, cultural expectations concerning marriage and family roles persist (Qiu, 2020). Thus, while socialist frameworks and policies advocate for marital equality, translating these ideals into everyday practices in some socialist societies still navigates complex cultural terrains.

METHODOLOGY

Questionnaire survey

This study utilizes a self-designed questionnaire titled "Questionnaire on College Students' Acceptance of Marxist Views on Marriage and Love" to explore the development of education on marriage and love. The questionnaire is thematically coherent and explicitly targets the essence and attributes of Marxist views on marriage and love. It poses questions from perspectives such as mutual love, exclusivity, the permanence of love, and the materiality, Autonomy, and equality inherent in marital views. Through this tool, the objective is to comprehensively, systematically, and objectively gauge college students' understanding of the Marxist stance on love and marriage and the progress of higher education on these topics. The ultimate aim is to identify potential issues, discern their root causes, propose relevant solutions, and further develop contemporary college students' education on love and life perspectives.

Data Collection Instrument

This survey targeted the students of Guizhou Qiannan College of Economics students, whereas questionnaires were distributed in Chinese through the WeChat mini program Star online. Moreover, researchers used a stratified sampling technique to collect the data from the target population, whereas n=412 questionnaires were received within the planned time, and the valid questionnaires were 100%. This study covers both male and female students in terms of gender, science and technology, literature and history in terms of principal, and students from first-year students to seniors in terms of grade. The survey objects cover college students of different nudes. In terms of gender, there were n=130 male students, accounting for 31.55% of the total number, and n=282 female students, accounting for 68.45%. From the perspective of professional nature, n=184 of them majored in science and technology, accounting for 44.66% of the total number, n=228 of them majored in literature and history, accounting for 55.34% of the total number; From the perspective of grade, the proportion of first-year students to seniors was 21.54%, 28.43%, 28.37% and 21.66.

Reliability and Validity of Instrument

A self-designed questionnaire titled "Questionnaire on College Students' Acceptance of Marxist Views on Marriage and Love was first developed in Chinese. The instrument was tested for its internal consistency using measures like Cronbach's alpha in SPSS V.26. Overall, Cronbach's alpha of the questionnaire was 0.90, which is in the excellent category. Pilot testing was also conducted to ensure the reliability and validity of the questionnaire. For the pilot study, researchers collected the data from n=15 respondents to check the reliability of the questionnaire and the present study. Moreover, validity determines how accurately the questionnaire measures and whether the item's language is correct. To ascertain the content relevance and Chinese Language validity of the questionnaire, experts in the fields of sociology, Marxism, and college education were consulted while designing this questionnaire, and the feedback of all experts helped a lot to improve the language, relevance and context in the context of the present study.

Research Design

The researcher employed a survey design as part of a quantitative research approach. Creswell (2014) defines study design as gathering data, processing it for analysis and interpretation, and reporting the results. Another way to describe research design is as a set of instructions that aid in achieving the study's goals and providing a cogent response to the research questions (Blumberg et al., 2014, p. 82). Furthermore, by using a particular approach to gather and analyze that data, the researcher can address desired objectives and research questions (Zikmund et al., 2010; Nisar et al., 2015). This is made possible by the study design.

Ethical statement

All ethical considerations and standards were followed in conducting this survey at the Guizhou Qiannan College of Economics. In this regard, researchers sought permission from the institution for data collection. To get permission from the institution, researchers developed an "Informed Consent Letter for the Institution." Moreover, before collecting the data, research participants were provided with an "Informed Consent Form,"

Analysis Techniques

Through the quantitative analysis of the first-hand information obtained, we can grasp the overall cognition of college students to the Marxist concept of marriage and love identity and specific characteristics. Firstly, collected data were entered into the Excel sheet, and then the data for the current study were analyzed using an Excel sheet. Based on the obtained results, frequencies are discussed and interpreted.

RESULTS AND DISCUSSION

Demographic Profile of Respondents

Table 1. Demographic information

Demographic Category	Total Participants	Count	Percentage
Gender			
Male	412	130	31.55%
Female	412	282	68.45%
Academic Specialization			
Science and Technology	412	184	44.66%
Literature and History	412	228	55.34%
Academic Year			
Freshmen	412	89	21.54%
Sophomores	412	117	28.43%
Juniors	412	117	28.37%
Seniors	412	89	21.66%

Source: Authors calculation

Table 1 shows that the demographics of a study are crucial for determining the diversity and representativeness of the sample being examined. In our study at Guizhou Qiannan College of Economics, we carefully observed and recorded how the participants were divided into numerous conceptual groups. Regarding gender distribution, there were 130 male participants or 31.55% of the entire sample. In contrast, there were more female than male respondents—282 respondents comprised 68.45% of the total participants. Such a split of the genders provides insight into the gender dynamics of the college's student body.

Regarding the participants' academic specializations, 184 students—or 44.66% of the sample—majored in science and technology. Two hundred twenty-eight more students majored in literature and history, accounting for 55.34% of the participants. The importance of both the humanities and the sciences is highlighted by this distribution, which provides insight into the academic inclinations and leanings of students. The participants were further divided based on how far along in their academic careers they were. The proportion of first-year students was 21.54% of the total. First-year students were closely followed by sophomores, who comprised 28.43% of the sample. Juniors comprised 28.37% of the responders, a similar percentage to seniors. Seniors made up 21.66% of the entire sample, meanwhile. This relatively equal distribution over the academic years guarantees many experiences.

Situation analysis

The development of marriage and Love Education in Schools:

According to the survey results, the proportion of ideological and political teachers who have explained the Marxist concept of marriage and love in their classes is 73.06%, and the proportion of those who have hardly or never explained it is 26.94%. The proportion of mental health teachers who had explained the concept of marriage and love was 83.98%; 16.02% of those who had hardly or never explained the concept of marriage; The proportion of counselors who had taught about marriage and love was 82.28%, and the proportion who had not taught about love and marriage was 17.72%. In other words, as the main content of ideological and political courses and psychological courses and the main task of counselors, there were still quite a few teachers who did not specifically teach students about marriage and love, and the proportion of ideological and political teachers was higher, more than a quarter. This shows they need to pay more attention to marriage and love education.

Table 2. Did the teacher discuss the Marxist view of love and marriage in the ideological and political class?

options	Subtotal	Proportion
Have emphasized	45	10.92%
Talk a lot	92	22.33%
Yes, but not much	164	39.81%
He seems to have said	91	22.09%
did not even talk about it	20	4.85%

Question 7: Did the teacher discuss the Marxist view of love and marriage in the mental health class?[Single choice question]

options	Subtotal	Proportion
Have emphasized	61	14.81%
Talk a lot	130	31.55%
Yes, but not much	155	37.62%
Seems to have said	62	15.05%
He did not even talk about it	4	0.97%

Question 8: Did your counsellor discuss the Marxist view of love and marriage?[Single choice question]

options	Subtotal	Proportion
Have emphasized	56	13.59%
Talk a lot	116	28.16%
Yes, but not much	167	40.53%
Seems to have said	48	11.65%
They did not even talk about it	25	6.07%

Source: authors' calculation

Students' understanding of Marxist views on marriage and love

Table 2 shows that in the survey on the characteristics of Marxist views on love and marriage, most students insist that love should be "mutual admiration" (mutual love), "emotional exclusivity" (exclusivity) and "lasting eternity" (permanence), but a considerable number of students think that love should be "bold and unrestrained" and "implicit restraint", which indicates that they have insufficient understanding of implicit characteristics. Question 15: "Do you mind that other lovers have intimate behaviors in public places?" Moreover, question 16: "Would you cuddle and kiss your partner in public?" Quite a few students do not mind intimacy in public places, which shows that contemporary college students disagree with the Marxist view of implicit restraint in love.

Table 3. Question 15: Do you mind that other lovers behave intimately in public places?

options	Subtotal	Proportion
Mind very much	47	11.41%
Rather mind	93	22.57%
Generally, mind	192	46.6%
Less bothered	58	14.08%
Very not mind	22	5.34%
Question 16: Would you cuddle and kiss your partner in public?[Single choice question]		
options	**Subtotal**	**Proportion**
frequently	8	1.94%
occasionally	230	55.83%
frequently	174	42.23%

Source: authors' calculation

Table 3 shows that answering the query, "In a romantic relationship, do you believe the boyfriend or girlfriend should bear greater responsibility for one another?" and question 29, which asked, "Do you think the husband or the wife should shoulder more responsibility for the family within the context of matrimony?" The information revealed the following: While 68.69% and 74.03% of those polled thought that both sides should be held equally accountable, 27.43% and 25.49% thought the male counterpart should play a more critical role. In comparison, only 3.88% and 0.49% of respondents said the female partner should be given more responsibility. These results suggest that, even with the equality-promoting principles of the Marxist perspective on love and marriage, there is still a lack of awareness among the general public. The research suggests a persistent preference for traditional gender roles, with a sizable portion still believing males should be responsible for relationships and family concerns. Such propensities emphasize the value of continual social discourse and education about gender equality, particularly in the context of close and familial connections. Although the goals of Marxism call for equality in romantic relationships and marital responsibilities, actual data indicates that these ideals still need to be fully internalized and realized in modern society. Ongoing efforts are needed to close this gap and guarantee that relationships uphold the values of equality, responsibility, and respect for one another.

Table 4. Question 26: In love, do you think boyfriend or girlfriend should take more responsibility for each other?

options	subtotal	proportion
boyfriend	113	27.43%
girlfriend	16	3.88%
equally	283	68.89%
Question 29: In married life, do you think the husband or the wife should take more responsibility for the family?[Single choice question]		
options	**subtotal**	**proportion**
husband	105	25.49%
wife	2	0.49%
equally	305	74.03%

Source: authors' calculation

Table 4 shows that according to the survey, the main factors affecting students' views on marriage and love are family education (87.14%), friends and confidant (56.55%), school education (53.16%), network media (49.76%) and TV movies (47. 57%). Through question 23: "Who do you mainly listen to when you choose a spouse?" In addition to 77.18% by themselves, 19.9% of the respondents mainly listen to their parents and elders. This shows that contemporary college students' views on love and marriage are mainly influenced by family, friends, school and entertainment media, and their parents and elders also greatly influence their actual choice of a spouse.

Table 5. Question 23: Who do you mainly listen to when you choose a spouse

options	subtotal	proportion
Parents and elders	82	19.9%
Friends and confidants	7	1.7%
Social perspective	5	1.21%

decide by oneself	318	77.18%

Question 32: What are your main influences on marriage?

options	**subtotal**	**proportion**
family education	359	87.14%
Friends and confidants	233	56.55%
school education	219	53.16%
Television and Film	196	47.57%
network media	205	49.76%
Star idol	59	14.32%

Source: authors' calculation

Students suggestions on the opening of relevant courses

Table 5 shows that whether there is a course on marriage and love specifically aimed at contemporary college students after graduation, students' reactions are also of excellent reference significance. In question 36: "Do you think it is necessary for the university to set up an elective course on love and marriage?" The majority of students think it is necessary (79.13%). In question 37: "What opinions or suggestions do you have for college students' marriage and love education?" The students' answers mainly fall into four categories: first, it is suggested to set up a particular course on marriage and love: "Set up a special course, provide professional guidance, guide the correct view of mate choice, marriage and love", "should be added to the school curriculum, today's society is more complex therefore, many people's love psychology is distorted in this modern and technological era, this is the reason that divorce rate is particularly high, mostly because in the process of love do not know enough about each other, after marriage exposed nature, etc., resulting in today's young people are particularly afraid of marriage and fear of children." Second, college students should courageously pursue love: "If you like, go after it, don't be afraid of failure", "Face the true self, be brave to fall in love", "Be brave to pursue true love, because you will lose if you hesitate". The third is to carry out love practice courses: "We should set up a love practice course according to the situation of college students, and correct college students' love view", "talk more about practice, do not talk in general", "do not only engage in formalism, to be practical".

Table 6. Question 36: Do you think it is necessary for the university to set up an elective Course on love and marriage

options	subtotal	proportion
strongly necessary	165	40.05%
More necessary	161	39.08%
not essential	63	15.29%
Less necessary	9	2.18%
Very unnecessary	14	3.4%

Source: Authors calculation

DISCUSSION

The survey results provide a nuanced portrayal of contemporary college students' perspectives on love, marriage, and the formal education surrounding these topics. Notably, these insights highlight the intricate web of influences shaping their views and underscore the profound role of traditional structures even in an era characterized by rapid technological and social advancements. It is also highlighted that family education remains the most dominant factor influencing students' perceptions of love and marriage (87.14%). This prominence of the family is congruent with sociological studies, which have long postulated the family's central role in transmitting cultural and societal values (Smith, 2010). Furthermore, the importance of peers, indicated by 56.55% of students, corroborates findings from developmental psychology emphasizing the growing influence of peer groups during late adolescence and early adulthood (Erikson, 1968). Our findings support earlier research that has praised the benefits of transdisciplinary education. For instance, Smith (2019) points out that the advantages of approaching problems from different perspectives emphasize that doing so promotes a more nuanced and thorough understanding. The data elucidates an exciting dichotomy when considering the juxtaposition of influence sources against the expressed desire for formalized education on love and marriage. A significant 79.13% of students expressed the necessity for elective courses on these topics at the university level. Diving deeper into these statistics, a combined 79.13% (with 40.05% stating "strongly necessary" and 39.08% "more necessary") foregrounds a palpable demand for structured academic intervention in this personal domain. This notable preference for formal education on love and marriage may be an acknowledgement of the complexities inherent in contemporary intimate relationships. It suggests an awareness of the discrepancies between inherited traditional norms and the exigencies of modern relationships. This resonates with the works of Giddens (1992), who posited that in late modernity, romantic relationships become reflexive projects demanding negotiation and conscious effort.

Moreover, the survey feedback indicates a discernible apprehension regarding the challenges of the current romantic landscape. Concerns over high divorce rates and calls for theoretical guidance and practical insights exemplify a yearning for strategies to navigate love and marriage adeptly in the contemporary milieu. In alignment with previous literature, the results reiterate the intertwined dance between tradition and modernity (Bourdieu, 1977). However, the emergent call for a formal education tailored to address these topics is a potent testament to the evolving needs of young adults seeking to bridge tradition with the imperatives of the present. A well-structured and effective Ideological and Political Theory course is the foundation for students to fully interact with and appreciate the Marxist viewpoints on love and marriage. Such an education guides students' personal and relational decisions as they progress through their formative years, ensuring they are rooted in tradition and critical thought.

In order to make the students fully understand and deeply understand the Marxist concept of marriage and love, unquestioningly reading the book may be counterproductive, and the old pedantic reading of the relevant literature can only scare the students. Therefore, it may be an excellent attempt to explain Marxist views on marriage and love to students in the content they are more familiar with and in an easier way to accept. In other words, selecting content materials related to Marxist views on marriage and love, China's stance, the masses' vision, and The Times' method may be a good choice.

Socialist values, socialist morality, love, marriage and family are the main contents of the course "ideological morality and rule of law" (from now on referred to as the Course of Thinking and Law). College student's love, marriage, and family are an integral part of college students' "mental health education" course (from now on referred to as the psychological course); the two disciplines in this content both have a small quantity of crossover, but also overlapping, which for the two courses between the mutual integration to find a starting point.

THEORETICAL IMPLICATIONS

Integrating the "Ideological Morality and Rule of Law" with the "Mental Health Education" course may alter our concept of multidisciplinary education and its effects on student development. In traditional educational models, academic disciplines are frequently compartmentalized, with interdisciplinary overlap being unusual. This study recommends a more comprehensive paradigm where ideological morality and psychological education overlap. The constructivist theory of education, which contends that learning is more effective when students can connect new information to prior knowledge and a variety of areas of understanding, theoretically supports this method. Traditional pedagogical theories are tested by the shifting dynamics between teachers and students when educators move from being only knowledge suppliers to mentors and counsellors. It highlights the necessity of theories that consider students' psychological and emotional demands in addition to their intellectual ones. The results highlight the necessity to reevaluate curriculum design theories. Curriculum planners must consider the synergistic benefits of mixing various disciplines, particularly when integrated in meaningful ways to improve student knowledge, instead of viewing subjects as independent entities. Moreover, the study emphasizes how societal norms, such as attitudes towards love and marriage, significantly determine educational experiences. Theoretical frameworks must consider certain norms when creating instructional strategies or comprehending student behaviour.

PRACTICAL IMPLICATIONS

This study has the following practical implications:

Curriculum Development:

Given the overwhelming interest (79.13%) in formal education about love and marriage, academic institutions should consider developing elective courses on these subjects. These courses could combine theoretical frameworks with real-world scenarios, offering students a holistic understanding of modern relationships.

Feedback Mechanisms:

Academic institutions must have a continuous feedback mechanism as the perceptions and challenges surrounding love and marriage evolve. Regular surveys or feedback sessions can help educators stay attuned to students' needs and adjust the curriculum or support services accordingly.

Collaboration with Experts:

The target institute could collaborate with relationship experts, sociologists, and psychologists to ensure the education is grounded in empirical research and expert insights. Guest lectures, webinars, or workshops led by these professionals could enhance the learning experience.

LIMITATIONS AND FUTURE RECOMMENDATIONS

The present study has the following limitations and future recommendations:

- The data for the present study was collected from one institution only. Therefore, future researchers may collect the data from multiple institutions.
- Due to the study limitation, the target population of this study was students only; therefore, future research may include respondents from colleges and universities, respectively, and then researchers may compare the results.

  Due to time constraints, the data were collected using a stratified sampling technique. However, future research may use a simple random sampling technique so that an equal chance may be given to every research participant.

CONCLUSION

As unveiled by the survey, the contemporary college students' perspectives on love and marriage underscores the interplay between longstanding traditional influences and the demands of a rapidly changing societal context. Family education, friends, and media emerge as mere influencers and crucial pillars shaping students' understanding of romantic relationships and their nuances. Notably, amidst this complex web of influences, there is a resounding call for structured academic interventions in this domain. This highlights a gap in our current educational framework – a space where students seek guidance, clarity, and direction as they navigate the often-tumultuous waters of modern relationships. Their plea is not just for theoretical knowledge but for practical insights, strategies, and tools that can be employed in the real world. Furthermore, the data underpins a broader societal observation: the continuous evolution of romantic relationships due to technological advancements, shifting cultural norms, and individual aspirations. While tradition still holds a significant role in the contemporary time in the target collage from where data were collected

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Appendix-A

Questionnaire Survey on the Identity of College Students' Marxist View of Marriage and Love (Translated from Chinese to English)

1. Your gender: [Single choice]

1) Male
2) Female

2. The type of specialization of your entrance exam: **[Single choice]**

1) Literature and history

2) Science and engineering

3. Your current grade level: [Single Choice]
1) Freshman to Sophomore
2) Sophomore to Junior
3) Third to fourth year
4) Just graduated from college

4. Your age: [Multiple Choice]
1) Under 18 years of age
2) 18-22 years
3) 22-25 years
4) 25 years and over

5. Your relationship experience so far: [Single choice]
1) 0 time
2) 1 time
3) 2 times
4) 3 times
5) More than 3 times

6. In the Civics class, did the teacher talk about the Marxist/Socialism with Chinese Characteristics view on love and marriage? [Single choice question]
1) Focused on
2) There's a lot of talk
3) Talked about it, but not much.
4) I think I did
5) Not at all

7. In mental health education classes, did the teacher ever talk about ideas about relationships and marriage? [Single choice question]
1) Focused on
2) There's a lot of talk
3) Talked about it, but not much.
4) I think I did
5) Not at all

8. Did your counsellor-teacher ever talk about ideas about relationships and marriage? [Multiple choice question]
1) Focused on
2) There's a lot of talk
3) Talked about it, but not much.
4) I think I did
5) Not at all

9. What do you think are the characteristics of the Marxist/Socialist concept of love with Chinese characteristics? [Multiple choice question]
1) Be head over heels in love with each other
2) Freedom of love
3) Emotionally dedicated
4) Enduring and eternal
5) Bold and unrestrained
6) Subtle and restrained
7) Freedom of divorce

10. What do you think are the characteristics of the Marxist/Socialist concept of marriage with Chinese characteristics? [Multiple choice question]
1) Materialistic
2) Freedom of marriage
3) Equality of the sexes
4) Freedom and autonomy
5) Harmonization of rights and
6) obligations

11. In a relationship, as long as I like the other person, I don't care if they like me or not. [Multiple choice question]
1) Couldn't agree more
2) Relatively agree
3) Usual
4) Comparative disagreement
5) Strongly disagree

12. In a relationship, it doesn't matter if I like the other person as long as they like me. [Multiple choice question]
1) Couldn't agree more
2) Relatively agree
3) Usual
4) Comparative disagreement
5) Strongly disagree

13. Do you accept that your lover in a relationship is also romantically involved with other people of the opposite sex? [Single choice question]
1) Very acceptable
2) Relatively acceptable
3) Usual
4) Rather unacceptable
5) Very unacceptable

14. Do you accept that you are in a relationship where you are also romantically involved with other people of the opposite sex? [Single choice question]

1) Very acceptable
2) Relatively acceptable
3) Usual
4) Rather unacceptable
5) Very unacceptable

15. Do you mind, if other lovers have intimate behaviour in public places? [Single choice question]

1) Very much so
2) Rather mind
3) Usual
4) I don't mind
5) Not at all

16. Do you cuddle and kiss your lover in public? [Single choice question]

1) Non-recurrent
2) Infrequent
3) Not in the least

17. After ending your last relationship, you will quickly move on from it and start another one. [Multiple choice question]

1) Couldn't agree more
2) Relatively agree
3) Usual
4) Comparative disagreement
5) Strongly disagree

18. Do you agree with the idea that, "It's not meant to last as long as it once did"? [Single choice question]

1) Couldn't agree more
2) Relatively agree
3) Usual
4) Comparative disagreement
5) Strongly disagree

19. If your relationship encounters many difficulties and trials in the future, are you willing to stick with it? [Single choice question]

1) Very willing
2) Prefer
3) Usual
4) Reluctant

5) Very reluctant

20. Do you and your romantic partner ever plan your future together? [Single choice question]
1) Detailed plans are available
2) Some planning
3) A little chat now and then
4) There's no need to plan

21. If you were to work in different provinces after college, would you: [Single-Choice Question]
1) You quit your job and look for one in his city
2) He/she quits his/her job and comes to your city to look for work
3) Talk it over, weigh the pros and cons, and one quits to find a job in the other's city
4) Have no alternative but to break up

22. Which of the following factors do you consider when choosing a spouse for marriage? [Multiple Choice]
1) Material conditions
2) Family background
3) Academic culture
4) Appearance (esp. superficial)
5) Personal integrity
6) Moral character
7) Emotional foundation

23. Who do you listen to primarily when choosing a spouse for marriage. [Single choice question]
1) Ascendant
2) Friend and BFF
3) Social vision
4) Decide for oneself

24. What would you do if, after you got married, the person who loved you in the beginning no longer loved you? [Single choice question]
1) Ascendant
2) Strive hard to regain the other person's
3) goodwill
4) Divorced from (one's spouse)

25. What would you do if, after marriage, you no longer loved each other? [Single choice question]
1) Stay married for the sake of your family
2) Strive hard to regain the other person's
3) goodwill

4) Divorced from (one's spouse)
5) Continue the marriage, but find emotional support elsewhere

26. In a relationship, do you think boys or girls should care more about each other more? [Single choice question]
1) Schoolboy
2) Schoolgirl
3) Equal to

27. When choosing a spouse for marriage, do you think the material conditions of the other person are important? [Single choice question]
1) Very important
2) More important
3) Usual
4) Comparisons are unimportant
5) Very unimportant

28. When choosing a spouse for marriage, do you think your own material circumstances are important? [Single choice question]
1) Very important
2) More important
3) Usual
4) Comparisons are unimportant
5) Very unimportant

29. In married life, do you think husbands or wives should take more responsibility for the family? [Single choice question]
1) Husband
2) Wife
3) Equal to

30 What are your motivations for falling in love? [Multiple choice question]
1) Finding a Lifetime Partner
2) Pass the time
3) Fulfil a physiological need
4) There's a mutual attraction
5) It's hard to say no when you're being courted
6) I'll talk about it when everyone else does
7) Gaining relationship experience
8) Learning with a partner, progressing together
9) Other factors

31. What would you do if you lost your love? [Multiple choice question]
1) Self-destructive, life has no meaning

2) Lose faith in love and stop falling in love
3) Grieve for a while and adjust to start the next relationship
4) Reflect on yourself and change yourself to get the other person back
5) Divert your attention and focus on something else
6) Doesn't matter, find a new one.
7) Take it with a grain of salt and think of it as gaining experience
8) The rest

32. What is the main influence on your views on love and marriage? [Multiple choice question]
1) Family education
2) Friend and BFF
3) School education
4) TV and film
5) Online media
6) Idol

33. Your counsellor will often discuss love and marriage with you/you. [Multiple choice question]
1) Non-recurrent
2) Infrequent
3) Never

34. Your Civics teacher often discusses with you/you about love and marriage. [Multiple choice question]
1) Non-recurrent
2) Infrequent
3) Never

35. What are some of the ways you solve relationship problems when you have them? [Multiple choice question]
1) Seek help from parents and relatives
2) Seek help from friends or girlfriends
3) Get help from your counsellor
4) Seek help from the Civics teacher
5) Keep a diary
6) Keep it inside
7) The rest
8) Get help from someone else you can trust

36. Do you think it is necessary for the school to offer an elective course specifically about love and marriage? [Single choice question]
1) Very necessary
2) More necessary

3) Not essential
4) It's rather unnecessary
5) It's not necessary

37. Do you have any comments or suggestions on college students' marriage education? [fill in the blank]

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REVIEW ARTICLE

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Enhancing Fairness in Performance Appraisals: A Conceptual Framework Through a Systematic Literature Review

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Abstract

This study aims to comprehensively explore the multifaceted landscape of performance appraisals and, consequently, construct a coherent conceptual framework that augments the fairness and effectiveness of performance evaluation processes. The research design employs a meticulous, systematic literature review, drawing from 42 carefully selected articles from Scopus. This methodology facilitates in-depth analysis of diverse variables and dimensions associated with performance appraisals, particularly concerning the design of appraisal systems, the psychological elements at play, and the often-overlooked political influences. Within this intricate interplay, the study endeavors to unearth insights into the intricate mechanisms that govern the goal-setting process and the subsequent execution of performance appraisals within the dynamic public sector. Through an analytical lens, this study's findings enrich the development of a conceptual framework that transcends theoretical boundaries, finding practical resonance within the realm of performance appraisals. This framework, fortified by a holistic understanding of key dimensions and influential factors contributing to subjective bias, is a powerful instrument for unraveling and addressing fairness concerns inherent in performance appraisal practices. Ultimately, the framework presents a systematic trajectory for heightening the efficacy of performance appraisal design and execution, all underpinned by the overarching objectives of nurturing an environment of acceptable fairness.

Keywords: Performance appraisal, Biases, Fairness, Psychological Factors, Political Factors

INTRODUCTION

Performance appraisals are pivotal in assessing and elevating employee performance within organizations. Across public, private, and not-for-profit sectors, employee performance evaluation systems are vital for fostering accountability. These evaluations serve diverse functions, encompassing documentation for future personnel decisions, motivation of employees, identification of growth areas, and communication of organizational priorities

(Alston & Mujtaba, 2009; Iqbal et al., 2015). However, these objectives' multifaceted nature often leads to conflicting dynamics.

In the realm of organizational management, performance appraisals function as a cornerstone, enabling the evaluation of employee performance, identification of strengths and areas for development, and provision of constructive feedback. These assessments profoundly influence an array of organizational outcomes, including employee engagement, motivation, job satisfaction, and, ultimately, overall productivity. Acknowledging the weight of performance appraisals, researchers have embarked on diverse avenues to unravel strategies for optimizing their efficacy and augmenting their impact on both individual and organizational performance (Iqbal et al., 2015; Ikramullah et al., 2016; Kharub et al., 2023).

In alignment with Hung (2022), the perceived accuracy of an appraisal system hinges on the managerial evaluation process employed to recollect and document performance-related data. This encompasses factors like the frequency of evaluations, goal identification, and managers' grasp of employees' performance and job responsibilities (Rusu et al., 2016). To enhance the precision of performance documentation, scholars have identified strategies that managers can deploy, including maintaining regular notes on performance and organizing them systematically for easy retrieval during appraisal composition (Abdullah & Malik, 2022; Hyun et al., 2022).. Furthermore, regular evaluations and interactions between supervisors and employees can ensure mutual awareness of objectives, potentially influencing evaluation scores (Milanović et al., 2021).

Another pivotal dimension that can precipitate performance-related discrimination claims is the presence of bias in supervisor ratings, leading to perceived inaccuracies. Extensive research by (Laird & Venables, 2017) and others underscores how rater bias, linked to factors such as race/ethnicity, gender, and age, can skew ratings. Stereotype-fit models suggest biases infiltrate ratings when raters ascribe stereotypes to rates, subsequently impacting personnel decisions (Levy & Williams, 2004; Ikramullah et al., 2016). For instance, if a rater categorizes an executive as a white male, preference might lean toward promoting a white male, even if a minority candidate is more qualified. These biases align with job stereotypes and culminate in discriminatory outcomes (Levy & Williams, 2004). Alam et al. (2013) extends the stereotype-fit model to emphasize its predominantly negative connotations, especially when applied to marginalized groups. The subjective nature of various personnel decisions, including appraisals, further fuels the potential for biases, with organizations often lacking effective safeguards to counteract such tendencies (Anwar, 2018).

The manager's perception of an employee profoundly impacts the formulation of performance objectives, pivotal for goal setting, employee growth, and organizational advancement. Understanding the intricate interplay between managerial perceptions and goal-setting propensity holds paramount importance in crafting appraisal systems that foster equitable and accurate evaluations (Kharub et al., 2023). In this context, this systematic literature review explores this relationship within the public sector, illuminating the intertwinement of managerial perceptions with performance goal planning.

Despite the growing body of research on performance appraisals, a conspicuous research gap emerges when considering their application in the public sector. The public sector environment has distinctive characteristics, including complex hierarchies, intricate bureaucracies, and heightened sensitivity to political influences (Rusu et al., 2016; Hung, 2022).

These intricacies often result in unique challenges and dynamics that can significantly impact the execution and outcomes of performance appraisals. However, compared to research in other sectors, there is a scarcity of comprehensive studies focusing on performance appraisals within the public sector (Barnett, 2012; “Practices and Challenges of Appraising Teacher’s Performance Appraisal in Government Preparatory Schools of Wolaita Zone, South Ethiopia,” 2019). Consequently, this research seeks to bridge this gap by comprehensively exploring performance appraisals within the public sector context, shedding light on the interplay of managerial perceptions, bias, and performance goal planning.

This systematic literature review aspires to enrich the corpus of knowledge about performance appraisals within the public sector. It analyzes the nexus between a manager's perception of an employee and the propensity to set performance goals. The ultimate objective lies in fostering objectivity and fairness in public sector performance evaluations, thereby amplifying organizational efficiency and employee development. The study identifies factors influencing managerial perceptions and explores potential strategies to mitigate their impact, thereby ushering in enhanced appraisal practices. The primary research questions that will steer this inquiry include: What are the key factors influencing a manager's perception of an employee within the context of performance appraisals in the public sector? How does a manager's perception of an employee relate to establishing performance goals in the public sector? What strategies can be identified to mitigate the impact of biases and enhance the objectivity of performance appraisals in the public sector?

METHODOLOGY

A comprehensive strategy was employed to identify relevant studies for the research. The article's title was initially analyzed with a concentration on three terms associated with performance evaluation. A broad search without any keyword restrictions yielded 18,280 documents, which is a substantial number. Specific filters were applied to narrow the search and focus on the primary area of interest. The search was limited to documents published between 2000 and 2023, reducing the total number of articles to 12,449. The selection of studies was refined according to specific criteria. The only permitted topics were social sciences, business, management, and accountancy. Only English-language articles from reputable journals were considered. These criteria were developed to guarantee the quality and relevance of the articles. In addition, a minimum requirement of 3,137 citations was established to prioritize highly cited studies. Using the keywords "performance appraisal," "politics," and "subjective bias," the above-mentioned filters and criteria were applied. The result was a final selection of 175 studies that satisfied the specified criteria. In addition, an exclusion criterion was implemented to eliminate studies with the maximum number of citations and those that utilized qualitative or quantitative data processing techniques predominately. As a result, 42 studies were excluded due to these criteria. This rigorous strategy identified an exhaustive and targeted collection of 175 relevant studies for further research analysis (Figure 1). It is possible to view performance evaluations as "fair" subjectively and objectively, and psychological and political factors can influence an employee's perception of fairness.

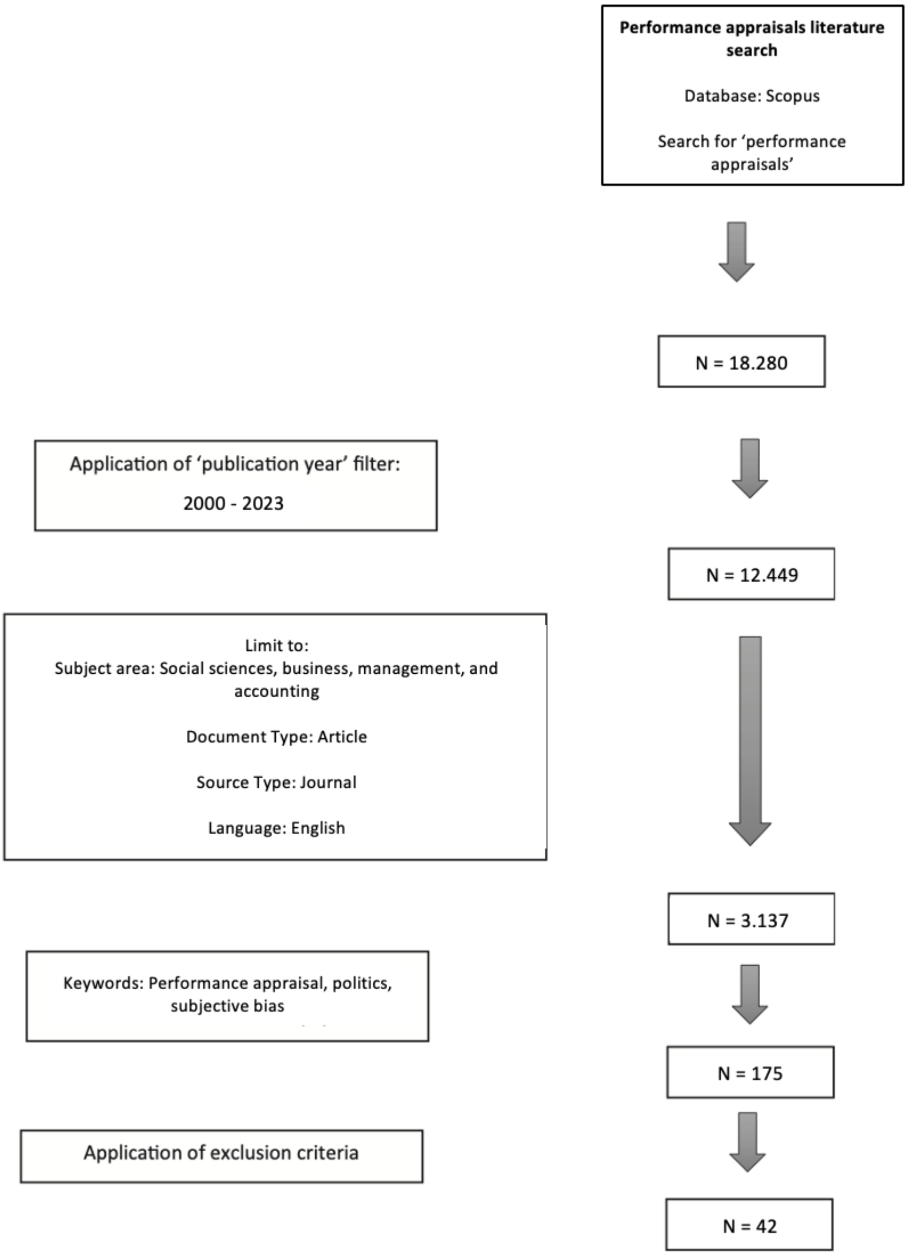

Figure 1. PRISMA Diagram

RESULTS AND ANALYSIS

Table 1. Articles analyzed based on variables

Author, Year	**Performance Appraisals Design**	**Psychological Factors**	**Political Factors**	**Goal Setting**	**Execution of Performance Appraisals**	**Subjective Bias**	**Acceptable Fairness**
Adams (1965)	X		X	x		x	
Wang et al., (2018)		x		x			x
(Alonso-Martinez et al., 2021)	X		x		x	x	
Hameed et al., (2020)		x		x			x
Arshad et al., 2013)			x		x		x
Boudreau & Ramstad (2005)	X	x		x		x	
Cairney (2017)			x		x		
Collings, (2014)	X	x		x		x	x
Den Hartog et al., (2007)					x		x
Deci et al.,(2001)				x	x		
Morrison (2023)			x			x	x
Schleicher et al. (2018)				x	x	x	x
Huselid (1995)	X	x		x			
Mark A. Huselid (1995)			x		x		x
Dal Corso et al. (2019)		x			x	x	
Laub (1999)			x	x		x	

Ismail & King, 2005)					x		x
Jweoola (2014)		x	x				x
Thite et al. (2011)		x		x			x
Locke and Latham (2006)			x		x	x	
Maslach & Leiter 2008)	X	x					
Niesen et al. (2017)			x	x		x	x
Moayeri (2014)				x			x
G. Wang et al. (2011)		x	x			x	
Neely & Weller (2013)				x			x
Hengky (2013)			x		x	x	
Laulié & Tekleab (2016)	X	x		x			x
Zacher & Rudolph (2021)			x		x	x	
Abela & Debono (2019)		x		x		x	
Griep et al., (2020)	X		x		x		
Ahmed et al. (2020)		x		x		x	x
Dunaetz (2020)			x	x		x	
Bayo-Moriones et al. (2021)	X	x		x			

Mok & Leong (2021)		x	x		x		x
Curzi et al. (2019)	X		x		x	x	x
Baird et al. (2020)		x		x			
Nikpeyma et al. (2014)			x		x		x
Na-Nan et al. (2022)		x			x	x	
Na-Nan et al. (2020)	X	x		x			
Ullah et al. (2021)			x		x	x	
Homauni et al. (2021)		x		x			x
Vigoda-Gadot and Kapun (2005)			x		x	x	

Based on a comprehensive review of Scopus-indexed journals, it becomes evident that there is a significant gap in the existing research literature concerning performance appraisals (Figure 2). Specifically, there is a lack of studies that comprehensively address the simultaneous examination of multiple crucial aspects related to performance appraisals. While numerous studies have individually explored certain facets of performance appraisals, such as the impact of a manager's perception on employee evaluations or the factors influencing managerial perceptions, few studies have taken a holistic approach to investigate the interplay between these factors.

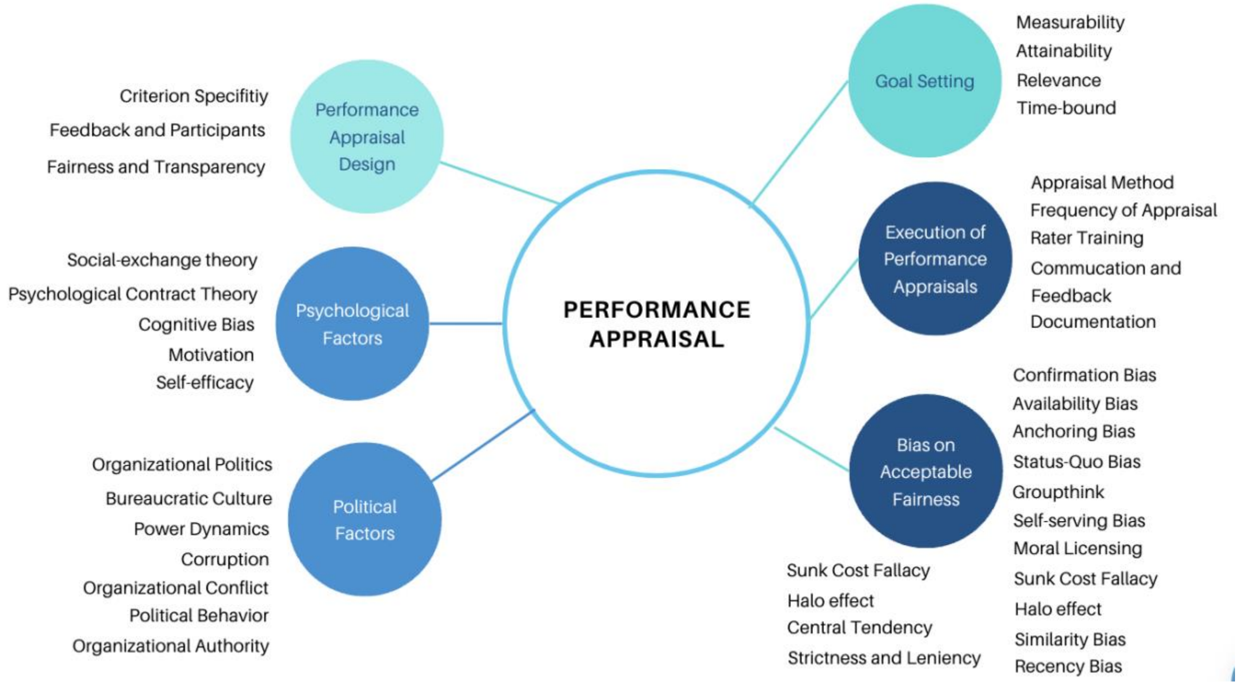

Figure 2. Research Theme

Performance Appraisal Design

Performance appraisal design encompasses crucial elements shaping an organization's evaluation process. A robustly designed system establishes the groundwork for fair, effective, and valid performance assessments. Criterion specificity, a central facet, emphasizes the importance of clear and well-defined criteria in evaluating individuals or organizations (Saldana et al., 2017). Including precise criteria reduces ambiguity and subjectivity, thus enhancing the accuracy and reliability of evaluations. Despite the significance of this element, existing research lacks comprehensive exploration, leaving a research gap in understanding how different levels of criterion specificity impact the quality of performance evaluations in various organizational contexts.

Furthermore, feedback and participation stand as integral components within the design framework. Feedback is instrumental in informing both the ratee and rater about performance, facilitating improvement (Kolehmainen et al., 2020; Wenz et al., 2022). Participation involves individuals in goal setting and system establishment, although studies on its cognitive impact remain limited (Bogard et al., 2020). This area presents an opportunity for further research to delve into the nuanced effects of feedback and participation on performance appraisal systems' overall quality and fairness.

Transparency and fairness are also paramount. Transparency encompasses complexity and communication, necessitating a clear portrayal of objectives, procedures, and associated risks (Ullah et al., 2021). Conversely, fairness relates to equitable rating based on compensation or other relevant factors (Muriuki & Wanyoike, 2021). However, despite acknowledging the importance of these elements, research gaps exist in understanding how transparency and perceived fairness influence the acceptance and effectiveness of performance appraisal systems, particularly in diverse organizational and cultural settings. Addressing these gaps can significantly contribute to enhancing performance evaluation systems across sectors.

Moving to goal setting, specificity, measurability, attainability, relevance, and time-bound aspects play pivotal roles. Despite the extensive literature exploring these components individually, a research gap remains in comprehensively understanding how they interact and collectively contribute to effective goal setting, particularly within public sector organizations. Exploring this interplay can provide insights into designing more motivating and impactful performance objectives.

In conclusion, while significant strides have been made in understanding performance appraisal design and goal setting, these areas present substantial research gaps that warrant further exploration. Researchers can contribute to developing more effective, fair, and motivating appraisal systems across diverse organizational contexts by investigating the nuanced dynamics and interactions within these aspects.

Psychological aspects

The understanding of psychological aspects significantly contributes to the enhancement of evaluation systems. Social exchange theory, which focuses on individuals' decisions based on perceived costs and benefits, provides valuable insights into potential biases that can impact evaluations (Cropanzano & Mitchell, 2005; Moazami & Safkhani, 2022; Ahmad et al., 2023). This theory's application to performance appraisals underscores the potential bias introduced when quantitative metrics take precedence over subjective measures due to managers' desire to avoid negative outcomes, potentially leading to biased assessments.

In contrast, psychological contract theory emphasizes the expectations and obligations between individuals and organizations, influencing workplace justice and outcomes such as job satisfaction and turnover intention (Kutaula et al., 2020; Oberoi et al., 2022; Zhang, 2022). Managing psychological contracts and addressing political and social factors becomes crucial, particularly in the public sector, where these aspects can significantly impact performance bias and resource allocation, thus contributing to the creation of fair work environments.

The role of cognitive biases in decision-making cannot be overlooked in performance appraisals (van Woerkom & Kroon, 2020). Anchoring, availability, and confirmation biases, among others, can distort the interpretation of information, potentially leading to inaccurate evaluations. Meanwhile, motivation plays a significant role in shaping performance evaluation outcomes, with intrinsic and extrinsic motivations influencing individual behavior and performance (Moayeri, 2014; Niesen et al., 2017). A well-designed evaluation system that prioritizes fairness and explicit procedures has the potential to bolster motivation and consequently impact performance positively.

Lastly, the influence of self-efficacy, the belief in one's ability to perform tasks, is undeniable on behavior and performance (Moquin et al., 2019; Huy et al., 2020). Measurable through self-assessment or performance appraisals, self-efficacy's positive impact on performance outcomes is well-established. Individuals with high self-efficacy are more likely to approach tasks confidently, surmount challenges, and attain higher performance levels. A comprehensive understanding of these psychological aspects is essential for formulating appraisal systems that effectively motivate individuals, counteract biases, and advocate for fair evaluations across various contexts.

Political Aspect

The influence of political behavior on performance appraisal has been the subject of extensive research, revealing potential negative outcomes such as decreased trust, satisfaction, and engagement (Dal Corso et al., 2019) Political behavior in appraisals involves actions driven by self-serving motives, which can be influenced by factors like favoritism and personal gain (Wei et al., 2021). These behaviors can stem from various considerations, such as policy objectives or external funding, leading to biased performance measurements and evaluations (Vantilborgh et al., 2011).

Despite potential negative consequences, research suggests effectively using motivations within the appraisal process can yield positive outcomes, like distributive justice and job satisfaction (Rogers et al., 2015). Distributive justice refers to perceptions of fairness in outcomes received from an employer, while job satisfaction reflects overall positive or negative sentiments about a job (Meng & Liu, 2022; Ahmad et al., 2023). However, the relationship between political behavior and appraisal outcomes is complex and context-dependent. For example, managers' utilization of motivational and punishment motives in allocating performance ratings significantly impacted subordinates' perceptions of distributive justice (Ahmad et al., 2023). Similarly, research has indicated that political behavior can undermine the objectivity and fairness of appraisals, leading to a toxic workplace and long-term negative effects (Christian & Ellis, 2014; Wang & Zhang, 2021; Meng & Liu, 2022).

Transitioning to the domain of goal setting is a widely studied motivational technique involving the establishment of specific and challenging objectives to enhance motivation and performance(Landers et al., 2017; Ogbeiwi, 2021). Specificity is critical to goal setting, as precise goals reduce ambiguity, guide efforts, and increase motivation (McFarland et al., 2018; Kovács et al., 2021). Measurability is essential for assessing goal achievement and progress, enabling informed decision-making. Goal attainability focuses on the feasibility of personal objectives, influencing well-being through goal commitment (Locke & Latham, 2006). Relevance underscores the alignment between organizational and individual goals, mediating the relationship between performance feedback and employee performance (Morrison, 2023). Time-bound aspects of goal setting recognize the impact of time on objectives and how it influences their adjustment and accomplishment (Deci et al., 2001). Understanding these intricacies is essential for effective performance appraisal systems and fostering employee motivation and growth. However, a research gap persists in comprehensively examining the intersection of political behavior, goal-setting dynamics, and their implications for performance appraisal systems, especially within the unique context of the public sector. Further investigation can provide valuable insights into creating fair, transparent, and effective appraisal systems in organizations with distinct hierarchies, bureaucracies, and political influences.

Execution of Performance Appraisals

The process of performance appraisals encompasses the systematic assessment of employee performance against predefined standards and objectives, serving multiple purposes such as feedback, recognition, and decision-making regarding rewards or development opportunities. Within appraisal methods, various techniques are employed, including the judgmental, absolute standard, and results-oriented approaches, each with distinct criteria for effectiveness (Li et al., 2020; Bornstein & Suwalsky, 2021). Despite these insights, a significant research gap persists concerning the frequency of performance evaluations, necessitating further exploration to determine optimal timing and intervals for effective appraisals (Zhou & Zhu, 2020). This gap presents an opportunity for research to delve into the impact of evaluation frequency on performance outcomes, employee satisfaction, and organizational effectiveness, contributing to the refinement of performance appraisal strategies.

The effectiveness of performance appraisals is notably influenced by rater training, a critical component in enhancing the quality of the entire process. Progressive training steps, ranging from providing face-to-face feedback to constructing constructive narrative comments, can improve rater behavior, skills, knowledge, and attitude (Collings, 2014; Niemiec et al., 2010). However, a research gap exists in understanding the most effective approaches to rater training, including the optimal duration, content, and methods to ensure sustained improvements in evaluator performance. Exploring these gaps can provide valuable insights into enhancing the training process and optimizing rater accuracy, ultimately enhancing the overall effectiveness of performance evaluations.

Furthermore, communication and feedback are crucial elements in the performance appraisal design, establishing commitment, collaboration, and alignment between organizational goals and individual expectations (Chou et al., 2013; Avoka et al., 2022). While the importance of communication is acknowledged, a research gap exists in understanding the most effective communication strategies to ensure transparent and productive performance appraisal conversations. Similarly, exploring feedback mechanisms that yield the highest impact on employee development, motivation, and performance remains unexplored. Addressing these gaps can illuminate the intricacies of communication and feedback within performance appraisals, leading to more meaningful and impactful interactions.

Documentation plays a pivotal role in performance evaluations, serving as a means to assess, record, and offer constructive feedback to employees. Besides ensuring legal compliance, effective documentation promotes positive behaviors, strengthens manager-employee relationships, and enhances motivation, morale, and job satisfaction, resulting in increased productivity (Mashi et al., 2020). However, there is a research gap regarding the most effective methods for documenting achievements and behaviors for performance reviews, including exploring mechanisms to ensure accuracy, fairness, and the potential role of documentation in addressing legal disputes and complaints. Investigating the comprehensive impact of documentation on employee morale organizational productivity, and its potential to influence performance improvement is an avenue ripe for exploration. By addressing these research gaps, a more comprehensive understanding of performance appraisal processes and their optimization in the public sector can be achieved, leading to improved organizational efficiency and employee development.

Bias on Acceptable Fairness

The concept of fairness within performance appraisals is influenced by various cognitive biases that can impact the objectivity and accuracy of evaluations. Confirmation bias, where individuals seek information that aligns with their beliefs, can lead to incomplete and biased assessments (Arshad et al., 2013; Naaz & Danish, 2018). Similarly, the availability bias, rooted in the frequency and prominence of information, can skew perceptions and decision-making (Knobloch-Westerwick et al., 2020). Additionally, anchoring bias can lead evaluators to base judgments on initial information, affecting their ability to assess performance objectively (Modgil et al., 2021).

Status-quo bias and collectivism introduce further complexity. The former reflects a tendency to stick with familiar options, potentially limiting the exploration of alternative viewpoints (Dean et al., 2017). Collectivism, driven by groupthink, may result in biased evaluations due to a lack of diverse perspectives (Barokas, 2021; Bergers, 2022). Self-serving bias, stemming from a desire to protect one's self-perception, can lead to inflated evaluations or selective acknowledgment of individual contributions (Blasch & Daminato, 2020).

Moral certification posits that past moral behavior can lead to subsequent morally questionable actions (Laseno & Hendradjaya, 2019; Naaz & Danish, 2018). The sunk cost fallacy is characterized by clinging to past decisions, even when unfavorable, due to cognitive dissonance and loss aversion (Maslach & Leiter, 2008; Niesen et al., 2017). The halo effect, wherein one positive aspect influences perceptions of an individual's performance, can lead to unbalanced and inaccurate evaluations (Jweoola, 2014; Maslach & Leiter, 2008).

Central tendency, strictness, and accommodation biases involve supervisors resorting to average ratings, either to avoid extreme judgments or due to leniency, impacting fairness and accuracy (Mark A. Huselid, 1995; Schleicher et al., 2018). Similarity bias, driven by favoring individuals with similar backgrounds, and recency bias, focusing on recent events, further distort evaluations (Deci et al., 2001; Morrison, 2023).

While these biases are recognized, there's a research gap in comprehensively understanding their combined impact on performance evaluations' fairness and acceptability. Studies focusing on the interplay of multiple biases within the appraisal process are limited, leaving a substantial void in understanding their collective effect on perceived fairness (Levy & Williams, 2004; Laird & Venables, 2017). Moreover, research should delve deeper into how organizations can effectively implement strategies to mitigate these biases, ensuring that evaluations are objective, accurate, and fair (Deci et al., 2001). A comprehensive investigation of these biases and their potential interaction can pave the way for more equitable and effective performance appraisal systems in various organizational settings.

Propose framework

Exploring variables about performance evaluations and their alignment with acceptable fairness encompasses a multifaceted examination of the evaluation process and its resultant implications. Extensive prior research has identified various influential factors that intricately shape the dimensions of impartiality, precision, and acceptability within performance evaluation systems. These identified determinants acutely underscore the existing research body's limitations and gaps (Levy & Williams, 2004).

Evidence substantiates that the conscientious and equitable execution of performance evaluations positively impacts employees' perceptions, fostering a belief that exceptional performance will be duly rewarded (Levy & Williams, 2004; Burmeister & Schade, 2007; Lee & Joshi, 2017). Additionally, the element of fairness concerning remuneration and rewards received significantly shapes employees' perception of the evaluation process' impartiality. The perception of just compensation corroborates a holistic sense of fairness in the overall evaluation process (Li et al., 2016; Nel & Boshoff, 2020).

Furthermore, the subjective assessment of appraisal fairness, delineating employees' perceptions of the equity embedded within the appraisal procedure, wields considerable influence over their overall job satisfaction. Employees' perception of fairness in the evaluation process distinctly contributes to heightened job satisfaction levels (Deci et al., 2001). Within the federal government's framework, examinations into the perceived impartiality of performance evaluations have unveiled their role as a predictive determinant of intrinsic motivation among government personnel (Den Hartog et al., 2007; Niemiec et al., 2010).

Parallelly, earlier research has focused on discrete facets of the performance appraisal procedure, particularly those elements exerting an impact on the cultivation of appraisal impartiality. These studies have meticulously scrutinized specific components such as feedback mechanisms, rating scales, and performance criteria to decipher their individual effects on the overarching impartiality of evaluations (Cairney, 2017). In summation, the research domain encompassing performance appraisals and attaining acceptable fairness has delved into the causal triggers underpinning fairness, accuracy, and acceptability, alongside the meticulous calibration of implementation accuracy and fairness. Furthermore, the scrutiny has encompassed the equitability of compensation and rewards bestowed, the subjective perception of appraisal fairness, the perceived fairness encapsulated within federal government evaluations, and the nuanced facets of singular appraisal process elements. This comprehensive grasp of variables is quintessential for organizations, empowering them to formulate appraisal systems that are characterized by impartiality, transparency, and effectiveness.

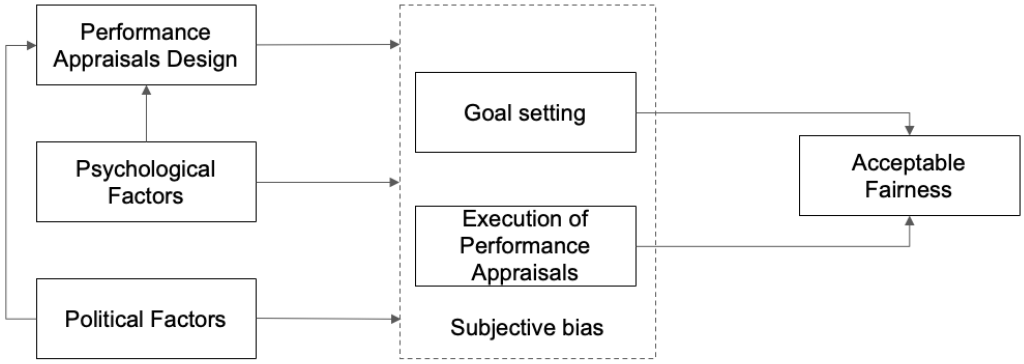

Figure 3 Conceptual Model

Within this framework (Figure 3), subjective bias is influenced by the design of performance evaluations, psychological factors, and political factors, which impact the goal-setting process and the execution of performance evaluations. These variables play a significant role in determining the level of fairness in the evaluation procedure. Recognizing the importance of subjective bias and its effect on accuracy and fairness, it is crucial to comprehend and resolve these factors to promote objective and fair performance evaluations. The framework employs a targeted strategy to address equity issues and promote acceptable levels of impartiality for all stakeholders. It aims to identify the root causes of subjective bias and devise effective mitigation strategies to reduce its impact on the assessment process. By addressing these factors and minimizing their impact, the framework aims to establish a transparent and fair process for setting goals and evaluating performance aligned with the requirements and expectations of employers, employees, and the organization. By integrating these factors, the framework provides novel insights and advances our understanding of subjective bias in the target generation and evaluation process. It provides a deeper comprehension of the dynamics and complexities of the performance evaluation system, as well as recommendations for developing strategies that promote impartiality, transparency, and credibility within the context of the Indonesian government.

CONCLUSION AND RECOMMENDATIONS

In conclusion, this research highlights the significant role of subjective bias in the design, execution, and outcomes of performance evaluations. The framework developed in this study identifies the design of performance evaluations, psychological factors, and political factors as key influences on subjective bias, affecting the goal-setting process and the overall fairness of performance evaluations. Recognizing the importance of mitigating subjective bias and promoting objectivity, it is crucial to understand and address these factors. The findings of this research contribute to developing a targeted framework that aims to improve the equity and fairness of performance evaluations in the Indonesian context. By identifying the root causes of subjective bias and proposing effective mitigation strategies, the framework provides practical insights for organizations, managers, and civil servants to enhance the transparency and credibility of the performance evaluation process.

Furthermore, this research advances the current understanding of subjective bias in the target generation and evaluation process. By integrating the identified factors and dimensions, the framework offers valuable recommendations for promoting impartiality, transparency, and credibility. These insights can inform the development of strategies and policies that align with the needs and expectations of employers, employees, and the organization as a whole.

RECOMMENDATION AND FUTURE DIRECTIONS

In light of the comprehensive analysis of performance evaluations and acceptable fairness, several recommendations emerge to enhance the effectiveness and equity of performance appraisal systems within the public sector. Firstly, organizations should prioritize enhancing the training provided to managers and evaluators, equipping them with tools to recognize and address biases, deliver constructive feedback, and employ standardized rating scales. Transparent and well-defined performance criteria should be established, minimizing subjectivity and promoting assessment consistency. Incorporating multiple evaluators can mitigate individual biases and encourage a comprehensive, objective evaluation of employee performance. Regular performance feedback sessions are vital for open communication and accurate evaluations. Calibration sessions among evaluators can ensure standardized assessment practices and fairness.

Looking forward, exploring performance evaluations and acceptable fairness opens avenues for future research and development. Longitudinal studies can track changes in appraisal practices over time, providing insights into the effects of interventions within evolving organizational contexts. Comparative studies between public and private sectors can illuminate sector-specific challenges and solutions. Investigating technological interventions in performance evaluations, such as AI and machine learning, could mitigate biases and enhance objectivity. The influence of cultural factors on fairness perceptions and biases in evaluations deserves exploration, particularly in the diverse public sector setting. Multi-level analyses could uncover how organizational culture, leadership styles, and hierarchies impact appraisal practices and fairness. Additionally, delving into employee perspectives on performance evaluations could uncover experiences, perceptions of fairness, and improvement suggestions. By implementing these recommendations and pursuing these future research directions, organizations can actively contribute to equitable, transparent, and effective performance appraisal systems aligned with the unique context of the public sector.

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Data availability: The data used for this research is available to the corresponding author upon reasonable request.

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