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RESEARCH ARTICLE

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A Correlational Analysis of School Inventories Management and Teacher Efficiency among Primary Schools of Zamfara State, Nigeria

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Abstract

This study was conducted with a fundamental objective to determine the correlation between school inventory management and teacher efficiency among primary schools in Bungudu LGA, Zamfara State, Nigeria. The study employed a correlational [survey] research design. The study population comprised 1117 teachers in 126 government-owned public primary schools in Bungudu Local Government Area of Zamfara State, Nigeria. 230 teachers were sampled through a random sampling technique using Krejie and Morgan's Sample Size Determining Table. A semi-structured questionnaire was developed as an instrument for data collection from the respondents. The data analysis was made using inferential statistics (Pearson Product Moment Correlation Coefficient) through Statistical Package for Social Science (SPSS) version 22. The study found a strong correlation between school inventory management and teacher efficiency among public primary schools in Bungudu LGA, Zamfara State, concerning the Pearson Moment Product Correlation Analysis results from ($r=0.739$, $P<0.05$). Analytically, based on findings, this study recommends that government should provide all the relevant/essential materials required for school inventory management at the disposal of in-service teachers and other school personnel.

Keywords: Keywords: School Inventories, Teacher Efficiency, Primary School

INTRODUCTION

School is an important social institution of learning universally recognized for its responsibility in shaping the characters, manners and mannerisms of the societies acquired through physical, psychological, moral, intellectual and emotional development and advancement. Recognizing the social structure, a school environment and its activities can be effectively managed and maintained through the proper school inventory management (Chinyere, Ogbonnaya, Love, & Education, 2019). According to (M. U. I. Oluwole, E.D. , 2015), systematic school inventory management is a significant administrative characteristic in any given institution as it adds value to the process of the actualization of effective management of the organizational operations. Professionally, teachers (as instructors) are the key players at all strata of education in governing and achieving all school activities (be they curricular or extra-curricular). To effectively implement the established programs, goals, objectives and policies in a formal education setting, teachers are the essential elements through whose competence and efficiency the success of the educational sector of every society and community can be determined being the main actors' (Adeyemo, 1999). Hence, teachers' professional attributes influence the effectiveness of teaching and learning instruction in a school environment (Kosgei, Mise, Odera, & Ayugi, 2013). Teachers' responsibilities are enormous and crucial in nature. Thus, they are required to offer a dedicative, patriotic, and selfless commitment in discharging their duties (Adeyemo, 1999)

Experimentally, the below-average attitudes of some school administrators/leaders and in-service teachers toward school inventory management have been critical of the school administration for years (Adegbesan, 2020). Thus, school personnel (comprising instructional teachers and school administrators) find it challenging to compile, keep, retrieve, and manage school inventories professionally, especially in decision-making proceedings under a school environment (Adegbesan, 2020). Zamfara State is one of the educationally challenged states in the country (Lawal, Dahiru, & Almustapha, 2020; Zamfara State Government 2017). According to Zamfara State Government (2017), School inventories are indispensable for the smooth running of any school. However, despite the significant school inventory management, prior research investigations revealed a general shortage of the required statutory and non-statutory school inventory facilities in most of the public schools in Zamfara State. Furthermore, even where such inventory management facilities are somewhat available, such inventories should be regularly updated. Also, most teachers in urban areas have lesson plans in various subjects. Still, such plans either need to be updated or are replete with official language issues such as spelling or grammatical errors and have not been vetted by the school administrators or other relevant personnel. Some older teachers and most young ones often do not write a lesson plan. In light of this background, several prior research investigations were conducted to analyze the organizational motives related to school inventory and teachers' efficiency. For example, Ibrahim (2014) assessed record keeping in Nigerian primary schools. (Chinyere et al., 2019) school records in primary schools. (A. S. Oluwole et al., 2015) researched record keeping and effective management of secondary schools in Zone B Senatorial District of Benue State, Nigeria. Furthermore, (Wheeler, 2018) conducted a study on the effects of record-keeping on teacher self-efficacy and student self-regulation in the Primary Montessori Classroom. However, only a few research investigations were conducted on the aforementioned research variables with special reference to Zamfara state (Nigeria., 2012).

This study, therefore, attempts to fill this literature gap by examining the correlation between school inventory management and teacher efficiency among public primary schools in Bungudu LGA, Zamfara state-Nigeria.

Research Hypothesis

Ho1: There is no significant correlation between inventory management and teacher efficiency among primary schools in Bungudu Local Government Area, Zamfara State.

LITERATURE REVIEW

Concept of School Inventories

School inventories are the written official report documents kept in a school purposely to provide and store all detailed information related to the school's development and growth, from historical reports to contemporary motives (Bello, 2012). According to (Osakwe, Egara, Inweregbuh, Nzeadibe, & Emefo, 2023), school inventories are systematically written documents containing all relevant data and information of essential school activities purposely kept and managed for retrieval at a later time for authoritative referencing. School inventories are to be drafted, compiled, stored, and made available (when the need arises) by the responsible or assigned school personnel, nobly the classroom teachers, school administrators, and other supporting administrative staff. (Ololube, 2013) dedicated that school inventories entail comprehensive, meaningful, valid written documents that relate to all school system activities. Hence, the documents can be in different forms and nature, like open file diaries, journals, reports, visual portraits, and video facilities. From an administrative perspective, school inventories are the official documentaries of daily activities of formal school proceedings extensively to be retrieved or made available for future official utilization the school inventories are significantly more relevant and requisite for school administrative duties, like educational planning, discipline, evaluation of curriculum implementation, evaluation of teachers' professional course delivery, evaluation learners' academic performance(s), and most significantly to assess the extent to which school goals and objectives have been achieved and realized. There is no specific method(s) of putting school inventories into place. They could be in a handwritten document or electronically captured through advanced technology devices at the disposal of the responsible school personnel.

Types of School Inventories

Generally, school inventories are broadly divided into two main categories they are:

Statutory School Inventories

Statutory inventories are the mandatory official instruments of taking essential school activities into account in accordance with the educational authorities' laws, principles, and directives (including the ministry of education, directorates, and agencies) in a particular society. This type of inventory is necessary and must be presented whenever the need arises at any given time (Dorcas, 2013; Godwin, 2013). Statutory inventories contribute toward achieving effective school administration and management; thus, they are significantly required by the law, and they must be taken, kept, and effectively managed daily for future use (Adebayo, 2014) .

Non-statutory School Inventories

Non-statutory inventories are the documentaries kept for the purpose of internal administrative convinces (Dorcas, 2013; Godwin, 2013). Such inventories serve as supplementary filings of school proceedings that add value to instruction's successful teaching and learning. The school administrators are the professionals who have the autonomy to choose the type of such records to be employed. Non-statutory inventories are not mandatory however, they play a vital role in actualizing an effective and efficient school administration. The quality of the non-statutory records of information, according to (Obadara, 2013) depends solely on the school manager's capacity for information management. Exclusively, UBE School Record Manual (2019) and (Ololube, 2013) highlighted the constructs of both statutory and non-statutory inventories in their research investigations as thus:

1. National Policy on Education: In Nigeria, National Policy on Education (NPE) is a policy formulated by the government to promote education across the country. The policy covers early childhood, primary (elementary), secondary, and higher education (Chinyere et al., 2019). This policy is an essential requirement for becoming a professional teacher, teacher educator, or school administrator in the country. This facility explains Nigeria's philosophy of education, aims, and objectives of education as a mechanism for national development. Furthermore, all institutions of learning must possess a copy of the document.

2. Log-Book: This is a document provided by the school administrators to record the essential information of the scenario that occurred within the school premises. The logbook is the most comprehensive in nature as it entails the information of all participants in the school activities, the teachers, learners and other supporting personnel. Furthermore, the logbook accounts for school opening and closure dates, public holidays, and students' excursion field trip (Amanchukwu & Ololube, 2015).

3. Class Daily Attendance Register: This document accounts for the frequency of the student's presence or absence from the school. The register captures the given names and family names of the students in alphabetical order alongside their admission numbers. The attendance register also provides the contact information of the parents/guardians of the students. Class teachers are the responsible actors for taking and managing such records twice a day (morning and afternoon) through the guidance of a head teacher who inspects and endorses the document on a weekly and termly basis (Alabi & Bakare, 2017).

4. A Movement Book: This is an instrument that provides information on the entrance or outings of teachers or learners (Amanchukwu & Ololube, 2015).

5. School Timetable: A school timetable is a document designed by experts in educational administration that systematically presents several instructional periods to be covered daily to weekly. It also contains the time allotted to all instructional periods for all subjects (Nweze, 2014).

6. The School Diary: This is an official document in which teachers give a concise account of the systematic methodologies they follow in the implementation of a school curriculum contents under the control of classroom instructions (Amanchukwu & Ololube, 2015; Godwin, 2013).

7. Learners' Cumulative Record: Refers to the document wherein the learners' academic performances are recorded. Therefore, it is an outcome-oriented and result-driven (Kissa, 2013).

8. Visitor's Book: The log book contains the full name of a visitor, his affiliation, rank, purpose of the visit, date and actual time of the visitor's arrival at the school premises (Amanchukwu & Ololube, 2015; Nigeria, 2014).

9. School Cash Book: This is a document wherein all financial transactions (like the school's revenue generation, expenditures, debts, taxes, and staff entitlements) are recorded by indicating the dates, purpose, and nature of the transaction made in carrying out a specific school activity (Amanchukwu & Ololube, 2015).

Specifically, based on the literature reviewed in this study, other school inventories include Students' Enrollment Register, Students' Withdrawal Register, Transfer and/or Leaving Certificates, Lesson Plans, Scheme of Work, Disciplinary Records, Health Records, Curriculum, Syllabus, and Class Timetable.

Qualities of a Good School Inventory Management

(Bello, 2012; Ibrahim, 2014) dedicated in their studies that a school inventory management must possess the following attributes:

i. Should be simple to store, manage, and available for future use;

ii. Should be characterized by easy understanding and interpretation based on shared knowledge;

iii. Should always be accessible whenever the need arises;

iv. Should be comprehensive in nature;

v. Should be extensive and accurate; and

iv. Should accommodate problem-solving techniques.

Concept of Teacher Efficiency

Teacher Efficiency refers to the systematic measurement of teachers' professional characteristics required to achieve successful teaching and learning activities (Kosgei et al., 2013). According to (Dahiru & Gbolahan, 2022), efficiency is a concept that deals with all professional techniques capable of adding value toward actualizing the established goals of a particular organization. In the educational system, teachers have been regarded as the main capacity to deliver teaching and learning services (Dahiru & Gbolahan, 2022). An efficient teacher is a skillfully trained professional who is determined to fully contribute towards the actualization of effective teaching service delivery and advancement of learners' academic achievement. This adds value to the effectiveness of the school administration (Darling-Hammond, 2010). The Federal Government of Nigeria (2012) described teacher efficiency as a significant mechanism that contributes to achieving the country's aims, objectives, and philosophy of education. Therefore, to achieve proper development of education in the country, teacher efficiency should be maintained through consistent monitoring and evaluation of the teacher's professional duties within and outside of the school environment. Based on existing related literature reviewed in the current study, it was gathered that educational development is unrealistic without efficient teachers. The Nigeria's National Policy confirmed this assertion on Education (2014) by stating that "No education system can rise above the quality of its teachers". On this account, the Nigerian government through the Federal Ministry of Education, established a policy document titled "National Teacher Education Policy," wherein detailed guidelines for producing efficient teachers in the country were portrayed right from the responsibilities of teacher training colleges and universities, requirements of becoming a skillfully trained teacher, training of pre-service teachers, induction of teachers into the teaching profession, responsibilities of in-service teachers as well as the responsibilities of relevant education authorities in achieving a good atmosphere of teaching and learning that would lead to the accomplishment of the country's educational goals (Nigeria., 2012). The policy document also proclaims the need for monitoring and evaluation of teachers' and students' performances in the educational arena (Lawal et al., 2020).

Furthermore, the Federal Government of Nigeria established teacher education authorities under the control of the Ministry of Education like "The Teachers Registration Council of Nigeria (TRCN)" this council produced a policy document titled "Professional Standards for Nigerian Teachers" the policy document extensively explained nature of knowledge and professional skills that are to be acquired by individuals persons seeking to become professional teachers across all levels of educational institutions in the country (Teachers Registration Council of Nigeria, n.d.).Despite the aforementioned efforts made by the Nigerian government, the quality of education is below average; implementation of policies in the education sector is also below expectations (Adeyemi, Oribabor, & Adeyemi, 2012).Teacher efficiency faces impediments such as recruitment of unqualified teachers, low remuneration for teachers, the undemocratic relationship between in-service teachers and school supervisors, poor implementation of post-supervision reports, lack of adequate school inventories, lack of public recognition of teachers' efforts in educating the nation. Generally, there are many problems affecting Nigeria's education sector, such as inadequate funding, poor teacher welfare, lack of political will, absence of consistent follow-up assessment of educational policy implementation, lack of adequate instructional materials/realia, and insufficiency of school inventories (Birabil & Nwankwo, 2020).

RESEARCH METHODOLOGY

To examine the correlation that exists between the independent variable (School Inventory Management) and dependent variable (Teacher Efficiency) covered in the current study. The study employed a correlational [survey] research design. The study population consisted of 1117 teachers in 126 government-owned public primary schools in Bungudu Local Government Area of Zamfara State, Nigeria.230 teachers were sampled through a random sampling technique using Krejie and Morgan's Sample Size Determining Table (1974). A semi-structured questionnaire was developed as an instrument for data collection from the participants. The interview was conducted in English; the data was taken in the form of a written note. The questionnaire entails items related to the study's variables, i.e., school inventory management and teacher efficiency. The questionnaire has a total number of 32 items on Likert's four-rating scale i.e. 1. Strongly Agree 2. Agree 3. Disagree, and 4. Strongly Disagree. For data analysis, inferential statistics were employed and computed through Pearson Product Moment Correlation Coefficient on Statistical Package for Social Science (SPSS) Version 22. This study was conducted in the year 2022.

Furthermore, the study was conducted in Bungudu Local Government Area (29 Kilometers away from the capital city of Zamfara State, Nigeria). This geographical location was selected because Bungudu Local Government Area has the highest number of government-owned primary schools in Zamfara state. All the sampled schools were selected within the Bungudu metropolis due to lingering insecurity issues affecting Zamfara state for over a decade. Before the commencement of this study, the researchers sought for the approval of relevant authorities, notably the National Open University of Nigeria and the Zamfara State Ministry of Education. After their approval, the researchers embarked upon a data collection exercise. The interview was observed on the premises of each school that was selected to participate

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RESULTS

Table 1. Descriptive Analysis of the Demographic Data of the Respondents

Demography	**Category**	**Frequency (n=230)**	**Percentage (%)**
Gender	Male	188	82
	Female	42	18
Qualification	B.Sc/B.Ed	18	08
	NCE	190	82
	Diploma	22	10
Years of Experience	2-5	21	09
	6-10	58	25
	11 and above	151	66
	Total	**230**	**100%**

Source: Researchers' Field Survey, 2022.

Table 1 presented above revealed that 188 (82%) of the respondents were males and 42 (18%) respondents were females. This denotes most of the respondents were males and females were few in number.

On the respondents' academic qualifications, it was revealed in table 1 that18 (8%) of the respondents were bachelor's degree holders;190 (82%) of the respondents were holders of Nigeria Certificate in Education (NCE); while 22 (10%) were Diploma holders. This describes that most of the respondents were the holders of Nigeria Certificate in Education (NCE) and very few of them were holders of either a bachelor's degree or a Diploma Certificate.

On the respondents' years of professional experiences, table 1 presented above showed that 21 (9%) of the respondents had 2 to 5 years of experience; 58 (25%) of the respondents had 6 to 10 years; while 151 (66%) of the respondents had 11 years and above. This translates that, the majority of the respondents had professional experience of 11 years and above; followed by those who had professional experience of 6 to 10 years; and finally those with professional experience of 2 to 5 years were the least.

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Table 2. Correlational Analysis of School Inventory Management and Teacher Efficiency

Variable	Teacher Efficiency	School Inventory Management
Teacher Efficiency	1	0.739
Sig. (2-tailed)		0.05
N	230	230
School Inventory Management	0.739	1
Sig. (2-tailed)	0.05	
N	230	230

Source: Researchers' Field Survey, 2022. Note: Correlation is significant at p=0.05 (2-tailed)

The results from table 2 presented above, it was explored that, there exists a strong significant correlation between the study variables (school inventory management and teacher efficiency) among government-owned primary schools in Bungudu LGA, Zamfara state-Nigeria with a statistical value of($r=0.739$, $p<0.05$). Therefore, the null hypothesis in this study which stated that there is no significant correlation between school inventory management and teacher efficiency is rejected.

DISCUSSION

The current study found a strong significant correlation between school inventory management and teacher efficiency among government-owned primary schools in Bungudu metropolis of Zamfara State with reference to the statistical results from table obtained from table 1 ($r=0.739$, $P<0.05$); thus, rejected the null hypothesis of the study. Relatively, this finding is in agreement to that of (Wheeler, 2018), who established that there was a significant correlation between school inventory management and the efficiency of teachers in discharging their professional duties. Wheeler added that putting school inventory management into practice contributes to the enhancement of teachers' productivity and the learners' academic achievement. (Fasanmoye, 2021) revealed that school inventory management has a positive and notable relationship with teachers' efficiency and administrative effectiveness among public schools in Osun State, Nigeria. Furthermore, (Godwin, 2013) stated in his study that, for teachers to be considered as efficient, proper management of school inventories should be placed into practice. In a study conducted by (A. S. Oluwole et al., 2015) a significant correlation was found between school inventory management and comprehensive efficiency of school services delivery that entails teachers' efficiency as a cantered chain of school goals achievement. In the same vein, (SAMUEL, 2018) found in his study that, more than 90% of school teachers and school administrators agreed that there was a significant correlation between school inventory management and teachers' efficiency among public secondary schools in Nyanza District of Rwanda. (Omoha, 2013) dedicated that, effective inventory management in a school setting is of paramount significance, as a result of which it contributes in the adjustment of the extent of teachers' efficiency and effective management of the entire school system and its practices.

CONCLUSION

This study analyzed the correlation that exists between school inventory management and teacher efficiency through a correlational survey research design. Comprehensively, the major finding of this research confirmed that, school inventory management has a highly significant influence on teacher efficiency. Hence, school inventory management could be regarded as the industrial machinery that strengthens the standards of educational proceedings and helps in the achievement of the established school's goals. School inventory management and teacher efficiency were correlated. Thus, in order to enhance the extent of teachers' efficiency, proper school inventory management could be regarded as an input. Analytically, based on the aforementioned findings the following recommendations were extracted:

1. Government should provide all the relevant/essential materials required for school inventory management at the disposal of in-service teachers and other school personnel deployed in the public primary schools.

2. Government should organize timely trainings, workshops, seminars, and other relevant refresher courses for primary school administrators and classroom teachers on the significant of school inventory management. And give them decorum to learn the effective way of filling such school inventory management facilities in a professional way.

3. Policymakers in the educational sector should establish bylaws that will empower head teachers to ensure regular updates of school inventory management as appropriately as possible by the respective classroom teachers in their schools.

4. In-service teachers should support school administrators in the process of effective management of school inventories.

Data (and Software) Availability
This study was analyzed using (Statistical Package for Social Science (SPSS) Version 22, Microsoft Excel 2013). All data underlying the result are available as part of the article through a request from the corresponding author.

Authors Contributions
All the authors contributed equally in conducting this research study.
Competing Interests
Upon the publication of this study, no conflict of interest was declared by the researchers.
Ethical Statement
Prior to the conduct of this research work, the researchers obtained approval by the National University of Nigeria, Gusau Study Centre, and Zamfara State Ministry of Education before each qualified participant was interviewed. The management of each selected primary school granted the request of the researchers. The researchers conducted a face-to-face interview with the participants. During the interview, the researchers took notes of the responses of the participants.
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RESEARCH ARTICLE

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Adoption of Improved Sorghum Variety (Melkam) and Its Impact on Household Food Security in Babile District, Eastern Ethiopia

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Abstract

This study aimed to examine the adoption of an improved sorghum variety (melkam) and its impact on smallholder farmers' food security in Babile district, Eastern Harerghe zone, Oromia regional state, Ethiopia. A mixed research methodology was used to utilize both quantitative and qualitative strategies for data gathering and analysis. A multistage sampling process was applied to choose the 320 sample household heads. Literature was reviewed for secondary data. The results of the descriptive statistics indicated that 47.5% and 52.5% of the sample households adopted and did not adopt enhanced sorghum varieties, respectively. According to the findings of the binary logistic regression, factors that positively influenced farmers' decisions to adopt improved sorghum varieties included years of education, land holding, incomes, the availability of credit services, extension contact, and farmer cooperatives. In contrast, factors that adversely impacted farmers' judgments included household head age and market distance. Hence, this upshot concludes that improving educational levels, creating a fine line for credit access, and enhancing farmer cooperatives are needed to improve sorghum variety adoption.

Keywords: adoption, food security, impact, improved (melkam), sorghum, Babile

INTRODUCTION

Significant agricultural productivity losses are caused by climate change, which endangers global food security (Lesk et al., 2016). For instance, the agriculture sector shared about 25% of climate-associated disasters in the last decade and subsequently lost around 25 billion USD (Karki, 2020). The development and use of climate-smart and resilient crop varieties are the keys to a more sustainable solution for mitigating climate change effects (Makate et al., 2019). Significant agricultural productivity losses are caused by climate change, which endangers global food security (Lesk et al., 2016). The world's most widely grown cereal crop is used as a source of food and support (Techale et al., 2022). Sorghum is the most significant cereal for people in dry and semiarid areas of Africa, where 300 million people rely on it for their daily diet (Adebo, 2020; Zhao et al., 2019).

Sorghum's demand as a product has significantly grown since it became a food item (Mundia et al., 2019; Sissoko et al., 2019). Sorghum production has increased at an average yearly rate of 2.5%, while sorghum consumption and usage have increased in the developing world (Sultan et al., 2019).

Millions of Ethiopian farmers depend on sorghum as a primary food crop grown in practically all of the country's regions (Semahegn & Teressa, 2021).

In 2020, out of the whole grain crop space enclosed by breakfast cereal, i.e., 10.2 million hectares, 14.97% (1.88 million hectares) was shielded by sorghum, third status following teff and maize (Teressa et al., 2021). Similarly, out of the total national grain production, cereals contribute to 87% (253 million quintals), with sorghum shares amounting to up to 16% (47 million quintals) (CSA, 2018). Sorghum production has considerably increased in the last five years by 1.7; million tons of yield production. This was obtained from adoption and sorghum varieties improvement (Demeke & Di Marcantonio, 2019). Nearly 4.5 million smallholder farmers cultivated sorghum in 2019 (Demeke & Di Marcantonio, 2019) while production in yield and productivity increased from 1.2 loads/ha to 2.5 loads/ha (Amare et al., 2020).

The Oromia, Amhara, Tigray, and SNNP areas, which account for 41% of the total land and output, grow sorghum as their primary crop (CSA, 2018; (Deribe & Kassa, 2020). Sorghum is the third-largest food crop in Oromia after maize and teff and the fourth-largest producer after maize, wheat, and teff, with an average yield of 25.22 q/ha (Lemma et al., 2020). Low adoption of improved sorghum varieties, a shortage of resistant varieties, inadequate management practices, post-harvest loss, and unfavorable ecological conditions were the main obstacles to sorghum output and productivity (Legesse et al., 2019).

Cereal is a critical component of Ethiopia's current agricultural policy since it may be used to replace imported goods and achieve food security. Sorghum variety improvement policies and strategies in Ethiopia have a lengthy history dating back more than 50 years, starting in the middle of the 1950s at the Haramaya College of Agriculture with Oklahoma State University's partnership effort (Semahegn & Teressa, 2021). Research has been carried out to advance innovations in food security, cultivation practices, and variety improvement (Feyissa et al., 2019). In Ethiopia, better sorghum varieties have been issued at the regional and national levels over the past forty years for lowland areas, but adoption of these types has been slow.

In the Eastern Harerge zone, sorghum and maize comprised 28.11%, 26.55%, 31.18%, and 29.67%, respectively, of the cereal cultivated areas and the zone's production (Markos et al., 2020). In the past, economic analyses of technology adoption have tried to explain adoption behavior based on a person's endowments and personal qualities, inadequate knowledge, risks, and institutional restrictions, as well as input availability and infrastructures (Balehegn et al., 2020; Mwangi & Kariuki, 2015; Umar, 2014; Workineh et al., 2020).

The factors driving the adoption of sorghum technology vary across the nation because of variances in farmer-specific and farmer-associated (natural resource, cultural, social-economic, market, and institutional) factors. Studies on the use of new technologies reveal that local conditions affect adoption differently. Therefore, it is necessary to perform focused research on adopting technology in regions where extension and research programs have been established to comprehend the critical elements influencing adoption in these regions (Nkonya et al., 1997).

Yet, information concerning the adoption of the technologies and locally specific factors influencing adoption in the *Babilel* district needed to be empirically documented and often better understood. Understanding the nature of these factors and quantifying the extent to which each of these factors contributes to or hinders the adoption of the *melkam* sorghum variety was of paramount importance in enhancing sorghum technology uptake. As a result, this study was carried out to examine the factors contributing to the adoption of the improved sorghum variety (melkam) in the Ethiopian region of Oromia's Babile district's East Harerghe zone.

METHODOLOGY

The Study Area's Description

In the eastern lowlands of Ethiopia, the Babile District is located near the semi-arid cents between the Oromia and Harari Regions, some 560 kilometers southeast of Addis Abeba. Harer, the zone's capital city, is located 15 kilometers from the Babile district. The Somali Regional State borders Baabile on the south and east, the Harari Regional State on the north and west, Fedis on the west, and the Gursum district on the north. Geographically, the district is situated at 42021'E longitude and 08 9,90'N latitudes, with an elevation ranging from 950 to 2000 m above sea level. The mean annual minimum and maximum temperatures are between 18 and 28 degrees Celsius, and the mean annual rainfall and humidity are between 700 and 900 millimeters and 33 and 38 percent, respectively (Amentie et al., 2016). The woreda was divided into 22 kebeles, 20 rural and two urban, by the present administrative division.

The total population of the Babile district was estimated to be 118,537 (DANR, 2020) of the district. Out of this, males were for 59,298 (50.02%) while females were 59,139(49.8%). There are around 10,874 households in the woreda. The sex ratio is 8,985 homes with male heads (82.6%) and 1,889 households with female heads (17.4%) (Gudeta, 2017).

The district's primary source of income is agricultural produce. Rainfall is essential for crop development, and the area's most important crops are maize (29%), sorghum (30%), groundnuts (25%), and sweet potatoes (17%), which account for 17% of all cultivated land (District Agricultural and Natural Resource Office secondary data,220). Most households also raise livestock. For the traction necessary to cultivate agricultural lands, oxen are used. In contrast, keeping cattle was done so that milk might be sold.

Research Design

The information needed to understand the factors influencing the adoption of the melkam sorghum variety was collected using a pass questionnaire research methodology with quantitative and qualitative procedures.

Sample design and choice of sample size

Techniques for sampling in stages were used. Initially, the Babile area was selected for its potential for sorghum cultivation, and crop technology pilot tests were conducted in the district. In the second stage of the sampling process, out of 20 sorghum producer *kebeles* of the district, five (5) *kebeles* be situated randomly selected. In the third step, household heads were divided up as *melkam* sorghum variety cultivators and non-cultivators using a categorized sample. Lastly, 320 family heads were carefully chosen via a simple random selection skill by lottery.

Data types and source of data**:** quantitative and qualitative data were collected from primary and secondary sources to obtain the necessary information for this study.

Methods of Data Collection

Household survey interview schedule*:* To generate quantitative information at the household level, the survey was undertaken using an interview schedule. The structured interview schedule mainly consisted of the issues related to the demographic, socio-economic, market, and institutional variables relevant to the study were collected from the respondents. On the other hand, data on determinants and adoption status of improved (*melkam*) sorghum variety by smallholder farmers over the past five years in the study area were collected. The surveys were carried out with the help of extension agents (DAs) in each target *kebele*s.

Focus Group Discussion (FGDs)

To have detailed information and complement the information obtained from the household survey; primary qualitative data was gathered by discussions with purposively selected participants. This technique emerged as a qualitative data collection approach and a bridging strategy for scientific research and the local knowledge (O. Nyumba et al., 2018).

In total, ten FGDs, two (2) FGDs at each selected five (5) *kebeles*, by considering their socio-economic background or stratified in two groups adopter and non-adopters (male and female-headed household) were organized to generate detailed information related to the research question. The necessary checklists developed to guide the discussion were made in the local language (Afan Oromo), and the time of debate was held fifty minutes (50) in selected group discussions directed by the researcher.

Key Informant Interviews (KII)

Additional information from key informants needs to be added to the core data gathered from sample household heads. Key informants from the district agricultural and rural development office were interviewed, along with innovation agents from the target kebeles and community people (men and women) from each of the five kebeles. Using the necessary checklists developed to guide the discussion, the discussion was conducted in the local language (Afan Oromo).

Techniques for Analyzing Data

To discuss the survey's results, descriptive statistical analysis techniques were used, employing frequency, percentages, means, and standard deviation. The presence of statistically significant differences and the traditional association between those adopters and non-adopters in terms of the hypothesized variables were examined using the Chi-square test and t-test. Qualitative information was organized and constructed coherently.

Econometric model specification

A binary logistic regression was used to examine the parameters affecting the adoption of the enhanced (melkam) sorghum variety. This model was chosen due to the benefit of showing the relative effects on the likelihood of technology adoption and accurately predicting the adoption extent. It develops when the independent variables are a mix of continuous and dichotomous characteristics, and the response variable is a dichotomy. Lastly, the data was analyzed using (SPSS ver.21 and STATA ver.13).

Selection, Definition, and Explanation of Variable

Adopting an enhanced (melkam) sorghum variety is the study's explanatory variable. It's a discrete variable with a value of 1 if smallholder farmers have been growing the melkam sorghum variety for at least five years and have an interest in continuing to do so and a value of 0 otherwise.

Consequence variable: Household food security, determined by daily calorie intake, is the study's outcome variable. Kcal/AE/day is a continuous variable used to measure it at the household level.

Accordingly, the Household Caloric acquisition approach measured sample respondents' food security situations/status.

Independent (Explanatory) Variables

Independent variable: From different studies reviewed, explanatory variables were postulated to affect the dependent variable.

RESULT AND DISCUSSION

Adoption of the improved (melkam) sorghum variety as of right now

The study interviewed 320 farmers, of whom 152(52.5%) were users, and 168 (47.5%) were non-users.

> *As noted from qualitative data collected through KII in the study area, most farmers produce improved sorghum (melkam) variety in the past five years. Farmers prefer the melkam sorghum variety for many reasons: it has a good yield in production, stock for livestock feed, has good drought resistance, and a white color seed for attraction of market and food.*

Socio-economic characteristics of Sample respondents (Dummy variable)

The survey result revealed that among improved sorghum adopter households 82.24% and 17.76% were male and female heads, respectively. Cross-tabulation between improved sorghum (*Melkam)* variety adoption and the sex of sampled households indicated that about 82.24 %, whereas 17.76% of adopters were female. This demonstrates that men's households in the research area were better adopters than women's households. The statistical analysis reveals a connection between the sex of the family head and the increased adoption of sorghum varieties in the research area (Table 1). Involvement in off-farm/non-farm activity- According to the study results in Table 1 below, out of the total respondents, around 50.3% of the sample respondents have been involved in non-off-farm activities, while the remaining respondents have not. The cross-tabulation between improved sorghum *(melkam)* variety adoption and household participation in non-farm activity indicates that about 64.47% were adopters and 37.50 % were non-adopter farmers. The result agreed with the narrative qualitative data collected from FGDs. They claimed that among the non-farm activities sample households engaged in to gain additional income in the research field were small trade, houses, housework, Chet trading during the summer, and the sale of charcoal. These activities let them purchase better seeds and pay for other expenses.

Regarding Access to extension service: out of the total respondents, about 49.38 % of sample respondents have access to extension service, and 50.62% did not have access to extension service. The cross-tabulation between improved sorghum (*melkam*) variety adoption and household access to extension service indicates that about 65.79% were adopters, and 34.52% of non-adopter farmers have access to extension service in the study area. This implies that those households with service provided were better adopters than the non-adopter group. According to the statistical analysis, there was a connection between using extension services and implementing the improved sorghum (melkam) variety (Table 1). Access to credit service sampled households, 162 (50.62%) households got access to credit service in the 2020/21 production year. In the two groups, 99 (65.13%) users and 63 (62.50%) les used credit services. Accessibility to improved sorghum varieties: out of the total sampled home, about 55.94% of sample respondents have improved (*melkam*) sorghum varieties in the study area. The cross-tabulation between improved (*melkam*) sorghum variety adoption and household accessibility to improved sorghum *(melkam)* variety indicates that about 67.11% of households were adopters and 35.71% of non-adopter were access to improved sorghum variety for production. The test shows there was a significant association between enhanced (*melkam*) sorghum variety adoption and accessibility of improved sorghum *(melkam)* variety (Table 1).

The above result agreed with the narrative result of qualitative data collected through FGD, indicating that those households with access to enhanced sorghum varieties were more adopters than those not accessible to improved (melkam) sorghum varieties in the study area.

Farmer cooperative*:* From the total households, about 53.75% of sample respondents have participated in the farmer cooperative. The cross- tabulation between *melkam* sorghum variety adoption and farmer cooperatives shows that about 73.68% were adopters, and 39.29% of non-adopter farmers have participated in farmer cooperatives. The Chi-square analysis reveals a strong correlation between increased farmer cooperation and the adoption of better sorghum varieties (Table 1)**.**

Market information: About 47.81% of the sample got market information from tested respondents. The cross-tabulation between improved *(melkam*) sorghum variety adoption and household market information resulted in 57.24% of them being adopters and 39.29% of non-adopter farmers having market information. The result shows no association between market information (independent variable) and adoption (dependent variable) of the sorghum variety (Table 1).

Table 1: Summary statistics and proportional difference ch2- test for independent dummy variables

Variables		Adopter (152)		Non-adopter (168)		Total (320)		Chi²value	P-value
		N	%	N	%	N	%		
Sexhh	Male	125	82.24	119	70.83	244	76.25	5.7303**	0.019
	Femal	27	17.76	49	29.17	76	23.75		
Off/Non-farm Activity	Yes	98	64.47	63	37.50	161	50.31	23.25***	0.000
	No	54	35.53	105	62.50	159	49.69		
Access to extension serve	Yes	100	65.8	58	34.52	158	49.38	31.20***	0.000
	No	52	34.2	110	65.48	162	50.62		
Access to credit service	Yes	99	65.13	63	62.50	162	50.62	24.37***	0.000
	No	53	34.87	105	37.50	158	49.38		
Farmer coop members	Yes	112	73.68	60	35.71	172	53.75	46.27***	0.000
	No	40	26.32	108	64.29	148	46.25		
Accessibility to IMSV	Yes	102	67.11	77	45.83	91	55.94	14.65***	0.000
	No	50	32.89	91	54.17	141	44.06		
Market information	Yes	87	57.24	66	39.29	153	47.81	0.97^{NS}	
	No	65	42.76	102	60.71	167	52.19		

Source: field survey, 2021, **, *** Refers to significant at 5% and 1%, N: Number, NS: Non-significant

Socio-economic characteristics of respondents (continuous variables)

Educational household head: Average educational level of respondents was grade 2. In this study, about educational level, the mean education level of adopters was grade 2, and non-adopters' mean education level was grade 1. Based on the statistical t-test, the results showed a significant mean educational difference between consumers and non-adopters of the enhanced sorghum variety at a 1% significant level (t= 7.1653 and p=0.000). This study indicated that improved sorghum variety adopters had more years of education than non-adopters. The findings of the study, adopters of upgraded sorghum have more education than non-adopters (Table 2). The possible reason is that education increases farmers' capacity for information searching and application practice of their farming system with improved technology usage.

The above result agreed with qualitative data collected from SDGs. They stated that households with farmlands are more likely to adopt enhanced sorghum varieties because they can better diversify their crop production. This allows them to plant improved sorghum varieties on their farmed land. Adopter groups can also use the result of innovation that might boost a farmer's productivity.

Table 2. t-test results that show the correlation of the continuous variable with the dependent variable

Variable	Adopter Mean	Adopter Standard deviation	Non-adopter Mean	Non-adopter Standard deviation	Combine mean	t-value
Age of HH	44.28	6.88	48.7	8.63	46.812	9.812***
Educational level of HH	3.967	2.459	1.96	2.49	2.915	7.17***
Family Size HH	4.375	.0807	3.68	.087	4.081	1.66^{NS}
Farm Experience HH	10.60	1.93	9.142	2.07	9.725	1.851^{NS}
Farm size of the HH	2.01	1.99	1.17	.82	1.580	4.18 ***
Livestock holding of hh	5.99	1.495	5.285	1.27	5.453	0.512^{NS}
Farm income of HH	32710.6	4980.10	30753.	687.9	32187.	7.61***
Distance to nearest markets	8.06	5.04	9.14	2.352	8.93	2.50**

Source: Own survey, 2021

, * Refers to significant at 5%, and 1% significant level

Determinants of improved (melkam) sorghum variety adoption

The adoption of the enhanced (*melkam*) sorghum variety was examined using the discrete logistic regression model. Different econometric hypotheses were examined using the proper methodologies before performing the econometric estimation.

Model fitness

Given that the model has a P-value of 000, it is statistically significant. The household adoption probability of the enhanced sorghum (*melkam*) variety was explained by all explanatory significant variables in the model, according to the Pseudo R-square value of 0.3497, or 34.97%. The fact that the LR chi2 (15) =154.86 and p-value (Prob > chi2) = 0.000 indicate that the logistic regression model is overall significant.

Binary Logistic Model output

Eight of the 15 predictors used in the study were significant in influencing households' adoption of the enhanced (*melkam*) sorghum variety, whereas the remaining seven were less important in determining the variation in dependent (adoption) of the improved (*melkam*) sorghum variety.

Head of household's age*:* At a 5% probability level, household age had a negative sign and strongly impacted the adoption of increased sorghum production. While other factors stay constant, the odd ratio shows that as household ages rise by one year, the likelihood of adopting an enhanced (melkam) sorghum variety declines by a factor of 0.91. It suggests that as a farmer becomes older, they use technology less than young farmers do. This is due to an increase in risk aversion and a decline in interest in long-term investments in the farm as farmers age. This finding supports an earlier hypothesis for the study and concurs with research by Awotide et al. (2014) that older farmers are resistant to adopting new technology.

The outcome is consistent with the FGDs' narrative data, which indicated that farmers prefer to adopt less technology as they get older than younger farmers.

Educational attainment of households: The research area's adoption of the *melkam* sorghum variety was found to be positively influenced by the level of education of sample household at a 5% significant level, as was predicted. When all other factors are held constant, the odd ratio shows that when the household head's educational level rises by one grade, there is a ratio of 1.76 increase in the likelihood that they will adopt an enhanced (*melkam*) sorghum variety. This may be due to the fact that farmers who are generally well-educated have easier access to information and are more aware of new technologies, which facilitates the adoption of innovations. On the other hand, educated farmers look for information that will make it simple to manage marketing and production tasks, which call for specific management abilities. The KIIs clarified that educated farmers in the research area were more inclined to adopt new concepts and technologies, as well as when they advised on new farming systems and higher educational attainment of farmers invariably enhanced adoption of improved sorghum varieties. Finding consistent with (Abady et al., 2017; Shiferaw et al., 2014).

Cultivated land of the Households: Given that it serves as the foundation for all economic activity, particularly in the rural and agricultural sectors, the land is arguably the most crucial resource. The adoption of the enhanced (*melkam*) sorghum type in the study area was revealed to be positively influenced by the landholdings of sampled families at a 5% significant level, as was expected. The odd ratios indicate that when household farm size increases by one hectare, the likelihood of adopting a modified (*melkam*) sorghum variety increases by a factor of 1.4 while other variables stay constant. This suggests that households in the research area with big farms would have allotted more space for the *melkam* sorghum variety than non-adopters. Larger landholdings may also enable farmers to employ risk-aversion techniques, such as the adoption of dryland crops like sorghum alongside other significant local crops. The findings of Egge et al. (2012), which discovered favorable impacts of farm size on the adoption of the new technology, are consistent with the findings of our study.

Annual farm income: As expected, the annual farm income of a sampled household was positively influence the adoption of sorghum *(melkam)*in the study area at a 5% significant level by keeping all other factors constant. The odd ratio shows that for every unit increase in household income, the likelihood of adopting an enhanced (*melkam*) sorghum variety rises by a factor of 1.3. All other factors are held constant. After taking care of basic needs, the family's total annual earnings from the sale of agricultural products are referred to as the "annual farm income." This is regarded as the main source of money for the acquisition of agricultural inputs. This suggests that households with a high level of farm income in the study area were more inclined to buy better varieties or other crucial agricultural inputs. Study is consistent with one conducted by (Mengistu et al., 2019; Smale et al., 2018).

Access to extension service: Extension serves as a bridge between technology developers (researchers) and users, giving farmers the information, they need to know about new crop types. As anticipated, it was discovered that having access to the extension service in the sampled home had a beneficial impact on the adoption of the *melkam* sorghum variety in the study area at a 5% significant level. A household's likelihood of adopting the *melkam* sorghum variety increased by a factor of 2.00, according to the odd ratio, while other characteristics remained constant. This research is consistent with studies done by (Agidew & Singh, 2018; Assan et al., 2018).

Farmer cooperative: It was predicted that farmer cooperative members would have a favorable impact on the adoption of the upgraded (*melkam*) sorghum variety. At the same time, the study supports the prediction and demonstrates that, at a 5% significance value, farmer cooperatives had a favorable and substantial impact on the adoption of enhanced sorghum variety in the studied area. The odd ratio implies that as families join social cooperatives, the likelihood that they will adopt an enhanced (*melkam*) sorghum variety rises by factors of 1.97. These findings concurred with those made by other authors (Abdoulaye et al., 2014; Okeyo et al., 2020).

Credit Access*:* Credit services can ease farmers' financial restrictions, and occasionally they are connected to special sorghum production. As planned, it was discovered that the sampled household's access to credit services had a 10% significant beneficial impact on adopting the sorghum (*melkam*) variety in the work area. While other characteristics stay constant, the odd ratio shows that as household access to credit service improves, the likelihood of adopting a better (*melkam*) sorghum variety rises by factors of 1.8. This ensures that farmers can purchase agricultural inputs for better sorghum variety production since access to credit services commands the farmers' financial resources. These outcomes corroborate those of (Amare & Belaineh, 2013; Babu et al., 2018; Workineh et al., 2020).

How far it is from the major market*:* As the expected distance of sampled households from central market was found to negatively influence *melkam* sorghum variety adoption in the study area at a 5% level. Other determinants stay constant, and the odd proportion suggests that the likelihood of adopting (*melkam)* sorghum variety decreased by means of factors 0.89, as households increase the distance from the main market by 1 km. This is true that in rural areas as households are more away from the main market the probability to access inputs such as seeds, fertilizers, and others for their field operation becomes low which hinders the farmers to adopt improved technologies. This response is aligned with Embaye et al. (2017).

table 3. The logistic regression estimates household adoption of *melkam* sorghum varieties

Variable	Coeff.	Odd ratio	Std. Err.	Z	P>z
Household's head's sex(HHS)	-.5164	.59NS	.3889582	-1.33	0.184
Head of household's age(HAg)	-.1008	.91***	.0219097	-4.60	0.000
Educational of(HH)	.1052	1.11*	.0602785	1.75	0.081
Family size of household	.0009	1.01NS	.1474548	0.01	0.995
Family size in a farmland(FL)	.2860	1.33**	.1292484	2.21	0.027
Experience on a farm (HH)	.0881	1.09NS	.0871965	1.20	0.231
Household average farm income(Hfi)	.0005	1.01**	.0000337	1.97	0.048
Part of HH in Off/non- farm activity	.1429	1.15NS	.3887269	0.45	0.652
Total live stock holding of the HH	.0928	1.09NS	.135427	0.89	0.375
Access to extension service	.6932	2.00**	.3874794	2.18	0.029
Farmer cooperative of HH	.6783	1.97**	.3845887	2.12	0.034
Household head access to credit	.5885	1.80*	.3831366	1.87	0.061
Accessibility to improved sorghum	.2530	1.28NS	.3752343	0.79	0.432
Distance from market center(km)	-.1163	.89**	.0653723	-2.23	0.026
Market information	.3507	1.420NS	.3818613	1.14	0.256
Cons	.778	2.17	2.408206	0.44	0.661

Total number of Obs is 320.	Log probability = -143.97764
LR chi2(15) = 154.86	Probability > chi2 = 0.000 Pseudo R - squared = .3497

Source: Own survey result, 2020.
Note: Significant levels at 10%, 5%, and 1%, respectively, are *, **, and ***. Not Significant (NS)

CONCLUSION

The household's educational qualification has a beneficial impact on the adoption of *melkam* variety, suggesting as educated farmers might be more aware of the advantages of contemporary technologies and may be better able to look for current information. Household landholding size was another significant factor, which was positively corrected with the adoption of *melkam* sorghum variety. According to this, smallholder farmers cultivate new crop varieties by cultivating a large amount of land. Furthermore, the result found that total annual farmhouse influences improved (*melkam)* sorghum variety adoption positively; this reflects that households with a high annual product were possible to purchase value-added variety. This Investigation concluded that resource endowments of the household had played a crucial part for adoption of *melkam* sorghum variety.

The adoption of the *melkam* sorghum variety was also positively influenced by access to extension services, credit, and the social cooperative. This illustrates how the farmer's financial resources to purchase supplies are dictated by his or her access to credit services. On the other hand, adopting the enhanced (melkam) sorghum variety is negatively impacted by age, the market, and distance. This study reflects that improved *(melkam)* sorghum variety adoption is a function of demographic, socioeconomic, institutional, and market factors.

SUGGESTIONS

The study's findings led to the following recommendations being made.

- *Melkam* sorghum variety showed more significant yield production than local varieties. Woreda agricultural office at the district and other development partners should be integrated to sustain the adoption of melkam sorghum variety.
- The education office incorporated with the agriculture office should make the possible way of delivering adult education for the smallholder farmers (users).
- One of the key factors that helped the *melkam* sorghum variety be adopted was access to extension workers. Therefore, in order to maintain the extension service's beneficial contributions, the government should enhance the knowledge & abilities of extension workers or development agents at the kebele level.

Data (and Software) Availability

This study was analyzed using (SPSS ver.21, STATA ver.13, and PSM model). All data underlying the result are available as part of the article through a request from the corresponding author.

Authors contributions

All the authors contributed equally to this research study.

Competing interests

Regarding the publication of this article, the authors affirm that there are no conflicts of interest.

Ethical statement

The researcher achieved the approval of the Babile Agricultural Administration offices before each qualified participant was interviewed and observed. Each selected Kebeles administration was granted the request of the researcher. The researcher conducted a face-to-face interview with participants. During the interview, the researcher asked the participants to record the interview.

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The Reliability and Validation of the English Language Self-Confidence Scale Among Pakistani Students

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Abstract

The current study aimed to investigate how Pakistani students felt about their English language anxiety using the Clément and Baker self-confidence questionnaire. The researcher conducted a pre-test to check the validity and reliability of the English Self-confidence Questionnaires among Pakistani students. All of the participants in the sample, who were chosen at random and ranged in age from 18 to 29, were enrolled in public sector programs of study. The study's data was analyzed on (SPSS statistical software for social sciences version 23). In the data analysis stage, descriptive statistics are used first in data analysis techniques to analyze the means and percentages of the data. The pretest of the questionnaire, given to 50 participants, was followed by the study. Pre-testing involved recruiting college and undergraduate public students from the general population (n = 50). The survey was distributed to Pakistani students at several institutions online via Google-form. According to reliability and validity analysis, the total Cronbach's alpha was 0.949, which indicated high statistical reliability. According to the study's findings, item no. 6's validity score was low. On the other hand, the scale's other items have strong validity. The research concluded that the English self-confidence scale is a valid and reliable tool for use with Pakistani students experiencing language anxiety. Supposing the data analysis was cross-sectional, the observed results could only address the descriptive and discriminative power of English self-confidence scales for public school/college and undergraduate students. More research is needed since these findings are based on a cross-sectional study and convenience samples.

Keywords: Psychometric, Reliability, English language Anxiety; Validity, Self-confidence Questionnaire, language Anxiety

INTRODUCTION

The English language (EL) has grown increasingly important in today's society. English has become a vital part of our daily life in this period. In many regions of the world, it serves as the primary means of communication. There are certain nations where English is not the official language. It can be challenging for non-native speakers to learn English as a foreign or second language. Learning a second language is challenging for some people. According to one study Field, learning can be difficult and confusing for non-natives(Naser Oteir & Nijr Al-Otaibi, 2019). The English language is a legacy of British colonialism in Pakistan, where it coexists with Urdu as the country's official language in the educational system. Pakistanis now have higher language challenges in mastering English language skills like reading, writing, listening, and speaking because of this abrupt language transition in the educational and administrative systems (Naveed & Ameen, 2017). The importance of the English language in the academic sphere has increased since Pakistan's independence. However, English and Urdu cannot be maintained and resolved simultaneously under Pakistan's educational policy.

English is taught to Pakistani children in schools both as a second language and as a topic, and it has been observed that this language is difficult to understand, particularly for students in public schools in Pakistan (Naveed & Ameen, 2017). Additionally, there is a big worry about kids in government or public schools getting language anxiety. Based on previous studies, people learning and conversing in a foreign language may experience a particular kind of anxiety. Even though English has played a significant historical and administrative role in Pakistani culture, students are reluctant to utilize the language, which reduces their chances of learning it. Students, therefore, struggle to learn English (Ashraf et al., 2021). However, a few elements, for example, teachers' self-assurance, drive, and social support, can lessen students' language anxiety and aid in their acquisition of all English-language abilities, including speaking, listening, reading, and writing. Therefore, learning a second language requires an excellent level of confidence.

Self-confidence (SC), according to (Bénabou & Tirole, 2005), is the belief in one's value, abilities, talents, and judgments. Internal and external self-confidence are the two subcategories of the self-confidence (Ibrahim & Jaafar, 2017). There are two primary categories of self-confidence: inner self-confidence and outside self-confidence. The belief in one's own self-worth, self-acceptance or love, self-knowledge, explicit goal declarations, and positive thoughts are all examples of inner self-confidence. In contrast, the behavior and attitude towards people is outward self-confidence. One aspect of SC is the capacity to communicate and regulate emotions. High self-esteem and contentment with oneself are characteristics of people who have high levels of internal self-confidence (Zhao et al., 2021). Therefore, it may be concluded that a student's self-confidence is crucial for lowering anxiety associated with language.

According to (Noels et al., 1996), language confidence is "self-perceptions of communicative competence paired with low levels of fear in using the foreign language, which leads to growing used and communication proficiency in the second language." Higher levels of self-confidence in linguistics have a direct effect on language learning and abilities, such as speaking, according to (MacIntyre, 2002). Additionally, prior studies, notably in Asian nations, discovered that, in addition to cultural elements, personal qualities like self-confidence significantly influenced language anxiety and its learning (Aslan & Sahin, 2020; Kalsoom et al., 2020; Shao & Gao, 2016). Its effects may be observed in the 1996 study by (Noels et al., 1996), which followed 179 Chinese and 39 other international students enrolled at Canadian universities. According to the study, communicative traits like confidence impact how well people learn English. Less self-assured students could experience decreased confidence when speaking in English. Studies have revealed a strong connection between performance and self-assurance (Hanton et al., 2004) and Hall). They conducted a qualitative study to determine how performance is impacted by poor self-confidence. The relationship between self-confidence and speaking skill was considerable, according to a Pakistani research that examined the link between first-year students' English-speaking scores and their self-confidence (Marpaung, 2018).

The English self-confidence scale in the first place developed by (Clément et al., 2003). To gauge one's level of self-confidence in the English language, a tool was created. The English anxiety and self-confidence questionnaires were applied and modified by Field (Wang, 2009) to gauge how confident and comfortable individuals felt using the English language. The final draft contained 12 things (such as "I believe I am capable of listening and understanding English extremely well"). I belief in my capability to write in the proper English language. Each statement's level of agreement in terms of the speaker's language self-confidence is rated on a 5-point scale (1 being strongly disagreed, and 5 being strongly agreed). The high mean score demonstrates your confidence in your English-language proficiency. Strong internal reliability was demonstrated by the Cronbach alpha score (a =.94).

The significance of evaluating an instrument's psychometric properties, such as the English language, was underlined. A metric's language and cultural context might impact its validity. The validity and reliability of English self-confidence assessments have been confirmed by preliminary studies conducted in a number of countries (Wang, 2022). However, the scale for self-confidence in English language proficiency was neither employed nor assessed among Pakistanis. The English self-confidence scale was never verified among Pakistani pupils, despite being established for use in other languages and communities. Based on factors like age, educational achievement, and other factors, different populations may have different scores for the English self-confidence scale's validity and reliability. Therefore, the current research aims to look at whether the current scale is valid and reliable among the Pakistani population of university and college students.

To check validity and reliability of the scale for the Pakistani population as well as to analyze the role of teachers' support and self-confidence in addressing ELA among public high school/college students, a study was conducted. There are many tools available to gauge general self-assurance. An English self-confidence measure was found to be suitable after a review of numerous tools (Clément et al., 2003; MacIntyre et al., 2001). The preliminary study, which called for an instrument to assess self-confidence generally and in English learning and problems, was considered when making this choice.

However, before beginning the primary research, it was critical to determine the validity of the English self-confidence scale and how it and its different components apply in Pakistan.

LITERATURE REVIEW

One of the most potent motivators and life controllers is thought to be self-confidence (Bandura & Adams, 1977). According to prior empirical research, a person's perception of their abilities or level of confidence is a critical mediating component of achievement (Bandura & Adams, 1977). Self-assurance by itself is not a motivating factor. It is an assessment of one's capacity to accomplish a task; as such, it is the motivation that ensures task completion.

Bandura's theory of Self-efficacy

According to (Bandura & Adams, 1977), self-efficacy is the belief in a person's ability to take the necessary measures to accomplish a set of performance goals (Bandura & Adams, 1977). The belief that one has control over one's motivation, behavior, and social setting is known as self-efficacy. He continues by defining "self-efficacy" as a person's belief in their ability to control their daily functioning. Motivation, happiness, and personal success can all be built on a solid foundation of self-efficacy. Thus according to Bandura, there are four primary forms of influence that have a significant impact on how people establish their beliefs. 1) Mastery experiences; 2) vicarious experiences; 3) social persuasion; and 4) emotional states.

1) *Mastery experiences:* When someone takes on a new challenge and succeeds at it, they get mastery experiences. The most influential source of efficacy information is mastery experiences. Success encourages a strong sense of self-efficacy. It is undermined by failures, particularly if they happen before a strong sense of efficacy has been developed (Bandura & Adams, 1977).

2) *Vicarious experiences:* Also known as social role models, these are a significant source of self-efficacy. One instance of a vicarious experience is watching someone else do a task. Observers' perceptions that they, too, can succeed at similar activities are strengthened, according to (Bandura & Adams, 1977), when they see others similar to themselves achieve through perseverance. Teachers, couches, elder siblings, and friends are some examples of social role models.

3) *Social persuasion:* Social persuasion is the process of persuading someone that they are capable of completing a challenging task by providing them with supportive verbal feedback. (Redmond, 2010) asserts that self-efficacy is affected by both encouragement and discouragement regarding a person's performance or capacity to perform.

4) ***Emotional states:*** these pertain to a person's emotional, physical, and psychological health and can have an impact on how they feel about their abilities in a particular situation.

Previous studies have demonstrated the significance of self-confidence in functioning in various life domains, including social, educational, and self-development. Self-confidence relates to motivation, performance, and goal achievement (Akbari & Sahibzada, 2020). Self-confidence is associated with learning and success in the educational setting. According to Bandura, self-efficacy (self-confidence) assessments impact phobic behavior, such as language anxiety.

Numerous everyday benefits, including resistance to stress and hardship, healthy lifestyle decisions, enhanced performance, and academic success, have all been associated with a strong self. SC in second/foreign language learning can be both a protective and a risk factor for language anxiety. Not every language learner exudes the same level of self-assurance inside and outside the classroom. Depending on their circumstances, some kids may have greater confidence levels than others. SC is characterized as a sense of control, confidence in one's capacity to believe in oneself, and belief in one's abilities (Merriam–Webster Online). The process of SC is essential to learning a foreign language. As a result, anxiety and self-confidence are linked to language learning. Highly anxious people have lower self-confidence than less anxious people, according to (Bailey et al., 1999). In addition, (Bista, 2008) asserts that a few factors, including age, motivation, anxiousness, self-confidence, attitude, and learning styles, are associated with language anxiety by the Critical Period Hypothesis (CPH) of second language acquisition (SLA) theories. (Liu, 2012) also discussed the process of learning a 2nd language and how affective factors like motivation, self-confidence, anxiety, and others may have a detrimental effect on language learning. On the other side, highly motivated, self-assured, and anxiety-free may be less anxious, which enables them to take in a lot of information (Liu, 2012).

The importance of self-confidence in learning a second language is also highlighted by (Clément, 1980) integrative motivation model since it shows a lack of concern. Theoretically, a highly confident student who has dealt with language anxiety will do better at learning the target language than a less confident learner who has not. This is because students' attitudes toward learning a target language in academic contexts or particular language groups are affected by self-confidence (the absence of worry). Confident people are more inclined to engage in class activities and work on improving their skills (Edwards & Roger, 2015). Self-confidence (SC) is a crucial factor influencing how well someone succeeds when learning a language. People with poor self-esteem are generally seen as quite timid, reluctant to speak their minds, and even unable to complete a meaningful phrase in front of other people. Self-assurance will help a person attempt and succeed at a new skill in this tense scenario. It will prepare a person to take some chances and take some calculated risks to feel at ease in public. Self-assurance also reduces a person's propensity to give up. With the acquisition of these skills, the more self-assured learner can excel in language classes.

Self-confidence greatly impacts identifying linguistic distress, claims (Matsuda & Gobel, 2004). Low reading comfort/enjoyment and low English speaking confidence were associated with high FLA (Matsuda & Gobel, 2004). Additionally, language anxiety was seen in students who avoided using a foreign language to express complex concepts, such as by acting unsure of themselves. High anxiety sufferers require support, such as from teachers who should be able to acknowledge their pupils' achievements and performance. To help them manage and get rid of their anxiety and lack of confidence (Matsuda & Gobel, 2004).

Speaking abilities (oral activities) in the classroom and other language learning activities are examples of how self-confidence affects learners' willingness and ability to participate. In other words, if someone is confident or has high levels of self-confidence, they will need to have good communication skills when speaking in a foreign language. In contrast, someone with low self-confidence may face the most significant and most dangerous obstacles to effective communication and learning foreign languages (Denies et al., 2015). Previous research explores the effect of self-confidence on individuals' preparedness to participate in class activities like speaking or communicative activities; low confidence will result in less participation and readiness to communicate (Clément, 1980; Taherkhani & Moradi, 2022). Thus, it can be seen that self-assured learners are not scared to take risks when speaking in a second language, even when making errors. Individuals participate in various oral/speaking activities related to any topic. Students learn from their mistakes and strive to work hard in this manner, which also contributes to their language competence. Whereas learners with low confidence usually feel uncomfortable and less confident when speaking in a foreign/second language, they perform less well because they are anxious that their performance will be harmed or condemned.

METHODS

There were three phases of the research. In phase I, the researcher changed "language anxiety" to "English language anxiety" in the surveys as part of the cultural adaptation process. Phase II involved a pilot study with 30 people who had trouble understanding and adopting the self-confidence scale. The third and last phase involved testing the self-confidence scale's validity and reliability among Pakistani students by distributing the final version to 50 students. 51 students in all took part in the study.

This study's research design will be characterized as quantitative. Because it is a study in which evidence is assessed and presented using statistics and numbers, it is characterized as a quantitative study. This research falls within explanatory and correlational research categories since its goal is to comprehend and explicate the connection between the factors above.

Sampling technique

The current study used convenience or accidental sampling, a non-probability sampling technique. Because the characteristics of the individuals are relatively widespread and not overly particular, the researcher chose unintentional sampling. The power analysis program GPower version 3.1.9.4 was used to determine the sample size for this study. The target sample size is 50 students from Pakistan's public high schools, colleges, and first-year university students.

Participants Characteristics

Students made up the study's population. Participants in this study must be high school (9th–12th grade), and first-year university students enrolled in Pakistani public educational institutions and have an active college status. Respondents were from various public schools in Rawalpindi, Taxila, Lahore, and other places in Pakistan's central Punjab.

The following are the participant requirements:

1. Participants should be between the ages of 18 and 26. (9th-grade public students if they are 18 by the date they fill out the questionnaire).

2. Pakistani citizens enrolled at public colleges or universities

Instruments

Demographic characteristics

Participants will fill out a demographic questionnaire about their socioeconomic situation, gender, age, and parental education level (based on their monthly income in Pakistan). Family income was divided into lower-middle, middle, upper-middle, and upper classes.

English Self-Confidence Scale

The self-confidence level is assessed using the questionnaire. It includes inquiries or declarations concerning the students' feelings toward their English language use and their self-assurance level. (Clément et al., 2003; MacIntyre et al., 2001) created the English Self-Confidence scale to gauge people's perceptions of their comfort level and confidence in their ability to use the language. The most recent has 12 items, such as "I feel confident in my ability to write English correctly" and "I believe that I am capable of listening and understanding English extremely well." A 5-point Likert scale measuring self-confidence ranges from strongly disagreeing to strongly agreeing. The higher mean score suggests intense levels of English self-confidence. High internal reliability was shown by the Cronbach alpha (=.94). The Cronbach alpha showed high internal reliability (α = .94). The self-confidence scale will first be adapted and used in the Pakistani population. To check the validity and reliability of the scale in the Pakistani people.

Table 1: Sample item of the Questionnaire

Item	Example
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	I believe that I am capable of reading and understanding most text in English.
	I feel that I can understand someone speaking English quite well.

Procedure and Data collection

Preparation Stage

The author will submit the form for ethical clearance obtained from the Faculty of Psychology, Universitas Indonesia, prior to data collection. Various questions pertaining to the chosen variables will be included in a battery of questionnaires: 1) A brief description of the study and informed consent will be included in the first section's introduction. 2) The questionnaire's second section will ask questions on participant demographics including age, gender, and SES. 3) The questionnaire for each study variable will be in the final section. A pretest was completed in order to confirm the instrument's validity and reliability for Pakistani students before the main data collection/survey. The English self-confidence scale and the perception of teachers' support scale both underwent a pretest.

Data collection

The Google Forms questionnaire's link will be posted on numerous social media platforms, including Facebook, WhatsApp, Twitter, Line, and others, in order to collect data online. Students who are enrolled in colleges or universities will provide data for the study. Data will be collected using a non-probability sampling technique, in which the probability of an individual being chosen for a sample is not calculable, and is dependent on availability and compatibility with participant criteria (Jay, 2010).

Statistical Data Analysis Technique

The statistical data will be analyzed using IBM Statistical Package for the Social Sciences (SPSS) version 20. A basic description of the participant demographics, the frequency and average distributions of the data, and a summary of the study's variables will be obtained by descriptive statistical analysis. It will be determined through analysis if support and confidence levels among teachers are significantly correlated with students' fear of learning a foreign language. Future research will analyze T-test data to examine theories on variances in students' anxiety when speaking a foreign language in class or on a test.

RESULTS

Table 2: Descriptive Characteristics

Characteristics	Percentage	Number (n)
Gender		
Male	52.9	27
Female	47.1	24
Education		
Metric (grade 10th)	9 .8	
Intermediate (grade 11th and 12th)	23.5	
Undergraduate	66.7	
Father's Education		
Primary	5.9	3
Middle	11.8	6
Higher Secondary/Matriculation	43.1	22
Intermediate	25.5	13
Bachelor	7.8	4
Masters	5.9	1
Mother's Education		
Primary	19.6	10
Middle	27.5	14
Higher Secondary/Matriculation	23.5	12
Intermediate	17.6	9
Bachelor	7.8	4
Masters	3.9	1
Monthly Income of Family		
More than 10,000/month	19.6	10
20,0000 - 30,000/month or more	29.4	15
50,000- 100000/month or more	49.0	25
100000/ - 300,000/month or more	2.0	1

Table 2 shows the descriptive information about the participants, 52.9% of whom were men and 47.1% of whom were men. In terms of education level, the respondents' average was 9.8% from matric (10th grade), 23.5% from intermediate, and 66.7% from first-year undergraduates. In contrast, the fathers' average was 5.9% from primary, 11.8% from the middle, and 43.1% from intermediate. Primary was 19.6%, Middle were 27.5%, Higher Secondary/Matriculation was 23.5%, Intermediate was 17.6%, Bachelor was 7.8%, and Master was 3.9%, while from Mother's Educational Level. 10,000 per month was 19.6% of the family income, 20,000 to 30,000 per month was 29.4%, 50,000 to 100,000 per month was 49.0%, and 100,000 to 300,000 per month was 2.0% in the study.

Table 3: Mean values, standard deviation, and reliability of each item

Sr. #	Statements	M	S^2	r	α
1	I believe that I am capable of reading and understanding most texts in English.	3.37	1.148	.849**	.943
2	I feel that I can understand someone speaking English quite well.	3.3	1.148	.840**	.943
3	I know enough English to be able to write comfortably.	3.2	1.148	.892**	.941
4	I believe that I know enough English to speak correctly.	2.86	1.148	.932**	.939
5	I am confident in my ability to write English correctly.	3.02	1.148	.908**	.940
6	Sometimes I feel uncomfortable speaking in English because of my accent.	4.14	1.148	-.057	.970
7	I believe that my knowledge of English allows me to cope with most situations where I have to use English.	3.04	1.148	.901**	.941
8	When I need to make a telephone call in English, most of the time, I am confident that I can do it.	2.96	1.148	.935**	.939
9	Every time that I meet an English-speaking person and I speak with him/her in English; I feel easy and confident.	2.61	1.148	.832**	.944
10	In a restaurant, I feel confident when I have to order a meal in English.	3.08	1.148	.851**	.943
11	I feel confident and relaxed when I have to ask for directions in English.	3.18	1.148	.790**	.945
12	I feel comfortable when I speak English among friends where there are people who speak English.	2.67	1.148	.891**	.941

The data of items are shown in table 3 containing their means, different reliability, and item-total correlation, that is sufficient to keep all of the items. In order to determine the developing factor structure and how items will load on each factor, a principal component analysis was performed. All of the Chronbach alpha values were statistically significant at 0.5 levels and varied from 0 to 0.97.

Table 4: The reliability analysis of the English self-confidence scale

Reliability	
Cronbach's Alpha	0.949
Items	12

The Cronbach's alpha alpha value for 12 items is 0.94, which demonstrates a high reliability score for the scale. This table 4 shows the reliability test score.

Table 5: English self-confidence scale validity test using Pearson Correlation

		x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	Mean
x1	**Pearson Correlation**	1	.763**	.883**	.782**	.823**	-.026	.745**	.728**	.609**	.614**	.547**	.685**	.849**
x2	**Pearson Correlation**	.763**	1	.821**	.692**	.800**	-.100	.717**	.760**	.543**	.651**	.721**	.700**	.840**
x3	**Pearson Correlation**	.883**	.821**	1	.835**	.867**	-.151	.783**	.782**	.689**	.672**	.653**	.723**	.892**
x4	**Pearson Correlation**	.782**	.692**	.835**	1	.823**	-.107	.859**	.885**	.844**	.806**	.632**	.853**	.932**
x5	**Pearson Correlation**	.823**	.800**	.867**	.823**	1	-.137	.746**	.816**	.737**	.692**	.749**	.774**	.908**
x6	**Pearson Correlation**	-.026	-.100	-.151	-.107	-.137	1	-.057	-.012	-.298*	-.179	-.212	-.157	-.057
x7	**Pearson Correlation**	.883**	.821**	1	.835**	.867**	-.151	.783**	.782**	.689**	.672**	.653**	.723**	.892**
x8	**Pearson Correlation**	.728**	.760**	.782**	.885**	.816**	-.012	.845**	1	.795**	.819**	.710**	.837**	.935**
x9	**Pearson Correlation**	.609**	.543**	.689**	.844**	.737**	-.298*	.747**	.795**	1	.773**	.653**	.808**	.832**
x10	**Pearson Correlation**	.614**	.651**	.672**	.806**	.692**	-.179	.759**	.819**	.773**	1	.791**	.773**	.851**
x11	**Pearson Correlation**	.547**	.721**	.653**	.632**	.749**	-.212	.700**	.710**	.653**	.791**	1	.676**	.790**
x12	**Pearson Correlation**	.685**	.700**	.723**	.853**	.774**	-.157	.817**	.837**	.808**	.773**	.676**	1	.891**

Note: P value is significant at 0.01 and 0.05.

Table 5 shows the results of the English self-confidence scale's Validity Test and Pearson Correlation Test; as can be seen, only item number x6 had a low validity score.

DISCUSSION

The current scale was previously designed as well as tested on accident samples of kids from several countries. It is necessary to reestablish an instrument's psychometric qualities each time it is utilized in a novel environment or with a diverse group of individuals. For this reason, the combined version of the English language confidence and anxiety (MacIntyre et al., 2001; Wang, 2009) measure was used to study a general sample of public students (18 to 29 years old) in Pakistan from various cultural backgrounds.

The purpose of this study was to evaluate the Self-confidence questionnaire's reliability and validity among Pakistani students. How accurately participants responded to the scale questions will determine the outcome of this study. The pre-test results confirmed the validity and reliability of the self-confidence questionnaire as a practical tool for language learning students. The lengthy questionnaire revealed strong internal consistency and significant validity. The survey's validity and reliability were at least as high among Pakistani students as they were in the first iteration. With the exception of the sixth item, all 12 of the items had strong reliability and validity scores as well as significant total item correlation values. The first self-confidence measure to be created and validated for use with a different demographic was that of (Clément et al., 2003; MacIntyre et al., 2001). After being adapted to cultural considerations, it should be validated and reliability-tested. The Self-confidence questionnaire has been validated and modified across many populations.

The survey's findings demonstrated that item number Six on the scale exhibited low validity scores, while the other items had good validity. The study's finding is that Pakistani students who are feeling language anxiety can use the English self-confidence scale as a trustworthy and useful tool. The observed results could only speak to the English self-confidence scale's descriptive power with regard to public school children because the data studies were cross-sectional. More research is required because these findings are based on a cross-sectional study and convenience samples.

CONCLUSION

After being adapted to cultural considerations, it should be validated and reliability-tested. The Self-confidence questionnaire has been validated and modified across many populations. The study's findings demonstrated the statistical validity and reliability of the English self-confidence measure for the population of Pakistan. The validity and reliability of questionnaires are equally crucial for the Pakistani population as they are for any other research tool. The researchers considered validity in order to increase the instrument's reliability and validity. This is obvious (as shown in Table 3 and Table 4). The study's finding is that Pakistani students who are feeling language anxiety can use the English self-confidence scale as a trustworthy and useful tool. Additionally, it will advance the fields of educational psychology and developmental psychology in second language acquisition, which will strengthen current and future investigations into the effects of numerous internal and external factors on the acquisition of a second language. The results obtained from the study are expected to benefit practically; this study can be used as a reference study for educational and language institutions and non-English medium schools to improve and manage the language skills and language anxiety of Urdu-medium students in Pakistan. Further, the results will provide parents with some guidelines on managing children's Language anxiety and increase the knowledge of teachers and parents in the context of their involvement and encouragement and such behaviors towards reducing language anxiety in adolescents. Additionally, it will assist in boosting current and future studies on the role of various internal and external factors in foreign language anxiety, which will strengthen the fields of educational psychology and developmental psychology in second language learning. The study's findings are anticipated to have practical applications; they can serve as a model for educational and language institutions as well as non-English medium schools looking to enhance and control the language proficiency and anxiety of Urdu-medium pupils in Pakistan. The findings will also give parents advice on how to manage their children's language anxiety and boost teachers' and parents' understanding of the role that engagement and reinforcement play in reducing language anxiety in teenagers.

LIMITATIONS OF THE RESEARCH

There are a few restrictions on this study that need to be made clear. First off, every self-report poll has limitations, therefore it would have been beneficial to validate the findings. Additionally, given the study's sample size was just 50 public college and university students, the results might not apply to Pakistan's general public school students, whose teaching strategies and curricula vary, or to non-student groups.

As a result of the high correlation among the predictor variables found in interdisciplinary studies, it is more likely that differing levels of gender, education, family income, and parental education will result in non-significant research findings. This study, however, only included a small number of relative college and new undergraduate students from both groups because to COVID-19 limitations that made it difficult to directly recruit a more representative sample across the country. Future studies should therefore cover a broader spectrum of cultural and structural components. High-risk recruiting practices for participants from Pakistan were adopted due to time constraints, which made obtaining a more diverse sample more difficult.

Data (and Software) Availability

This study was analyzed using (SPSS ver.21). All data underlying the result are available as part of the article through a request from the corresponding author.

Authors contributions

All the authors contributed equally to this research study.

Competing interests

Regarding the publication of this article, the authors affirm that there are no conflicts of interest.

Ethical statement

The researcher achieved the approval of the Ethical committee at Universitas indonesia before sending the questionnaire to the participant. Each selected Kebeles administration was granted the request of the researcher. The researcher conducted an online Google Form questionnaire and sent it to the participants. A declaration statement was also attached to the G-form.

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REVIEW ARTICLE

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Gender Biasness in Participation in Indian Politics: A Theoretical Understanding of Transgender Community

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Abstract

This study provides a theoretical understanding of gender biases in Indian politics, particularly associated with the transgender community, and broadly focuses on gender discrimination in the Indian political system. Although some studies have examined issues and problems of political participation of males and females, most have failed to examine transgender participation in politics, particularly in Indian politics. Most of the researchers reported transgender community unable to articulate their point of view because society sees them in different perspectives rather than their unusual activities. The aim of the study is to understand gender biases in the Indian political system, particularly those associated with the transgender community. The study revealed new experiences by reviewing the previously published studies on the transgender community and highlighted major gaps in research, especially from gender perspectives. The study highlights gender biases and discrimination in political affairs still prevalent in Indian society. The article concludes by recommending some suggestions that the existing Transgender Persons (Protection of Rights) Act, 2019mustproperly be implemented and government must encourage and generate new initiatives for maximum involvement of transgender in Indian politics in particular.

Keywords: Biasness, Indian Politics, Participation, Transgender, Constitution and India

INTRODUCTION

People are distinguished based on gender, religion, race, color, linguistic identity, etc. however gender biases, particularly with the transgender community generate a new form of gender exploitation and sometimes unfair treatment deteriorating their conditions of livelihood (Newman, 2014). A man living in a society without any discrimination is known as a rational human being**.** Though we often say there are two types of gender, one is male and the other is female, but a third gender is another gender from which they are always socially, politically, culturally, and economically excluded in society. It is a matter of fact that the third gender in India has received special significance since the last couple of years**.** In the Indian context, Hijras are known as the 'third gender' and are also called transgender. Transgender are called different names, such as *Eunuchs,Kothis, Aravanis, Jogappas, Shiv Shakthis, and Jogti-hijras* (UNDP, 2010). Thus, this is a biological factor in identifying family relations. Gender issues, particularly those of transgender people, have been a crucial debate in recent years. The study of gender discrimination and gender justice can be restricted neither in India nor in the world. But subsequently, it cannot be restricted to a particular country too. It has been witnessed that the data from various sources indicate that the major sources of earning of transgender are begging in trains, prostitution & sex work, dancing in bars, and blessing others (Human Rights Law Network, 2015; National AIDS Control Organization, 2015).

In Hindu mythology, the concept of *'tritiyapakriti' or 'napumsaka'* has been an integral part of Indian society. The term transgender has been used to denote the total absence of procreative ability. Many debates have taken place on gender discrimination, particularly in the transgender community to have an amenable picture of gender issues that have plagued society since its inception. Along with all the stigmatised and disrespect, many scholars have discussed that a state is a product of the mutual agreement of men to serve certain human and social needs. Exponents of the social contract, such as Thomas Hobbes, John Lock, and Jean-Jacques Rousseau (Laskar, 2013) have given different interpretations of the origin of the state in terms of the social contract. From this point of view, Jean-Jacques Rousseau, a French philosopher identified the existence of inequality in society could find in the state of nature. Rousseau in his book 'Discourse on Inequality,' published in 1755; Rousseau clearly defined that private property creates all inequality in society because of the unlimited desire of power holders. This is only a small reminder of the existence of inequality in the ancient states. But he has not given a clear picture of the origin of gender inequality in society (Rousseau, 1775). However, the rise of civilization and the importance placed on gender issues created a large platform for understanding gender issues in modern society.

The concept of 'transgender' or 'third sex' is not a new concept. It can be traced back to ancient Indian culture. In a nutshell, in Vedic astrology, the nine planets are each combined into one of the three genders; the third gender is associated with Mercury, Saturn, and Ketu (Michelraj, 2015). These are concerns about gender division in the ancient era and they were far from reaching political affairs. Though a good chunk of scholars has extensively defined the discrimination of gender, particularly of the transgender community, they failed to lay emphasis on identifying the political participation issues. Therefore, the purpose of this study is to examine political participation and gender biases in the Indian democratic system. The study addressed several questions, such as what are the common problems of the transgender community in political participation? What is their position in the political sphere? Why do they fail to hold political leadership? There are the major questions have been addressed in this study.

REVIEW OF LITERATURE

This is the glaring fact that the available literature on the transgender community with their debacle experiences recalls us to highlight biases in political participation, although other countries all over the world are accentuated in a susceptible mode. However, contemporary literature on India's transgender community is informed by post-modern conceptions of subjectivity and mutual understanding of gender issues. But the fact is that the oppositions are not mutually exclusive and both men and women rely on human rights discourses (Roen, 2001). As far as the Indian transgender community is concerned, it is pertinent to have a deeper grasp of the understanding of transgender participation in Indian politics, which needs to be more generalized to represent the involvement of the transgender community and their issues and problems in Indian politics. In the last decade, no significant improvement in transgender people in India has been reported.

Moreover, the issues and problems of transgender in the Indian democratic political system have not received much attention because the transgender community always perceive as inferior, and even their family members force them to leave their families. This is not only the discourse on the issue of transgender people but also the discourse on human beings' issues. Separation from family and relatives does not make any sense of social security and benevolent motive but a bent of blatant relations with relatives. The transgender community, in this regard, is abused, neglected, harassed, and scorned in most parts of the world (Hotchandani, 2019). But India is not an exception in this matter. Furthermore, India is witnessing the mobilization of third-gender and sexual identity politics, which raises several fundamental issues such as citizenship, human rights, cultural identity, and tradition (Thomas, 2015).

The evolution of the transgender community in Indian society gives more importance to understanding the present status of transgender people and their existence in their real political life. And, it also helps researchers to explain the different periods of life of the transgender community and their role in present society from the ancient to the modern period. In the Mughal period, transgender people played a remarkable part in the royal courts of the Islamic world. During this period, they reshaped themselves as political advisors, administrators, and other characters they played. It is significant to note that the transgender community considers themselves as clever, trustworthy, and loyal in their character. At this juncture, the transgender community had played a crucial role in holding political power and they tried to build their empire in the Mughal era (The Indian Express, 2018). In this sense, we may perceive that there was less biasness toward transgender persons. They had to occupy high positions in the field of Islamic religious institutions and tried to undertake necessary decisions to develop their social life through their participation in different institutions.

In India, during the British era, transgender people always accepted protection and benefits from some Indian states through their involvement in the transgender community (Subramanian, 2015). The British era is recognized as an exploiter by transgenders. Transgender people were also denied the right to accept such benefits as holdings of land, rights to food, and large amounts of money from the agricultural sector (Subramanian, 2015). However, the modern transgender community faces sexual and physical violence that significant significantly affects their mental health (Chakrapani et al., 2017). This signifies how a particular gender faced exploitation, discrimination and sometimes biases from others. Later, the inconsistent biases continued by British rulers because the land was not in the hands of the common people or the transgender community. In the Indian context, gender issues, particularly those of transgender people have been the most influential in present society. Because the term 'third sex' is well-known and very popular in the Indian context (Sharma, 2018). There are several issues relating to transgender which have been a central discussion in eliminating gender biases. In the last couple of years, it has been observed that the Indian census has not clearly identified transgender data. Most interestingly, the census data was collected in the name of 'others' category. In this sense, it is estimated that there are around 4.88 million transgender people residing in the Indian Territory (Sharma, 2018). Apart from that, the 2011 census data[1] says that only 55,000 children were identified as transgender by their parents. In this sense, it seems too difficult to estimate the actual population of transgender people already living in India.

However, the ruling out of Section 377 of the Indian Penal Code in the year 2018 was a milestone in the lives of the LGBT (Lesbian, Gay, Bi-Sexual and Transgender) (Philip & Raju, 2020). According to the law, sex between men was once again considered an 'unnatural offense' contrary to the 'order of nature' (Legislative Council 1860, 152; Mahapatra 2013; Supreme Court of India 2013). It is significant to note that the Supreme Court of India (SCI) issued a landmark decision in April 2014 regarding gender issues, specifically transgender as an integral part of distinction, personality, freedom of expression, and political participation, among other things (Bhattacharya, 2019). Last few years, the government of India (GOI) has thrown up special provisions relating to transgender people emerged as LGBT rights. Among these, the government introduced numerous welfare policies and schemes such as participation of transgender in politics, place in the Indian census, issuing of passports, issuing of citizenship, the right to engage in developmental programs like social-economic development and safeguards of the transgender community (Thomas, 2015). Despite the fact that the government of India granted special privileges to the transgender community with this, some transgender people find it difficult to deal with their social life (Dutta, 2013). Begging in train, parks, and other public places have been a serious topic of discussion for each scholar because if we analyze these issues, there are several problems that can be reported. Therefore, transgender persons are entitled to hold all power positions and have basic rights according to their population (Konduru & Hangsing, 2018). At a point of time when the congress government led by Dr. Manmohan Singh a well-known economist and politician, introduced the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) in 2005, which was a significant initiative for the transgender community, providing employment opportunities and making them more aware of their rights (MURTHY, 2015). However, the Act tries to address several issues of transgender people like education, healthcare facilities, socio-economic and political

[1] See the Indian census data, 2011

renovation, housing, police reforms, and legal and constitutional safeguards to prevent gender discrimination from a human rights perspective.

In 2014, the National Legal Services Authority (NLSA) vs Union of India case was a landmark judgment by the Supreme Court of India, which provided exclusively for transgender people to be recognized as 'third gender' and granted fundamental rights by the Indian Constitution, which are now equally applicable to transgender people and gave them legal identity along with other privileges therein (Mishra, 2016). This landmark judgment has the credibility to maintain gender equality in India. The apex court felt that transgender people were treated as socially and economically backward classes and they should be given special reservations in both the educational sector and government employment sectors (India Today, 2021). The sitting judges K.S. Radhakrishna and A.K. Sikri played a vital role in resurrecting gender equality. Consequently, several courts follow the same role to ameliorate gender inequality and provide political space to the transgender community in Indian society (Times of India, 2014).

From the above narration, the transgender literature in the Indian context reveals that the transgender community got humiliated on numerous occasions, including working as sex workers, dancing and begging, and so on. To some extent, their family members are not keen to keep them in their house even if they want to do so. They are being targeted by other communities to be excluded them from the different institutions. This is havoc as some researchers asserted in their experimental work. The transgender community is deprived of all sorts of privileges and their participation in political affairs is not encouraging. They neither have social nor political space to live as human beings (Khan et al., 2009; Gayathri & Karthikeyan, 2016). There are several studies that have been carried out on the transgender community in some states in India. The findings of the study are not encouraging because the transgender community had less experience in the political sphere. In Odisha, the transgender community faces numerous hurdles and challenges. Still, these hurdles and challenges are not limited only to economic hurdles but also extend to social, political, and institutional factors (Barik & Sharma, 2018). Lack of legal documents, awareness, low literacy and less knowledge about policy initiatives are major findings of the study. It is observed that several transgender communities do not have identity cards, even if they do not have voter identity proof. However, the Supreme Court of India in 2014 upheld the legal rights of the transgender community. Despite landmark discussions on legislative developments, the mass media also always highlights the wide range of discrimination and inequalities faced by the transgender community in India (Majumder et al., 2020). The study also addresses issues such as gender-based bullying at school and transgender people's use of alcohol, cigarettes, and other drugs in Western countries. But if we look at the Indian context, the use of these articles is less than that of Western countries.

However, the current status of the institutionalized Panchayati Raj Institutions (PRIs) in India as a self-governing body planned for social justice and economic development, the empirical evidence shows that there is a complete absence of transgender in local self-government. The local government, in this regard, came to a great boon when the 73rd Constitutional Amendment Act (CAA) of 1992 threw new challenges to the PRIs, particularly for the growth of rural democracy. Still, the Act has not tried to augment the transgender community's participation in local government they just ignore it. It is pertinent to assimilate that the census data has not covered transgender based on their caste, although India has long experience with the caste system. The empirical evidence collected by the scholars shows that the Dalits and Adivasis are the first victim of any humanitarian crisis and always face humiliation, exploitation, biases, and discrimination at both the private and public domain. But the transgender community is not an exception in this regard (Malik, 2022). Several research has been carried out on gender equality even SDGs at the global level throwing up some of the actions to the state to mitigate gender inequality but the findings of the numerous studies reveal that there is growing dissatisfaction among transgender people because of the lack of public support. The research carried out by Miller et al. (2017) highlighted how transgender rights are affected by disgust sensitivity and authoritarian regimes. But the transgender community had not come into major concern very limited studies had been carried out comprises on their health issues. The present paper seeks to investigate the gender biases in the participation of transgender in Indian politics and how several Acts help the transgender community in their political, social and economic progress, particularly in Indian society.

METHODOLOGY

This study is based on a theoretical explanation of transgender participation in Indian politics by approaching previous studies that have examined the problems of participation of transgender in Indian Politics. There are some data on which the studies used secondary data such as research articles, census data, newspapers, books, journals and other relevant sources related to transgender involvement in the political sphere to investigate the existing problem of political participation of transgender in Indian politics. After rigorous review, I found three themes which include constitutional laws for transgender in India, Equality of opportunity and rights against all forms of discrimination, and Does democracy promote gender equality? However, the collected data have been verified from original reports, census data and other sources. Though the paper is a theoretical basis, most of the papers are included transgender political participation and their legal rights while the remaining papers are related to economics, and social and their involvement in other social activities are soul criteria. The paper also used research articles to explore transgender exclusion from other spheres of social life.

The study also used secondary data but no statistical tools and techniques were used to analyze the transgender experiences. Although India augmented the new Constitutional Act in 2019 relating to the transgender community, several studies on the transgender community have been carried out but very less study on transgender participation in politics have been carried out. The study also adopted different parameters, such as the economic, social, political and cultural background of transgender from pre-colonial to post-colonial India to investigate the transgender way of social life. But the political parameter hardly remained untouched due to the one-party dominant at the center. However, transgender political participation did not receive special importance. Based on the study's objective, the article explores new experiences and driving forces undertaken by GOI to combat the existing unequal social order. Therefore, the study is designed to have more understanding of the political condition of transgender in Indian politics to gain new experiences of gender inequality in Indian democracies.

THEMES

Constitutional laws for transgender in India

The constitution of India under PART III provides that each and every person is equal before the law and is entitled to have equal protection of the laws within the territory of India (Granville, 1966). Here, the word ‘every person’ denotes every individual, and there is a complete absence of discrimination irrespective of caste, creed, religion, sex, etc. India has also adopted fundamental rights from the American Bill of Rights which provide basic rights to each individual to develop their all-round personality and at the same time, it also provided the absence of biases on the basis of gender (Bhat & Agrawal, 2019). In a nutshell, the preamble of the Indian constitution says justice—social, economic, and political, equality of status and opportunities to each individual (Bhargava, 2009). It is striking to note that it has not clearly mentioned the term ‘gender’, particularly transgender though women have received special provisions in recent years. Soon after framing the Indian Constitution, provisions were made for women to safeguard their rights and offer them enough rights in educational institutions, public offices and legislative bodies as well as 33% reservation in democratic participation for their all-round development (Malik & Nayak, 2021). But the transgender community did not receive special attention in our constitution. Moreover, the evidence of the recent Indian constitutional mandate signifies that there is a lack of clarity in transgender law that undermines gender equality (Bhattacharya et al., 2022).

As we have seen in Hindu society, it accords the hijras, as sexually ambiguous figures, a measure of power and requires their presence on auspicious occasions. But Hindu society's attitude toward the hijras is ambivalent (Nanda, 1990). Although this community had less experience in political space, the ability, opinion, rights and justice should be taken away because they are also part of society. The argument has been made by Hines and Sanger (2010) that gender diversity in society has received less attention within mainstream sociological studies. Hence, transgender people who are neither male nor female but fall within the express definition of ‘person’ are entitled to hold legal protection in all spheres of their life (Shaw, 2021). In addition, I may say as we all are born free we need to promote transgender people to have employment, healthcare, education, and the same civil, political, social, economic, and citizenship rights (UNDP, 2010). Therefore, it is pertinent to have a great look to investigate the democratic status of transgender people as the new Constitutional Act is concerned.

Equality of opportunity and rights against all forms of discrimination

Articles 15 and 16 of the Indian constitution prohibit all kinds of discrimination on the ground of gender identity which has been outlined in the Fundamental Rights. The expression of 'sex’ is not just limited to the biological sex of both males and females but it includes people who consider themselves neither male nor female (Safer & Tangpricha, 2019). To understand the political involvement of transgender people, special attention has to be paid to assessing the day-to-day multiple struggles, humiliations, and oppressions in a civilized society. Several studies have been conducted based on transgender issues but the legality of their rights and demands needs to be addressed (Mohanty & Hota, 2021). Therefore, we must make political democracy a social democracy as well. It is pertinent to say that the advocacy of gender inequality has a long history dating back to the time when women were recognized as the first oppressed class in society. Still, transgender people remained isolated and hardly recognized in some aspects. Although the transgender community comes under that group, their legal rights must be respected. Despite their identity, many transgender communities have achieved their legal and political rights to promote and secure their healthy development in social, economic, and political fields, respectively. However, the transgender community is spurred by other genders, particularly by patriarchal social settings that they would no longer exist if self-awareness and emancipation of each and every individual were gripped up. The binary approach has been criticized on many grounds because it has failed to distinguish the fact that youngest people today experience their sexuality as fluid (Clarke et al., 2010).

Does democracy promote gender equality?

Democracy has its own instrumental value; it needs careful investigation. In this sense, the question arises in our mind: Does democracy promote gender equality and domestic peace and order? The answer to this question is yes. Though democracy promotes it, then why is one community disadvantaged in their power position and always remains unhappy? For this, democracy gives the country economic development and growth, control of corruption, respect for human rights, gender equality, and more social welfare and less inequality, protection of the environment, and social capital (Carbone, 2009). Moreover, with the emerging multi-party system since the early 1990s, political parties have increasingly sought women's electoral support (Rai, 2007). It is clear that female candidates continue to hold less political power in parties and the state apparatus. In this sense, it is assumed that gender biasness is inherited in society and that could not be fully removed from society but can minimize gender biasness and division in a larger framework. However, without gender equality in the democratic machinery system, there is no effective deal of power politics, which compelled both women and transgender communities into deep insecurity and jeopardy (Pinki et al., 2020). The risk of transgender in the democratic process would no longer exist if effective voting mobilization tends to be part of that community and its preference is perpetuated and disapproved by voters themselves. But India is not an exception in this regard because recent data reveals that the transgender community has less political popularity and more gender inferiority though they are biologically different from other genders (EPW, 2013). Here, the argument can be input that if democracy promotes gender equality why there is the perpetual practice of gender discrimination and exploitation in Indian society? Thus the outcome of electoral participation of transgender is less than others, the report of the various sources also shows the disrespectful and weak turnout that always signifies a debility model of transgender political interest. Sometimes, democracy promotes gender equality and, at the same time, not because outside forces easily sway voters that their elected leaders remain away from political involvement (Mitra, 1992).

DISCUSSIONS

In India, the transgender community is considered the most humiliated and backward community as they are socially, culturally, educationally, and economically excluded from society (Dutta & Roy, 2014). Therefore, gender bias is always consistent in a large framework in every sphere of life. The new trend of discrimination in various fields, particularly in the Indian political process, tends to make us realize how the Indian patriarchal system prevents women, as well as transgender from participating in Indian politics. As it is evident from the Indian electoral process, Indira Gandhi is the only female who served as Prime Minister (PM) of India.[2] Since then, no female person has been elected as PM. But there is very less representation of transgender people in the Indian political system as their lives are under discrimination, disrespect, and abuse (Centre for Gender and Politics, 2021). However, the transgender community were unaware about their rights, including the right to vote and participation in elections. In the year of 2009, the Election Commission (EC) of India for the first time attempted to put transgender as a third gender regarded as 'Other' in their ballot forms (Telegraph, 2009). The prime objective of the government is to make transgender people more sensible and familiar with the electoral

[2]Sharma, Harikrishna (2022). Indira Gandhi: Second longest serving and first women Prime Minister. The Indian Express. May 20. See the link: https://indianexpress.com/article/political-pulse/indira-gandhi-first-woman-prime-minister-7928253/

system. Therefore, affirmation of judicious settlement of public affairs needs to be convenient for the transgender community which would make possible the enhancement of political equality in a larger framework. A recent report in India revealed that a number of transgender people participated in the elections, some being defeated and the remaining elected as political leaders but their number is least in comparison to other representatives (Bairagi & Sarma, 2021). It has been noticed that previous studies which have mentioned in this article show that there are less studies on local power relations and find transgender political participation in local politics is negligible. Studies on transgender illiteracy and poverty reduction are also hardly conducted. The social and economic status of transgender makes hurdles for them to take part in politics is another finding. The lack of adequate studies on transgender power share in politics affects the transgender community form articulating their points of view. The most important research gap in these studies is that researchers mostly preferred to conduct research on big cities rather than small towns and remote areas. Despite such shortcomings, transgender people have been participating in elections whether national, state or local elections. It has been witnessed that in many states of India like Odisha, Tamil Nadu, Maharashtra, Karnataka, West Bengal, Delhi, Kerala, and others, transgender people are elected as a political leader and appointed as a political leader and hold political power to represent their community issues and try to customize social orders through the articulation of constitutional provisions.[3] In the year of 2015, the state of Kerala became the first to have a transgender rule against discrimination of transgender persons (Kerala Social Justice Department, 2015). However, many transgender people have occupied many positions, such as Shabnam Mausi Bano who is a member of the State Legislative Assembly (SLA) of Member of Parliament (MP), Kamla Jaan, who was elected as the Mayor of Raigarh Municipal Corporation, and Asha Devi Aryanayakam, who was also elected as the Mayor of Gorakhpur and so on (Hotchandani, 2019). The character and issues of transgender people find more space in movies like Malayalam movies which were released in the local language in the year 2012, the first transgender movie. Surya played an important role in the movie. This movie reflects to explore the difficulties of transgender that harassed by police and the public and most of them move to the cities like Mumbai, where a sizable number of transgender people are living (Agoramoorthy & Hsu, 2015). But movies based on transgender about their political representatives are rarely found in India because the narratives of transgender real social life have more significant than political affairs. In the Indian context, the claim of the community had that they had no elected members in any of the state Assemblies or Parliament. Even political parties give less importance and no political party gives a party ticket (Dey, 2020).

[3]See the Election Commission of India report. Also see the different state election report like Odisha, Tamil Nadu, Maharashtra, Karnataka, West Bengal, Delhi, Kerala and others.

In this context, the voting rights of transgender people in India were vague till 2009. After 2009, the 'third gender' community received its special significance through the Election Commission of India, which allowed third genders to choose their gender as 'Other' on ballot forms. In this sense, they received their constitutional rights to vote and contest the election (Padhi & Mohanty, 2019). Thus, in a democracy, each and every citizen should enjoy their voting rights which are mentioned under article 326 of the Indian constitution. It has been believed that for the last few years, the transgender communities have been contesting in elections in many parts of the country and their success in the elections is not encouraging due to gender discrimination (Das & Prasad, 2021). Therefore, the political representation of transgender in the federal republic system is lower than that of male and female representatives. There are many reasons behind this because the structure of society is male hierarchy predominant to some extent (Suman, 2021). Moreover, in the traditional culture and rituals, the power structures were also vested in the male hierarchy. However, female inferiority was prevalent in many parts of India in particular and the world in general. But in the Indian context, if we look at the position of gender, why is the transgender community deprived of such discrimination, exploitation, and repression? An answer to this question is difficult because of the gender constraint. According to the 2011 census data, the third-gender political status was not given much thought, as only a few parameters were used (See Census Data 2011, India).[4] However, in the traditional culture, the transgender community had to receive much discrimination because of their identity, during religious festivals are celebrated as the divine of avatar of gods (Hayden & Siva, 2021).

The transgender community neither has democratic space nor political rights, only difficulties related to their livelihoods and occupations (Suman, 2021). Many studies conducted by many scholars show that the transgender community in India has some distinct features, including none of its members attending parliament despite the fact that our constitution recently guaranteed transgenders as a disadvantaged group must have the same political rights as males and females in their political domain. Some states have increasingly mediated the new path to gender equality by including a separate column for the third gender in educational and public institutions (Basu, 2015). In India, Assam state is the first to introduce (2020) a transgender option to civil services applications. The state of Karnataka also became the first state to provide 1% reservation for third-gender in all government services followed by the Karnataka Civil Service (General Recruitment) Rule, 1977. After Karnataka, some states like Kerala, West Bengal, Odisha, Madhya Pradesh, Tamil Nadu, and others adopted transgender as a separate category. They should include it in any public institution as it is legalized through the constitution (Kalita, 2022). As far as the recent report is concerned, Joyita Mondal, became India's first transgender judge in 2017 from Kolkata (Joshi, 2022). Among them, several others such as Laxmi

[4]See the link : https://www.census2011.co.in/transgender.php

Narayanan Tripathy served as activists, while Naaz Joshi has come a long way in fighting the abuse and stigma associated with being a transgender person, and she became India's first transgender beauty queen. So, several transgender people are being augmented in different activities (The Indian Express, 2021). However, the life satisfaction of this community is not encouraging because of traditional occupations and modern occupations are limited to them. Therefore, they are unable to accommodate their social life as per the 2011 census data concerned.

In this connection, the Ministry of Social Justice and Empowerment of India launched 'Support for Marginalized Individuals for Livelihood and Enterprise' (SMILE), a government portal that is also a 'National Portal for Transgender Persons' (see SMILE scheme of India). This umbrella scheme would focus on both transgender people and people who are engaged in several acts such as begging, with special attention on education, food, rehabilitation, medical facilities, skill development, and economic linkages with the direct support of governments, non-government organizations, and others. Garima Greh Yojana is also for transgender people for their welfare and to measure the social life of transgender people (see Garima Greh scheme of India). Different states have also formulated several comprehensive schemes for social justice and empowerment for the transgender community. Although some states have implemented it, the results are discouraging. Complete vigilance on fake transgender must be arrested. It was reported on July 10, 2012, in the *Times of India that a* 'fake transgender' had been arrested on a train, where an official of the railway police said, 'We have got them medically examined and all four are men' (Dutta, 2013). Her study reveals that there were several community-based organizations for 'sexual minorities' in West Bengal, the eastern state of India, where she identified some fake transgender people who were always asking train passengers for money as their primary occupation. Neither any claim nor any case has been registered against them. And sometimes, police contrast them with 'real' or castrated 'eunuchs', which is a common designation for hijras, a well-known socio-religious group of people who dress in women's clothes and are organized into clans or gharanas (Reddy, 2005). Indeed, this problem has been common in many parts of India.

CONCLUSION AND RECOMMENDATION

In the plight of the new political power structure, freedom, rights, equality, and justice are key indispensable elements for the development of democratic values and spirit. This paper based on theoretical understanding undertaken a deep knowledge of gender biasness, particularly of the transgender community that would benefit academicians, scholars, policymakers and others in terms of political participation in the Indian political process. Less attention to the transgender community may enhance unequal political representation, biasness in all spheres of life and the apathy of transgender to participate in the decision-making process. And also several studies have not touched on the political aspects of transgender, particularly in India. It would minimize if we undertake it as the most important challenge to an equal share of power and essential steps to remove ostracize and stigma through the recent transgender Act of India. However, challenges like humiliation, stigmatization, exclusion from census data, lack of education, less opportunity in the employment sector, unequal representation of gender on the basis of their population, unequal distribution of resources and gender biasness especially in relation to the democratic process.

Despite rigorous reading of several works which are mentioned in the paper, I found there are some research gaps including very limited research on the political involvement of transgender in the democratic process particularly in the Indian context. Though several types of research covered political representation or political involvement of transgender in a democratic process outside India, the recent political ambivalence about the gender biases in the Indian democratic system would enhance the keen interest of academics, researchers, and policymakers to highlight the issues and problems of transgender people. Therefore, it needs all aspects of the study of transgender including the social, economic, political, cultural and physical aspects of transgender people in order to make them easy to enjoy their social life. The Transgender Persons (Protection of Rights) Act, 2019 is still in the initial stage, and more rigorous studies and investigations are needed to address transgender political issues. The study may recommend academicians, researchers, officials and policymakers to distinguish research gaps that exist in pertaining to the Indian political process. In addition, the protection of transgender rights and freedom should be given major concern paying special attention to their political rights so that the political representatives of that community could enhance not only their political eminence but also all aspects of transgender social life in the world in general and in India in particular.

Competing interests

No competing interests are declared by the author.

Ethical Statements

The author declares that the paper tried to explore the new experience of transgender political participation in Indian politics. The author also sought to the approval of the different journals, researchers, newspapers, academicians and research reports for publication in the Journal of Advances in Humanities Research journal. Although the paper attempted to analyze the political participation of transgender in politics, the author has used secondary data for a deeper understanding of transgender's involvement in politics particularly in the Indian context.

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RESEARCH ARTICLE

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Evaluating the Effectiveness of Training Methods on the Performance of Human Resources in Greek Hotel Businesses

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Abstract

The training of human resources in hotel businesses is very important since it is directly related to creating a competitive advantage by improving its performance. The main research objective of the present study is to investigate the effectiveness of training methods with regard to the improvement of human resources performance in hotel businesses. Field research was conducted by collecting quantitative data from 17/3/2022 to 17/5/2022 in Greece through a questionnaire from a "convenience" sample of 135 hotel employees. Exploratory and Confirmatory Factor Analysis was used to analyze the collected data statistically. The improvement of the performance of the human resources of a hotel is related to a mixture of training methods that favor formal and informal learning: Case Studies, Business Games and Mentoring. The results of this study have led a) to the creation and validation of four new Likert-type scales that other researchers in the future can use, and b) to the creation of specialized mixtures of training methods that hotel managers can apply to improve the performance of human resources in specific fields of interest.

Keywords: Hotels, Training, Performance, Human Resources, Greece

INTRODUCTION

The successive crises of recent years (economic crisis, refugee crisis, Covid-19 pandemic) have forced Greek hotel businesses to change the way they operate (Pappas, 2018; Stavrinoudis et al., 2022). The economic crisis forced hotels management to look for ways to reduce their operating costs, which often entailed reducing wages and increasing employees' working hours, resulting in the deregulation of the labor relations (Belias et al., 2017; Giannakis & Bruggeman, 2017). In the same way, the refugee crisis has significantly affected the hotel industry of Greek islands, as a result of which hoteliers are forced to make extra efforts to attract customers (Ivanov & Stavrinoudis, 2018; Tsartas et al., 2020), while the health crisis of Covid-19 prompted the management of Greek hotels to implement strict health protocols (use of masks, intangible transactions, etc.), which affected the way employees work and the way customers consume hotel services (Dimitrios et al., 2020; Stergiou & Farmaki, 2021).

Blackman and Ritchie (2008) and Madera et al. (2017) argue that to face the challenges that the above crises have created for hotel businesses, the performance of human resources (HR) must be strengthened in various fields such as customer service (Bavik, 2016), acceptance of new technology and innovation (Zopiatis & Theocharous, 2018), professionalism and willingness to learn through training (Guliyev et al., 2019) and acceptance of change and the need to adapt to the constantly changing business environment (Cameron & Green, 2019). Park and Kim (2018) argue that to improve the performance of HR in adverse conditions, the development and transmission of knowledge, skills, and abilities must be strengthened. Sari and Sukmasari (2018) and Bhaskara and Filimonau (2021) argue that this can only be satisfied through training methods that favor the development of formal and informal learning. In that vein, the main research objective of the present study is to evaluate the extent to which specific training methods that favor the development of formal and informal learning are correlated with the improvement of human resource performance in the fields mentioned above. The findings of this study present elements of originality and scientific and practical contribution because they led to the validation of four new Likert-type scales that can be used by other researchers in the future and because they led to the proposal of specialized mixtures of training methods that can be applied to hotel businesses to improve the performance of HR in the fields of interest mentioned above.

LITERATURE REVIEW

Learning, Knowledge, and Training of HR in Hotel Businesses

Alerasoul et al. (2022) and Basten and Haamann (2018) argue that learning within a business is a mechanism that results in the transfer of knowledge and experiences from one employee to another. Sari and Sukmasari (2018) and Yuan and Chayanuvat (2021) add that learning helps HR to improve their knowledge to the current conditions, improving their performance at work. Following this, Ibidunni et al. (2018) and Sulieman (2019) add that knowledge is an intangible asset that resides in the minds of HR, in methods, routines, and organizational skills, as well as in the relationships that businesses maintain with their environment, while its main objective is to help HR and businesses respond to new challenges and opportunities.

Rasmussen and Nielsen (2011) and Kleefstra et al. (2020) argues that knowledge in the context of a business such as a hotel can be transferred through formal and informal learning. Formal learning is based on teaching and begins with the initiative of the management of a company; in other words, it is structured, institutional, and based on a formal training plan with specific objectives, while its application requires the presence of an instructor/specialist (Nugroho, 2018; Alfandi, 2020). On the contrary, the term informal learning includes the opportunities for learning that arise in a person's daily life. Therefore it is experimental, non-institutional, involuntary, and is a product of a different activity, e.g., a day at work or participating in an excursion. In other words, informal learning can occur inside or outside a hotel business, not based on a formal training plan, and has a continuous flow that does not stop and takes place independently of management initiatives (Jeong et al., 2018; Zia et al., 2022).

Based on their central characteristics, human resource training methods can be distinguished by those that favor formal learning and those that prefer informal learning. In the text below, human resource training methods that are more conducive to developing either formal or informal learning in hotels will be grouped.

A training method that favors formal learning is a Lecture, where knowledge is transferred to the trainees with the help of an instructor who follows a specific training program (Furunes, 2005). Another training method that is more conducive to the development of formal learning is that of Demonstration, where an experienced employee (specialist) shows less skilled employees the typical way one or more tasks are done in the hotel where they work to provide them with practical knowledge (Alalmai et al., 2020). Another training method that favors the development of formal learning is that of training with the guidance of a mentor (Mentoring). In this type of training, a senior and experienced hotel executive (the mentor) undertakes the guidance of an inexperienced employee (Miri et al., 2014). The mentor plays the role of trainer and advisor as they teach, guides, and simultaneously encourages the inexperienced employee (Luo et al., 2021).

Informal learning within a hotel is enhanced by the Internship training method, where an employee with little experience starts working in a business (usually for a lower salary) to gain work experience (Kukreti & Dani, 2020). Another training method that favors the development of informal learning is Business Games such as Role Playing, where different employees assume different roles and try to find solutions to problems they are given. The solution to these problems is not a given; each employee can deal with the problems and the other participants in their own special way (Martin et al., 2014). Another training method that favors the development of informal learning is that of Case Study, in which the trainees are asked to analyze and evaluate a problematic event or set of conditions (scenarios) to identify the causes of the problem and formulate a solution. Developing a solution to the problem presented through a Case Study usually requires a high degree of cooperation and communication between the participants since there is no given path to finding the solution (Radi Afsouran et al., 2018).

The Performance of HR in Hotel Businesses

To improve the performance of the hotel they work for, managers often focus on improving mechanisms and methods related to financial management, room management, etc. to reduce operating costs (Atkinson, 2006; Ribeiro et al., 2019; Asad et al., 2022). But Werlang and Rossetto (2019) and Putra et al. (2020) argue that in service businesses such as hotels, this is not enough, and performance improvement should focus on the way that HR performs in fields such as customer service (Atkinson

& Brander Brown, 2001), acceptance of new technology and innovation (Fu, 2017), professionalism and acceptance of the need to acquire new knowledge (Guliyev et al., 2019), acceptance of change and the need to adapt to the constantly changing business environment (Kakarougkas et al., 2021).

Beginning with the area of customer service, Bavik (2016) suggests that it is essential to improve HR performance in a way that meets the constantly changing and evolving needs of guests. For example, at the time of the outbreak of the Covid-19 pandemic, the demand for hotel product decreased significantly (Kakarougkas & Stavrinoudis, 2021). To counter this negative development, hotel HR had to learn to follow a series of strict health protocols based on the use of protective equipment, and contactless transactions (Dogan et al., 2020; Gursoy & Chi, 2020). Continuing with the acceptance of new technology and innovation, Dzhandzhugazova et al. (2016) and Zopiatis and Theocharous (2018) argue that HR must be trained for innovation and new technology to develop at two levels within a hotel. The level of processes is associated with the reorganization of the hotel's operations, mainly through new technology, and the level of the product is mainly associated with finding new sources of supply and the development of new production methods.

Following the above, Guliyev et al. (2019) argue that a condition for improving performance in the fields within a hotel is to strengthen the professionalism and willingness of HR to learn through training. Regarding the enhancement of professionalism, Elnaga and Imran (2013) argue that it is related to the professional competence an employee will feel when, through training, they acquire the knowledge and skills required to carry out their duties. In the same context, through education, the effect of obstacles to learning will be reduced (Chen & Cheng, 2012), while at the same time, the will to acquire new knowledge and skills will be strengthened (Marneros et al., 2020). Cameron and Green (2019) argue that hotel HR often does not accept change and the need to adapt to the constantly changing business environment. According to Field Ming-Chu and Meng-Hsiu (2015), this is due to a series of barriers (psychological, cultural, ethical, technological, organizational, etc.) that can manifest at the individual, group, and organizational levels. Kakarougkas and Stavrinoudis (2021) argue that through education, the power of obstacles to change will be reduced on the one hand because the reasons that force any change will be explained, and on the other hand because the benefits that will arise due to this change will be highlighted.

Research Hypotheses

The above analysis showed that improving the performance of hotel businesses is often linked to improving the performance of HR in various fields. Where the improvement of the performance of HR in hotel businesses depends to a significant extent on the transfer of knowledge through training methods, which favor formal and informal learning, based on this conclusion, the purpose of the research is to confirm the following hypotheses:

H_1: The performance of HR in the area of customer service is equally enhanced through training methods that favor formal and informal learning.

H_2: The performance of HR in the area of accepting new technology and innovation is equally enhanced through training methods that favor formal and informal learning.

H_3: The performance of HR in the area of professionalism and acceptance of the need to acquire new knowledge is equally enhanced through training methods that favor formal and informal learning.

H_4: The performance of HR in the area of change acceptance and the need to adapt to the constantly changing business environment is equally enhanced through training methods that favor formal and informal learning.

METHODS

Questionnaire Design and Pilot Research

For the needs of this research, a new prototype questionnaire was developed, the design of which was carried out in two stages. In the first stage, the method of content analysis (Kleinheksel et al., 2020) of the results of previous research was used, which led to the emergence of critical elements that, in the context of a hotel, are related to the one hand to the organizational learning and training and on the other hand to the performance of HR. In the second stage, the data collected in the first one were consolidated and semantically synthesized to facilitate the creation of a new questionnaire, which was tested through a pilot survey (Brace, 2018) among HR in the hotel sector, aiming at the one hand to ensure item content validity and on the other hand to identify points that make it challenging to complete.

The outcomes of the pilot survey led to the creation of a prototype questionnaire that is characterized by simplicity and ease of understanding. In this way, it was sought, on the one hand, to minimize the chances of collecting data of poor quality due to the lack of understanding of the questionnaire and, on the other hand, to reduce the chances of refusal to complete it due to a high degree of difficulty (Jordan & Troth, 2020).

Following the above, the questionnaire used in the research consisted of five sections. The first four sections in total contained 24 five-point Likert-type scales (Kyriazos & Stalikas, 2018), which aimed to investigate the degree to which HR in the hotel sector agree or disagree that specific training methods (Lecture, Demonstration, Mentoring, Internship, Business Games and Case Study) enhance the performance of HR in the fields of customer service, acceptance of new technology and innovation, professionalism and acceptance of the need to acquire new knowledge and change acceptance and the need to adapt to the constantly changing business environment. The fifth section aimed to collect demographic data.

Data Collection

To collect data, the questionnaire created through the above-described procedure was converted into an electronic form which was accompanied by a letter that presented to the survey participants: the purpose of the survey, the profile of the survey organizers, and the steps that would be followed to protect their data and anonymity (Saleh & Bista, 2017). The questionnaire -in an electronic form- was distributed via e-mail and social media networks from 17/3/2022 to 17/5/2022 to employees in Greek hotels. Due to time constraints, the Snowball Sampling method Field (Leighton et al., 2021) was used to complete the field research because it facilitates the distribution of many questionnaires in a relatively short period. The above resulted in the distribution of 552 questionnaires and the collection of a "convenience" sample (Etikan et al., 2016) of 135 completed questionnaires (24.45% response rate). Efforts were made to increase the number of completed questionnaires (email and social network reminders). Still, they had little positive effect because in May, the workload of hotel employees was high due to preparations for the summer season.

Data Analysis

Exploratory and confirmatory factor analysis was used to analyze the data collected. The EFA, with the help of the statistical package SPSS 28, followed the principal component extraction method, which was based on the varimax rotation for the extraction of factors. This method aims to create a new data structure by revealing a set of latent variables that cause observed variables to correlate with each other (Osborne, 2014). This data analysis methodology is considered the most suitable for investigating complex problems in the hospitality sector (Vasilagos et al., 2017; Arasli et al., 2020; Ciasullo et al., 2021). In continuation of the above, the extraction method of the principal component was completed in two stages (Osborne, 2014). In the first stage, it was verified that the variables under examination are linearly correlated with each other and that there is a satisfactory degree of sampling adequacy. The correlation matrix, the Kaiser-Meyer-Olkin index per variable, the general Kaiser-Meyer-Olkin index, and the Bartlett test of sphericity were used. In the second stage, the criteria of Percentage of variance explained, scree plot test, and interpretability criterion were used to achieve the extraction of a small number of factors (Osborne, 2014).

The findings of EFA were confirmed through CFA. To achieve this, a first-order latent variable model per hypothesis was created and validated, which consisted of dependent and independent variables. The dependent variables are those with one-way arrows pointing to them and include the training methods that a hotel's management may choose. In contrast, the independent variables do not have one-way arrows pointing to them and include the factors that emerged from the EFA (Rai et al., 2019). Following that, with the help of the statistical package AMOS 26, the Structural Equation Modeling was carried out following the estimation method of maximum likelihood, which led to the creation of the first-order latent variable models (Kline, 2015), which is considered appropriate for the hotel sector (Chen & Cheng, 2012; Wang, 2016). The validation of the first-order latent variable models was based on the satisfaction of the following conditions: unidimensionality of the variables, achievement of validity, reliability, and high p-value. The CFA outcomes interpretation was based on the connection of the validated first-order Latent Variables Models (LVMs) with the literature review findings.

At this point, it is essential to note that the combination of the above methods is considered particularly effective in the investigation of similar issues in the tourism and hotel sector and is therefore applied by researchers (Chen & Chen, 2010; Leung & Baloglu, 2015).

RESULTS

Characteristics of the sample

From the study of the table below (Table 1), it can be concluded that most of the research participants have: a high level of education, a long work experience in the hotel industry (years of service and age), and a high qualification (work in management positions and positions of responsibility). Tourangeau et al. (2000) argue that research participants with characteristics like these are more likely to understand the questions and answer based on their knowledge and experience, which reduces the bias that can be caused due to the misunderstanding of the questions asked.

Table 1. Characteristics of the sample

Men: 61.5%	**Women:** 38.5 %	**Education level**	**Years of work experience**
Job position	Age	Postgraduate: 20.7%	1 ≥ 10: 42.9%
General Managers: 32.6%	18 ≥ 30: 19.3%	Bachelor degree: 48.1%	11 ≥ 20: 28.8%
Heads of Department: 28.9%	31 ≥ 40: 34.1%	Vocational training: 23.7%	21 ≥ 30: 20.2%
Department supervisor: 28.1%	41 ≥ 50: 28.9%	High School degree: 6.7%	30 ≥ : 8.1%
First line HR: 10.4%	51 ≥ 67: 17.7%	Other: 0.8%	

Source: Field survey, 2022

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Exploratory factor analysis results

Table 2 presents the results of the EFA, which are characterized by a high degree of validity and reliability, according to the scores on the indicators: Cronbach's Alpha, Composite reliability, Convergent validity, and Construct reliability.

Table 2. The results of the EFA

Factor 1.1			**Factor 1.2**		
Variables	**FL***	**Communalities**	**Variables**	**FL***	**Communalities**
H_1: The performance of HR in the area of customer service is equally enhanced through training methods that favor formal and informal learning					
V1_4: Lecture	.856	.755	V1_1: Demonstration	.619	.514
V1_5: Case Study	.803	.714	V1_2: Mentoring	.739	.621
V1_6: Business Games	.854	.734	V1_3: Internship	.819	.676
Cronbach's Alpha: .825 Composite reliability: .876 Convergent validity: .702 Construct reliability: .876			Cronbach's Alpha: .616 Composite reliability: .772 Convergent validity: .533 Construct reliability: .772		
Factor 2.1			**Factor 2.2**		
H_2: The performance of HR in the area of accepting new technology and innovation is equally enhanced through training methods that favor formal and informal learning.					
V2_4:Lecture	.781	.696	V2_1: Demonstration	.789	.660
V2_5: Case Study	.874	.789	V2_2: Mentoring	.854	.745
V2_6: Business Games	.838	.715	V2_3: Internship	.670	.479
Cronbach's Alpha: .810 Composite reliability: .871 Convergent validity: .692 Construct reliability: .871			Cronbach's Alpha: .692 Composite reliability: .817 Convergent validity: .600 Construct reliability: .817		
Factor 3.1			**Factor 3.2**		
H_3: The performance of HR in the area of professionalism and acceptance of the need to acquire new knowledge is equally enhanced through training methods that favor formal and informal learning.					
V3_1: Demonstration	.503	.578	V3_1: Demonstration	.570	.578
V3_4: Lecture	.786	.631	V3_2: Mentoring	.800	.663
V3_5: Case Study	.852	.765	V3_3: Internship	.809	.656
V3_6: Business Games	.873	.770			

Cronbach's Alpha: .808 Composite reliability: .847 Convergent validity: .590 Construct reliability: .847			Cronbach's Alpha: .645 Composite reliability: .775 Convergent validity: .540 Construct reliability: .775		
Factor 4.1			**Factor 4.2**		
H_4: The performance of HR in the area of change acceptance and the need to adapt to the constantly changing business environment is equally enhanced through training methods that favor formal and informal learning.					
V4_4: Lecture	.811	.702	V4_1: Demonstration	.676	.608
V4_5: Case Study	.864	.750	V4_2: Mentoring	.874	.793
V4_6: Business Games	.820	.743	V4_3: Internship	.833	.698
Cronbach's Alpha: .812 Composite reliability: .871 Convergent validity: .692 Construct reliability: .871			Cronbach's Alpha: .759 Composite reliability: .840 Convergent validity: .638 Construct reliability: .840		

Source: Field survey, 2022

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

FL*: Factor Loadings smaller than 0.5 were suppressed and were not included in the table.

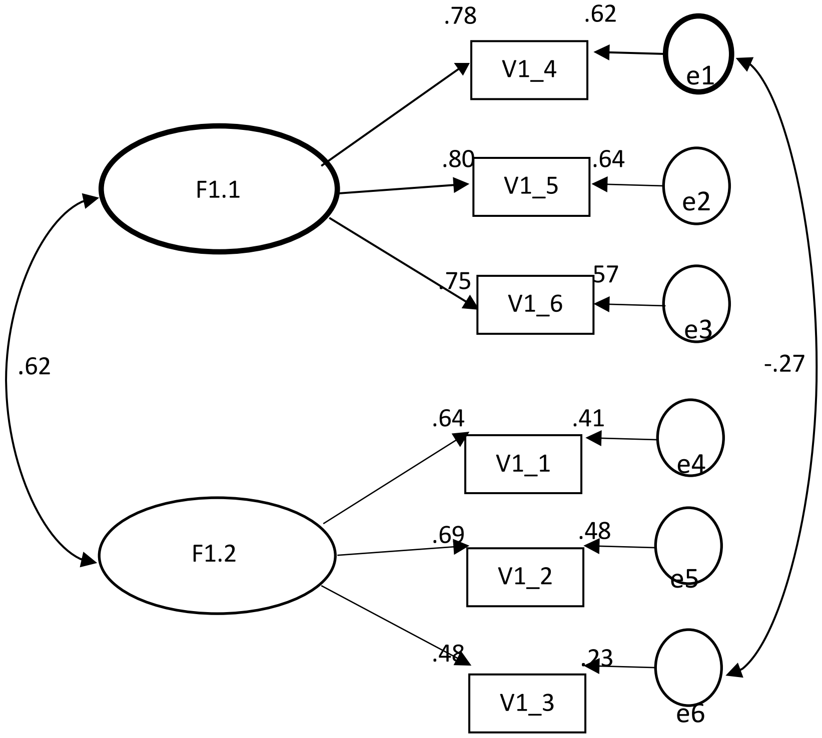
Based on the study of Table 2 it can be concluded that the EFA managed to create new data structures per hypothesis by revealing sets of observed interrelated variables. The above data structures explain most of the total variance of the original variables per hypothesis (H1: 66.903%, H2: 68.063%, H3: 67.731% and H4: 71.585%) and at the same time are characterized by low complexity. An exception to this is the 3rd hypothesis which is characterized by relatively high complexity due to the cross-loadings of "V3_1: Demonstration". Finally, all hypotheses were confirmed since it has been found that HR performance in the fields under consideration is improved through mixtures of training methods that favor formal and informal learning, respectively.

Confirmatory factor analysis results

The first-order Latent Variables Model (Figure 1) has Construct and Discriminant validity, Internal and Composite reliability, and a high P-value score, but it does not have: a) Unidimensionality of the variables/elements (V1_3, FL < 0.5), b) high score of Convergent validity and c) high score of the Average variance extracted. Nevertheless, the lack of Unidimensionality can be accepted due to the good fit of the first-order latent variable model to the Fitness Indexes presented below in Figure 1 (Zainudin, 2012), while the failure to achieve Convergent validity and the low degree of Average variance extracted are accepted because of the high Composite reliability score (Fornell & Larcker, 1981). Based on the qualitative characteristics that are presented in Table 3, the first-order Latent

Variables Model (Figure 1) is validated but with reservations and proves that Latent Structures F1.1 and F1.2 are correlated with each other (covariance: .62).

Figure 1. Correlation of training methods with the improvement of human resource performance in the field of customer service in hotels



Chi-square = 8.466; Degrees of freedom = 7; P-value= .293 CMIN/DF= 1.209 RMSEA= .040; RMR= .028; GFI= .980; AGFI= .939; NFI= .964; RFI= .924; IFI= .994; CFI= .993

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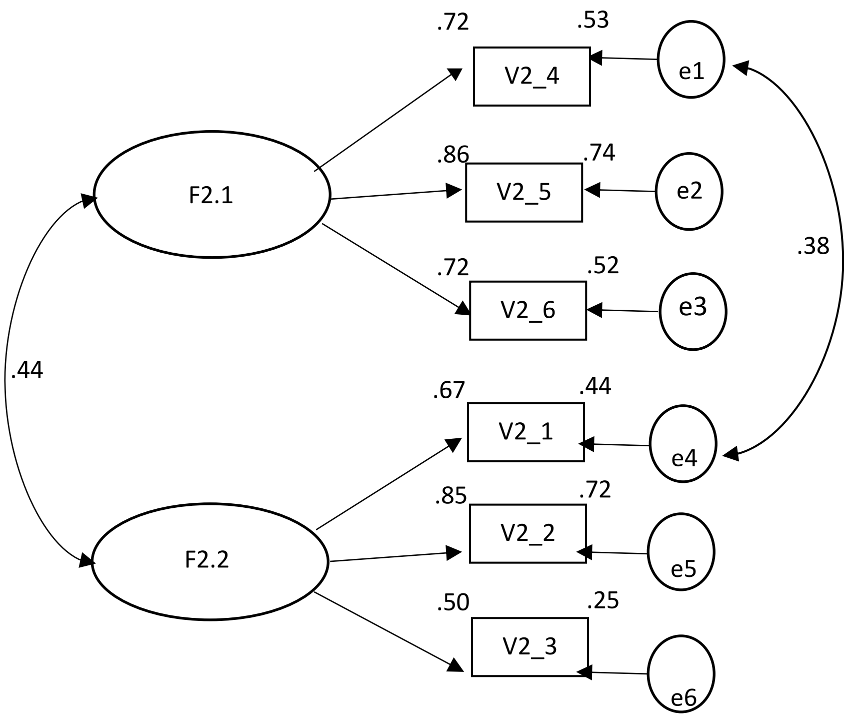
The following first-order LVMs (Figures 2, 3 and 4) are characterized by Uni-dimensionality of the variables/elements, Validity, Reliability, and a high level of probability (p-value), since all the corresponding criteria are covered (Table 3).

Figure 2. Correlation of training methods with the improvement of human resource performance in the field of acceptance of new technology and innovation in hotels.



Chi-square =11.463; Degrees of freedom = 7; P-value= .120 CMIN/DF= 1.638 RMSEA= .069; RMR= .029; GFI= .972; AGFI= .917; NFI= .957; RFI= .908; IFI= .983; CFI= .982

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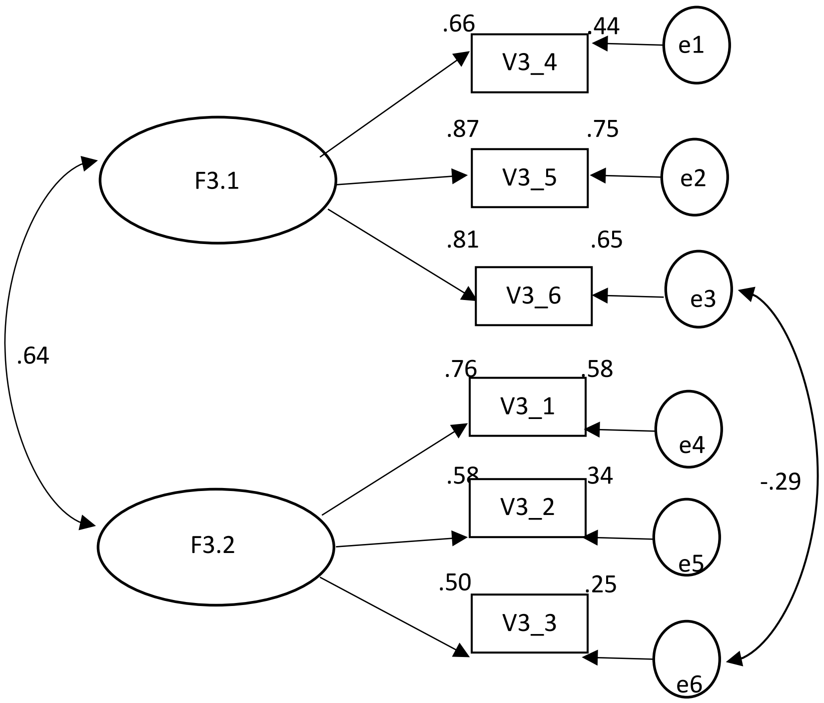
The first-order Latent Variables Model (Figure 2) proves that Latent Structures F2.1 and F2.2 are correlated with each other (covariance: .44).

Figure 3. Correlation of training methods with the improvement of human resource performance in the field of professionalism and acceptance of the need to acquire new knowledge in hotels



Chi-square = 8.898; Degrees of freedom = 7; P-value= .260 CMIN/DF= 1.271 RMSEA= .045; RMR= .024; GFI= .979; AGFI= .937; NFI= .965; RFI= .925; IFI= .992; CFI= .992

The first-order Latent Variables Model (Figure 3) proves that Latent Structures F3.1 and F3.2 are correlated with each other (covariance: .64). At this point it is important to note that the variable V3_1: Demonstration according to the results of the EFA is correlated with both first-order latent variables. For this reason, an attempt was made to construct a first-order Latent Variables Model that would correlate V3_1 with both first-order latent factors. But during the evaluation process it was found that this model did not meet the minimum requirements of the validation criteria. This led to the rejection of that model and the creation of the Figure 3 shown above.

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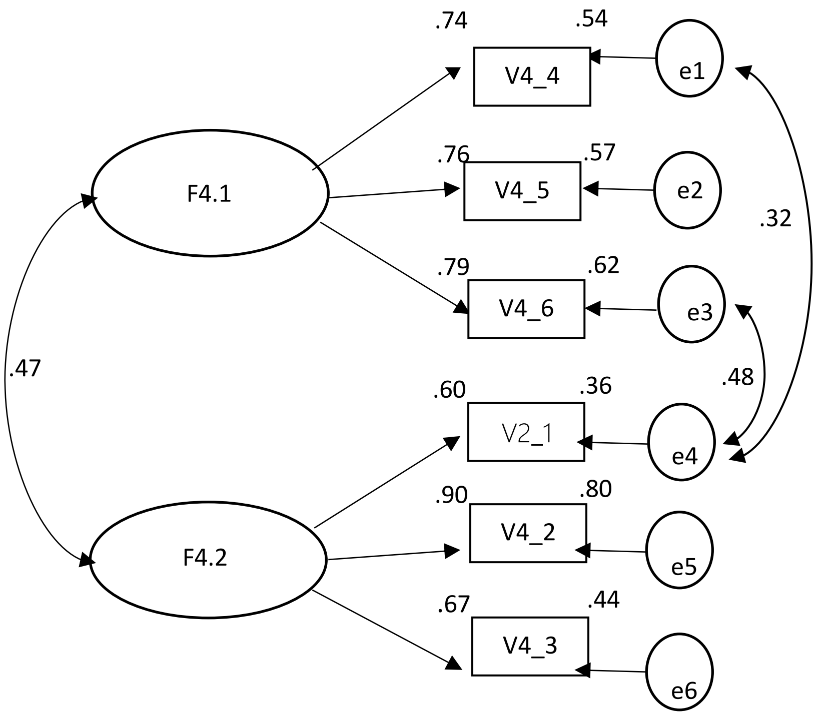
Figure 4: Correlation of training methods with the improvement of human resource performance in the field of the acceptance of change and the need to adapt to the constantly changing business environment in hotels.



Chi-square = 9.319; Degrees of freedom = 6; P-value= .156 CMIN/DF= 1.553 RMSEA= .064; RMR= .029; GFI= .978; AGFI= .923; NFI= .969; RFI= .923; IFI= .989; CFI= .988

The first-order Latent Variables Model (Figure 4) proves that Latent Structures F4.1 and F4.2 are correlated with each other (covariance: .47).

Table 3 below presents the degree of the satisfaction of the conditions that the validation of the first-order latent variable models was based on.

Table 3. The degree of satisfaction of the first-order LVMs validation conditions

Validation conditions	Figure 1	Figure 2	Figure 3	Figure 4	Criteria
Unidimensionality	Not Fulfilled *	Marginally Fulfilled	Marginally Fulfilled	Fulfilled	Variables Factor Loadings >0.5 (Zainudin, 2012; Gallagher & Brown, 2013)
Convergent validity	Not Fulfilled ** (.488)	Fulfilled (.533)	Marginally Fulfilled (.502)	Fulfilled (.561)	AVE > 0.5 (Fornell & Larcker, 1981)
Construct validity	Fulfilled	Fulfilled	Fulfilled	Fulfilled	Fitness Indexes (Gallagher & Brown, 2013)
Discriminant validity	Fulfilled	Fulfilled	Fulfilled	Fulfilled	No redundant items existence according to the modification indices (Zainudin, 2012; Gallagher & Brown, 2013)
Internal reliability	Fulfilled Cronbach's Alpha (.773)	Fulfilled Cronbach's Alpha (.782)	Fulfilled Cronbach's Alpha (.781)	Fulfilled Cronbach's Alpha (0.806)	Cronbach's Alpha > 0.5 (DeVellis, 2003)
Composite reliability	Fulfilled (.848)	Fulfilled (.869)	Fulfilled (.854)	Fulfilled (.883)	Composite reliability score >0.6 (Fornell & Larcker, 1981; Zainudin, 2012)
Average Variance Extracted	Not Fulfilled ** (.488)	Fulfilled (.533)	Fulfilled (.502)	Fulfilled (.561)	AVE >0.5 (Fornell & Larcker, 1981)
P-value	Fulfilled (.293)	Fulfilled (.120)	Fulfilled (.260)	Fulfilled (.156)	Probability level > 0.05 (Gallagher & Brown, 2013)

* Accepted due to good fit of the first-order latent variable model to the Fitness Indexes (Zainudin, 2012).

** Accepted due to the high score of composite reliability (Fornell & Larcker, 1981).

DISCUSSION

The study of the first-order LVMs developed and confirmed above leads to the confirmation of the set of hypotheses since it was found that in a hotel business knowledge can be transferred through a mixture of training methods that favor formal and informal learning, a finding that is also supported by previous research (Rasmussen & Nielsen, 2011; Kleefstra et al., 2020). Through the further analysis of all the above first-order LVMs, specific training methods will be identified that favor the improvement of the performance of HR per field of interest.

Training methods that improve the performance of hotel human resources in the field of customer service

The study of Model 1 leads to the conclusion that the improvement of the performance of a hotel's HR in the field of customer service is more related to the training methods that favor informal learning (Jeong et al., 2018; Zia et al., 2022) and less with training methods that favor formal learning (Nugroho, 2018; Alfandi, 2020). Analytically, it was found that the performance of a hotel's HR in this field is primarily related to the training method of the Case Study (Radi Afsouran et al., 2018) and secondary with the training methods of Business Games (Martin et al., 2014) and Lectures (Furunes, 2005). The training methods of Demonstration (Alalmai et al., 2020) and (Miri et al., 2014), were found to be less correlated with improving the performance of a hotel's HR in the field of customer service, while Internship (Kukreti & Dani, 2020) correlates poorly with the improvement of the performance of HR in this field.

Training methods that improve the performance of hotel HR in the field of acceptance of new technology and innovation

The performance of a hotel's HR in the field of acceptance of new technology and innovation is equally related to training methods that favor informal learning and formal learning. This conclusion is based on the finding that the Case Study method and the Mentoring method correlate in an equally strong way with improving the performance of a hotel's HR in this area. The training methods Lecturing, Business Games and Demonstration, are correlated in an equally less strong way with improving the performance of a hotel's HR in the field of acceptance of new technology and innovation, while the training method of Internship, correlates poorly with the field in question.

Training methods that improve the performance of hotel HR in the field of professionalism and acceptance of the need to acquire new knowledge

Improving the performance of a hotel's HR in the field of professionalism and acceptance of the need to acquire new knowledge is more related to the training methods of Case Study and Business Games that favor informal learning. While the training methods Lectures and Demonstration that favor formal learning are less correlated with improving the performance of a hotel's HR in the field under consideration. Finally, the training methods Mentoring, and Internship are poorly correlated with the improvement of the performance of a hotel's HR in the field of professionalism and acceptance of the need to acquire new knowledge.

Training methods that improve the performance of hotel HR in the field of acceptance of change and the need to adapt to the constantly changing business environment

The study of Figure 4 leads to the conclusion that the improvement of the performance of the HR of a hotel in the field of acceptance of change and the need to adapt to the constantly changing business environment is primarily related to the training method of Mentoring that favors formal learning more. Secondarily, the improvement of HR performance in this field is related to the training methods Case Study and Business Games which favor informal learning and Lectures which favor formal learning. Finally, the training methods of Demonstration and Internship were found to be less correlated with the improvement of the performance of a hotel's HR in the field of acceptance of change and the need to adapt to the constantly changing business environment.

CONCLUSIONS

The main research objective of this study was to evaluate the extent to which specific training methods that favor the development of formal and informal learning are correlated with the improvement of human resource performance. To achieve this goal, a new questionnaire was created which was used to collect data that was analyzed through the combined application of exploratory and confirmatory factor analysis methods. Because of this, this research holds elements of originality and scientific contribution as it led to the validation of four new (prototype) Likert-type scales which can be used by other researchers in the future in order to measure the degree to which specific training methods are associated with improving the performance of hotel HR in the fields of: customer service, acceptance of new technology and innovation, professionalism and acceptance of the need to acquire new knowledge and acceptance of change and the need to adapt to the ever-changing business environment.

In addition, this research resulted in the validation of four new first-order LVMs which identified training methods that are strongly or less strongly correlated with the improvement of human resource performance in the aforementioned areas of interest. This on a practical level helps Greek hotel managers to invest in training methods with a strong impact on improving the performance of human resources, avoiding the investment of resources in training methods with low returns per field of interest, an element particularly useful in times of crisis.

It is important to note that the findings of this research were based exclusively on the statistical analysis of quantitative data collected from a convenience sample of hotel employees in Greece. This means that future research could be based on the one hand on the collection and processing of qualitative data and on the other hand, on a representative and random sample of the total Greek population of hotel employees. These could lead to a better understanding of the impact of training methods on the performance of HR in the Greek hotel sector.

Author Contributions

Christos Kakarougkas wrote the sections: Literature review, Questionnaire design, pilot research, Data analysis (the Confirmatory Factor Analysis part), Results and Discussion, conducted the Confirmatory Factor Analysis and shaped the final form of the entire text.
Efthymios Papageorgakis wrote the sections: Abstract, Introduction, Research hypotheses, Data collection, Data analysis (the Exploratory Factor Analysis part), and Conclusions, conducted the Field Research and the Exploratory Factor Analysis.

Competing interests

No competing interests can be identified.

Grant information

The author(s) declare that no grants supported this work.

Ethical Considerations

The Department of Tourism Economics and Management of the University of the Aegean and the Department of Tourism Management of the University of West Attica permitted the researchers to conduct field research. The researchers used a questionnaire for the data collection. The questionnaire -in an electronic form- was distributed via e-mail and social media networks to employees in Greek hotels. The data analysis methodology ensured the anonymity of the participants.

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Motivation for Reading in English: A Needed Agenda in Pakistan

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Abstract

Motivation for reading is a desire and act to read for some cognitive and social reasons, which activate the readers to carry out their interaction with written materials for success and mastery in a subject. Reading motivation is a serious contributor to reading accomplishment and has the potential to stimulate reading skills development. However, the Pakistani context pursues learning motivation in e potential to promote reading skills development h (L2) learning motivation. Pakistani researchers have been seeking L2 (English) motivation. Based on secondary data sources and using qualitative data methods such as thematic analysis, this paper aims to focus on the need for English (L2) reading motivation. This paper has been divided into three sections. The first section deals with exploring learning motivation; the second deals with the scope of reading motivation in Pakistan. The third section tries to recommend some useful suggestions for the conduct of studies in reading motivation in Pakistan.

Keywords: Motivation; Learning Motivation; Reading Motivation L2 (English); Pakistani Context

INTRODUCTION

The empirical studies seem to agree with the idea of the multidimensional nature of reading motivation due to its multi constructs (Wigfield & Guthrie, 1997; Guthrie et al., 2007; Guthrie et al., 2009; Wells & Narkon, 2011; Guthrie et al., 2012). The multidimensional nature of reading suggests the multi reasons for reading among readers. The studies have pointed out that students read for many cognitive and social reasons (McGeown et al., 2020). Reading motivation is multidimensional and reflects an ambition to read caused by a person's beliefs, attitudes, and goals for involvement in the reading process (Conradi et al., 2014). According to McGeown et al. (2016), small children's reading motivation initiatives their reading selections because these students are motivated to read due to their existing curiosity to learn something important in reading nonfiction materials. However, (Conradi et al., 2014) reported that those who read more fiction want to become immersed in reading. Nevertheless, the students who want to get good grades in their school are likely to read their schoolbooks.

The condition in Pakistan reflects that English language is enjoying numerous statuses among the students. Besides the students, English is enjoying status of Second Language (SL), Medium of

Instruction (MI), Compulsory Subject (CS), Official Language (OL) and Business Communication Language (BCL). Pakistan is a multilingual country (Rahman, 2010; Sahito et al., 2017; McGeown et al., 2020). These and other studies in Pakistan have focused upon various positive and negative issues related to motivation for learning in English (Farooq et al., 2011; Hussain et al., 2011).

This paper aims at presenting an agenda and proposal to conduct L2 (English) reading motivation among Pakistani students in various settings. Pakistani context is occupied with L2 (English) learning motivation and a dearth of L2 (English) reading motivation. Therefore, after presenting a literature review survey on both L2 learning motivation and L2 reading motivation, the researcher attempted to present an agenda for L2 reading motivation in Pakistani settings and make suggestions for further studies.

METHODS

This study is based on the secondary data collection of the literature review in which critically review the general trend of previous studies that have examined L2 learning motivation and L2 reading motivation in the Pakistani context. Some of the specific sources of data on which the review relies include journals, e-books, thesis and reports. The intention is to stretch beyond reviews of previous findings to identify gaps in the literature, which represent areas requiring further in-depth analyses. Based on reviewing different studies i developed themes on motivation for reading in English. These themes put forward suggestions for educationists and academic institutions. It has been found that Pakistani researchers are pursuing L2 (English) learning motivation. These studies (Khan, 2013; Ali & Pathan, 2017) and others have focused on L2 motivation among university students of Pakistan. The selected studies used research approaches or designs including textual analyses, online questionnaire surveys, and in-depth interviews. However, there is a lack of studies focusing on quantitative methods.

DISCUSSION

Needed Agenda

According to Cho et al. (2010) ,the number of English language learners (ELLs) are increasing in US public schools. These students are getting success in ELLs and their success is due to proficiency in reading skill. Subsequently reading skills cannot be ignored because it is a dire ground for educational success. Therefore, the amount of reading skill should not be taken too lightly. There has been a concern about learners' reading skill and its development, which show that motivation, can play a vital role in reading engagement. Reading engagement can be inevitable for success in any educational context (Proctor et al., 2014). Based on this idea I have shown in figure 1 that learners' success depends upon their reading engagement and motivation.

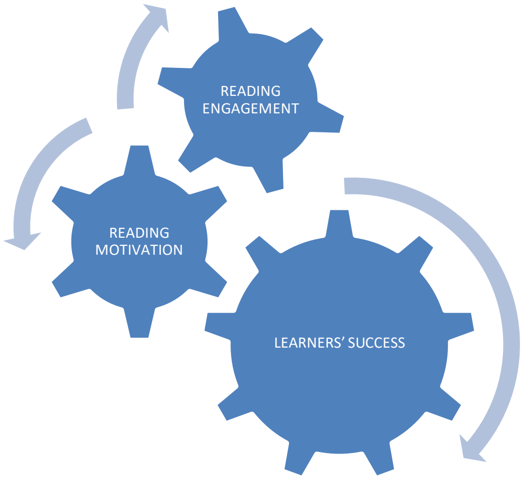

Figure 1: Reading Engagement to Learning Success

It is hypnotized that reading engagement leads to the reading motivation and learning success could possibly achieved with higher reading engagement.

Situation in Pakistan

According to Cristal (1997), English has become a global language. In the Pakistani context, English language enjoys prestigious status because since soon after the existence of Pakistan, in 1947, English has been declared the official language of the country. English was formalized as an official language in the constitution of Pakistan 1973. However, English and Urdu, both languages, are simultaneously the official languages of the Pakistan (Ashraf et al., 2021). Therefore, most of the studies have been conducted in L2 reading motivation. Such as the study conducted by have focused on self-motivational system affecting L2 motivation among Pakistani students of public sector universities. Similarly Yaqoob et al. (2014) have tried to see motivational force in perspective of 'Ideal L2 self' among the Pakistan university students and the students' who want to become proficient speakers of English language and in an attempt to find how they can see themselves as imminent language managers. However, most advanced educational instruction in post-secondary institutes is being carried out with English because English is the medium of instruction. Entirely the recommended and implemented textbook resources are being read by students, are in English language. So, the ability to instill English L2 reading influences all post-secondary learning in Pakistani contexts (Muhammad, 2013).

According to Rahman (2010) English is being taught and learnt in several educational institutions in Pakistani context. English is a medium of instruction in superior groups of Pakistani that is highly costly. Many private educational institutions and some of cadet colleges are having English as a main subject. Not only that but also, numerous religious educational institutions are having English as a compulsory subject among their students. This entire scenario shows that learning motivation might be playing a vital role. Therefore, Pakistani researchers are focusing on various aspects of motivation in their pursuance of investigation. Besides English, numerous regional and local languages are in practice in Pakistan. For example, Punjabi is being used as a mode of communication in many rural areas and educational institutions in Punjab (Bilal et al., 2013). Therefore, these Pakistani learners are facing many problems in learning English. According to Khan and Khan (2016) motivation can play a vital role in learning English because Pakistani students are facing problems regarding learning and reading in English. Not only students but also Pakistani English teachers are facing problems in teaching English (Khan et al., 2017).

Reading Motivation in Pakistan

Although numerous aspects of learning motivation have been investigated in the Pakistani context, yet the context of reading and particularly L2 (English) reading motivation seems to be unaddressed. Many studies have focused on L2 learning motivation. Such as a study conducted by Ali and Pathan (2017) explored motivation and demotivation factors for learning English among Pakistani college students of Quetta, Baluchistan. It is also true that learning motivation studies have identified reading motivation's significance. It is remarkable to accept as a fact because reading in L2 (English) ultimately leads to success in a Pakistani context. Engagement in reading leads to success in the learning (Wahid et al., 2014). International data tells that reading in pleasure is more imperative for children's learning success than their family's socioeconomic position Learning motivation contributes highly to enhance students' image in their future (Ushioda & Dörnyei, 2009).

Textbooks play a very significant role in getting success in educational levels in Pakistan. Several studies have seen that most of the written examination materials depend on reading comprehension. These studies have suggested that a student needs to be engaged in reading activities and comprehension if the student wants to get success (Senn, 2012) Pakistani educational context reveals that almost a big part of examination materials in L2 (English) depends upon reading activities and comprehension in form of textbooks (Rahman, 2010).

Although one may come across studies in reading in English in the Pakistani context yet these studies have addressed cognitive aspects of the skill. As the study conducted by (Abbas et al., 2020) examined reading proficiency in English through newspaper reading. This study has concluded that the use of newspapers helped the students in improving their skills in reading proficiency. It is a fact that reading in a language is a problematical occurrence and the investigation in this capacity has always persisted important. Because of success in learning in English depends upon reading skill. If one is proficient in reading so one can get success in learning in English. According to Rahman (2010) reading leads to learning. Therefore, reading in English cannot be ignored. Newspapers might be used in improving and teaching English grammar to Pakistani students. A study conducted by Alam and Bashir Uddin (2013), has shown the Oral communication skills (OCSs) of 6th Grade Pakistani students can be improved through reading. There are studies that show that there is a need to teach reading skills to Pakistani students (Nawab, 2012). The study conducted by Khan and Khan (2016) is an attempt to investigate the instrumental and integrative motivation for reading in English among second-year pre-university students of Government MAO College Lahore, Pakistan. This study has focused on motivation for reading in English as a Second Language (ESL). Concisely, it is a significant and needed agenda to conduct studies on reading motivation and particularly in L2 (English) in Pakistan.

LIMITATIONS OF STUDY

This paper has limitations. This paper aims at presenting agenda for L2 (English) reading motivation. However, these are only literature-based suggestions for educational and academic settings. These suggestions can be applied to any setting in Pakistan. However, a study has been conducted among second-year pre-university students of Government MAO College Lahore, Pakistan by Khan et al., (2016) which has seen instrumental and integrative motivation for ESL reading motivation. Therefore, according to the current research, reading motivation studies can be conducted in L2 (English) context.

CONCLUSION

This study explored through existing literature that motivations for reading are affected by many reasons for reading which stimulate cognitive processes that permit the individual to accomplish such performances as getting knowledge, appreciating appealing practices, executing of tasks, and contributing to social perspectives. Reading motivation also occurs due to the pressing demands of society. Effective reading understanding stresses multifaceted cognitive abilities, and, subsequently, motivation to make connotations from the text. Exploration of reading motivation and engagement can update strategies intended to improve reading accomplishment. Manifold dimensions of reading motivation and engagement and pedagogical instructions for strengthening learning in a language. Therefore, being a global and imperative language, motivation for reading in English needs to be examined through cognitive and social lenses.

RECOMMENDATIONS

In the light of discussion of the article, this paper proposes following recommendations.

1. Pakistani research field seems to be devoid of studies related to reading and L2 (English) reading motivation. Therefore, it is a needed challenge and agenda for Pakistani scholars to explore and investigate English reading motivation.
2. The L2 (English) reading motivation, in Pakistan, is considered inevitable because most of learning curriculum of English consists of reading materials in form of textbooks.
3. Learning in English depends upon reading skill in Pakistan. Therefore, it is highly recommended that reading motivation should be examined.
4. As, according to Guthrie and his colleagues, reading motivation is a multidimensional. Therefore, in Pakistani context, these various dimensions need to be explored because Pakistan is a multi-socio-economics and multilingual country. New dimensions should be explored.

The new agenda requires exploring cognitive and social constructs of L2 (English) reading motivation among Pakistani students.

Author Contributions

T.J.K. developed the idea, T.J.K and S.S.A. work on the literature and sources collection and A.M.S. contributed to methods and data curation.

Competing interests

No competing interests can be identified.

Grant information

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Ethical Considerations

This is a review study and direct interaction with any participants involved. All the researchers informed their respective departments regarding conducting this study. Furthermore, the researchers followed necessary academic ethics while collecting secondary resources.

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