July 2015 Volume 2 Issue 2

ODISHA JOURNAL OF SOCIAL SCIENCE

A Bi- Annual Research Journal (English)

Contents

DECLARATION

1.	Title of the Journal	:	ODISHA JOURNAL OF SOCIAL SCIENCE
2.	Language in which it is published	:	English
3.	Periodicity of Publication	:	Half-yearly
4.	Publisher's Name, Nationality & Address	:	Dr. Santa Misra Reader & Head, Department of Psychology Sri Satya Sai College for Women Bhubaneswar - 751030 ODISHA (INDIA)
5.	Place of Publication	:	2624/3484, Bargada Canal Colony, At/Po.- BJB Nagar Bhubaneswar - 751014 ODISHA (INDIA)
6.	Printer's Name Nationality & Address	:	SR Creation, 1189, Nilakantha Nagar, Nayapalli, Bhubaneswar-12 Odisha (INDIA)
7.	Chief Editor's Name, Nationality & Address	:	Dr. Santa Misra Reader & Head, Department of Psychology Sri Satya Sai College for Women Bhubaneswar - 751030 ODISHA (INDIA)
8.	Owner's Name	:	Dr. Santa Misra 2624/3484, Bargada Canal Colony, At/Po.- BJB Nagar Bhubaneswar - 751014 ODISHA (INDIA)

I, Santa Misra, hereby declare that the particulars given above are true to the best of my knowledge and belief.

Santa Misra.

(Santa Misra)
Publisher

31st July 2015

Editorial

Odisha Journal of Social Science is shortly presenting its July, 2015, Vol. 2 (2) publication with articles drawn from a wide range of disciplines including linguistics, cognitive science, economics, psychology, communication, sociology and education. The Journal is an initiative designed to provide a platform for the disciplines of social sciences where students and professionals alike can engage in provoking and engaging explorations of knowledge that push the boundaries of disciplinary lines. Opening space for cross-disciplinary discussions, this journal inspires an intersectional investigation and consideration of the issues that scholars in the early part of the 21st century recognize as most compelling in our changing world. Reflecting a tradition in both qualitative and quantitative experimental studies and positivistic theory, this publication invited works from diverse ideological and methodological camps. The journal provides complete and balanced coverage of the latest research and theory at the cross-roads of philosophy, language, mind and society. This journal is committed to research articles that speak beyond the traditional concerns of psychology where the human beings are presently active.

What should our purpose be as Social Scientists? This has been a recurrent debate in each of the social science disciplines over the last century. There has been a tension from Mills'conception of the Sociological Imagination, a positivist epistemology which emphasizes on all the 'simplification of the social world' to Lasswell's post-positivist approaches emphasizing on the complex, dynamic nature of social phenomena. While the positivist projects are oriented around the simplification and reduction of any social phenomenon to a limited number of variables that can aid the researcher in developing generalized theories of behavior (Ascher, 1981), post-positivist approaches emphasize on reflexivity in relationships between phenomena in the social sciences and the actors in the social world. The social scientists of the 21st century clearly agree that both these points of view must go hand in hand in order to appreciably understand, explain and address the functioning of the human beings in the current multiple worlds. This journal is committed to publish articles relating to both positivist and post-positivist points of views.

Today, scholars are becoming very specialized in one particular field of study thereby often underemphasizing how their area of expertise relates to other fields of study. Having experts on given topics is, without doubt, absolutely essential in order to advance our understanding of human functioning. But integrating them into new meaningful units of knowledge for a deeper understanding of social phenomena is also equally essential. The current publication of the OJSS is largely devoted to compiling articles keeping in view all these issues raised above. In this publication, we are particularly interested in reading about the creative efforts of scholars who do not see the social world as a static and unmoving entity. Instead, they aimed at capturing the dynamics, fluidity, and synthesis of individual and social phenomena. With these objectives, the Odisha Journal of Social Science takes its new shape hoping for the appreciation from the readers. I, on behalf of the publication unit, congratulate all the authors who contributed to make this publication a success.

Santa Misra.

Analysis of the Influence of Direct Elections on Public Pragmatism

(A Study on the Implementation of Local Direct Elections in Minahasa Regency, North Boalang Mongondow Regency, Southeast Minahasa Regency and Kotamobagu City)

***Sisca B. Kairupan**

Abstract

Direct election in the local elections is actually a form of democracy that is currently being implemented in Indonesia. The realization of democracy is basically an effort to empower the role and participation of society related manifestation of their political and social rights which are constitutionally guaranteed. The medium of democracy and democratization through political participation mechanisms is expected to be able to provide multiple effects which are not only related to the increasing size of the public maturation level to the rights and obligations of political-constitution, but also the mechanism and system of direct elections (both presidential and local elections). Bargaining position of the society to determine a better future should be a necessity. Ironically, to give a reaction to the promises of the head candidates of these areas, the community also expects the benefits which are realized in the form of short-term participation which await a clear material rewards. As long as the candidates give the society money, they will participate in the campaign and after which the public will wait to see if another candidate dares to spend money as well (Trinanda, 2011). The attitude of pragmatism has become irony in the spirit of democracy in achieving the real purpose. Pragmatism ultimately becomes destructive and leads to its adherents to be inconsistent.

The method used in this research is quantitative research method to find the relationship between the variables studied both the independent variable and the dependent variable. The purpose of this study is to describe, describe, and interpret the condition of the events that are happening in the context of the existing problems in the field. This research found the indicators derived variables of several theories about the concept of direct election and society Pragmatism. This study also used the pattern of deductive reasoning, where the observations were made and followed by hypothesis, data collection and hypothesis testing and final conclusions.

To analyze the obtained data, the researcher used pearson correlation and regression analysis. The obtained data of the study showed that direct election is

*Public Administration Department of Social Science, Faculty of State University of Manado, Indonesia

important in social life. However, the issue of pragmatism is also considered as a serious problem during the direct election. Research results show that the relationship between the Direct Election and Pragmatism communities in areas of research conducted show the correlation value of 0.452 which means that the relationship is moderate. However, both of these variables showed significant value and linear. This confirms that any increase in variable elections (Local Elections Commission) will increase the pragmatic attitude of the people in the four areas studied. However, this study revealed that there was only 20.5% of implementation of local election affected public pragmatism in all four study sites.

Keywords: Elections, Pragmatism

INTRODUCTION

Democracy has become an important pillar in the practice of the current state administration. In the name of democracy, every citizen has the legitimacy to engage anything related to the organization of the State. It is of course a proof of the actual implementation of the essence of democracy is a model of government of the people, by and for the people who carried out by each country. Even today there has been a global trend where democracy is not merely an intellectual discourse but also a political dream of many countries, particularly developing countries. This requires the recognition of a state in the International association lies in the recognition of democracy.

Democracy has a variety of meanings because it is interpretive. Because of the interpretative nature, we recognize the various typologies of democracy such as liberal democracy, people's democracy, protelar democracy, communist democracy, guided democracy, Pancasila democracy, parliamentary democracy, and others. (Budiardjo: 2000)

When reform occurs, immediately too long pent-up passion democracy sticking to the surface. Starting with the first direct presidential elections, improvements to the Law on Local Government resulting Law 32 of 2004, which is one of the articles mentioned that the head of the region chosen by democratic means. Democratic way is then translated by each region to carry out the direct election of either governor, regent or mayor.

Direct election in the local elections is actually a form of democracy that is currently being implemented in Indonesia. The realization of democracy is basically an effort to empower the role and participation of society related manifestation of their political and social rights which are constitutionally guaranteed. The medium of democracy and democratization through political participation mechanisms is expected to be able to provide multiple effects which are not only related to the increasing size of the public maturation level to the rights and obligations of political-constitution, but also the mechanism and system of direct elections (both presidential and local elections). Bargaining position of the society to determine a better future should be a necessity.

Ironically, to give a reaction to the promises of the head candidates of these areas, the community also expects the benefits which are realized in the form of short-term participation which await a clear material rewards. As long as the candidates give the society money, they will participate in the campaign and after which the public will wait to see if another candidate dares to spend money as well (Trinanda, 2011).

The attitude of pragmatism has become irony in the spirit of democracy in achieving the real purpose. Pragmatism ultimately becomes destructive and leads to its adherents to be inconsistent. Pragmatic attitude tends to take all means to achieve their interests by ignoring the principles of truth. As a result, this pragmatic attitude will not contribute anything to resolve the problems of life, but on the contrary, it will bring a latent danger that is capable of damaging the values of truth.

In the realm of public life, political pragmatism means that they only see the short-term interests that benefit himself and his group. Helpful or profitable does not mean true, but merely indulgence. When short-term benefit is lost, they will look for another benefit. Consequently, the main problem facing society will never be resolved. Again, the people will become victims. Politics then only as a means to preserve the interests of the political elite, not for the people.

Pragmatism is a school of thought which holds that truth and untruth of a speech, proposition, or theory, solely rely on beneficial or not beneficial of speech, proposition, or the theory for humans to act in their lives. This idea is the culture and traditions of American thinking in particular and the West in general, which was born as an intellectual effort to address the problems that occurred at the beginning of this century. Pragmatism initiated in America by Charles S. Peirce (18391942), which was then developed by William James (1842-1910) and John Dewey (1859-1952).

However, the direct election of regional heads in these areas is still basically a rational choice that still wants the public to determine the leader in the area. The fact of this public opinion be important for the government. Our society as a sociological view that direct elections to appoint a leader who is a native of the area is a pride. In addition, they also assume that the mechanism of thought and the interests of society would value greater representation of aspirations still well accommodated (Trinananda, 2011).

Of a dilemma, it appears the issue of pragmatism attitude of society in implementing the direct election of regional heads in four districts / cities in North Sulawesi that can be formulated as follows: (1) Is there any Effect of Direct Election of Regional Head on Public

Pragmatism? (2) How significant Effect of Direct Election of Regional Head on Public Pragmatism? (3) How big is the coefficient of determination of the Effects of Direct Elections on the Public Pragmatism in each district / city in North Sulawesi in the implementation of direct elections from December 2012 to June 2013?

Efforts to achieve democratization in Indonesia pursued through a variety of ways, one of which is to implement decentralization, including direct elections. Decentralization is part of the process of democratization.

With decentralization, the heads of local government, its people, as well as representatives of the people are given the possibility and opportunity to formulate and implement public policy in accordance with the interests of the local community (Nadapdap, 2005). Direct election is an implementation of decentralization in the political perspective, where there is the transfer of the locus of power from central to local (Romli, 2005).

Although people are not directly involved in the decision-making day-to-day administration, but they can control the operations of the government that have got a direct mandate from the people. Thus, there will be a check and balance mechanism that encourages the achievement of public accountability in local governance. Meanwhile, in a negative sense, direct elections as a democratic leap that is the party of the people area, defined as the freedom of the people to do anything, including commit acts of anarchy in the implementation of the elections and take personal advantage of the local elections.

In the context of the consolidation and strengthening of democracy, direct elections could be a pillar that is strengthening national democracy building. The implementation of direct elections showed an increase in democracy. Levels of a country's democracy is determined partly by how big the role of society in determining who among them is used as state officials. The more number of state officials, both at local and national level which is elected directly by the people, the higher the level of democracy in the country (Fitriyah, 2005). This is in accordance with the opinion of Dahl (1989) which states that the democratization at the national level may be awakened only if democracy is also underway at the local level.

Meanwhile, according to Beetham, local governments have the potential to realize democratization since the decentralization process requires a level of responsiveness, representation and greater accountability. (Aminuddin and A. Zaini Bisri. 2005). While Smith, Dahl and Mawhood say that to achieve local accountability, political equity, and local responsiveness, which is the goal of decentralization, among the prerequisites that must be met is that the local government should have the legal authority of power (clear territorial power), local own income (has its own local revenues), and the local representative board (legislative branches) which serves to control the regional executives, as well as the regional head that directly elected by the people through the electoral mechanism (Legowo. 2005).

According Romli (2005), in line with the objectives of decentralization of Smith, direct elections in turn will provide political education to the people in the area to pick and choose their own leaders without any intervention from anyone including the central government and / or political elites at the central level. Direct election will also provide leadership training for local elite to develop his skills in formulating and making policies, overcoming the problems in society, political communication with the public, as well as articulation and aggregation of interests of the community. From these experiences, in turn, it is expected to be elected politicians or reliable leaders that can compete at the national level.

Direct election also create local leadership recruitment pattern with clear standards. With direct elections there will be recruitment of political leaders from the region (local), not dropped from the center. With direct elections, the people directly involved in choosing their leaders.

The direct involvement of the people in turn will increase the democratization at the local level, where people actually have sovereignty. In other words there will be no distortion in the implementation of society sovereignty.

Direct elections can also create political stability and governance at the local level. This is because the elected regional head gets strong legitimacy from the people directly, so the act of termination of a regent or a mayor that is directly elected by the people cannot be done by the district parliament.

Direct elections as a political lesson covers three aspects of learning, namely: (1) increasing political awareness of local communities; (2) organizing society into political activity that provided a greater opportunity to everyone to participate; and (3) expanding the access of local communities to influence the decision-making process concerning their interests.

Winarno (2002) says that: "the direct election system is the most realistic alternative in order to bring the democratic aspirations of the people with the power of the government and at the same time gives political legitimacy to the elected executive officers".

Meanwhile, Bambang Purwoko (2005) explains that: "In direct elections, democracy means opening up opportunities for every member of society to hold public office, to use their political rights directly, to make choices and to participate to control running of the government."

According to the Supreme Djokosukarto, there are five dimensions and the purpose of direct elections, namely:1. appreciating human rights in politics 2. embodying the principle of participatory democracy (principle of universal participation) 3. realizing the order of the balance of power between the executive and legislative areas.4. Realizing the livelihood of an egalitarian civil society 5. realizing local governance in accordance with the principles of good governance, as well as strengthening the independence and autonomous regions.

According Fitriyah (2005: 1): "Direct elections are important because it makes all the regions to prepare them as well as possible and try how the direct election can take place in a democratic and qualified ways so that they can really get a regent/mayor and a vice regent / vice mayor of the region that can bring good progress to the region and empower the local society. In addition, one of the purposes of the implementation of direct election is to provide political education for people in the area, where they will get more experience and will participate in political activities."

Speaking of public pragmatism, pragmatism is derived from the word pragma that means useful. Pragma is derived from the Greek word. The meaning of pragmatism is a stream which teaches that the truth is what proves itself to be true with beneficial consequences in practice. That is, everything is acceptable as long as it is useful in life. This stream emphasis on practice in the conduct evidentiary justification of something that can be seen from the practical actions or in terms of usability (Tafseer Ahmad, 2003). According to pragmatism, thinking is devoted to action and the task of thinking is to act. This resulted in actions that be criteria of thinking and usability. In other words, the result of the action becomes a truth.

As a school of philosophy, pragmatism argues that knowledge seeks, not just knowing to knowing, but understanding the community and the world. Knowledge is not just the object of understanding, reflection or contemplation, but to do something for the good, enhancement and progress of the world community. Pragmatism prioritize action than knowledge and teaching, and the reality of life experience in the field rather than grandiose principle hovering in the world. Therefore, the principles for assessing the thoughts, ideas, theories, policies, statements are not only based on logical and good formulas but also based on whether or not they are proved, implemented and bring results (Russel, 2002).

According to Indonesian dictionary, pragmatism means the belief that the truth or value of a doctrine (understanding / doctrines / ideas / statements / and so on) depends on the application for the benefit of mankind. While pragmatic means to be practical; useful to the public; priority in terms of practicality and usefulness (benefit); concerned with practical values. Therefore, pragmatic view that the criterion of truth is the teaching of the benefits.

A theory or hypothesis considered by pragmatism correctly if it brings a result. In other words, a theory is true if it works. So, pragmatism can be categorized into a discussion of the theory of truth (Epistemology).

Money Politics Shapes Political Pragmatism

According to Wikipedia Money Politics is money politics or stomach politics which is a form of gift or promise bribe someone so that the man does not implement their right to vote and that he will do a particular way at the time of elections. Provision can be made using cash or goods. Money politic is one of the forms of campaign violations. Money politics is generally done by sympathizers, cadres or even political party officials before the day of general election. The practice of money politics is done by giving some money, basic foods such as rice, cooking oil and sugar to the public in order to attract public sympathy for them to vote for the party concerned.

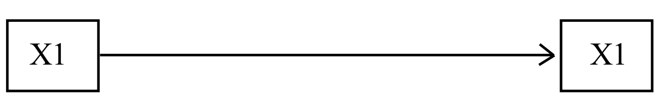
While the agreement of the word 'promise' that experienced affixation "a" and "an". According to Indonesian dictionary the word 'promise' means: consent (written or oral) made by two or more parties, each agreement will comply with what is in the agreement.

If the public option is contaminated because of the provision of money and other material, the idea of democratic local elections will fail, and that we worry about, Safrudin Hadi Saputro further said, there will be massive corruption committed by the elected candidate pair also by constituents (Fitriyah, 2005). Therefore, the purchase transaction activity voice in the election process should be avoided and the rule of law must be upheld.

Therefore, formal judicial referring Act No. 32 of 2004 on Local Government, Article 82 paragraph (1) and Article 117 paragraph (2), stating the following elements:

Deliberately give money or other material to voters; or - Deliberately promise money or other material to voters; to influence the voter's choice; do not use their voting rights; or vote for a particular candidate pair; or use their right to vote in a certain way so that the ballot be invalid.

The above practices carried out in the aftermath of the election or the designation of the participants during the campaign until the vote is held. The above practices are considered as a criminal offense against local elections. Based on the above explanation, it can be structured a framework used in this study and also a model to be tested empirically. This can be seen in Figure 1 below:



Specification:

X1 = Direct Election with the following indicators: (1) Freedom of choice Determination (2) Involvement in Development (3) How to determine the most appropriate leader (4) Accommodate the interests of the People (5) Sovereignty in the hands of the people (6) Proximity between the leader and the people (7) Human rights in politics (8) Participating in controlling the government (9) Supporting Public Welfare.

X2 = Society Pragmatism (1) Something useful can be accepted (2) Giving to win support (3) Giving is more important than a promise (4) vote for a candidate who gives money (5) Money is important for leaders (6) Receiving Giving from any candidate is a criminal offense (7) Direct elections do not mean to give money.

RESEARCH METHODS

The method used in this research is quantitative research methods to find the relationship between the variables studied both the independent variable and the dependent variable. The study aims to define, describe, and interpret the condition of the events that are happening in the context of the existing problems in the field. This study generated variable indicators derived from several theories about the concept of Direct Election and Public Pragmatism. This study also uses deductive reasoning pattern, where the researcher carried out a process of observation, hypothesis, data collection, testing of hypotheses and final conclusions.

This research was conducted in four Regions in North Sulawesi province which has carried out the local direct elections, namely Minahasa Regency (December 2012), North Bolaang Mongondow Regency (April 2013), Southeast Minahasa Regency (June 2013) and Kotamobagu City (June 2013).

The population in this study were all the people who lived in the four regions that have the right to vote and have been registered as voters in the local direct elections.

As there was a large population in this study, the researcher determined the sample based on the list of fixed voters (DPT) which is determined by the General Elections Commission (KPU) in each district / city studied by the total number: 484 772 DPT, with details as follows: 79,576 DPT in Southeast Minahasa Regency; 53,930 DPT in North Bolaang mongondouw Regency; 264,193 DPT in Minahasa Regency; and 87,073 in Kotamobagu city.

Since the areas under study are not the same (stratified), sample was collected using stratified random sampling technique. In order to simplify the process of research by considering the suitability of the source of the data, this study measures each variable by using table determination of total sample proposed by Isaac and Michael (Sugoyono: 2011: 131). Based on the table with the standard error of 5%, then the sample is 348 of the total population. The proportion of samples for each region are as follows:

Table 1
Sampling Proportion

Region	Fixed Voter Data (DPT)	Percentage	Sample	Sampling Proportion
Southeast Minahasa Regency	79,576	16.4	348	190
North Bolmong Regency	53,930	11.1	348	57
Minahasa Regency	264,193	54.5	348	39
Kotamobagu City	87,073	18	348	63

Source: *General Election Commissions of Regency and City where the study was conducted.*

Measuring instrument used in the study is called the research instrument. In this study, the instrument was used to measure the variables, independent variable and dependent variable. To determine the scores, the study used a Rating Scale (Sugiyono, 2008) by assessing the respondents' answers.

To obtain valid and reliable instrument items, researcher carried out a test on 30 randomly selected people in the study area. Reliability test using the internal consistency technique to determine the Cronbach's alpha coefficient (1984). This is done to determine the reliability of the measurement of each factor. A linear combination formula was used for the overall measurement. The valid items (valid questionnaire contained 10 items for direct elections questionnaire and 10 items for public pragmatism questionnaire.

The results of the reliability test instrument Direct Election and Public Pragmatism were Cronbach's Alpha reliability coefficient of 0.830 and 0.810 Society Pragmatism.

Analysis of the data for hypothesis testing is done by using correlation and regression. Prior to the analysis, requirement test including normality test distribution, homogeneity and linearity data done first.

RESULTS AND DISCUSSION

From the results of simple linear regression analysis of the data pairs Variable direct elections (X) of the Community Pragmatism variable (Y) obtained direction of the regression coefficient as follows:

Based on the above, it is known that the b direction coefficient is 0.902 and the constant value is 17.992. Thus the form of the influence between data of direct local election variables (X) and the Community Pragmatism variable (Y) has a regression equation: $Y = 17.992 + 0.476X$.

Subsequently, researchers conducted significance test and regression linearity test on variable of direct local elections (X) and variable of Community Pragmatism (Y) by using Analysis of Variance (ANOVA).

Based on the calculation of the significance test and regression linearity test above, it can be concluded that the effect of local direct election (X) on the community pragmatism variable (Y) is significant and linear. This is evidenced since F count 89 054> á (0.05). Furthermore, the regression equation y = 17 992 + 0.476X.

This suggests that the increase in one score of the local direct elections (X) can cause an increase in scores on the variable of community pragmatism (Y) for 0,476 at 17,992 constants.

Based on calculations significance test and regression linearity test above, it can be concluded that the effect of local direct election (X) on the community pragmatism variable (Y) is significant and linear.

It is known that correlation coefficient t (ryx) is 0.452. This means that the correlation between direct elections (X) and Pragmatism Society (Y) is fairly moderate. Furthermore, to determine the significance of the correlation coefficient r which has been obtained, significance test of correlation coefficient with the t test

From the results of the t-test above, it is known that t-value 9.437 > t-table (a 0.05). It means that Ho was rejected while H1 was accepted. So it can be concluded that there is a significant relationship between local direct elections (X) on the community pragmatism (Y). Thus, if the implementation of local direct elections (X) takes place continuously, the society pragmatism tends to increase.

Significant influence and linear between direct elections and Pragmatism Society in 4 districts / municipalities in North Sulawesi on the implementation of direct elections in December 2012- June 2013 can be determined by squaring the correlation results

It is known that the influence of local direct elections on the public pragmatism in four districts / cities in North Sulawesi during the implementation of local direct elections from December 2012 to June 2013 was 0.45, or 20.5 percent. Thus, the emergence of pragmatism in the community in the four areas is only by 20.5 percent influenced by the implementation of the local direct elections.

Regional decentralization, both government, people, and representatives of the people are given the possibility and opportunity to formulate and implement public policies in accordance with the interests of the local community (Nadapdap, 2005). Direct election is one form of the implementation of decentralization in the political perspective, where there is the transfer of the locus of power from central to local (Romli, 2005).

Although people are not directly involved in the decision-making day-to-day administration, but they can exercise control over the running of the government which has received a direct mandate from the people. Thus, there will be a check and balance mechanism that encourages the achievement of public accountability in local governance. Meanwhile, in a negative sense, direct elections as a democratic leap that is the party of the people in the area, defined as the freedom of the people to do anything, including commit acts of anarchy during the implementation of direct elections and take personal advantage from the local elections.

In the context of the consolidation and strengthening of democracy, direct elections could be a pillar that is strengthening national democracy building. The implementation of direct elections showed an increase in democracy. Level of a country's democracy is determined partly by how big the role of society in determining who among them is used as state officials. The more number of state officials, both at local and national level which is directly elected by the people, the higher the level of democracy in the country (Fitriyah, 2005). This is in accordance with the opinion of Dahl (1989) which states that the democratization at the national level may be awakened only if democracy is also underway at the local level.

Winarno (2002) says that, "the direct election system is the most realistic alternative to bring the democratic aspirations of the people with the power of the government and at the same time give political legitimacy to the elected executive officers".

Meanwhile, Bambang Purwoko (2005) explains that: "In direct elections, democracy means opening up opportunities for every member of society to hold public office. He further explained that democracy also means the opportunity for people to use their political rights directly and opportunity to make choices and participate controlling running of the government".

Nevertheless, the political rights of these communities tend to be used pragmatically in order to gain a short term benefit from the process of direct elections. Pragmatism is the emerging nature of someone who believes that everything is acceptable as long as it is useful in life. This stream emphasis on practice in the conduct evidentiary justification of something that can be seen from the practical actions or in terms of usability (Tafseer Ahmad, 2003). According to pragmatism, thinking means devoted to action, and the task thinking was to act. This resulted in actions become thinking criteria and usability. In other words, the result of the action becomes a truth.

The truth value has been entered into the democratic process in the region through direct election in which there must be a transaction between the selected communities with people who vote, in this case the head candidate of the region and voters. This is usually what we call money politics. According to wikipedia Money Politics is money politics or stomach politics which is a form of gift or promise bribe someone so that the man does not implement their right to vote and that he will do a particular way at the time of elections. Provision can be made using cash or goods. Money politic is one of the forms of campaign violations. Money politics is generally done by sympathizers, cadres or even political party officials before the day of general election. The practice of money politics is done by giving some money, basic foods such as rice, cooking oil and sugar to the public in order to attract public sympathy for them to vote for the party concerned.

While the agreement of the word ‘promise’ that experienced affixation “a” and “an”. According to Indonesian dictionary the word ‘promise’ means: consent (written or oral) made by two or more parties, each agreement will comply with what is in the agreement.

If the public option is contaminated because of the provision of money and other material, the idea of democratic local elections will fail, and that we worry about, Safrudin Hadi Saputro further said, there will be massive corruption committed by the elected candidate pair also by constituents (Fitriyah, 2005). Therefore, the purchase transaction activity voice in the election process should be avoided and the rule of law must be upheld.

Therefore, formal judicial referring Act No. 32 of 2004 on Local Government, Article 82 paragraph (1) and Article 117 paragraph (2), stating the following elements:

Deliberately give money or other material to voters; or Deliberately promise money or other material to voters; to influence the voter’s choice; do not use their voting rights; or vote for a particular candidate pair; or use their right to vote in a certain way so that the ballot be invalid.

The above practices carried out in the aftermath of the election or the designation of the participants during the campaign until the vote is held. The above practices are considered as a criminal offense against local elections.

Based on the research results obtained through the analysis of the data, this section presents a discussion of the results of the study as follows:

1. Local Direct Elections

In general, people who live in the four areas of the research, North Bolaang Mongondow Regency, Southeast Minahasa Regency, Minahasa Regency and Kotamobagu City, fully support the implementation of direct elections. In fact, the majority of respondents approved the direct election. It can be seen that the people in the four electoral districts feel they have the freedom to determine their leaders. Similarly, as citizens, the implementation of direct elections has encouraged communities to engage in development.

However, people feel that direct election is the best way to accommodate the interests of society and that certainly direct election has shown that sovereignty is in the hands of the people.

With the Direct Election of society feel the freedom in determining who deserve as their leaders. Even, through direct elections they can also be involved in regional development. This shows that the elections are considered to be the most appropriate way to engage in development.

2. Public Pragmatism

In general, society pragmatism tend to arise when the direct elections are implemented. The pragmatic nature of the community can be seen on the answers of respondents.

Based on the research instrument of society pragmatism that has been distributed to a sample of respondents in this study and then analyzed using the program Statistical Product and Service Solutions (SPSS) 20.0 for Windows, the obtained data is as follows:

Most respondents considered that everything is beneficial to life can we accept, because it is considered good. Even a candidate needs to give something to the community so that he could be chosen as a leader. Similarly, people judge that it is more important for a candidate of regent / mayor to give money to the people rather than his promise to build the region.

Even the respondents feel that they have to vote for the candidate who gives money to them. This is a moral burden. Similarly, according to most respondents, a person must have enough money in order to be a candidate and to be elected as a leader.

3. Analysis

After analyzing the data from the two variables obtained by using the analysis of correlation and regression, it can be said that the relationship between the elections with pragmatism community showed only a weak relationship or only about 20.5 percent of the pragmatic attitude of the people affected by the direct election process, meaning that there is another factor that affects 79.5 percent of pragmatism attitude in society.

CONCLUSIONS AND SUGGESTIONS

After doing research on two study sites namely; Minahasa Regency and Kotamobagu City and data obtained from the research can be summarized as follow:

1. People who are represented by the respondents from the four locations of this study assume that they agreed with the implementation of direct elections.

2. The Society as the respondents consider that direct elections is a form of freedom of society in determining their local leaders.
3. The Society considers that through direct elections people can participate and build their area through their participation in choosing leaders.
4. The Society considers that the public interest through direct elections can be accommodated.
5. Direct elections regarded as a manifestation of the sovereignty of the people in the area.
6. The society feel that their participation and their role in direct elections are very important
7. With direct elections, people feel closer to their leaders.
8. People consider something useful in life is a good thing. People tend to have a pragmatic attitude.
9. People tend to support the candidate leader who likes to give than to pay attention to his vision to build up the area.

Based on the description of the research data at two locations that do the researchers advise as follows:

1. Direct elections remain to be implemented as it provides many benefits to the community, especially to encourage people to participate actively in regional development, especially in determining their leader.
2. There must be a comprehensive study about the election system so as not to make people be pragmatic in determining their leader. Especially related to the rules in the elections.

REFERENCES

Aminuddin & Zaini B. A. (2005). *Direct Local Elections: Problems and Brief Prospect Sketch of the Implementation of Direct Local Elections 2005*. Yogyakarta, Students' Library.

Andi, T. (2011). *Reconsidering the Implementation of Direct Elections in Indonesia*. Kompasiana .Com.

Asfar, M. (2005). *"Direct Election System: Some Problems, Political Implications and Solutions."* Politika Journal, Vol. 1, No. 1. Bertrand Russell, History of Western Philosophy, Literature Student, Yogyakarta, 2002.

Asfar, M. (2005). *"Direct Election System: Some Problems, Political Implications and Solutions."* Politika Journal, Vol. 1, No. 1.

Bambang, P. (2005). *"Direct Election: Critical Notes on Some Crucial Issues in Law 32 of 2004.*

Fitriyah. (2005). *"Direct Election Systems and Processes."* CSIS Analysis, Vol. 34, No.3 *Government Regulation No. 6 of (2005) on the Election, Legalization of Appointment and Dismissal of Regional Head and Deputy Head.*

Harris, S. (2005). *"Direct Elections and the Future of Local Autonomy."* Politika Journal, Vol. 1, No. 1.

Hoessein, B. (1997). *"Global Challenges and Local Response: Decentralization Democracy and Efficiency."* Management Development, No. 19 / V.

Legowo, T. A, (2005). *"Direct local elections, Good Governance and the Future of Local Autonomy.* Law No. 32 Year 2004 on Regional Government. Mangun H. isms from A to Z, Publisher Canisius (Member IKAPI), Yogyakarta, (1997).

Miriam, B. (2000). *Fundamentals of Political Science*, Scholastic, Jakarta.

Muhammad Tahir A. (1992). *The State of Law, The Crescent Star*, Jakarta.

Nadapdap, B. (2005). *"Ups and Downs of Regional Autonomy and Local Direct Elections."* Polites Sociae Scientific Journal of Social and Political Science, Vol. V, No. 22.

Norton, A. (1994). *International Handbook of Local and Regional Government: A Comparative Analysis of the Advanced Democracies*. Hants: Edward Elgar Ltd.

Ridwan, A. (2007). *The Formulas and Data in Statistics Analysis*. New York: Alfabeta

Romli, L. (2005). *"Direct Elections, Regional Autonomy and Local Democracy."* CSIS Analysis, Vol.34,No.3.

Silitonga, B. (2005). *"Elections and Democracy Piracy."* Compass, February 21.

Sugiyono. (2013). *Mixed Method Research*. Alfabeta Bandung.

Taniredja & Mustafidah. (2011). 18. *Quantitative Research (An Introduction),* Alfabeta. Bandung.

Tafseer, A. (2003). *General Philosophy of Mind and Heart from Thales to Capra*. Bandung: PT.Teens.Rosda.karya

Winarno, (2005). *"Critical Issue: Direct elections in Accordance with Law No. 32 of 2004 and. Government. Regulation No. 6, Year, 2005."*

The Implementation of Environment-Based Program (PBL) To increase community welfare in Manado City

***Jeanne E. Langkai**
****Haedar Akib**
*****Imran Chalid Taher Musa**
******Urbanus Naharia**

Abstract

This study aimed to describe the implementation of the Environment Based Program (called PBL) which encouraged the government to improve the welfare of the community of Manado City. The government of Manado City promotes PBL Program, which stands for "Environment – Based Development and Socio-Economic Infrastructure", not a project, but the programs are managed directly by the public and direct funds to the account of Mapaluse Community Group (KMM), which is chaired by the Head of Environment as a chairman and KMM as the program implementer.

PBL target is the establishment of adequate infrastructure in each village environment with a face more beautiful environment, clean and beautiful, rising incomes for low-income communities with the help of additional capital for small and micro businesses, increasing the welfare of society as a result of the multiplier effects of PBL activities, encouraging people to perform synergy with various social welfare improvement programs in accordance with their aspirations and needs in order to develop a healthy urban environment, harmonious, have identity and sustainable, produce excellent products in creative economy, the availability of environmental programs as the result of society study as a forum for the community learn to plan, implement and care for their activities.

This study used a qualitative approach. Data were collected through observation, interviews, documentation, and Focus Group Discussion (FGD). Determination of informants is done by using purposive random sampling and the number of informants is 23 people. The process of data analysis performed in conjunction with the timing of data collection.

Based on the research results, it can be concluded that the implementation of development-based program policy - Build Environment and Socio-Economic

* Graduate Program in Public Administration Studies Department, State University of Makassar,
Email : jeannelangkai@yahoo.com

Infrastructures (PBL) in Manado City that has been running well in accordance with the rules set. This program is sustainable, to stimulate public awareness of the neighborhood and there is co-operation of the various elements of the community to participate and succeed Mapalus PBL program. It could be argued that if the policy of implementation of PBL program was instrumental in supporting the achievement of development in the city of Manado, especially in environments that ca not be reached directly by the local government, then this policy should be implemented on an ongoing basis to perform a variety of improvements in the implementation of which has been undertaken to improve the welfare of the people in Manado city.

Key words: Implementation, Policy, Public Welfare Improvement, Environment-Based Program (PBL).

INTRODUCTION

Today the government is always trying to improve people's welfare, reduce poverty and increase social values in society. It is as set out in the 1945 Constitution Article 34 paragraph (2) about the National Economy and Social Welfare which states that: "The State shall develop the social security system for all people and empower weak and poor society to conform with human dignity". With that, the government has a major role in improving welfare. Therefore in various regions in Indonesia, the government has begun to promote a pro-people program as was done by the government of Manado.

Manado City as one of the major cities that has experienced very rapid progress. Aside from being an independent and autonomous city with a vision of Manado development as a model of ecotourism city (Manado Model City for Ecotourism, 2015) and a mission of a Manado is to make the city of Manado as a pleasant town (Manado as a City of Happiness). It is undeniable that in addition to the progress that has been acquired, there are still obstacles, barriers and challenges that hinder the speed of progress of development in the city of Manado. Fairly complex problems require the intervention of all parties together and coordinated. Central Bureau of Statistics (BPS) data related to poverty in the city of Manado for 2010 was 6.5%, and in 2013 became 4.91%, or down 1.59%, this figure is below the national rate of 11.66% and provincial rate of 7.64%. The government of Manado city continues its efforts to reduce poverty through poverty alleviation programs such as the procurement of rice for the poor (Raskin), assistance to students who are less able or economically weak through poor scholarship program (BSM), a hope family program (PKH), national health insurance program and provincial health insurance program , Universal Coverage (UC) or free for treatment, PNPM for independent Urban, PNPM for tourism.

In addition to the programs mentioned above, in an effort to improve people's lives through the activities of a society of empowerment, job creation and distribution of development in each village neighborhood in the city of Manado, Manado City Government launched a program of Community Based Development in the area of the smallest of Manado city that is the Environment, called PBL.

The flagship program of Manado City is an environment-based development Building Environment and Socio-Economic Infrastructure (PBL) that understand the problems exist in every village environment must be able to be resolved by the people in the village environment. Most people could understand and know about the condition of infrastructure and social issues, so hopefully they themselves are directly involved in solving the problems that exist in their environment. Society became the main actor, not as a spectator, in the process of managing the environment in which they are located. The people themselves will get involved in the process of increasing the capacity and the welfare of their lives. Local Government, private sector, and others are merely as facilitators that help accelerate and facilitate the process of independence.

PBL general purpose is to improve the quality infrastructure which can encourage efforts to improve the welfare, employment of local environmental communities through independent community empowerment programs.

While the specific goals of PBL are increasing the participation of all communities in the decision making process for the management of development, increasing institutional capacity of rooted-community, representative and accountable, increasing the capacity of the government in providing direct services to the public (especially to the poor) through policies, programs and unemployment budget for the poor, increasing synergy society, local government, private, university associations, non-governmental organizations, community organizations and other concerned groups to streamline the efforts of empowerment and independence of the community, increasing the community's social capital developed in accordance with the social and cultural potential based on local potential and increasing innovation and use of appropriate technology, information and communication in community empowerment.

The government Manado City implements the programs through establishment of Mayor Regulation No. 46 of 2011 on environment based development- develops Social and Economic Environment infrastructures abbreviated PBL (Manado City Government, 2011) which suggests that "PBL is environment based development develop environment social and economy infrastructures. PBL is the flagship program of the Government of the city of Manado is the reference implementation of infrastructure development programs, based on the social and economic empowerment of communities and carried out "Mapalus" in every neighborhood in the village area. PBL is a new program from the government of Manado City in order to increase public participation, either individually or in groups to solve various problems related to improving the quality of life, independence and well-being of society. "(Manado City Government, 2011). This suggests that the environment-based development (PBL) (1) Intrinsically it is a development policy proposed by the Government of Manado; (2) in order to improve the quality of life, independence and well-being of the people of Manado, (3) the environment-based approach, as the smallest part of the administrative territory and government management and development at the village level in the city of Manado, (4) through empowerment strategy that encompasses aspects of infrastructures, social and community economy at the level of the environment.

The targets to be achieved in the PBL program for the people of Manado are as follows (1) Establishment of adequate infrastructure in each village environment with a more beautiful environment face, clean and beautiful that can attract more tourists to come to the city of Manado and stand for ecological travel to every neighborhood in the village. (2) increasing the welfare of society as a result of the multiplier effects of PBL activities. (3) encourage the public to make synergy with various social welfare improvement programs in accordance with their aspirations and needs in order to develop a healthy living environment, harmonious, a sense of their own identity and sustainable, (4) availability of environmental programs as a result of the study of society as a forum for people to learn to plan, implement, supervise and care for their activities.

Environmental approach referred to in the " Environment-Based Development Policy is explicitly stated in Chapter III of the Regulation of the Mayor of Manado Number 46 of 2011, namely: "PBLactivities are accessible to the entire neighborhood in the city of Manado which in practice it will be formed Mapalus community group in any environment by appointing the Head of the Environment as chairman and supervision of the activities is done by the village chief, facilitators and Working Groups."

Officially funds provided by the Government of the city of Manado for the implementation of environment-based development (PBL) . Phase I, IDR 37.6 billion was given to 504 environments in Manado. Mayor of Manado, Vicky Lumentut says that "The funds are channeled directly to the account of Independent Community Group (KMM) as the organizer of the program," Further Lumentut said that the fund needs to be used properly to establish the environment in order to improve the welfare of the people of the city of Manado. "Most importantly, it must be able to avoid irregularities in order not to break the law," said Lumentut. Furthermore, Mayor Lumentut remind people to participate oversee the program, to be implemented properly, not to place unwanted things.

Actually PBL not only aims to establish what is needed in the neighborhood community. PBL-Mapaluse make people want to participate to the environment because basically funds provided only stimulant. Another goal to be achieved in the PBL program is that it is expected to have a harmonious cooperation between members of the community and get to know each other among the people especially in the environment. It is as proposed by the Mayor of Manado Vicky Lumentut that "It could be our neighbors lazy to socialize. Our hope here, he has an opportunity to socialize, to gather. Torang would gather to backing it. Slowly they belong together, know each other , one environment of Torang".

The Government of Manado City formally disburse funds for the implementation of environment-based development program (PBL) , phase 1 amounting to IDR 37.6 billion for 504 environments in Manado. Based on the documents obtained from the Village Community Empowerment Board, that the PBL policy provides funds IDR.75,000,000-, for each environment (504 environmental) or IDR.1.730.972.739, - every year.

In 2012, PBL did not realize the fund 100 percent because it was hampered by changes in the minister of home affairs Regulation No. 32 of 2011 which was renewed by the minister of home affairs Regulation No. 39 of 2012 on Grants and Social Assistance.

It was recognized by the Head of Community Empowerment and Village Government (BPM-PK) Manado City, Frans Noldi Mawitjere SH. According to him, PBL in 2012 cannot be realized 100 percent because there was still 60 percent of the physical work has not been completed due to adjustment rules under Regulation minister of home affairs. Therefore, the former head of Manado Social services said that the continued implementation will be arranged through the budget amendment in 2013. "Physical Work PBL later begun in November 2012. If the fund is realized but physical unfinished, it would certainly violate the rules and result in legal consequences, "said Mawitjere.

Furthermore Mawitjere advised the heads of environment as chairmen Mapaluse (KMM) Community groups that have received funds from PBL Mapaluse to immediately present financial accountability reports.

From the perspective of high community participation as expected in this policy, in fact, it has not been done at the level of implementation as it should be because its implementation does not match the results of the environmental assessment meeting under the general guidance of PBL. Based on the information obtained from the Secretary BPMK, of 504 environments as the target program in Manado city, only for 402 environments that could be realized fund 40% of the proposals submitted for the infrastructure program, while 102 Environments have not been realized at all. This condition affects the intensity level of community participation and even it may reduce public trust in this policy.

Other facts show that, when viewed from the perspective of policy implementation, especially with regard to the technical implementation, it turns out there are obstacles in the writing of a proposal by the head of the environments. This can be caused by diverse capabilities as head as the representatives of the community. It is characterized by the response from a number of the Heads of the Environment in Manado City which revealed that PBL policy implementation is hampered due to the proposals that have not been understood by the Head of Environment and KKM (http: // manadokota.com, April 30, 2013).

Environment-based development program (PBL) building environmental, Social and Economic infrastructures which has been launched by the government of Manado city (municipal) since the end of 2012, continued in 2013 and 2014. Only management originally done Agency for Community Empowerment and Village Government (BPMPK), are now turning to the sub-district party. GS Manado Mayor Vicky Lumentut insists, handing over management to the subdistrict Mapaluse PBL is intended to aid the handling of Manado city government for 504 environment running smoothly. Because, if it is still handled by BPMPK, based on the experience that there is delay in disbursement of funds. The reason, as to handle 504 file environment is often delayed because only done BPMPK. If in the district, they know better environment in each region so that the expected rapid channeled funds for the development environment, "said Mayor, (Binoculars Sulut.com, January 9, 2014). Mayor of Manado, GS Vicky Lumentut stressed that the submission of PBL management Mapaluse to the sub-district is intended to aid the handling of Manado city government for 504 environment running smoothly. Because, if it is still handled by BPMPK, based on the experience that there is delay in disbursement of funds. The reason, as to handle 504 file environment is often delayed because only done BPMPK. The sub-districts know environment in each region better so that the expected rapid channeled funds for the environment development could be made, said Mayor, (Binoculars Sulut.com, January 9, 2014).

Based on the explanation above, it can be argued that the Environment-Based Development Program and Socio-Economic infrastructures (PBL MAPALUSE) given to 504 environment with stimulant fund of IDR 75 million each neighborhood assessed both by the public and very pro-people because PBL Mapaluse is not a project, but it is a program managed directly by the public and direct funds go to the accounts of Community of Mapaluse (KMM), which is chaired by the head of the environment. People consider PBL MAPALUSE program is successful because it supports the vision of the city of Manado as a model of ecotourism city, there is equity in the development in the city of Manado, encourage community participation, reduce poverty, and improve the quality of the environment.

LITERATURE REVIEW

Social Welfare Policy in the Perspective of Public Administration

In the perspective of public administration, social welfare policy can be seen as a process in which all the resources of the community have a togetherness in life values and norms, similarity in goals, expectations, attitudes unity in action, planned, organized, implemented to be formulated , implemented for the benefit of the public. Land and Rosenbloom in Akib (2009: 100-101) says that public administration should be done by looking at the needs of the community. Public administration is expected to work in an efficient and responsive to the needs of people who are considered as consumers, as well as private companies. This approach is called popular approach that wants the public administration to be more driven by the needs of the people who need the service.

According to Chandler and Plano (1988: 29-30) Public administration is the process by which the resources and personnel organized and coordinated to formulate, implement and manage decision-making in public policy. According to Mac Curdy (1986), public administration can be seen as a political process, as one of the methods to rule a country and can also be considered as the principal means to carry out various functions of the state. In other words, the public administration is not simply a managerial issue but also a political issue. Starling see public administration as all that is achieved or done in accordance with the government promised during the election campaign. Nicholas Henry (1988), defines public administration as a complex combination of theory and practice, with the aim of promoting an understanding of the government in relation to society governed, and also encourage public policy to be more responsive to social needs, (Keban Yeremias 2008: 5 -6).

View of Land, Hughes, Henry, Curdy, Starling and Keban give emphasis on public administration in combining between theory and practice that the government as a political power holders meet political appointments through the establishment of strategic policy and more responsive to the needs of the community empowerment. Meanwhile Chandler and Plano see public administration as the process of organizing and coordinating the available resources through the process of formulation, implementation and management of decisions in the form of public policy

To understand public policy, according to Nugroho (2011: 30-31), there are two types of streams or comprehension in understanding public policy: The first is continental stream who tend to see that public policy is derived from the law, even sometimes liken between public policy and law, especially public law or constitutional law, so they see it as a process of interaction between state institutions. The second stream is Anglo-Saxon which tend to understand that public policy is derived from democratic politics so that they see it as a product of interaction between the state and the public.

Agustino Leo (2012: 87-95) writes that political scientists and public administration has developed a number of common forms (typology) to classify public policies, namely: First, substantial policy and policy procedures. Substantive policies include policies to be carried out by the government which basically put pressure on the subject matter. Meanwhile, procedural policies include who will perform or how it will be implemented. Second, liberal policies and conservative policies. Liberal policy can be interpreted as a desire to understand the individualistic freedom in every action. While the conservative policy is a provision that requires a steady flow on each action. Third, distributive policy, redistributive policy, regulatory policy, and self-regulatory policy. Distributive policy consists of the deployment of services or benefits in specific sectors, both for individuals, small groups, and specific communities. Redistributive policy is an attempt by the government to move the allocation of funds of wealth, income, election or the rights among population groups. Objectives included in the policy is not the use of the goods but the goods themselves, not the same treatment but the same property, but not the behavior of perpetrators. Regulatory policy is a policy on the use of restriction or prohibition of any act or action against a person or group of people. While the self-regulatory policy is a kind of rules or policies that try to limit or supervise some substances or groups. Fourth, material and symbolic policies. Material policy is a policy that tries to provide a real source of income or real power to the people who benefit or give harm to anyone affected by the actual losses, while the symbolic policy clearly share profits or losses that have little impact on humans. Fifth, collective and private policies. Collective policy is a policy concerning collective goods, namely the policy on the provision of goods and services for the purposes of the public. While private policy is a policy that can be divided into units and financed for a single user or can be marketed.

Wayne Parson citing public policy Heidenheimer that discusses how issues and problems are formulated and defined and how all of which are put on the agenda of policy and political agenda. In addition, public policy is also a study of "how, why and what is the effect of the active action (action) and passive (inaction)". Or as stated by Dye, public policy is the study of "what is done by the government, why the government once took such action, and what the consequences of such action" (Dye, 1976: 1).

Heidenheimer's opinion on public policy is more emphasis on how the issues and public affairs are arranged, defined and scheduled as a policy to be implemented. While Dye, sees public policy as knowledge about what is the government policy to address the problems, then the reason the government set the problem in the form of public policy further questioning about what the consequences of that policy.

Carl Friedrich defines public policy as a set of actions taken by the government with a goal and directed to achieve the goal and objective that have been set. While Anderson formulates public policy as government activities that are intended to address a problem, (Pandji Santosa 2009: 35). Chaizi Nasucha say that public policy is the government's authority in making a policy that is used to the rule of law. The policy aims to absorb the social dynamics in the community that made reference policy formulation in order to create harmonious social relations, (Pasolong 2010: 39).

Carl Friedrich's outlook on public policy views of public policy as a set of actions taken by the government that formulated in the intended purpose. While Anderson formulates public policy as the activities of the government in an attempt to overcome a problem. While Chaizi Nasucha sees public policy as the formulation of the social dynamics in the form of a policy aimed at creating a harmonious social relation.

This opinion gives emphasis on public policy as the policy demands that the political demands of the public and look at the seriousness of the government as policy makers to respond to public concerns and then set priorities.

Nugroho 2011: 55 says that in developing countries public policy is to manage, direct and develop interaction within the community and between the community and the environment for the benefit of the community in order to be able to obtain or achieve the expected goodness effectively. So in practice it can be said that public policy is a tool of an institutionalized community to achieve social beliefs about its goodness.

Nugroho assessing public policy in developing countries as the activities of organizing, directing and developing effective interaction in society with little chance for goodness. Pasolong Harbani (2013: 38) says the policy is a set of ready alternative selected based on certain principles. Policy is a result of in-depth analysis of the various alternatives that resulted in a decision about the best alternative. Pasolong Harbani's opinion emphasizes the policy as a result of scientific analysis of the various alternatives or the best choice in the form of ready alternative decisions based on certain principles. Policy is a result of in-depth analysis of the various alternatives that resulted in a decision about the best alternative.

Opinions expressed Ismail Nawawi in his book Public Policy (2009: 9) states that a broad overview of the policy as the election authority (Authoritative Choice), the owner's response to the issue of authority or public problems. Therefore, public policy should reflect the following things:

a. Objective: public policy is the government's search for specific goals through the application of identified public and private resources.
b. In connection with decision-making and testing its consequences.
c. Structured with actors that can be identified and sequential stages that can be found
d. In essence, public policy is political, expressing the results of the election and the executive policy priorities.

Nawawi Ismail's opinion about policy review see public policy as an option holder who gained political authority of a public issue or problem specifically with the intent of managing public and private resources in the form of executive policy.

Sources of public policy in Indonesia can be seen on the destination of the Republic of Indonesia as stated in the preamble of the 1945 Constitution requires the Indonesian government to: 1) to protect the people, 2) to protect the entire homeland, 3) to promote the general welfare, 4) to educate all of people of the nation and, 5) to participate in the establishment of world order. Implementation of the four goals of the State and used as a motivational basis for the formulation of public policies within the framework of the Unitary State of the Republic of Indonesia

To achieve the purpose of the State as described above, the government enacted Law No. 11 of 2009 on Social Welfare by establishing social welfare as a condition of fulfillment of the material, spiritual, and social for citizens in order to be able to live a decent and able to develop themselves. While the implementation of social welfare intended as an effort which is directed, integrated, and sustained by the government and society so that every citizen experiencing problems of social welfare can have power meet their basic needs. Under this policy, it is expected to materialize citizen decent life and dignity, basic needs are met as well as the creation of a welfare service delivery that are fully planned, purposeful, and sustainable.

Edi Suharto 2010: 4-9 wrote that the purposes of social welfare development include: 1) improvement of living standards, through a set of social services and social security for all levels of society, especially groups of disadvantaged and vulnerable who are in need of social protection, 2) increase in empowerment through the establishment of system and economic institution, social and politic that promotes dignity and human dignity, 3) improvement of freedom through the expansion of accessibility and opportunity options in accordance with the aspirations, capability and humanitarian standards. Social welfare development activities focus on three areas: social provisions, social protection, and community empowerment. The third focus of the activities carried out on the basis of a policy or strategy that focuses on prevention, healing and development.

Opinions mentioned above are basically the same as the goals of social welfare development and the Social Welfare Act, but the difference lies in the emphasis on disadvantaged, vulnerable and are in need of social protection. There are two approaches in defining social policy as a public policy as proposed by SPICKER 1995; Bergman and Davis 2004 concluded by Edi Suharto, 2010: v-vi as follows: The first approach defines social policy as the welfare state policies concerning matters that are developed to solve a social problem or meet the basic needs of its citizens through the provision of social services and social security. The second approach defines social policy as an academic discipline / study of welfare policies, the formulation and its consequences. Both approaches are different but both stressed that social policy is a form of public policy concerning the development of social welfare.

SPICKER (1995: 5) helps reinforce the substance of social policy by presenting three characteristics or the direction of the definition of social policy, namely:

1) Social policy is about policy. Social policy is about policy. This means that although the social policy field in contact with food, education, health, it has the focus and its own affairs concerning matters of policy. 2) Social policy is concerned with issues that are social. Social policy is dealing with issues of a social nature. But the meaning of the social does not mean vast, but instead refers to the collective responses made to address social problems perceived by the public. 3) Social policy is about welfare. Broadly it can be interpreted as the well-being or welfare condition which means the provision of social services provided by state and as on certain types of benefits, especially means-tested social security, aimed poor people (Suharto 2010: 109-110).

Of the various views mentioned above, it can be said that the public administration in relation to social welfare policy is activity-oriented governance services to the needs of the public in the context of empowerment, self-reliance in order to decrease dependence on the government and the government's role is more focused on activities with the intent to facilitate raised a high level of community participation in solving public problems. This practice can be implemented exclusively in Indonesian as a democracy that emphasizes government was formed from by and for the people because without people there is no sovereignty. Governance into existence because people give a mandate to implement the interests of the people according to the priority needs of the community. Because of the interest, the public administration is a government organization to serve the needs of the public.

Implementation of Public Policy. Public policies that have been through the process of formulation does not mean if it is not implemented. Wayne Parson (2005: 463-464) cites several views on the implementation of the policy as follows:

a. Van Meter and Van Horm argued that the problem of implementation is assumed to be a row of decisions and day-to-day interactions that do not really need the attention of political scientists and the view is regarded as a misleading assumption.

b. Jenkins said that the implementation of the study is the study of changes in how change happens, how possible changes could be raised. it is also the situation of the microstructure of political life; how organizations outside and inside the political system to run their affairs and interact with each other; motivations when they act like it, and what other motivations that might make them act differently.

c. Anderson said the policy was made when he was governed and regulated while being made.

Policy Implementation Approach. Wahab 2012: 234-246 suggests approaches to public policy as follows:

1. Approach structurally. In this approach the implementation is viewed solely as technical problems or managerial issues. Planning to make changes on the other hand, takes place when the change was imposed from outside, such as other organizations and environmental forces or if the process of change that are difficult to predict, controlled or contained. In general it can be said that the structure of an organic nature seems very suitable for situations implementation. In general it can be said that the structure of an organic nature seems very suitable for implementation situations, where we need to design the structure that is capable to implement a policy that is constantly changing, compared to design a special structure for the program once completed.

2. Procedural and Managerial Approaches. These procedures include matters relating to scheduling, planning and supervision. Thus the logic that after the identification of problems and policy choices from the standpoint of cost and effectiveness is the most qualified, then the implementation phase will include the sequences of steps as follows:

i) Designing the program and details of the task and the formulation of clear goals, determination of cost and time performance. ii) implementing the program, by utilizing the structures and personnel, funding, resources, procedures and methods appropriate, iii) establishing a system of scheduling, monitoring and means of proper supervision to ensure that appropriate measures can be implemented immediately and correctly.

3. Behavioral Approaches. This approach begins with awareness that there is often resistance to change. Some of the causes of resistance to change in relation to the implementation of the policy are: Firstly, there may be a feeling of worry to the changes themselves, Secondly, the process to achieve the objectives above, the objective shelter under the name of MBO (management by objectives) should be interactive, ie based on consultation and as far as possible be based on mutual consent. Thirdly, there must be a system of assessment of performance monitoring that includes a combination of self-management capabilities, embedded control, and joint evaluation of progress by each manager and their superiors.

4. Political approaches. In this discussion, politics tend to be more referring to patterns of power and influence among and within the organizational environment. The political approach is fundamentally opposed to the assumptions presented by the three previous approaches, especially behavioral approach. Ultimately the success of a policy will ultimately depend on the willingness and ability of dominant groups to impose his will.

Inhibiting Factors in Public Policy Implementation. Hogwood and Gun 1986 in Wahab (2012: 129- 132) divides the notion of public failure in two broad categories, namely:

1. Non-implementation or not implemented, meaning that the policy is not implemented as planned due to several reasons such as not cooperating with the implementer, the workings of the implementer inefficient, implementer who do not master the problems or barriers beyond the scope of implementation,

2. Unsuccessful implementation, meaning that the policy has been implemented as planned but did not manage to realize the objectives and expected impact caused by external conditions such replacement of power.

Grindle in Jumras (2012: 79) stated that the implementation of a policy is always faced with two possibilities that success or failure. The success or failure of the implementation can be evaluated from the point of real ability of implementers to continue and operate programs designed previously. The entire process of implementation can be evaluated by measuring or comparing between program outcomes and policy objectives. The requirements to be able to implement the policy are as follows:

1. External conditions. This condition is a constraint that exists beyond the implementers such as: 1) The political aspect, policy cannot be implemented because it is not accepted by the parties whose interests related to such political party leaders, the political situation is ongoing. 2) The parties have the power to impede the implementation of policies, availability of time, hope to achieve the goal in a short time can make the implementation of policies are ineffective. 3) The availability of the resources needed to implement the program in the policy. This source is the integration of human resources, funding and other facilities. One of these sources there would impede the course of implementation.

2. Internal conditions. This condition is a constraint derived from the conduct of the ability to implement policies such as: 1) the level of understanding of the problems in the implementation of policies and policy objectives. Issues such as the initial conditions and the consequences that might occur after the implementation of the policy. All implementers should have understanding and agreement on goals and suggestions that will be achieved, b) the accuracy of the details of the task, all tasks should be carried out by the right people and in accordance with the number or capacity capabilities, c) communication and

coordination, to address policies that run by many parties coordination and communication should run well, so that each party do not walk alone with his interests, d) attitude that belongs thoroughly obedient parties involved.

Social Welfare - Prosperous life is the desire of every human being where the physical and spiritual needs are met and people are always trying to fulfill it. Nugroho & Dahuri (2004: 165-168) states poverty is absolute and relative condition that causes a person or group of people in a region does not have the ability to meet their basic needs in accordance with certain values or norms prevailing in the community for reasons natural, cultural and structural. Natural poverty is due to the limited quality of natural resources and human resources. Structural poverty caused directly or indirectly by a variety of policies, regulations, and decisions on development, poverty is generally can be identified from the economic transformation that goes out of balance. Cultural poverty is poverty that is more due to the attitudes of individuals in a society that reflects the lifestyle, behavior, or culture itself in the poverty trap. In other words, a person is poor if only the income level does not allow the person to comply with the values and norms in society. According to Edi Suharto, (2010: 132) poverty has several characteristics:

1. Inability meet basic consumption needs (food, clothing, and shelter)
2. The lack of access to other basic necessities of life (health, education, sanitation, clean water, and transport)
3. The absence of job security (due to lack of investment in education and family)
4. Vulnerability to shocks individual or bulk.
5. The low quality of human resources and limited natural resources.
6. exclusion in social activities.
7. The lack of access to employment and sustainable livelihoods.
8. Inability to strive for physical or mental disability.
9. Inability and social disadvantage (abandoned children, women victims of domestic violence, poor widows, the marginalized and isolated).

From the view of the above it can be said that poverty is a condition where a person is unable to meet basic needs such as food, clothing, shelter, health, education, sanitation, clean water, and transportation, lack of job security, low quality of human resources because of stupid or physical disability, lack of access to employment and sustainable livelihoods.

Social Welfare Policy- Indonesian government's policy has always seen from the purpose of the State as described above, which aims for social welfare. Article 34 paragraph 2 of the 1945 Constitution states that the State, as the competent institution, is obliged to: 1) develop a system of social security for all citizens, 2) have an obligation to empower the weak and the poor to conform to the dignity of humanity. As a follow up to the above provisions, the Act Number 11 of 2009 on Social Welfare stipulates that the government must: 1) creating a decent and dignified life, 2) fulfill the right to the basic needs of citizens in order to achieve social welfare, 3) carry out the service and development social welfare planned, directed, and sustainable. This law suggests that the definition of social welfare is a condition where people have enough material, spiritual and social so that they can live well and be able to develop themselves so that they can perform its social function. While the implementation of Social Welfare is the effort which is directed, integrated, and sustained by the Government, local government, and the community in the form of social services in order to meet the basic needs of every citizen which includes social rehabilitation, social security, social empowerment, and social protection. Social Empowerment is all efforts aimed at making citizens who experience social problems have the power to be able to meet their basic needs. The formula above confirms that lawmakers give serious attention to the problem of social welfare where attention is performed in a focused, integrated, and sustainable starting from the central government, local government, with the aim that the citizens can meet basic needs, social protection and for residents countries experiencing social problems are empowered to be able to meet their basic needs.

RESEARCH METHODS

This study used a qualitative approach. Qualitative research process involves a significant effort, such as asking questions and procedures, collect specific data from the participants, analyze the data inductively from the particular themes to common themes, and interpret the meaning of the data. Creating a complex picture, researching words, a detailed report of the views of respondents, and conducted a study on the natural situation. In addition to qualitative research can reveal the real events are also expected to reveal hidden values (Lincoln and Guba, 1985: 198) The data was collected through observation, interviews, documentation, and Focus Group Discussion (FGD). For the determination of informants is purposively random sampling, the number of informants was 23 people. The process of data analysis was performed in conjunction with the data collection.

RESEARCH RESULT

PBL is a new breakthrough from Manado City government to bring the Fair and Equitable Development through community capacity building, both individually and collectively, in solving various problems related to improving the Quality of Life, Independence and Public Welfare. Environment-Based Development (PBL) as a between Manado City Government program that directly reaches the entire neighborhood in the Manado city. PBL Mapaluse is a program to improve community participation through three activities: infrastructure, social and economy. The goal of this program is to improve people's welfare, reducing poverty and improving environmental quality such as making the trail, embankments and other public facilities.

The flagship program of the city of Manado is Environment-Based Development Program for Building Environment and Socio-Economic Infrastructure (PBL-MAPALUSE) that understands the problem of poverty that exist in every village environment that must be able to be resolved by the people in the village environment. Most people could understand and know about the condition of infrastructure and social issues, so hopefully they themselves are directly involved in solving the problems that exist in their environment. The people themselves who should proceed to increase the capacity and the welfare of their lives. Local governments, private sector, and others are merely as a facilitator that help accelerate and facilitate the process of independence.

Through PBL the community of Manado city is given extensive opportunities to participate actively in the development of environment starting from planning, implementation, monitoring and evaluation which are based on the idea that the people themselves who best understand the condition of facilities and infrastructure issues as well as social and economic available in their environment.

Manado City Government will always accompany the community and stands as the regulator, motivator, facilitator and coordinator and keep handing the entire development process at the level of the environment to the hands of the community. Agency designated to handle this Mapaluse PBL program is Community Empowerment and Village Government Board (BPMPK). Funds given to the 504 environments in 87 villages and 11 sub-districts throughout the city of Manado were planned in the budget in 2012 with a stimulant fund of IDR 75,000,000,- for each environment. Funds are awarded on PBL program aim to encourage the participation of the community to participate in the construction so not entirely given by the government. To repair damaged roads, funds budgeted just enough to fix all the 100 meters, with the participation of the community with the available funds, the road improvements can be made more than specified. In addition to repair damaged roads, the types of activities that can be implemented infrastructure in PBL program, these include the drainage, footpath paving stone, embankments (retaining wall), rebates casting concrete curb, stepped concrete walkways and stair railing , plate duicker, infiltration wells, public toilets and washing facilities (including septic tanks fabrication), procurement of ordinary type street lights and solar cell system, greening and maintenance of green open space (RTH) in the environment. Each implementation of the infrastructure activities will be tailored to the needs of each environment because each neighborhood would have different needs.

Through Environmental Assessment Meeting we will know what the problem is and what is needed by the people in a region that is expected to be targeted development. Problems and needs of people in each region is different, so the focus of the development done is also different, such as Batu region in Mamahit city that based Environmental

Assessment Meeting (RPL), the region requires street lights and drainage. Unlike the development done in Winangun village, drainage and street casting. Based on observations and interviews in the field it can be said that indeed the entire plan in PBL Mapaluse program cannot be achieved, especially in the first year of the program progressed, especially funds that can be realized only 40% of the total funds committed. This caused public suspicion of the existence of misappropriation of funds, especially against the executive committee so that it can make head depressed morally. Thus the executive committee must be able to work with the communities in the region and work in an open and transparent so as to remove any suspicion of society, even in the presence of these deficiencies may encourage the participation of the community to help support and complete the implementation of PBL-Mapaluse program because basically this program is done for the benefit of the community and to improve the welfare of the community.

Through the PBL, it is expected to be awakened adequate infrastructure in every neighborhood village with a more beautiful and clean environment as an effort to realize the Manado City Ecotourism Model, improving the lives of the poor economy through additional capital for small and micro enterprises, improve the welfare of society as a multiplier effect of these activities, encouraging people to perform synergy with various social welfare programs in accordance with the aspirations and the needs of society in the framework of the Development of Healthy Environments, Dressage, True, identified, and Sustainable, Creative Economy producing superior products that support the vision and mission, the availability of environmental programs as the results of the community study to learn to plan, implement and care for their activities.

In order that the technical implementation can run well in accordance with the plan of the program it is necessary to direct socialization in every village in the city of Manado. The process of public education to Manado through several activities including the establishment of Working Groups, KMM consisting of community representatives and environmental assessment meeting receive and accommodate proposals from the public related to the development of the area in which they live.

PBL more focused on the repair and improvement of infrastructure in the city of Manado. Repair and improvement of the infrastructure is expected to improve the welfare of the community. There is still much to be improved in the PBL programs ranging from socialization, disbursement, the implementation of the program to the accountability report. However, generally speaking PBL programs implementation have been carried out in accordance with the procedures and objectives that have been set. PBL-Mapaluse programs are implemented with the support and cooperation of various parties including the government in this case BPMK (Community Empowerment and Village Government Board) of Manado City, the government of sub-districts, the heads of village, the heads of the environment and local communities. This implies that the implementation of PBL programs in Manado in general have done well as a form of government development efforts are managed and organized from, by, for and with the community in building the environment and increase the sense of mutual aid and self-help of the people of Manado.

PBL program implementation is divided into two main activities, namely physical activity and non-physical activities. Physical program will build walkways, drainage, lighting, etc. in accordance with what the community needs in the environment. The non-physical program provides a revolving fund for low-income communities in the environment to help the development of their businesses such as cafes, cake-making business, and so forth.

Environment-Based Program (PBL) build environmental infrastructures, social and economic (Mapaluse) which has been launched by the Government of Manado City since the end of 2012, still continued in subsequent years. However, there is a transfer of previously conducted by Agency for Community Empowerment and Governance Village (BPMPK), will further later managed sub-district governments. Submission of PBL-Mapaluse management to the sub-district government is intended for the handling the aid of the Manado city for the 504 environment runs smoothly.

Implementers, in this case, is not only the government, but also society as program implementers of PBL. Policies that aim to direct the activities of the society should be organized by the government society and the community, in this case it is focused to the community because the goal of PBL program is from, for and by the people that the government merely as a guide, companion and provides assistance for the implementation of program in accordance with the planned objectives.

CONCLUSION

1. The implementation Policy of PBL program is very crucial in supporting the achievement of development in Manado city, especially to reach areas that cannot be reached directly by the government.

2. The implementation policy of the environment-based development building Environmental and Socio-Economic Infrastructures (PBL Mapaluse) in Manado City has been running well in accordance with the rules set. The program also is continuous to stimulate public awareness of the environment tem-pat residence and no co-operation from all walks of life to participate and succeed Mapaluse PBL program. The program also is continuous to stimulate public awareness of the neighborhood and there is cooperation from all walks of life to participate and succeed the PBL-Mapaluse program.

3. The Policy of Environment-Based Development program-Building Environment and Socio-Economic Infrastructures (PBL Mapaluse) in the city of Manado proven to have a positive impact on the government's efforts to improve the welfare of the city of Manado community, especially in infrastructure that was nothing and broken previously but now they are realized and renovated. It can be seen from the increasing variety of existing infrastructure in the city of Manado, especially in remote areas and are not affordable by the local government, one example is making the path that facilitate the community to reach out to other regions. In addition, irrigation canals and procurement of solar power plants that can be used for the needs of the community.
4. PBL-Mapaluse programs can increase public awareness and concern for the environment in accordance with the form of self-help capabilities.

REFERENCES

Agustinus, L. (2006). Dasar-Dasar Kebijakan Publik, Bandung Alfabeta.

Akib, H. (2009). Artikulasi Perkembangan Ilmu Administrasi Publik, Jurnal Baca Edisi : Vol. 2 No. 3, Pusat Kejian Lembaga Penelitian Universitas Pepabri Makasar.

———————, (2010). Implementasi Kebijakan : Apa, Mengapa, dan Bagaimana, Jurnal Administrasi Publik, Volume 1 No. 1, Pusat Kajian Lembaga Penelitian UNEM.

———————, (2012). Kebijakan Publik, Materia Kuliah, Universitas Negeri Makasar.

Anderson, J. E. (2000). *Publik Policy Making*. Boston Houghton Miffin. Antara News.Com, 10, Nov. (2012). *Pemkot Resmi Kucurkan Dana PBL-Mapaluse.* (http://www.antarasulut.com/ berita/ 17748/pemkot-resmi-kucurkan-dana-pbl-mapaluse). Diunduh, 6 Juni 2014

Austin, M. J. (2006). *Understanding Poverty From Multiple Social Science Perspective, A Learning Resource for Staff Development in Social Service Agencies.* University of California, Berkeley.

Badruddin, S. (2009). Kemiskinan Dan Kesenjangan Sosial Di Indonesia Pra Dan Pasca Runtuhnya Orde Baru, Http://Profsyamsiah.Wordpress.Com.

Bappenas. (2010). Laporan Akhir Evaluasi Pelayanan Keluarga Berencana Bagi Masyarakat Miskin (Keluarga Prasejahtera/Kps Dan Keluarga Sejahtera–I/Ks-I Direktorat Kependudukan, Pemberdayaan Perempuan, Dan Perlindungan Anak Kedeputian Sumber Daya Manusia Dan Kebudayaan.

Bappeda, K. M. (2012). Kondisi Geografis Kota Manado. Bapedda Kota Manado Berita Resmi Statistik BPSNo. 06/01/Th. XV, 2 Januari (2012)

Bintarto. (1989). Interaksi Desa-Kota dan Permasalahannya. Ghalia Indonesia. Jakarta Bintarto dan Surastopo Hadisumarno. (1979). Metode Analisa Geografi . LP3ES.

Jakarta, K. M. (2012). Manado Dalam Angka 2012, Manado: Badan Pusat Statistik Kota Manado.

BPS K. M. (2013). Manado Dalam Angka 2013, Manado: Badan Pusat Statistik Kota Manado.

BPS K. M. (2013). Indikator Pertumbuhan Ekonomi Kota Manado Tahun 2007-2013. Manado: Badan Pusat Statistik Kota ManadoBuku Pedoman Umum PBL Mapaluse. Manado. Buku Pedoman Pelaksanaan PBL Mapaluse. Manado

Chambers, R. (1987). Pembangunan Desa Mulai Dari Belakang. Jakarta: LP3ES. Langkai, Akib, Taher Musa, Naharia / The Implementation of Environment-Based Program 37

Creswell, J.W. (2010). Research Design: Qualitative, Quantitative, and Mixed Methods Approach, Third Edition, Penerjemah Achmad Fawaid. Yogayakarta: Penerbit Pustaka Pelajar.

Dimock , D.(1992). Administrati Negara, Jakarta: Rineka Cipta.

Dunn, W. N. (2013). Pengantar Analisis Kebijakan Publik. Yogyakarta: Gadjah Mada University Press.

Eko, P. T. K. (2012). Jurnal Reformasi Birokrasi dan Good Governance : Kasus best praktis dari sejumlah daerah di Indonesia.

Galisteo. (2002). Social, Cultural, Economic Impact Assessments: A Literauture Review. Galisteo-Consulting Group Inc. San Mateo Blvd. Ne.

Hayatil. (2011). Kebijakan Publik, http:/hyatil.wordpress.com.

Haque, M. S. (1999). The Fate of Sustainable Development Under neo-liberal Regims in Development Countries. International Political Science review (1999), Vol.20, No.2, 197-218.

Henry, N. (1988). Administrasi Negara. Diterjemahkan oleh Luciana D. http://perencanaankota.blogspot.com/ 2012/01/ beberapa-konsep-tentang-kesejahteraan.html. Diunduh 27 Mart 2015 Idmanadp.co, 16 Mei (2013). *Program Mapaluse di Manado Bukan Proyek.* (http://idmanado.co/read/2013/program-mapaluse-di-manado-bukan-proyek/). Diunduh 6 Juni 2014. Lontoh. Dari Judul asli "Public Administration". Jakarta: Rajawali Pers.

Lincoln, Y.S. & Guba, (1985). Naturalistik Inquiry, Beverly Hills, CA : Sage.

Keban, Y. T. (2008). Administrasi Publik, Penerbit Gava Media. Kurniawan, 2008, Analisis Kebijakan Publik, Http:/Hykurniawan.Wordpress. Com.

Engkus, K. (2009). Fenomenologi: Konsepsi, Pedoman, dan Contoh Penelitiannya. Bandung: Widya, 2009.

Manadotoday, F. (2013). *Mawitjere: Perubahan Permendagri Kendala realisasi PBLMapaluse di Manado.* (http://www.manadotoday.com/mawitjere-perubahan-permendagrikendala- realisasi-pbl-mapaluse-di-manado/92583.html). Diunduh, 6 Juni 2014.

Manadokota.(2013). http://manadokota.com

Metrotvnews. (2013). http://Metrotvnews.com

Mensah, A. M. & Castro, L.C. (2004). Sustainable resources Use & Sustainbale Development: A Contradiction? ZEF Center for Development Research, University of Bonn.

Mensah, E. J. (2011). The Sustainable Livelihood Framework: A Reconstruction. Munich Personal RePEc Archive-MPRA, Legon, Accra, Ghana.

Miles, M. B. A. & Michael H. (2007). Analisis Data Kualitatif terjemahan Tjetjep Rohendi Rohidi. Jakarta: UI-Press.

Myles, J. & Quadagno, J. (2002). Political Theories of the Welfare State. Social Service Review, March, 2002. The University of Chicago. All Rights Reserved.

Nasikun, D. (1996). Urbanisasi dan Kemiskinan di Dunia Ketiga. PT. TiaraWacana.Yogyakarta. Nugroho, Iwan dan Dahuri, Rochmin. 2004. Pembangunan Wilayah, Perspektif Ekonomi, Sosial dan Lingkungan. Jakarta: LP3ES.

Nugroho, R. (2006). Kebijakan Publik: Untuk Negara-Negara Berkembang. Jakarta: Elex Media Komputindo Kelompok Gramedia.

———————— (2011). Public Policy. Jakarta: Elex Media Komputindo Kelompok Gramedia. Olden, Peraturan, M. N. (2009). tentang Tingkat Perkembangan Permukiman Transmigrasi dan Kesejahteraan

Transmigran. Slaper, Timothy. F. Tanpa Tahun. The Triple Bottom line: What Is It and How Does it Work? Indiana niversity Kelly School of Bussiness, Indiana Bussiness research Center.

Sugeng, W. (2010). Kriteria Kemiskinan BPS http://Info peta daerah.Blogspot.Com

Sugiyono. (2008). Metode Penelitian Kualitatif, Kuanitatif, dan R Dan D. Alfabeta Bandung.

Suharto, E.1. (2006). *Analisis Kebijakan Publik*. Bandung: Alfabeta.

_____ (2010). Membangun Masyarakat Memberdayakan Rakyat, Bandung Reflika Aditama

Suyanto, B. (2010). Kemiskinan dan Pemberdayaan Masyarakat Miskin, Jurnal Masyarakat Kebudayaan Dan Politik Volume 14, Nomor 4:25-42

Supardi, S. (2013). kemiskinan ,http://iesdepedia.com/blog

Tangkau, C. (2012). *Modul Teori Administrasi Publik*. Unima. Tempo, 2013**,** http://Tempo.co.id Teropong Sulut.com, 9 Jan (2014). *Pengelolaan PBL-Mapaluse Diserahkan ke Kecamatan.* (http://teropongsulut.com/index.php?document_srl=7273&mid=sulut). Diunduh, 6 Juni 2014. The Development Review. (2012). *Journal. Vol.1 Issue 1. October 2012.*

Thoby, M. (2009). Keadaban Publik. Menata Masyarakat Multikultural Yang Santun, Penerbit Universitas Trisakti.

Undang- Undang , T. (2004). Tentang Pemerintahan Daerah Undang- Undang Nomor 11 Tahun (2009). Tentang Kesejahteraan Sosial.United Nations. (2007). *Public Administration and DemocraticGovernance: Governments Serving Citizens.* Global Forum on Reinventing Government Buidling Trust in Government, 26-29 June (2007),Vienna,Austria.

Wahab, S. A. (2010). *Analisis Kebijaksanaan : Dari Formulasi ke Implementasi Kebijaksanaan Negara*. Jakarta: Bumi Aksara.

Wie, T. K. (1983). *Pembangunan Ekonomi dan Pemerataan, Beberapa Pendekatan Alternatif* Jakarta: LP3ES.

Waskitho. (2013). *Kemiskinan Versi Pemerintah Indonesia Dengan Peran Strategis Dari Usaha Mikro Untuk Pengentasan Kemiskinan Dan Pemberdayaan Masyarakat*,http://crackbone.wordpress.com//.

Widodo, J. (2006). *Membangun Birokrasi Berbasis Kinerja*. Jakarta: Bayumendai

Effect Of Social Deprivation On Caste Prejudice

***Cyma Anjum**

Abstract

The study was conducted on the non-probability sampling of 384 repondents of different sections and it was found that the socially deprived group of the respondents showed significantly more caste prejudice than the non-deprived group irrespective of other factors. Rural respondents were having more caste prejudice than their urban counterparts. Female respondents showed more caste prejudice in comparisons to male. Low caste subjects showed more caste prejudice than high caste subjects irrespective of other factors.

Keywords: Social deprivation, caste prejudice, cognitive correlates & non-cognitive correlates.

INTRODUCTION

Deprivation is a *relative* concept, defined in terms of the standards or customs of the society in question. As standards or expectations rise in society as a whole, so the threshold or cut-off point for identifying deprived individuals will rise. Second, deprivation is *multi-dimensional*. People may be deprived in different ways – some through lack of adequate diet, others through inadequate services and so on.

Social deprivation or social disadvantage refers to various handicaps such as low income, low parental education level, low social status and poor environmental facilities resulting into arrested growth of the inherent potentials of children. Bren back (1966) defines the term, 'socially disadvantaged' as a convenient abbreviation to cover a large group of factors which handicap children in school and keep them from fully using their potential capacities. These factors include low income, low social class status, low educational level of parents and small life space.

Goldberg (1970) applied the term to those groups in American society and recently in other countries as well which lack the economic and social opportunities available to the majority of the population.

Whiteman and Detach (1968) have considered social deprivation as a relative term referring exclusively to specific types of environmental factors. Any environmental factor according to them may be considered deprivation if that factor is associated with certain

* Research Scholar, BRA Bihar University.

social grouping such as, sex and race, when the environmental variable under consideration is associated with impaired performance.

David Bores (cited by Spurlock, 1970) has viewed social deprivation as "experience of the individual as deprived of the opportunity to develop his capacities, to work to pervade for his needs and to enjoy the dignities of the life." Righted et al. (1970) have argued that "cultural deprivation" must account for deficiencies both in experience and in the conditions of learning.

Caste Prejudice

The term 'Prejudice' has been derived from the Latin word 'Prejudiciam', which means premature judgment or a judgment before the examination of facts, keeping in view the etymological root of the term, Jones (1972) defined prejudice as "the prior negative judgment of the members of a race or religion or the occupants of any other significant social role, hand is disregard of facts that contradict is.". Pettigrew (1972) said, "Prejudice is an affective, categorical mode of mental functioning involving right pre judgment and misjudgment of human groups."

However, there is no universally agreed definition of prejudice. Prejudice is always a negative attitude or also a positive attitude is still a matter of controversy. Some psychologists have used the term 'prejudice' as a hostile attitude or as a negative attitude. Black & Attlins (1950) emphasized that prejudice is a generalized anti-attitude towards any distinct category or group of people Allport (1937) said, "Ethnic prejudice is an antipathy based upon a faulty and inflexible generalization". Similarly, Krech, Crutchfield and Ballachey (1962) define prejudice as an unfavorable attitude towards omen object which tends to be highly stereotyped, emotionally charged and not easily changed by contrary information. Newcomb et al, (1965) also used the term 'prejudice' a synonymous to an unfavorable attitude.

On the other hand, some psychologists have used the term 'prejudice' as synonymous to favorable attitude and some as that to unfavorable attitude. They have argued that prejudice is a prejudgment which predisposes a person either in the positive direction or in the negative direction. Secord and Backman (1964 & 1975) supported this view and defined prejudice as an attitude that pre-disposes a person to think, perceive, feel and act in favorable or unfavorable ways toward a group.

Caste prejudice is a major type of prejudice based on caste system. India is a land of multicasts. The word 'caste' is of Portuguese origin. It has been derived from the word 'casta' which signifies race or breed. There is no conclusive finding regarding the origin and growth of caste system in India. Jagjiwan Ram, in his book entitled '**Caste Challenge**

in India', says: "The institution of caste with its corollary untouchability is a peculiar and complex social phenomenon. Its roots are buried deep in dim and distance antiquity and therefore, it has not been possible for scholars to be unanimous about the origin and growth of this unique system.

OBJECTIVES OF THE STUDY

(1) The study intended to examine the effect of social deprivation on caste prejudice of the respondents.
(2) The study also aimed at examining the effect of urban rural inhabitation on caste prejudice.
(3) The study intended to examine the effect of sex difference on caste prejudice.
(4) The study intended to examine the effect of caste hierarchy on caste prejudice of the respondents.
(5) The study also intended to examine the effect of socio-economic status (SES) on caste prejudice.

HYPOTHESIS

In the relevance to the above objectives the researcher formulated the following hypotheses for empirical verification:

1. The socially deprived respondents would differ significantly from their non-deprived counterparts in terms of castes prejudice irrespective of other independent variables.
2. The rural respondents would show more caste prejudice than the urban respondents regardless of other factors.
3. The female respondents would show more caste prejudice than their male counterparts.
4. The caste hierarchy as an independent variable would show significant effect on caste prejudice as a dependent variable.
5. The respondents of high socio-economic status would differ significantly from those of low socio-economic status.

METHODOLOGY :

Sample used in the present study

In the present study non-probability sampling technique was found suitable for selecting the sample. The incidental cum purposive sample was selected for this purpose. The sample consisted of 384 respondents, selected from Secondary School.

Research tools

(1) Personal Data Sheet (PDS) : A Personal Data Sheet prepared by the researcher herself was used to collect necessary information about the respondents.

(2) SOCIAL DEPRIVATION SCALE: Social Deprivation Scale by B. De and A. K. Sinha (1972) was used for identifying the socially deprived and non-deprived respondents.

(3) INDIAN CASTE PREJUDICE SCALE (ICPS): This scale was used to measure caste prejudice of working and non-working women. This scale was developed by Singh and Prasad (1977).

(4) SOCIO-ECONOMIC STATUS SCALE: In the present study, two types of socio-economic status scales were used; one scale was Sharma's (1975) socio-economic status scale. It was used to measure the socio economic status of urban subjects. In order to measure the socio-economic status of the rural people, the socio-economic status scale (rural) constructed by Pareek and Trivedi (1968) was also used.

RESULTS & DISCUSSION

Table.1. 01

Mean, SD & 't' showing the significance of the difference between the socially deprived and non-deprived groups of urban respondents in terms of caste prejudice.

Respondents	N	Mean	SD	SE	t	df	P
Deprived group	96	58.19	13.10	1.34	3.36	190	<.01
Non-deprived group	96	52.14	11.81	1.21			

The results displayed in table-1.01 showed significant effect of social deprivation on caste prejudice of the urban respondents. The socially deprived group showed more caste prejudice than the socially non-deprived group to a significant extent (t=3.36, dt=190, p<.01), Thus the first hypothesis was retained in respect of the urban respondents.

Table1.02

Mean, SD &'t' showing the significance of the difference between the socially deprived and socially non-deprived groups of the rural respondents in terms of caste prejudice.

Respondents	N	Mean	SD	SE	t	df	P
Deprived group	96	69.34	16.29	1.66	5.35	190	<.01
Non-deprived group	96	57.83	13.44	1.37			

The above table-1.02 showed significant effect of social deprivation on caste prejudice of the rural respondents. The deprived group showed more caste prejudice than the non-deprived group and the difference was highly significant (t=5.36, df=190, P<.01). Thus the first hypothesis was retained in respect of the rural respondents.

Table 1.03

Mean, SD and 't' showing the significance of difference between the socially deprived and the non-deprived groups of male respondents in terms of caste prejudice.

Respondents	N	Mean	SD	SE	t	df	P
Deprived group	96	70.11	16.97	1.73	3.86	190	<.01
Non-deprived Group.	96	61.23	14.84	1.51			

The table 1.03 showed significant effect of social deprivation on caste prejudice of the male respondents. Those belonging to socially deprived group showed more caste prejudice than those belonging to non-deprived group (t=3.86, dt=190, P<.01). Thus the first hypothesis was retained in the case prejudice of the male respondents.

Table 1.04

Mean, SD & 't' showing the significance of the difference between the socially deprived and non-deprived female respondents in terms of caste prejudice.

Respondents	N	Mean	SD	SE	t	df	P
Deprived group	96	68.11	15.14	1.54	3.72	190	<.01
Non-deprived group	96	60.29	13.81	1.41			

The table – 1.04 given above showed significant effect of social deprivation on caste prejudice of the female respondents. The deprived group of the female respondents showed more caste prejudice than the non-deprived group of the female respondents (t=3.72, dt=190, p<.01). Thus the first hypothesis was supported in the case of the female respondents as well.

Table 1.09

Mean, SD & 't' showing the significance of difference between the high caste and the low caste subjects in terms of caste prejudice.

Respondents	N	Mean	SD	SE	t	df	P
High Caste	192	53.53	13.21	.95	4.99	382	<.01
Low Caste	192	60.81	15.13	1.09			

The results displayed in table 1.09 showed significant effect of social class on caste prejudice. The low caste subjects with a mean score of 60.81 showed more caste prejudice than the high caste subjects with a mean score of 53.53 only. The difference between the two means was significant (t=4.99, dt=382, P<.01).

Table 1.11

Mean, SD, SE &'t' showing the significance of the difference between the high SES and low SES groups of urban respondents in terms of caste prejudice.

Respondents	N	Mean	SD	SE	t	df	P
High SES group	284	49.35	14.31	.85	.87	282	<.05
Low SES group	100	47.97	13.296	1.33			

The above table 1.11 showed insignificant effect of SES on caste prejudice of the urban respondents. The difference between the high SES group (X=49.35) and the low SES group (X=47.97) in terms of caste prejudice was found insignificant (t=0.87, dt=382, P<.05). Thus the hypothesis no.6 was rejected in the case of the urban respondents. The finding might be interpreted in terms of better educational and vocational opportunity for the urban people having more frequent interactions (Kumar et al; 1995).

Table: 1.12

Mean, SD, SES and 't' showing the significances of difference between caste prejudice score of high SES and low SES groups of rural respondents.

Respondents	N	Mean	SD	SE	t	df	P
High SES group	124	57.95	12.31	1.10	2.27	382	<.05
Low Caste	260	61.25	15.36	.95			

The results recorded in table 1.12 indicated a significant effect of SES on caste prejudice. The mean value of caste prejudice scores of low SES group was found greater than that of high SES group. The difference between the two means was found significant (t=2.27, dt=382, P<.05). Thus hypothesis no.6 was supported in the case of rural subjects. It was hypothesis that the subjects of high SES group would show lesser caste prejudice than those of low SES group, which was supported. The finding might be interpreted in terms of frustration, feeling of revenge and reactions on the part of the people of low SES group against the people of high SES group. The finding is consistent with those of willians (1964), Baily and Grass (1991), (Zimmerman, 1994).

CONCLUSION :

In the light of the obtained results and their interpretation the following categorical conclusions were drawn:

(1) The socially deprived group of the respondents showed significantly more caste prejudice than the non-deprived group irrespective of other factors.

(2) Rural respondents were found having more caste prejudice than their urban counterparts.

(3) Female respondents showed more caste prejudice than their male counterparts regardless of other factors.

(4) Low caste subjects were found having more caste prejudice than high caste subjects irrespective of other factors.

(5) The urban respondents of high SES and low SES groups did not differ significantly in terms of caste prejudice; however, the rural respondents of low SES were found having more caste prejudice as compared to the rural respondents of high SES.

(6) SES and Caste prejudice were found negatively and significantly correlated both in case of the urban respondents ($r=-.37$, $df=190$, $P<.01$) and the rural respondents ($r=-.11$, $df=190$, $P<.05$)

REFERENCES

Alam, M. R.; Pandey, P. & Daud, M. (2001). Attitudinal Modernity as a function of Psycho-social factors. Behaviourometric, Vol.18 (1), p.13-17.

Allport, G.M. (1951). The Nature of prejudice.

Allport, G. W. & Kramar B. M. (1946). Some roots of prejudice, J. of Psychology, 22:p.9-39.

Anant, S. S. (1978). Caste attitudes of College students in European, J. of Social Psychology. Pp.193-202.

Benlegi, S. (1976). Racial prejudice anti Semitism. Samiksha, vol. (30), pp.57-58.

Bruin, K. (1985). Prejudices, discrimination and simulation. J. of Psychology, vol. (16), 2.

Campbell, A.A. (1986). Factors associated with Attitudes towards Jew. In T. M. New com and E. C. Hartley (Eds). Reading in Social Psychology, New York.

Dion Kenneth, L. et al. (1992). The experience of being a victim of prejudice. An experimental appeal. International J. of Psy. Vol.5 (2), pp.120-125.

Harding, Kutner J. B.; Preshansky M. & Chain I. (1991). Prejudice and Ethnic Relations. The Handbook of Social Psychology, Vol.V.176, Cambridge Mass: Addission Wesley.

Hassan, M. K. (1976). Study of caste image, Caste and Scheduled Caste College Students. J. of Sec. Researches (1), pp.56-63.

Khan, A. & Verma, A.K. (1997). An investigation into the sex difference and caste prejudice of college students. Magadh Journal of Social Research. Vol.3 (2), p.32-35.

Khan, M.H.R. (1979). A study of the Development of religious prejudice in children. The report based on the Ph. D. Thesis. Magadh University.

Krishna, H. (1986). Effect of socio-culture development on some cognitive and non-cognitive abilities of tribal adolescents. Unpublished Ph. D. Thesis, Magadh University, Bodh Gaya.

Kuzarafold. (1987). Referred in I.K.Prasad (1984): A study of socio-economically Advantaged and disadvantage groups in relation of intellectual and non-intellectual correlates. Unpublished Ph.D. Thesis, Bodh-Gaya, Magadh University.

Sulaiman, Md. & Singh, V. K. (1993). A study about the influence of Gender, Caste and Socio-economic status of college freshers ontheir adjustment scores. Indian Journal of Psychological Issues, Vol.I, No.2, pp.45-48.

Sulaiman, Md.; Bharati, S. & Kumar, D. (1996). Caste prejudice and Religiosity in context of working and non working women. Magadh Journal of Social Research, Vol.II(1), p.56-59.

Tauvab, M. & Tarannum, R. (1999). Effect of Deprivation on cognitive differentiation. Inidan J. of Psychological Issues. Vol.6 (182), p.52-54.

Behavior Modification of Farmers into Entrepreneurial Case Studies in Vocational Gemawang Village

*** Nugroho**

Abstract

Poor exchange rates compared to the agricultural products and industry products have an impact on the low level of interest of young people to pursue a job as a farmer. as a result young people migrated and farmland has continued to shrink since the sale of the farmland, to be the factories and housing. The study found a strong function of leadership village chief whose succeeded in changing the behavior of ordinary farmers be farmers who are also entrepreneurs. Study on the psychology of this alteration process of dissecting the behavior performed a successful Gemawang village chief makes his village as the village managed to increase vocational and income per capita population through 10 different types of small businesses that run society. Using ethnographic methods and successful hermeneutic revealed that because the successful behavior modification is the example of village chief, Mastery of new behavior is proven to provide significant economic impact for every individual, behavior modification is done with andragogy approach so that it's easy to do, the ability of village chief to build promotion network and marketing product.

Key word: Modification Behavior, Vocation Village, Ethnography

INTRODUCTION

The equalization of development is the classic problem in the developing countries including Indonesia. Since the era of new order, the acceleration of development is very concentrated in urban areas. The turnaround money mostly occurs in big cities with clattering the construction of a factory and the centers of business in the city. This condition result in the occurrence of a real economic growth the gap between urban and rural areas. The city became a strong magnitude to those villages to find work in cities with a larger wage in the wage sector job appeal of agriculture.

Agricultural sector become unattractive for young, because wages employment in agriculture sector is lower than wages work in sector manufacture and industry[1]. On the other hand the exchange rate agricultural products also lower than the products industry.

[1] Soekartawi; 2008. *Pembangunan Pertanian untuk Mengentaskan Kemiskinan, UI Press, Jakarta*

* Faculty of Education University State Of Semarang. Indonesia, masnug_dr@yahoo.com

These two conditions are enough to be the reason why young people leave the agricultural sector and selecting the migration to urban areas. In these five years, the village of Gemawang shows a different phenomenon. The village has the attraction back which is capable of delivering better lives than just being a factory labor in cities. Young people back in his village of passionate, they now are extraordinary farmer. Although they live in the village, they have better earnings than those who work in the city; relatively their earnings are even nicer than when it became a factory worker.

Problem Formulation

This Research examines 3 basic problems:

1. How the metamorphose process of village Gemawang from village that left by young people, now the village is a vocation village with a strong magnitude for young people
2. Who are the parties that significantly has a central role in the process of metamorphosis village Gemawang to be vocation village
3. What is the farmers activities in the Gemawang village so it is able to provide the greater income in than ordinary farmers

OBJECTIVES

Objectives to be achieved this research is as follows:

1. To describe the metamorphose process of village Gemawang from a village that left by young people, and now the village is a vocation village with a strong magnitude for the young people
2. To explain the parties that significantly has a central role in the process of metamorphosis village Gemawang to be vocation village
3. To describe the farmers activities in the Gemawang village so it is able to provide the greater income in than ordinary farmers

BENEFITS

The benefits that is obtained from this research is as follows:

1. Describe the metamorphose process of village Gemawang from a village that left by young people, and now the village is a vocation village with a strong magnitude for the young people
2. Explain the parties that significantly has a central role in the process of metamorphosis village Gemawang to be vocation village
3. describe the farmers activities in the Gemawang village so it is able to provide the greater income in than ordinary farmers

THEORETICAL FRAMEWORK

1. Not just Ordinary Farmers

Farming was originally conceived as only the work and expertise of the farm to produce several types of plants or fruits. People in Gemawang understanding themselves as farmers are more or less equal to the understanding of society in general. Farming meant that narrowly limited to farm, to produce agricultural commodities has "defeated" the agricultural cultures are facing torrential flow of industrialization.

Understanding mentioned above, cannot be separated from the belief and system value during is believed by farmers. Farming in understanding traditional value system is grow their crops, forecast the season, get to know the climate forecasting system fertilizing and eradicating pests plant disease so as to produce agricultural commodities which is abundant for sale[2]. The belief of that system is farmer aligned with the world market, good at producing but weak in bargaining with investors. As a result the position of farmers is always in the party who is lost.

Under the leadership of Bambang as chief village, he is successfully built a collective consciousness that farming is not just a farm but also to think about the market and profit. Included in it is to choose the type of plants and more plants have more value; perform post-harvest processing, utilization of free time after the planting season and a range of economic activity-based agricultural products.

2.Modification Behavior

Behavior change from traditional farmers become modern farmers is not easy. The formation of new behavior is always starts on a new difficulty[3]. In the theory of behavior modification, explained that the urge to master the new behavior can be view from two sides. First of incentive or reward gained from mastering new behaviors and views from the second level of convenience to master new behaviors. In concept behaviorist change of new behavior is driven by the existence of reward gained if the individual master the new behavior. However, in the theory of Fiesbhien, a new change in behavior that takes place if the individual see/believe that the new behavior is not too difficult to be conquered[4].

Gemawang case was a combination of both that theory. It is seen from reality that they too interested to reward advantage if mastered new behavior but they also takes no new behavioral change is difficult to estimate them. Change rising is happened by itself along with maturity they do change.

[2] Soekartawi*, 2009. Analisa Usahatani, Ilmu Usahatani untuk Pengembangan Petani Kecil, Prinsip Dasar Komunikasi Pertanian,* UI Press. jakarta

[3] B.F. Skinner, 1984, Beyond Freedom and Dignity. Mc Millian Book Company

[4] Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes,* 50, p. 179-211.

3.Maintaining New Behavior

Mastery of new behaviors will not be able to last a long time, even it can be lost if it is not done the maintenance control of a new behavior[5]. Maintenance of new behavior in the village Gemawang is done for example by creating a conducive environment for example, forming Gallery products so that all products produced by farmers can be shown to "greet" prospective customers. Frequent exhibitions, presenting tourists (Gemawang included in the tourism map of Central Java). With the current economic conditions, people are motivated to make changes and control of various types of new behaviors[6]. Moreover, they feel the reward is directly in line with the increase in revenue continues to increase the flow of tourists who come and buy their products.

Transformational Leadership

The new behavior changes in Gemawang among others are triggered by the role of the head of the village who was able to convince the community to make changes. As described in transformational leadership, leaders can influence society through ideas, the ideas and examples of good (best practices) of what ever he does[7]. Accommodates opinion followers and influenced them to new ideas is the embodiment of basic principles of transformational leadership that implemented by Gemawang's chief village. Transformational Leadership inspired his followers to throw over their personal interests for the good of the Organization and be able to have a tremendous influence on followers. They also paid attention to the needs of self-development followers, as well as inspiring his followers to work hard at achieving shared goals[8].

a. **Ideal influence**. Provide vision and mission, instilling pride, as well as gain respect and trust.
b. **Inspirational motivation**. Communicates high expectations, uses symbols to focus on, and claimed the key goals are simple.
c. **Intellectual stimulation**. Improve intelligence, rationality, and careful problem solving.
d. **Consideration of the individual**. Provide personal attention, treating each employee individually, as well as train and advice[9].

---

[5] Thorndike, E.L. (1999), "Provisional Laws of Acquired Behavior or Learning", *Animal Intelligence* (New York: The McMillian Company)
[6] Forgatch, M. & DeGarmo (2007). Accelerating recovery from poverty: Prevention effects for recently separated mothers. *Journal of Early and Intensive Behavior Intervention*, 4(4), pp. 681–72.
[7] Bass, B. M., & Riggio, R. E. (2006). Transformational Leadership (Second ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
[8] Stephen Robin, 2010. Behavioral Organization. McGrawHill Books Co.
[9] Bass & Bass 2008, The Bass Handbook of Leadership: Theory, Research, and Managerial Applications" 4th edition Free Press

RESEARCH METHOD

1. Determination of respondents. Snowball technique chosen as the technique of determining the subject of research. In this study starts from the village heads, community leaders are influential, then narrowed to the actors in the field, including the chairman of the working group on the ten areas of vocational education, the mentor - tutors and partners Gemawang village.
2. Data collection procedures. Data was collected through in-depth interviews (in-depth interviews), observations and interviews, study documentation, historical study of past Gemawang village and its footprint changes. In this research, analysis and ethnographic discourses.
3. Data analysis. Do triangulation: members of the working group, Mentor. Triangulation method done through interviews, observation, study documentation. Valid and reliable data, analyzed through ethnographic[10] and hermeneutic model[11].

RESULT AND DISCUSSION

Result

1. Attitude in Facing Changes

Preliminary findings the research indicated there are some doubts in the society to change from farmers become entrepreneurs. There are three category attitudes over this change. 1. Still not unmoved over changes; 2. Start responded and involved change but still doubtful; 3. Militant in trying change. Differences this attitude had affected the distinction behavior. Group that do not respond change still served as conventional farmers occasional while watching clattering change that goes. Group which has been respond change but still doubted his successes, tending to wait commando of chief of group or the village in making changes. Militant group that believes such changes tends to have elaboration and initiative to do all things without waiting for commando and more involved in total activity

2. Controlling New Behavior

Efforts to control new behavior that is still based on Agriculture and the local culture take place quite rapidly among a group that since its inception has a positive attitude and enthusiasm for change, they are total and not awkward. As for the group that is still hesitant and even earlier have not accepted the importance of the change; mastery of new behavior takes place slowly. But along with the strong encouragement of change and reinforcement that is highly profitable economic calculations then the two groups were also trying to do a

[10] Geertz, C. (1973). Thick description: Toward an interpretive theory of culture.
[11] Brewer, John D. (2000). Ethnography. Philadelphia: Open University Press.

new behavior for example mastery of accelerated processing post harvest for agricultural products batik, and the like. There are currently about 10 (ten) business units, who lived in the village of Gemawang, i.e.:

1. Sentra Produk batik
2. Sentra Produk madu
3. Sentra Produk kopi
4. Sentra Produk boga
5. Sentra Produk Alat Permainan Edukatif (APE)
6. Sentra Produk Pertanian Perintis
7. Sentra Produk Budidaya Jamur
8. Sentra Produk Perikanan
9. Sentra Produk Pupuk Bokasi GEMATANI
10. Sentra Produk Garment
11. Sentra Produk Pasta Indigoferae vokasi "NILAWANG"

Mastery new behavior in various fields deftness on is not an easy problem; but because of the tenacity and group chairman in each sentra and slowly they can control the new behavior.

There is a fundamental difficulty in carrying the behavior change[12]. *First,* the most difficult stages in the conversion behavior occurs in phases that need to be assured that the changes and should therefore be done to be able to exist and be able to achieve a more decent life. *Second,* make sure that the intended new behavior is not a new behavior that is difficult to be learned.

3. Economic Influence

Mastery of skills in the form of income generating skills on post-harvest processing of agricultural commodities, such as making crackers, chips, syrup and a variety of food products from agricultural materials slowly but surely they could be good. Similarly, making a variety of handicrafts including batik, proved to be done by some members of the public have been able to provide a real economic impact families. On the basis of the other members of the community who also want to try it. Lessons learned that can be drawn from this condition is if a change has a significant impact on increasing people's incomes so they will voluntarily seek to be able to master the new behavior.

[12] Bandura, A. (1997). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.

DISCUSSION

1. **Leadership Capacity**

Ability of the suggestive village chief and transformational leadership style with example models become important keys to behavior change. Bambang S profile is the leader of the humble even the history of its leadership is indeed desired community. In Pilkades Bambang S absolute win in a very clear but the issue of money politic and various primordial intrigues. Basic trust is the key to the success of Bambang brings changes. Any idea that leveled Bambang trusted that it really is intended to improve the welfare of society. Therefore, if in the early stages there is a rejection of its more because of lacking confidence felt by the parties will initiate the change. Ethnographic refusal could be solved by non formal approach to the community leaders (youth leaders, religious figures and leaders of other non-formal). If through the lobby and negotiations have still not been produced in common perception to make changes is usually done site visit to some areas that will be replicated the vocation model.

2. **Empowerment**

One of the keys to successful change is a change in mindset towards the success of the Gemawang community to empower women in the field of post harvest processing (foodservice), sector of batik and various crafts. With the principle of utilization of leisure time activities in between the domestic and agricultural activities of conventional women getting various skills training that ended up on an ongoing basis[13]. The Mother (the woman) is the party that has the power to encourage behavior change; particularly changing the mind set of a man who tends to wander into town to meet the needs of the economy changed need not to wander into the city, the origin would be in the village works diligently farmers plus self-employment[14].

3. **Facilitation**.

Mastery of new behaviors needs training and facilitation. Gemawang village in value over carrying behavior change is to provide assistance and training are complete and continuous. This is very different from the government's habit of project-oriented program, so when the project ended, the community will be left so it does not matter whether people are really master a new skill or not. For Gemawang cases, mentoring and training conducted by the principle of mastery skills (competencies) rather than project approach.

---

[13] Inglehart, R. & Welzel, C. 2005. *Modernization, Cultural Change and Democracy: The Human Development Sequence.* Cambridge: Cambridge University Press.

[14] Inglehart, R. & Norris, P. 2003. *Rising Tide: Gender Equality and Cultural Change Around the World*. Cambridge: Cambridge University Press.

4. **Networking.**

Mentoring and training is certainly a great cost, but the Gemawang village does it with a cheap fare even for free because it uses the power of cross-institutional cooperation between networks. The power of networking cooperation (networking) which was being keyword only done of access in doing mentoring in earnest with the correct method so that it is able to help local people mastered the new behavior. Cross-institutional cooperation networks that among other things with multiple partners; for example in the conduct of training and mentoring, the village chief Gemawang partnership with some college (UNNES, UNDIP and some colleges and Government agencies) as well as among Industry.

5. **Consistency**

Consistency in carrying the key changes is important. In the initial stage of failure or unsatisfactory results but demonstrated consistency stakeholders have managed to scrape doubts. Rural communities are not well educated, but they are very sensitive to the issue of honesty. So any changes will be easier to run when it implied a change in the interests of honesty for the betterment of society.

CONCLUSION

1) Behavior change from farmers being farmers who also entrepreneur can be done if started from an edit mindset system of beliefs (belief system), continued with skills training mastery new (skills production and sales), maintenance new behavior, the formation of their cooperation and marketing.

2) Leadership role is very important in launching change especially in matters basic trust a leader in the eyes of its citizens and ability affect mass based on ideas supported consistency with.

3) Change must be based on the ideology of empowerment, especially empowerment of women because they are a significant figure in the decision-making at the family level (households).

4) Changing the behavior will be successful if it has a new behavior or bring significant tangible economic value added and not too complicated. Modifying behavior through facilitation and training completed so that it has a high sustainability, not just project work oriented.

5) Changing behavior takes place smoothly if it gets the support of all citizens, especially from figures in youth and non-formal. But on the scale of women's empowerment of households is the dominant factor in the success of the conversion behavior.

RECOMMENDATIONS

1. To make improvements, especially in improving the farmers income, the farmers should also be empowered to become entrepreneurs.
2. The younger generation of farmers must be equipped with skills of entrepreneurship from an early age as well as mastery of agricultural cultivation, so that urbanization can be controlled.
3. In the village chief election the practice of money politics or transactional politics should be avoided, so it can produce the village leaders who are committed to making changes to the welfare of its citizens.
4. Government programs in changing behavior should be based on adequate needs analysis, based on changing the mindset that followed by training and ongoing assistance for the maintenance of new behaviors.
5. Need to pay attention to the empowerment of women's role in society, especially in changing the behavior of farmers into entrepreneurs; besides the roles of non-formal leaders.

REFERENCE

Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50, p. 179-211.

Bandura, A. (1997). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice Hall.

Bass, B. M. & Riggio, R. E. (2006). Transformational Leadership (Second ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Bass & Bass, (2008). The Bass Handbook of Leadership: Theory, Research, and Managerial Applications" 4th edition Free Press

Skinner, B.F. (1984). Beyond Freedom and Dignity. Mc Millian Book Company

Brewer, John D. (2000). Ethnography. Philadelphia: Open University Press.

Forgatch, M. & DeGarmo, (2007). Accelerating recovery from poverty: Prevention effects for recently separated mothers. Journal of Early and Intensive Behavior Intervention, 4(4), pp. 681–72.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture.

Inglehart, R. & Welzel, C. (2005). Modernization, Cultural Change and Democracy: The Human Development Sequence. Cambridge: Cambridge University Press.

Inglehart, R. & Norris, P. (2003). Rising Tide: Gender Equality and Cultural Change Around the World. Cambridge: Cambridge University Press.

Stephen, R. (2010). Behavioral Organization. McGraw Hill Books Co

Thorndike, E.L. (1999). "Provisional Laws of Acquired Behavior or Learning", Animal Intelligence. New York: The McMillian Company. Paul R. F. Text to Action: Essays in Hermeneutics II , trans. Kathleen Blamey and John B.Thompson (Evanston: Northwestern UniversityPress, 1991).

Soekartawi. (2008). *Pembangunan Pertanian untuk Mengentaskan Kemiskinan, UI Press, Jakarta*

Cultural Perspective of Academic Stress in Adolescent boys and Girls

***Bhubaneswari Mohapatra**
****Rosalin Nayak**
*****Kirty Mohapatra**

Abstract

Academic stress among college students has been a topic of interest for many years. And when Culture and gender perspective add to it, there is a need of exploration to its challenge. Thus the current study aims at analyzing the culture and gender difference on academic stress among the boys and girls of +2 class in different colleges of Odisha (N= 200) within the age group of 16 to 18.BalajiRao Academic Stress Scale (2008) was used for assessing the academic stress. This test material consist 40items & stress was measured on a 5 point scale. The analysis of data was made by using descriptive and correlational analysis.The results revealed that the boys' students are having higher academic stress than their girls' students counterparts , which can be interpreted on the basis of modernization , complex social situation ,undue expiration, on the basis of differential cultural milieu, future settlement perspectives and parental demands.To explain about cultural perspective urban students are having more academic stress than the tribal students. The results can be due to development of coping skills, self-confidence and Self-management in differential cultural backgrounds.These findings may have implications for the conservation of personal resources as well as for stress management interventions through orientation, training, counseling , and guidance to foster coping skills in their academic endeavor.

Key words : Academic stress, Gender perspective,& Coping skill.

INTRODUCTION

Modern life has now became a world of stress whether in its positive or negative sense of the term . From among different types of stresses academic stress is a common part of students' life. This academic stress among college students has been a topic of interest for many a years. And when gender perspective adds to it, there is a need of exploration to its challenge. Again research findings alsoindicate that culture plays a vital role in taking up the academic stress of the adolescent boys and girls.

**Research Scholar, Centurion University, Odisha,INDIA*
*** M.A M.B.A, Faculty in Applied psychology, Jewels International Chetna College of special education, Bhubaneswar–13*
**** Lecturer in special education, DPMIAFFE&T, Kodala, Ganjam*

Stress is inevitable to human lifestyle of recent age. It can be defined as one's response to events that disrupt or threaten to disrupt one's physical or psychological functioning (Lazarus &folman, 1984).Since it exerts negative effects on both physical health and psychological well-being, it has become an important topic of research in psychology (Agolla, 2009).

When stress is perceived negatively or become excessive it can affect both health and academic performance of the adolescence in its long run. It reflects perception of their academic frustration, academic conflict, academic pressure and academic anxiety. College students experience high stress due to various elements, like, parental aspiration and pressure, family relationship, gender role, socio-cultural perspectives, interest, motivation, pressure of works and socio-economic status of the parents etc.

The most significant academic stressors reported were items that are time-specific or subject specific (Carroll's, 1963). As observed by Murphy and Archer (1996). Some researchers found that collegiate stressors included: academics, social relationships, finances, daily hassles (for example, parking and being late) and familial relationships (Larson, 2006). Within each domain conflict, insufficient resources, time demands, and new responsibilities had characterized stress.

Academic stress is a term used to define stress involving in studies, examination and career building. It is a mental distress with respect to some anticipated frustration associated with academic failure or even unawareness of possibility of such failure. Stress has been seen tightening its grip on the students, as they have to compete at every step of their academic career in this fast movingworld. This shadow of academic stress darkens for the students of 10+2 who haveto step out of schools into the world ofcompetition to choose their respective careers.Besides dealing with thephysiological and emotional changes, anadolescent has to cope up with parentalexpectations, his career and school, which attimes tend to have a negative effect on him.Family, which serves as a first school for thechild, appears to be an important source ofrisingexpectations. Parents have an important positiveor negative influence on the academic aspirationsand achievements of children.

Academic pressure is a significant source of stress for much school students (Hashim, 2003; Olpin, 1997; Tyrrell, 1992).The negative effects of stress has been observed by Boccella, 2007; Keates, 2007; &McMahon, 2007.Studies reported that students themselves said about the causes of their school-related stress and then looked at ways to reduce it. While searching for the ways and means to reduce stress they reverse the negative trends by developing healthier school environments that promote student engagement and well-being. Identified sources of academic-related stress have included fear of falling behind with coursework, finding the motivation to study, time pressures, financial worries, and concern about academic ability (Tyrrell, 1992). The other causes of stress may be dating, academics, extra co-curricular activities, peers, parental pressure etc.

Stress is associated with physiological symptoms like characteristic of sympathetic nervous system activity. These symptoms relate to the flight response and the psychological symptoms of stress, like the subjective (how a person feels) and the behavioral (how a person acts) manifestation. Although there is some overlap in these areas. The symptoms vary among individuals because of the differing sensitivities of organs to the experience of stress. KrishanLaL (2014). The other causes of academic stresses are admissions process, large projects, assignments, standardized tests, huge amounts of homework, unclear and too many assignments(Fairbrother& Warn, 2003), and uncomfortable classrooms (Kohn &Frazer,1986),to get good grades (Hirsch & Ellis, 1996), competitions with other students, failures and poor relationships with other students (Fairbrother& Warn, 2003),relations with faculty members and time pressures may also be sources of stress (Sgan-Cohen &Lowental, 1988) .Sometimes life stressors, such as social issues or family life, family pressure, divorce, and parent/sibling illness also create stress in academic career.

Studies by Nevius,(2005); and Ross & Heath, (2002) indicated that stress has adverse effect on some students' mental health.ButScience has long recognized that some level of stress can be adaptive and even healthy (Seyle, 1956); however, chronic student stress has been consistently associated with negative outcomes (Grant, Compas, Thurn, McMahon, & Gipson, 2004; Kaplan, Liu, & Kaplan, 2005). For the majority of students in this study, academic stress is constant. More than 70 percent of students reported that they often or always feel stressed by their schoolwork, and 56 percent reported often or always worrying about such things as grades, tests, and college acceptance. This can be explained that due the stress they became conscious and so performed better in their academics.

Academic stressorsalso include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al, 1996). Studentsreportexperiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Abouserie, 1994). When stress is perceived negatively or becomes excessive, students experience physical and psychologicalimpairment.

Studies have also been conducted to know the relationship between gender and academic stress (Singh,1972). Ansari and Krishna(1972) found males to be more anxious than females. WhereasEkta Sharma & S. Jaswal revealed no significant gender related difference among student as far as academic stress is concerned. Results showed even there is no relationship of the type of the study (science & humanities) or sex of the child with their anxiety level. It is in contrast to the findings of Gakhar(1987) who reported science student were superior in intellectual level & achievement than arts students. Parental aspiration, fear of failure are some of the factors that make students anxious. Moreover, these days' girls are given equal opportunities and thus are expected of performing equally well when compared to boys (Singh ,1972) and males to be more anxious than the females (Ansari and Krishna ,1972) .

The result of Jaswal&Ekta also indicated non-significant sex differences with reference to parental aspirations in both science & humanity group. However, findings of Kotar (1988) indicate that majority of fathers aspire for more often mechanical vocations followed by scientific and then business vocations for their sons than daughters. On the contrary Kaur (1991) concluded that parents of girls took more interest in their studies as compared to that of boys. The study points out that no gender differences exist with respect to parental aspirations in both the streams of the study. Observations regarding the differences in parental attitude of science and humanities students. No significant differences in the attitude of parents of humanities boys and girls was observed (chi square value is 1.25). On the other hand differences among parental attitudes of boys and girls in science stream were statistically significant (chi square value being 12.37 at 0.05 level). It could be inferred that parents of boys studying science have more positive attitude towards their sons' studies as compared to parents of girls studying science. Though boys and girls are being given equal opportunities and incentives but still significant number of parents are positively inclined towards sons, may be because of social expectations, acceptance of depending upon sons in various life situations rather on daughters. Results are in line with findings of Iyyampillai et. al. (1998) who found that for boys, parents feel that education is a basic necessity and are hence given professional education as medicine, engineering, which have higher probability of getting job and fetching larger income as they are the potential bread winners of the family.

Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Murphy & Archer, 1996). The only scientific research that specifically related leisure satisfaction to academic stress was that of Ragheb and McKinney (1993) who established a negative association between academic stress and leisure satisfaction. Institutional level stressors are overcrowded lecture halls, semester system, and inadequate resources to perform academic work (Awino&Agolla, 2008). Hatcher and Prus (1991) also referred to these stress factors as academic situational constraints. Their study took into account a variety of factors that can diminish a student's academic performance. An undergraduate study done by Neumann et al (1990) concludes that college students may in fact experience the burnout phenomenon due to learning conditions that demand excessively high levels of effort and do not provide supportive mechanisms that wouldfacilitate effective coping. Studies showed that students used stimulants like tea , coffee ,and drugs and even sometimes illegal stimulants or drugs , to boost their performance, being affected by academic stress (Johnston, O'Malley, Bachman, &Schulenberg, 2007; McCabe, Boyd, &Teter, 2009).

However, the relationship between gender & academic stress is controversial one. Hence it appears that there are factors other than family, parents, gender of the child, which are contributing to academic stress among adolescence, is not the one. It could also be concluded that family does not pressurized the adolescence to be something in his life. They only motivate them. The adolescent themselves are conscious of their career & want to achieve maximum within a limited period. This often leads to academic stress both for boys & girls.

Types of role stress present among the engineering and management students in India was explored in a study conducted by Rakesh Kumar Agarwal and Shailendra Singh Chahar(2007). Role overload, role stagnation and self-role distance were found to be the major stressors experienced by the students. Male students experienced more role stagnation than females.

The study by Murphy& Archer (1996) and Archer &Lamnin, (1985) did not show anysignificant differences on any of the role stressors between first year students and their seniors, or between management and engineering students. The findings can be understood on social and educational environment prevailing in the country.Teachers often emphasize the acquisition of knowledge, so they often neglect the emotional feelings of students during the teaching process, which can cause emotional stress and learning problems for students. In addition, students may feel unfamiliar situations like nervousness, worry,frustration, abasement, depression, etc. The instability of these emotions easily initiates unusual behavior, which then affects the learning achievements and adjustment. Some of the studies also concluded that collegiatestressors included: academics, social relationships, finances, daily hassles (forexample, parking and being late) and familial relationships (Larson, 2006). Within each domain conflict, insufficient resources, time demands, and new responsibilities had characterized stress.

In a comparative analysis on academic stress among management and engineering students it is found that some potential sources include- when excessive ability of students is there and appropriate timely counseling is not given by the institutions, teachers and parents, or if they cannot obtain appropriate concern from their peers or siblings (Chen, et.al., 2006). Again the pressure to earn good grades and to earn a degree is very high among them (Hirsch & Ellis, 1996). Piekarska (2000) pointed out that there is a relationship between the results of stress and psychological and personality characteristics of the individual. Rao andSubbakrishna (2006) of National Institute of Mental Health and Neuro Sciences (NIMHANS) conducted an appraisal of stress and coping behaviour, on a group of 258 male and female undergraduates. 'college Chronic Life Stress Survey' constructed by Towbes and Cohen (1996) focuses on the frequency of chronic stress, first-year students scored higher than other students. Rocha-Singh (1994) have examined sources of stress among undergraduates through similar studies.

According to Hirsch and Ellis (1996), the dynamic relationship between a person and the environment, in stress perception and reaction, is especially magnified in college students. The problems and situations encountered by college students may differ from those faced by their non-student peers. These core academic stressors that createsstress in academic institutions can have both positive and negative consequences if not well managed (Stevenson & Harper, 2006). Academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress (Chang & Lu, 2007). It is important to the society that students should learn and acquire the necessary knowledge and skills that will in turn make them contribute positively to the development of the general economy of any nation. It is important for makes academic environment very stressful (Erkutlu&Chafra, 2006). This is likely to affect the social relations both within the institution and outside which affects the individual person's life in terms of commitment to achieving the goals (Fairbrother& Warn, 2003). Knowing the causes of students stress will make the educational administrator know how to monitor and control the stress factors that are responsible for the students' stress. Often, graduate students perceive that faculty exert great power over their lives and feel that they live in a state of substantial powerlessness (Altbach, 1970). Another source of stress is the difficulty of achieving social intimacy. It is difficult to find a mate or maintain a relationship with an existing one. Graduate students tend to lack the time and/ or the opportunity to develop interpersonal relationships (Hartshorn, 1976). Fear of academic failure related to these tasks is a definite stressor (Kolko, 1980).

Thus, stressors affecting students can be categorized as academic, financial, time or health related, and self-imposed (Goodman, 1993). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et.al, 1996). Students report experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Abouserie, 1994). College students have many obstacles to overcome in order to achieve their optimal academic performance. The way that homework, unclear assignments, and uncomfortable classrooms (Kohn & Frazer, 1986).

In addition to academic requirements, relations with faculty members and time pressures may also be sources of stress (Sgan-Cohen &Lowental, 1988). It is important to the society that students should learn and acquire the necessary knowledge and skills that will in turn make them contribute positively to the development of the general economy of any nation. Do these situations really cause problems and academic stress. Do the differences in learning methods and teachers' teaching methods, in addition to the assignments, tests, project and course selection, cause academic stress in students.

Rationale

Research finding stated that stress in academic situations can have both positive & negative consequences. If not well-managed (Stevenson & Harper, 2006) stress seems to be very common in college student life and can affect their career making . Hence it is essential to analyze the cause & effect relationship of academic stress in case of adolescent boys and girls as the stage is a stage of their future building. Especially the effectof culture and gender role on stress also to be taken into consideration as they might influence their academic persuit.

OBJECTIVE

Hence the objective is to study & compare the academic stress of adolescent boys and girls in their urban & tribal perspectives.

HYPOTHESIS

The probable result may be the urban adolescent boys will be more prone to academic stress than that of tribals.

METHODOLOGY

Sample

The sample of present study consisted of 200 urban and tribal adolescents (100 boys & 100 girls), 50 per cell, between 15 to 18 years of age from Banki Autonomous College , Banki, Cuttack and KISS school of KIIT university, Bhubaneswar, in Odisha.

Instruments

BalajiRao Academic Stress Scale (2008) was used for assessing the academic stress. This test material consist 40items & stress was measured on a 5point scale.

Procedure

The Balaji Rao Academic questionnaire was individually administered on each subject in their own personal environment to ascertain their level of academic stress . The rsults were calculated by using appropriate statistical methods.

RESULT AND CONCLUSION

The analysis of data revealed the idea that urban students are having more academic stress than the tribal students (Mean = 7.20 and 6.06 , respectively, see Table 1). While analyzing the gender perspective it is found that boys are having more stress than their girls counterpart (7.63 and 5.08, respectively). Further the significant correlational analysis (p > .01) among the subjects also indicated that the academic stress among the urban and tribal adolescents irrespective of gender, prevails . Similarly the gender difference irrespective of culture also found to be significant (p >.05, see Table 2).

The results can be interpreted on the basis of modernization , complex social situation ,undue expiration, differential cultural milieu, future settlement perspectives and parental demands. To explain about cultural perspective urban students are having more academic stress than the tribal students. The results can be due to development of coping skills, self-confidence and Self-management in differential cultural perspectives.

IMPLICATION:

These findings may have implications for the conservation of personal resources as well as for stress management interventions through orientation, training, counseling , and guidance to foster coping skills in their academic endeavor

REFERENCES

Abouserie, R. (1994). Sources and levels of stress in relation to locus of control and self- esteem in university students. Educational Psychology, 14(3), 323-330.

Agolla, J.E. (2009). Occupational Stress among Police Officers.The case of Botswana Police service, Res. J. Bus. Manage. 2 (1): 25-35.

Archer, J. & Lamnin, A. (1985). An investigation of personal and academic stressors on college campuses. Journal of Student Personnel, 26, 210-215. Page 41 of 12

Awino, J.O. & Agolla, J.E. (2008). A quest for sustainable quality assurance measurement for universities: case of study of the University of Botswana, Educ. Res. Rev. 3 (6): 213- 218.

Boccella, K. (2007). The year that puts students to the test: As the scramble to get into college intensifies, is it any wonder that juniors feel overwhelmed? The Philadelphia Inquirer, p. A01.

Carroll, J. A. (1963). A model of school learning.Teachers College Record, 64, 723-733.

Carveth, J.A.; Gesse, T. & Moss, N. (1996). Survival strategies for nurse-midwifery students. Journal of Nurse-Midwifery, 41(1), 50-54.

Chang, K. & Lu, L. (2007). Characteristics of organisational culture, stressors and wellbeing: The case of Taiwanese organisations, J. Manage. Psychol. 22 (6): 549-568.

Chen, F.S.; Lin, Y.M. & Tu, C.A. (2006). A study of the emotional intelligence and life adjustment of senior high school students. World Transactions on Engineering and Technology Educ., 5, 3, 473-476

Erkutlu H.V. & Chafra J. (2006). Relationship between leadership power bases and job stress of subordinates: example from boutique hotels, Manage. Res. News 29(5): 285-297.

Fairbrother K, & Warn, J. (2003). Workplace Dimensions, Stress and Job Satisfaction, J. Managerial Psychol. 18(1): 8-21.

Goodman, E.D. (1993). How to handle the stress of being a student. Imprint, 40: 43.

Grant, K. E.; Compas, B. E.; Thurn, A. E.; McMahon, S. D. & Gipson, P. Y. (2004). Stressors and child and adolescent psychopathology: Measurement issues and prospective effects. Journal of Clinical Child and Adolescent Psychology, 33, 412–425.

Hartshorn, K. (1976). A Day in the Life of a Graduate Student. In Scholars In The Making, edited by J. Katz and R. T. Hartnett. Cambridge, MA: Ballinger Publishing Co.

Hatcher, L. & Prus, J. S. (1991). A measure of academic situational constraints: Out-of- class circumstances that inhibit college student development [Electronic version]. Educational & Psychological Measurement, 51(4), 953-963.

Hirsch, J. K. & Ellis, J. B. (1996). Differences in life stress and reasons for living among college suicide ideators and non-Ideators. College Student Journal, 30, 377-384.

Johnston, L. D.; O'Malley, P. M.; Bachman, J. G. & Schulenberg, J. E., (2007). Monitoring the future: National survey results on drug use, 1975–2006, Volume II: College students and adults ages 19–45 (NIH Publication 07-6206). Bethesda, MD: National Institute on Drug Abuse.

Kaplan, D. S.; Liu, R. X. & Kaplan, H. B. (2005). School related stress in early adolescence and academic performance three years later: The conditional influence of self- expectations. Social Psychology of Education, 8, 3–17.

Keates, N. (2007). Schools turn down the heat on homework. Pittsburgh Post Gazette. Available: www.post-gazette.com/pg/07019/755198-28.stm.

Kohn, J. P. & Frazer, G. H. (1986). An academic stress scale: Identification and rated importance of academic stressors. Psychological Reports, 59, 415-426.

Kolko, David J. (1980). Stress Management Techniques for Graduate Students: Cognitive Coping, Problem Solving and Time Management. Paper presented at the annual meeting of the Southeastern Psychological Association, March, 1980, Washington, D.C. ED 192 230.

Larson, E. A. (2006). Stress in the Lives of College Women : "Lots to Do and Not Much Time" Journal of Adolesscent Research; 21(6), 579-606.

Lazarus, R. S. & Folkman, S. (1984). Stress, Appraisal and Coping. New York: Springer.

McCabe, S. E.; Boyd, C. J. & Teter, C. J .(2009). Subtypes of nonmedical prescription drug misuse.Drug and alcohol dependence, 102, 63–70.

McMahon, R. (2007, September 9). Everybody does it. Academic cheating is at an all-time high. San Francisco Chronicle. Available: www.sfgate.com/cgi- bin/article.cgi?f=/c/a/2007/09/09/CM59RIBI7.DTL.

Murphy, M.C. & Archer, J. (1996). Stressors on the college campus: A comparison of 1985-1993. Journal of College Student Development, 37(1), 20-28.

Neumann, Y. E. & Reichel, A. (1990). Determinants and Consequences of Students' Burnout in Universities, Journal of Higher Education, Vol. 61, No. 1 (January/February 1990). Page 42 of 12

Nevius, C. W. (2005, April 19). An epidemic that cuts to the bone. San Francisco Chronicle, p. B1.

Piekarska, A. (2000). School stress, teachers' abusive behaviors, and children's coping strategies. Child Abuse and Neglect, 24, 11, 1443-1449 (2000)

Ragheb, K.G. & McKinney, J. (1993).Campus recreation and perceived academic stress. Journal of College Student Development, 34(1), 5-10.

Agarwal, R.K. & Singh Chahar, S. (2007). Examining role stress among technical students in India, Social Psychology of Education Vol. 10 No.1 pg 77-91.

Rocha-Singh, I. A. (1994). Perceived Stress Among Graduate Students: Development and Validation of the Graduate Stress Inventory. Educational & Psychological Measurement, Vol. 54, No. 3, pp. 714-727.

Ross, S. & Heath, N. (2002). A study of the frequency of self-mutilation in a community sample of adolescents. Journal of Youth and Adolescence, 31, 67–77.

Seyle, H. (1956). The stress of life. New York: McGraw Hill.

Sgan-Cohen, H. D., & Lowental, U. (1988). Sources of stress among Israeli dental students. The Journal of the American College Health Association, 36, 317-321.

Stevenson, A. & Harper S. (2006). Workplace stress and the student learning experience, Qual. Assur. Educ., 14(2): 167-178.

Towbes L. C. & Cohen L. H. (1996). Reported Personal Stress Sources and Adjustment of Entering Freshmen.Journal of Counseling Psychology, Vol. 14, pp. 371-373.

Effects Of Leadership Credibility And Program Management On The Effectiveness Of Student's Activities

***Itje Pangkey**

Abstract

This study aimed to determine the effect of leadership credibility and program management on the effectiveness of student activities. Universities should have a strategy in guiding students. In order to formulate the program in student activities needed a leader of a student organization that is credible, reliable and able to absorb the aspirations of its members can move the member so that the activities can be accomplished, capable of interacting with others and respect for diversity in higher education is very pluralistic and multicultural. In addition it should be supported by an effective program management. The study design using a survey method and correlation approach. Respondents of this study were 79 students who take charge of Student Association / Student Association of Study Program that are active according to BEM's data of each faculty at the State University of Manado. Data were analyzed using descriptive analysis, correlation and regression. Previous testing requirements analysis includes data normality test with Liliefors test while using a significance test and linearity linear regression equation. The results showed that there is a positive effect on the credibility of the leadership of student activities means high credibility of leadership that can improve the effectiveness of student activities. Before the data were analyzed, the researchers conducted the testing requirements analysis includes data normality test with test Liliefors. While the significance test and linearity using the linearity regression equation. The results showed that there is a positive effect on the credibility of the leadership of student activities means high credibility of leadership that can increase the effectiveness of student activities. Thus, to improve the effectiveness of student activities then a leader must be able to transform values into reality, vision becomes reality, obstacles into innovations and the difference becomes solidarity. Therefore, it must refer and pay attention to the indicators of leadership credibility including cooperation, the accuracy of the methods of activities, the accuracy of the use of technology, authority, monitoring and evaluation, conflict management, fulfillment of expectations. The results also indicate that there is a positive influence of the program management on the success of student activities. It means that program management can increase

---

Faculty of Social Sciences, State University of Manado Campus Tonsaru, Tondano Minahasa, North Sulawesi

the effectiveness of student activities. So, to improve the effectiveness of student activities should refer to and pay attention to the indicators of program management, including work programs, job descriptions, schedule of activities, distribution of tasks, staffing, use of facilities, and infrastructure.

Keywords: leadership credibility, program management, the effectiveness of student activities

INTRODUCTION

Education is one of the key words of the success of a nation as well as the Indonesian people to be able to compete and coexist on par with developed nations in the world. Higher education as one of the sub-systems of the National Education can address this situation from two perspectives. First, higher education sees this as a threat. There is a possibility of college graduates are not innovative, creative and effective and efficient in its business so as to affect production. Second, higher education can see this situation as an opportunity, the opportunity to compete among universities to be more attractive to prospective students. Therefore, college graduates are expected to apply academic skills, thinking skills, skills of governing and communication skills in all aspects of national life. Mentioned about the quality of higher education, shall also would consider and take into account the intensity of the activity of the student's academic and intellectual level as an integral part of education in colleges and competitiveness of the nation.

Development of student life is an integral part of the National Education system as completeness curricular activities. In connection with the development of student organizations need to be optimized role as the college and as citizens of the academic community. Student organizations as one of the pillars of the nation seriously need treatment because the age of the students was a golden age for the achievement. Therefore, making Indonesia as a resounding country should start by building a solid foundation for students.

The function of the student organization is preparing the sons and daughters of the nation as volunteers to be the leaders of a nation that have the intellectual competence, personal competence, social competence and competence of moral ethics, which are described in each program and student activities. Indonesian student potential as a national asset and at the same time as the heir in the future holds a strategic position to be developed early. Therefore, students in higher education institutions established in the framework of education of cadres and containers for Soft Skills development of students. According Bernthal (2002) *Soft Skills are personal and interpersonal Behaviors that develop and maximize human performance (for example, leadership, coaching, team building, decision making, initiative), Soft skills do not include technical skills, Reviews such as financial, computer, quality or assembly skills*

In fact the potential to be developed in students is not yet fully formed as expected, the fact remains that many students behaviors that deviate from the students appeared as news in the media, newspapers and electronic media such as fighting between students, between faculty and between colleges that sometimes ended with the deaths, destruction and burning of government facilities. Aggressiveness that leads to anarchic action is enough to make the various parties concerned such as iceberg because it has become an everyday sight. One of the factors that are thought to trigger the state of is the burden of college curricular material such as high credit load while the time and the means to express themselves in the form of extra-curricular activities are minimal. Many people considered education in Indonesia is directed to children to be supermen, mastering everything internationally qualified and competent so that the curriculum which is structured and full load makes the learning process sterilized against state and existing problems in their environment. As a result, some students compensate for pressure and excess energy possessed in the opposite of the purpose of education institutions. Learning is no longer attractive and less able to foster the creativity of learners to learn more effectively. While for creating a unified learners, the development potential is not only related to the cognitive but also includes affective and psychomotor domains.

Another cause is that the student organization is not functioning optimally, planning programs that are less stable so that each activity is sudden, organizing a minimal program that causes the student movement has not been targeted. It describes the management and student affairs programs are not functioning effectively. Therefore, the expected future stable student organizations must be prepared with intensive assistance. This effort would be optimal if the students are also actively developing themselves in accordance with the program in college. Therefore it is very important for student leaders ranging from courses, faculty at the university level to create a climate conducive to synergize and activities that support students so that they can develop themselves optimally. The most effective means to conduct student coaching is the lowest student organizations namely the program of study. Therefore, the program of study is directly dealing with students. Student Association of study program is the lowest student organizations at colleges which is a place for the students train themselves to become leaders in society, both in the political, social, or government after they complete a strata 1 degree or Diploma IV, a means of expressing their creativity, talents, and interests and the means to train to deal with student activities.

Universities should have a strategy in guiding students because students come from a variety of local, tribal religions, races in the archipelago and in this diversity, it is necessary to pack all the activities that can shape the character, national solidarity that is loyal because of their nationality feelings to Indonesia. Youth Pledge outbreak dominated by students committed to establish whole National Indonesia. Nationality is not Java, not ethnicity Sumatra, Sulawesi, Bali, or others, but Nationality is Indonesia which together forms the basis of the "National State". A good leader is a leader who can transform values into actions, visions into realities, obstacles into innovation, the difference becomes solidarity, and create a new atmosphere where students can turn challenging opportunities into remarkable success. One characteristic of a visionary leader is one who is able to see far into the future, relating to the dreams of his life and not just that, but should be in front. This means that the attitude and actions are also always in front and always be in the midst of the people he led. Therefore, leaders must recognize the students and talk in their language, understand their needs and pay attention to their wishes, blamed the fire spirit in students and communicate their excitement through clear language and expressive style. Based on these ideas, the writer was interested in examining the effect of leadership credibility and program management on the effectiveness of student activities in the programs of study at the State University of Manado.

LITERATURE REVIEW

Effectiveness of Student Activities

Development of student life is an integral part of the National Education system as a supplement curricular activities and therefore the development of student organizations and their roles need to be optimized as the college and as citizens of the academic community. Student Organizations consists of Intra University and Extra University and these two organizations strengthen the functions and the roles of each. Intra college student organization is a vehicle and a means of self-development of students towards the expansion and improvement of intellectual insight and personal integrity to achieve the goals of higher education (Decree of the Minister of National Education number 155 / U / 1998).

The student organizations at universities are organized based on the principle *from*, *by* and *for* the students by providing role and greater flexibility to students (Department of Education Ministers Decree 155 / U / 1998, Article 2). Therefore, students are given the freedom to manage student activities based Outlines of Student Programs namely:

- Field of Reasoning and Scientific such as Student Writing Competitions, Outstanding Student Competition, English Debate, Science Olympic, Ipoleksosbuthankam Seminar, National Dialogue and Nation Leader candidate Debates.
- Field of Interest Search and Pastimes such as Sports, Art, Art Creativity, Spiritual Development, Scout, Journalism, Mapal and so forth.
- Field of improvement of social welfare of students and devotion to the community, help mediate the study of Local Government and the Company, as well as carrying out

social charity for regions or communities that are considered necessary to have a touch to be able to develop themselves.

- Field of Entrepreneurship includes entrepreneurial activities by developing scientific competence.

The effectiveness of student activities is the activity in order to achieve objectives. The goal is to make a student presence in the life of mankind together in global as well and has character. The dimensions and indicators are as follows:

a. Teamwork is the cooperation among the members and leaders in carrying out activities with indicators: (1) the atmosphere of teamwork and (2) the contribution of the members to the advancement of the organization;
b. The accuracy of the work, is the suitability of members' ability to work with the members of indicators: (1) the proper placement of members, and (2) the knowledge and skills of members;
c. The precision technology is the accuracy of the equipment / facilities to be used with indicators: (1) the condition of the equipment / facilities and (2) the availability of work equipment / facilities.
d. The authority is the ability of members to manage their work, with indicators: (1) the freedom to be creative members, and (2) the responsibility to carry out their duties;
e. Monitoring and evaluation system is the way it is done in assessing the work of the board members, with indicators: (1) the application of the evaluation system, and (2) the provision of rewards and sanctions;
f. Role conflict is a balance between internal services with external services, with indicators: (1) attention to internal services, and (2) in response to the demands of student services;
g. Synchronization between the expectations of the organization and expectations of students, with indicators: (1) the ability of the organization to meet the expectations of students and (2) the fulfillment of expectations of board members.

So far, the effectiveness of student activities in the realization of student achievement is still low. Some things are still emerging and do not describe the spirit of the changes still occur as in the decision-making process, where decisions do not involve all members of the board or not democratic in planning, implementing and monitoring (control) student programs, monitoring and evaluation systems are weak, the availability of inadequate equipment.

2. Leadership Credibility

Credibility of leadership is a set of public perceptions of the qualities a leader. Credibility is not actually located on the leader but it lies in the public perception. Credibility is one of the elements of the cause of the effect on the community leaders and leads themselves. Because leadership is a complex phenomenon it is very difficult to give an idea of leadership and characteristics. If a true leader is successful, it is not because of he himself but it is because of followers or community recognition. Stephen Covey defines the *"4 cores of Credibility" as foundational elements that make you believable, both to yourself and to others. The first two cores deal with character, the second two with competence:*

Core 1. ***Integrity****: Many equate integrity with honesty. While honesty is a key element, integrity is much more. It's integratedness, walk your talk and being congruent, inside and out. It's having the courage to act in accordance with your value and beliefs. Most violations of trust are violation of integrity.*

*Core 2****. Intent****: At the core of intent are motives, agendas and the resulting behavior. Trust grows when your motives are straight forward and based on mutual benefit-when you genuinely care not only for yourself, but also for the people you interact with, lead or serve.*

Core 3. ***Capabilities****: Your capabilities are the abilities you have that inspire confidence-your talents, attitude, skill, knowledge and style. They are the means you use to produce results.*

Core 4. ***Results:*** *Your results comprise your tract record, your performance and getting the right things done. If you don't accomplish what you are expected to do it diminishes you credibility. On the other hand, when you achieve the results you promised, you establish a positive reputation of performing, of being a producer.*

The things mentioned above are vital for the credibility of a person. They work to build trust. Strength of character and competence of a person can be aligned with the power of leadership. According DeVito, credibility has five dimensions: (1) competence; (2) character; (3) intention; (4) personality; and (5) Dynamism. These five dimensions are described below: **Competence,** referring to the ability of intelligence, knowledge leader.

Character, referring to certain properties owned relating to moral leaders such as: honesty, justice, and truth.

Intense, referring to the motives or factors that encourage someone to do something.

Personality, refers to the appearance of a leader who has the properties of fun, friendship, openness to see the future.

Dynamics, referring to the appearance of a leader who is passionate, aggressive, extrovert and formidable force in personal appearance. Effendi (1993: 43) says that the trust in the leader is determined by the expertise and whether he can be trusted. The more society enjoys a leader, the more inclined the people to follow him and the more creative and innovative.

Leadership has become one of the key factors in organizational life. Thoha (2004) states that an organization succeeds or fails is largely influenced by factors of leadership. As the importance of this leadership issue, making the leader has always been the focus of the evaluation of the causes of success or failure of an organization. Widodo said that leadership into force for an organization to maximize its contribution to the welfare of its members and the wider community.

John C Maxwell : In the 21 Irrefutable Laws of Leadership, John Maxwell sums up his definition of leadership as *"leadership is influence - nothing more, nothing less." This moves beyond the position defining the leader, to looking at the ability of the leader to influence others - both those who would consider themselves followers, and those outside that circle. Indirectly, it also builds in leadership character, since without maintaining integrity and trustworthiness, the capability to influence will disappear.*

From the definition of credibility and leadership that has been described above it can be concluded that the credibility of leadership is a set of public perceptions of the properties of the leader. Credibility is not actually located on the leader but is located on the public perception that the leader has the competence, character and charisma. Competence relates to the vision of a leader called a visionary leader. Visionary often we translate as people who have big dreams. Being able to see far ahead, but do not just being able to look ahead, but both should be in front. This means that the attitudes and actions are also always in front. People who have big dreams but not doing anything is not a visionary. People who have big dreams but stopped in the middle of the road because of the difficulty is not a visionary.

Program Management

Management is one of the functions of management. Management is defined as the process of structuring the organization in accordance with the objectives, resources and the environment. Thus the results of management is the structure of resource roles in an organization. Schermerhorn, Hunt and Osborn define management as "the compilation of human resources and non-human resources, including natural resources combined into a productive".

George R. Terry in Kambey defines management as follows: *"organizing the establishment of effective behavioral relationships among persons so that they may* *work together efficiently and gain personal satisfaction in doing the task selected under given environmental conditions for the purpose of Achieving some goal or objective"*. Management is the act of establishment of relations between behaviors of the people so that they can work together as a powerful and gain personal satisfaction in terms of carrying out certain tasks under certain environmental conditions in order to achieve certain goals or objectives. Kadarisman defines management as "the process of defining the structure of roles through the determination of activities, the grouping of activities, assignment of groups, activities to managers, delegation of authority to carry it out, coordinating relations of authority and information both horizontally and vertical in the organizational structure to achieve organizational goals". While Tabarani defines management as "the overall activities of educational management in the grouping of people and the determination of the duties, functions and responsibilities of the authority of each with the aim of creating activities useful in achieving the goals that have been determined in advance.

In the implementation of student programs, program management is an attempt to integrate human and non-human into a single unified implementation of the activities in achieving the stated goals. This is a management process in order to form an organization to realize a variety of plans to achieve the goal. Therefore, Terry argued that management is a management basis. Management is done in order to gather the resources needed in the plan so as to enable the achievement of the set objectives and activities can be run effectively and efficiently.

Student program management is a management function in order to organize all the components needed for the implementation of program activities are effective and efficient student. By program management, then all available resources can act according to its function and will interact and work together to achieve the goals set.

Newstrom and Davis say that "the effectiveness of the organization is not obtained by maximizing the human variable alone but by all system variables in the system are working together". This argument suggests that management will be effective what-if all sub-systems act according to its function. In relation to the program management, it suggests that a program is deemed organized if it is supported by all the necessary components and the components are operating as intended purpose.

According to Sri Sujati Kadarisman that "one important part of the task is to harmonize management of a group of people, establish a work program and utilization of facilities and bring the diverse interests and abilities to produce a specified direction". The process of managing the stages of how a job is formulated and implemented by the members so that the objectives of the program management can be achieved in accordance with the planned.

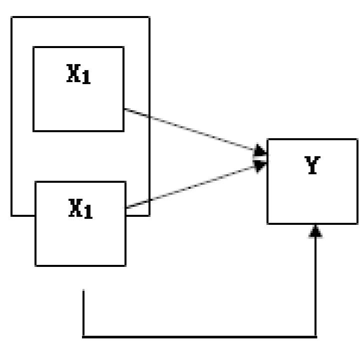
4. Effect of Leadership Credibility on the Effectiveness of Student Activities

Students have diverse backgrounds and diverse desires. On the other hand the age of the student, age of self synonymous with labile. Lability met uncertainty, the future is blurred or unclear, the old value is not adequate anymore, and exemplary hard to come by. A good program is when preceded by systematic planning and organized in accordance with their aspirations. The work program will serve as a guide that guides all actions by those involved in it. Credible leaders will be able to understand the turmoil that occurred in young people and therefore can design a program to channel their potential and creativity. Creativity does not always mean as the creation of new things, but it can be a combination or a combination of things that already exist. However, the ideas and the results of creative work does not arise simply because to produce meaningful requires preparation. The more likely that is designed to be shown that individual creativity will increase. Therefore, the higher the creativity builder alleged student body the higher the quality of the work and the more effective student activities.

5. The Effect of Program Management on the Effectiveness Student Activities

Program management is the process of developing programs and establishing working relationships between individuals so that activities materialize unity managing effort to achieve the goals set by using existing resources. The work program will serve as a guide that guides all actions by those involved in it. Therefore allegedly program management affects the effectiveness of student activities.

5. Research Framework



Specification

X1=leadership credibility

X2=program management

Y=The effectiveness of student activities

Based on the frame of the research hypothesis, it can be stated as follows:

1. The credibility of leadership has positive influence on the effectiveness of student activities.
2. Program management has positive influence on the effectiveness of student activities.
3. The credibility of leadership and the program management jointly positive influence on the effectiveness of student activities.

RESEARCH METHODOLOGY

The research was conducted at the student organization at the level of department / study program in the State University of Manado in Tondano North Sulawesi Province with some reasons for consideration, namely: The first, researchers had long been involved in the field of student affairs of the faculty as Assistant Dean III for Student Affairs of Faculty of Social Sciences and currently entrusted as Vice Rector in charge of student affairs at the State University of Manado. The second, student organizations are as aspirational institutions and partner management. The Third, Student Association is a student organization at the department level as an institution that accommodate the aspirations of students and as a funnel to be forwarded to the faculty leaders.

Implementation of this research activity begins with the stage of making the instrument followed by a feasibility test instrument with expert validation test. This study used survey method with correlation approach. The target population in this study is the entire board of the Student Association / Student Association Studies Program scattered in all majors and courses in the Manado State University in 2011. While the accessible population is the entire board of the Student Association / Study Program Student Association (HIMAJU / HIMAPRO) which is active in accordance with the data entered in the Student Executive Board of each Faculty at the University of Manado. The number of samples taken was 79 respondents.

Data were collected using a Likert scale deployment and questionnaire techniques. The test instrument of this research includes three packages of instruments, each instrument is to measure the variables: (1) leadership credibility that consisted of 24 items; (2) program management consisted of 22 items; and (3). effectiveness of student activities consisted of 32 items.

Data were analyzed using descriptive analysis, correlation and regression. Before testing the hypothesis, the researchers conducted the testing requirements analysis including data normality test with Liliefors test while using a significance test and linearity linear regression equation.

RESULT & DISCUSSION

This study includes three variables, namely: two independent variables and the dependent variable. The independent variables are leadership credibility and program management, while the dependent variable is the effectiveness of student activities.

1. DESCRIPTION OF RESEARCH DATA

a. Effectiveness of Student Activities

Data related to the variable effectiveness of student activities were collected using structured questionnaires that have been tested and resulted in 32 valid items of 34 items that were prepared to be tested. Thus, theoretically, scores of respondents were in the range between 32-160. Based on the research data, the obtained empirical scores were in the range 49-124. The frequency distribution is done by dividing the distribution class into seven classes as shown in the following table.

Table 1. Data Frequency Distribution of Effectiveness of Student Activity Variable

Interval Range	**Frequency**		
	Absolute	**Relative (%)**	**Commulative (%)**
49-59	3	3.80	3.80
60-70	9	11.39	15.19
71-81	12	15.19	30.38
82-92	18	22,78	53.16
93-103	16	20,25	73.41
104-114	14	17.72	91.13
115-125	7	8.86	100,00
Total	**79**	**100**	**-**

Highest frequency interval is located on the 4th class with absolute frequency 18, so that it formed a 22.78% relative frequency. Lowest frequency found in the class interval to 1 or in the range of 49-59 with a frequency of 3 so the absolute frequency is 3.80%. The effectiveness of the highest student activities owned by 7 students who responded that can be seen in the last range 115-125 of the frequency distribution list that forms the relative frequency of 8.86%. The Descrption of the respondents in the form of a diagram can be seen in the following histogram.

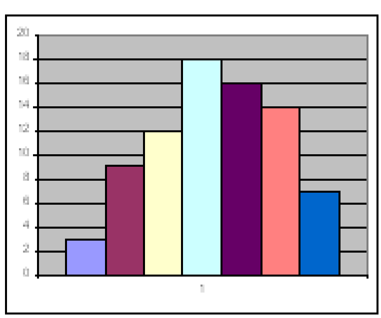


Figure 1. *Histogram of Effectiveness of Student Activity Variable*

b. Leadership credibility

Data on leadership credibility variables were collected through a questionnaire instruments that have been developed and have been tested so as to produce 24 valid items of 26 items that have been prepared. Having regard to the number of items consisted of 24, theoretically scores of respondents were in the range between 24-120.

Table 2. Data Frequency Distribution of the Leadership Credibility Variable

Interval Range	Frequency		
	Absolute	Relative (%)	Commulative (%)
62-70	3	3.80	3.80
71-79	7	8.86	12.66
80-88	9	11.39	24.05
89-97	14	17.72	41.77
98-106	18	22.78	64.56
107-115	16	20.25	84.81
116-124	12	15.19	100.00
Total	**79**	**100**	**-**

Based on the results of the study, it was found that empirical scores were in the range 62 - 119. Making the frequency distribution is done by dividing the distribution into seven classes that its presentation can be seen in Table 2. The frequency distribution list indicates that the highest frequency lies in the interval class 5 with absolute frequency of 18, so that the relative frequency is 22.78%. The lowest frequency found in the interval class 1 or in the range of 62-70 with a frequency of 3 so that the absolute frequency is 3.80%.

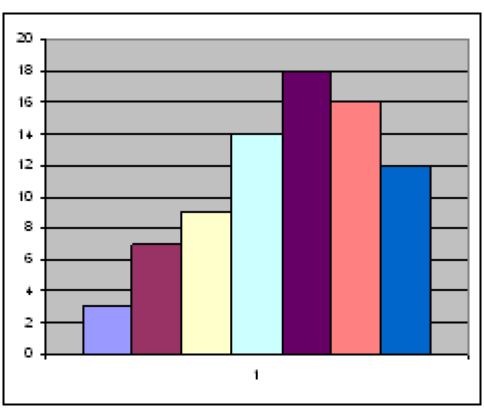


Figure 2. Histogram of Leadership Credibility Variable

The highest leadership credibility is owned by 12 students who responded that can be seen in the last range of the frequency distribution list. Image of the histogram is further clarify the distribution of respondents on the variables of leadership credibility. It shows that respondents were most frequency is the lower class limit of 97.5 or in the range of 98-106 which is shown by the height of the histogram.

c. Program Management

This study was conducted to collect data on the program management variable. Data were collected using the questionnaire as a research instrument. After the questionnaire was developed, it was tested resulting in 22 valid items of 26 items prepared to be tested.

Table 3. Data Frequency Distribution of Program Management Variable

Interval Range	Absolute	Frequency Relative (%)	Commulative (%)
45-58	4	5.06	5.06
59-68	8	10.13	15.19
69-78	14	17.72	32.91
79-98	19	24.05	56.96
89-98	16	20.25	77.21
99-108	11	13.92	91.13
109-118	7	8.86	100.00
Total	**79**	**100**	**-**

Research data shows that the empirical scores were in the range 49-116 is the lowest score 49 while the highest score of 116. The frequency distribution table shows that the highest frequency lies in the interval range of 4 to 19, thus it forms a relative frequency of 24.05%. The lowest frequency lies in the interval range of 1 or in the range of 49-58 with a frequency of 4 so that the absolute frequency of 5.06%.

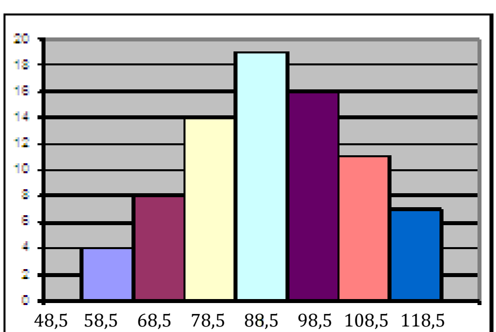


Figure 3. Histogram of Program Management Variable

2. (a) Data Normality Test

This test is done to determine whether the data collected from the respondents came from a population of normal distribution or not. The test is often used to test the normality of the data is Liliefors test. One of the strengths of this normality test is the use of the z distribution list for the calculation of the data normality.

1) The results of Normality Test of the Effectiveness of Student Activity Variable.

From the results of Normality Test of the Effectiveness of Student Activity Variable, based on the attached analysis results, the calculated L obtained the highest value of F (Zi) - S (Zi) of 0.055898 while the critical value of Liliefors (L-table) for n = 79 at á = 0,05 is 0.09968. From these results it is known that the calculated L <L table, so that H0 is accepted and Ha rejected. It can be concluded that the data of effectiveness of the Student Activity Variable derived from the normal distribution population.

2) Results of Normality Test of Leadership Credibility Variable

The results of the data normality test based on the results of the attached analysis obtained the calculated L that is the highest value of F (Zi) - S (Zi) is 0.0843532 while the critical value Liliefors (L¬tabel) for n = 79 at á = 0.05 is 0.09968. From these results it is known that the calculated L <L-table, so H0 accepted and Ha rejected. It can be concluded that the leadership credibility variable data were obtained from a normal distribution population.

3) Results Normality Test of

The results of the normality test based on the attached analysis obtained L-count that is the highest value of F (Zi) - S (Zi) is 0.0773848 and the Liliefors critical value (L¬tabel) for n = 79 at á = 0.05 is 0.09968. From these results it is known that L-count <L-table, so H0 accepted and Ha rejected. It can be concluded that the data of the program management variable were obtained from a normal distribution population.

(b) Significance and Linearity Test

The requirement of other assumptions are tests of significance and regression equation linearity. Couple of hypotheses for testing the significance of regression equation is as follows:

H0: coefficient of regression direction does not mean anything (b d" 0)

H1: coefficient of regression direction means something or significant (b> 0)

Testing criteria is "H0 rejected if T-count is greater than the value of the F-table with a chance of á and degree of freedom numerator 1 and denominator degrees of freedom (df) n – 2 with a sample size of 79. With a sample size of 79, the degree of freedom of the denominator for the linearity test is 77. In particular, couples the research hypothesis for linearity test are as follows:

H0: regression is linear H1: regression is not linear

Criteria for linearity test is "rejected that linear regression if the F-count statistic is calculated to be greater than the value of the F-table with degree of freedom numerator k - 2 and dk denominator n - k on the selected error opportunities.

1) Tests of Significance and Linearity Regression of Effectiveness of Student Activities on Leadership Credibility Y = 7.512 + 0.850X1

The results of the analysis indicate that the significance of the regression coefficients calculated F (107.08) is greater than the value of the F table at á = 0.05 (3.96) and at á = 0.01 (6.96). It was concluded that the regression equation effectiveness of student activities on the credibility of leadership is very significant. The linearity regression test obtained F-count = 1.52 is smaller than F-table (0.05) = 1.66 and F table (0.01) = 2.06. It was concluded that the regression equation effectiveness of student activities on leadership credibility is linear.

2) Tests of Significance and Regression linearity of the Effectiveness of Student Activities Program Management Y = 18.462 + 0.828X2

The results of the analysis of the significance of the regression coefficients show the calculated F (107.08) is greater than the value of the F-table at á = 0.05 at 3.96 and á = 0.01 at 6.96. It can be concluded that the effectiveness of the regression equation of student activities on the credibility of leadership is very significant. While the results of the linearity regression analysis calculated F = 0.91 is smaller than the F-table (0.05) = 1.66 and F-table (0.01) = 2.06. By considering the linearity test criteria, we conclude that the regression equation Y = 18.462 + 0.828X2 is linear.

1. Test of Hypothesis

The multiple regression analysis obtained: Y = 0.389X1 + 0.242X2-14.789

Table 4. Results of Multiple Regression Analysis of Y on X1, X2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	-14.789	4.196	-3.524	.001	
Leadership Credibility	.389	.069	.349	5.670	.000
Program Management	.242	-.61	.223	3.984	.000

a. The positive influence of the leadership credibility on the effectiveness of student activities.

At á = 0.05 and df = n-2 = 79-2 = 77 obtained t value (0.05; 77) = 1.67; so that the calculated value of t = 5.67> t value (0.05; 77) = 1.67. It means that the credibility of leadership has positive influence on the effectiveness of student leadership. The results of multiple regression analysis obtain the regression coefficients b1 = 0.389. Based on the regression coefficients, it means that the credibility of leadership influence on student activities amounted to 0.389 or 38.9%. Any change of leadership credibility variable by 100%, the effectiveness of student activities will be changed by 38.9%.

b. The positive influence of the program management on the effectiveness of student activities

At á = 0.05 and df = n-2 = 79-2 = 77 obtained t value (0.05; 77) = 1.67. The result of the calculation obtain the value of t-test = 3.99 so that the t-test = 3.99> t value (0.05; 77) = 1.67. This means that the program management has positive influence on the effectiveness of student activities. The results of multiple regression analysis obtain the regression coefficients b2 = 0.233. It can be interpreted that the program management has positive influence on the effectiveness of student activities by 0.233 or 23.3%. Any changes of the program organization variables by 100% then the effectiveness of student activities will change at 23.3%.

c. Positively influence the credibility of leadership and the program management on the effectiveness of student activities

With the level of significance á = 0.05 and df = (k; nk-1) = (4; 79-4-1) = (4; 74) obtained F value (0.05; (4; 74) = 3, 67. The results of analysis show the value of the calculated F = 167.34> F value (0.05; (4.74) = 3.67, so that Ho is rejected and H1 is accepted. This means that the credibility of leadership and the program management have positive influences on the effectiveness of student leadership. Based on the results of multiple correlation obtained Ry (1234) = 0.949 or the degree of determination of 0.901. It can be interpreted that 90.1 percent of variation in the effectiveness of student activities jointly influenced by the credibility of leadership and the program management variables.

4. DISCUSSION OF RESULT

a. Positive Influence of Leadership Credibility on the Effectiveness of Student Activities

The results of hypothesis testing concluded that the credibility of leadership has positive influence on the effectiveness of student activities. It shows that the more credible person's leadership in leading student organization the more effective the implementation of student activities. The results of these studies are supported by the opinion of DeVito that credibility is one of the causes of elements of leader influence which included elements of competence, character, intention, personality, and dynamism. Through his ability, a leader who has the competence in terms of student activities will possess credibility which can essentially affect the effectiveness of student activities. Leader or coordinator of student association also need to have good character or nature like honest, fair, and uphold the values of truth.

Such student leaders will be judged as a credible leader in his leadership behavior. Student Leaders also need to have an active nature of activity. Student leader who has a motive to progress can be seen in the activity of doing his job.

Students who have a good personality will be favored by fellow students Moreover, their leaders are open and friendly that will further enhance the level of understanding of student leadership credibility. Such understanding will help to achieve the effectiveness of student activities. Through behaviors associated with the personality of the student leaders, the other students in a course or department shall assist each other in carrying out the program of student activities. Effort to help each other in student activities can occur if their leader has high credibility in the eyes of other students. The success of a leader is also described by Thoha (2004) that the organization will succeed and fail largely determined by the leadership.

A student leader must also have seen the dynamic nature of the excited and aggressive appearance in carrying out the work. Student leaders who have such properties will get sympathy from other students to get involved in student activities that can be managed. This understanding is based on the opinions of Widodo (2007) that the leadership into force for an organization to maximize its contribution to the welfare of its members.

With reference to the results of research and support the theory used in this study, the results of this study are consistent or in accordance with the theory expressed by DeVito about leadership credibility. Therefore no doubt that the success of a student activities can be realized if the student leaders have good leadership credibility.

But in fact the leadership of the student, faculty and courses at the State University of Manado has not been as expected by the board members. This is because the leaders are chosen by the students of the study program is not based on the concept of effective leadership but by feeling happy just because of innate and self-socialization of the students. While the capability of organizational mastery and intellectual ability is weak, it is very difficult to make a decision what especially in emergency situations that result in student activities delayed and some cannot be done. On the other elected officials in accordance with the Statutes and Bylaws Family of Student Affairs University of Manado with time management is only one year so that the next stewardship formation is delayed or not in accordance with the plan because of conflicts of interest in which extra-campus organizations involved in it. As a result of this situation, the student leadership vacancy occurs very influential on student activities. In this situation, the person in charge of student affairs at the faculty level was forced to take over the management of activities because others are not willing to act / initiative to carry out these activities. It is caused by the chairman does not delegate such authority to his subordinates.

b. The Positive Influence of the Program Management on the Effectiveness of Student Activities

The results of hypothesis testing concluded that the program management has positive influence on the effectiveness of student activities. This shows that the better the program management for students the more effective implementation of student activities. The results of testing the hypothesis above advise that the program management determines the success or effectiveness of student activities. Other directives that can be obtained from the results of testing the hypothesis is that the program management performed by the student board properly will greatly affect the success of student activities. The importance of this management program is also emphasized by Longenecher that management is the activity establishes the relationships between humans and the activities that will be undertaken to achieve the goal. In carrying out student activities, student leaders should be able to create good relationships through sharing activity as revealed by Plippo and Musinger that the organization is the activity of designing and implementing a component set of a process activity. Therefore, student leaders need to apply good management program that has been designed so that activities can be conducted properly in accordance with the plan set. In reality, based on observations conducted by researchers who have managed the student affairs over the past ten years, the program management is effective only when the new leadership was formed and lasted only one semester. Further, it started a conflict that resulted in cracks in the program. It cannot be detected by the head of the faculty in charge of student affairs at the faculty since covered conflicts and symptoms is the formation of small groups based on the internal forces in conflict with one another.

c. The Positive Impact of Leadership Credibility and Program Management on the Effectiveness of Student Activities

The results of hypothesis testing concluded that jointly credibility of leadership and management program on Effectiveness of Student Activities. The results of the analysis of the effectiveness of getting 90.1 percent of the variation of student activities can be influenced jointly by the variable credibility of leadership and program management. Based on the literature review described above that an activity will be effective if it is based on several factors, among others, one's credibility factor that led the implementation of the activities and program management will be implemented. This means that the leader believes in the vision and dream about what could happen because of a vision or a dream is a force that can create the future. Leaders establish unity of purpose for the common good, recognize good ideas and support those ideas, evokes the spirit of a community to express enthusiasm in a stunning vision of the group as a beautiful dream will never become a significant reality if only through the actions of one person only, but the work done together in a team, and be able to communicate their excitement through clear language and expressive style.

CONCLUSIONS

The results showed that there is a positive effect on the credibility of the leadership of student activities means high credibility of leadership that can improve the effectiveness of student activities. There is a positive influence on the success of the program organizing means organizing student activities program can increase the effectiveness of student activities. There is a positive influence credibility of leadership and organization of the program to the success of student activities means that the credibility of the leadership and management program can improve the effectiveness of student activities.

IMPLICATIONS

a. Based on the conclusions in this study that the effectiveness of student activities is influenced by leadership credibility. Thus to improve the effectiveness of student activities then a leader must be able to transform values into reality, vision becomes reality, obstacles into innovations and the difference becomes solidarity. Therefore, it should refer to and pay attention to leadership credibility indicators include: co-operation, the accuracy of the methods of activities, the accuracy of the use of technology, authority, monitoring and evaluation, conflict management, fulfillment of expectations.

b. Based on the conclusions in this study that the effectiveness of student activities is influenced by program management. So to improve the effectiveness of student activities should refer to and pay attention to the indicators of program management, including: work programs, job descriptions, schedule of activities, distribution of tasks, staffing, use of facilities, facilities and infrastructure.

c. Based on the conclusions in this study that the effectiveness of student activities is influenced by the credibility of the leadership and management programs. Thus, to improve the effectiveness of student activities, it should refer to and pay attention to the indicators on the two variables that affect them.

REFERENCES

Bernthal, (2002). *The State of E-Learning: Developing Soft Skills*. Transmitted by Benchmark Group Volume.4, Issue1.July (2002).

Danim, S. (2010). *Leadership Education*. Bandung: Alfabeta Engkoswara, and Aan Kopmariah, 2010, *Educational Administration*. Bandung: Alfabeta, Flippo, E.B. and Musionger, G M.(1975), *Management*, Boston: Allyn and Bacon, Inc.

Furchan, A. (2004). *Introduction to Research in Education*, by Donald Ary et al, Student Library, Yogyakarta.

Garna, J. (1996). *Social Sciences Basic, Concepts, Position*. Postgraduate UNPAD Bandung.

Gerungan, W.A. (2010). *Social Psychology*. Bandung: Refika Aditama. Herbert G. Hicks and G Ray Gullet 1995, *Organization: Theory and Behavior*. (Copyright 1975 McGraw-Hill.Inc). Indonesian edition, Organizational Theory and Behavior. Earth Literacy Jakarta. Education and Culture Decree No. 155 / U / (1998) on General Guidelines for Student Organizations in Higher Education. Ministry of Education and Culture of the Republic of Indonesia.

James, K. B. Z. & Posner, A. (1996). The *"Credibility"* translated by Anton Adiwiyoto 1997 "Credibility"; Professional Books, Jakarta.

———— (2004). *The Leadership Challenge: Leadership Challenge*, Third Edition, copyright, Jakarta, Erland.

Longenecher, J.G. (1973). *Principles of Management and Organizational Behavior*. Charlie E. Merrill.Publishing.Company,Columbus.Ohio.

Mutrofin, (2007). *Self-criticism Education: Evaluative Ideas*, Presindo Yogyakarta., Yogyakarta.

Newstrom, J. W. & Keith, D. (2002). *Organizational Behavior: Human Behavior at Work.* McGraw-Hill Higher Education. New York.

Nurul, Z. (2007). *Moral and Character Education: Initiating Platform Moral Education in Contextual and Futuristic 2007.*

Ohmae, K. (1996). *The Borderless World: Power and Strategy In The interlinked Economy*. Harper.Collins.London

Rival, V. (2004). *Leadership and Organizational Behavior*., King Grafindo Persada Jakarta

Sopiah, (2008). *Organizational Behavior*., Andi Offset, Yogyakarta.

Sudjana, H. D. (2004). *Management Education Program*: *For the Non-Formal Education and Human Resource Development.* Falah Productions Bandung.

Stephen P. R. & Timothy A. J. (2008). Book I, *Organizational Behavior*, 12th Edition, Salemba.Four, Jakarta.

——— (2008). Book 2, *Organizational Behavior*, Volume 12, Salemba Four, Jakarta.The Collins English Dictionary, 1998. Harper Collins Publishers

Usman, H. (2011). *MANAGEMENT, Theory, Practice and Research Education*. Issue 3 Earth Literacy. Jakarta.

Wahyudi, (2009). *Leadership in Learning Organization Principal (Learning Organization).* Alfabeta, cv. Bandung.

Constrains of Housing Finance in Urban India

* Tushar Dash
** Biswajit Das

Abstract

Housing and urban infrastructure management is a topic that is gaining momentum in recent times. A cutting edge market competition reveals that, only by virtue of excellent implementation, organizations can survive and sustain the wreath of competitions in the long run. The growth of private sector housing and urban infrastructure business approach, with effective management decision is the cure for the existing housing problems. In the changing scenario, government should follow the cross subsidization policy in promoting to the business environment, for private housing development. At this critical juncture, proper allocation and management of resources, with appropriate effective decision, will lead to a holistic model of housing and urban infrastructure developmental actions. This research study was designed to find out the development of institutional housing finance market in Bhubaneswar and Cuttack, one of the fastest growing twin cities in India. The study used both primary and secondary data. A structured questionnaire was used to find out the perceptions of real estate developers, policy makers/government officials and customers about issues, problems, opportunities and possible solutions to problems relating to sustainable infrastructure development for improving the conditions of housing market in Bhubaneswar and Cuttack.

The findings revealed that management decision in the government agencies and participation of real estate developers helped stakeholders and strategic partners. The findings also revealed that developers/government officials/promoters focus on pubic private partnership in housing development. Customers also look forward for greater government support as well as control over private developers. The reasons for more and more housing market development are also analyzed. The study implicates intensive research in this field for welfare of customers and development of infrastructure both in urban and rural sector in Odisha. With strong urbanization wave waiting to flood Indian cities, an efficient planning of cities is essential. Urban development should be the top most priority for policy makers and higher resources should be allocated to maximize the benefit.

* Administrative Officer, KIIT University, Bhubaneswar, E mail:tushardash2006@gmail.com
** Professor, Marketing ,KIIT School of Management

INTRODUCTION

According to World Health Organization(WHO) 'House is the residential environment, neighborhood, micro-district or the physical structure that mankind uses for shelter and the environments of that structure, including, all necessary services, facilities, equipment and devices needed for the sustenance, physical health and well-being of the family and the individuals'.

House plays an important role in shaping the destiny of people. It is not only a shelter but also an asset and wealth of the human beings. Housing, besides satisfying one of the basic necessities, is an important economic activity and plays a significant role in the socio-psychological development of the individual.

Housing and urban infrastructure management is a topic that is gaining momentum in recent times. A cutting edge market competition reveals that, only by virtue of excellent implementation, organizations can survive and sustain the wreath of competitions in the long run. And research scholars are internationally attempting to quantify excellence in performance, particularly in housing and urban infrastructure management.

Indian regulatory bodies under the constitutional framework have embodied rules and guidelines to regulate the activities, in terms of operations, but the enforcement laxity is curbing the streamlined growth, as deemed proper. The environmental norms, and 73rd and 74th amendments, has substantially covered all the aspects of proper habitation, required for a health living. Yet need based decisions are being made at different agencies, selecting modern concepts from the world experience. Inevitably, there are plenty of variations in the agencies, responsible for arrayed promotion

Loopholes in housing policy, mal-administrative structure and inefficient management system are hindering the private players in public sector housing models, in most of the countries of the world. As a result, housing and urban infrastructure development has been checked. To meet population demand, housing demand attracted private partnership in housing development business. Critical research studies, analysis and evaluation of existing processes reveals the prevalence of inefficiency in the government housing provisions and the basic need has to be dealt effectively.

The growth of private sector housing and urban infrastructure business approach, with effective management decision is the cure for the existing housing problems. And there are needs for cohesive models to understand the complexity of study. These models require the effective participation of all stakeholders, starting from government to the public. But the role of different stakeholders has to be defined properly at all the levels that could be national or local, urban or rural.

The vibrant private partners in the development of housing and urban infrastructure business sector, has outweighed the need of huge investments to be made by the government. In the changing scenario, government should follow the cross subsidization policy in promoting to the business environment, for private housing development. At this critical juncture, proper allocation and management of resources, with appropriate effective decision, will lead to a holistic model of housing and urban infrastructure developmental actions.

In this background, a modest attempt should be taken up to ensure the intricacies of surging housing and urban infrastructure market in India and Odisha and its problems to offer constructive suggestions for sustainable private public partnership. The deficiencies in the systems in policy decisions of state need to understand.

In this endeavor, research study shall fine tune the cropping up ideas. Management decision in the government agencies and participation of real estate developers shall help stakeholders and strategic partners mutually and study has to be taken up in various modes for the sustainability of housing and urban infrastructure developmental.

RESEARCH OBJECTIVE

This research study was done to observe and explore out the generic dimensions that are important for assessment of housing market in Bhubaneswar through an introspective study.

(a) To study the existing housing scenario in India.
(b) To Study the need of housing development in India.

METHODOLOGY

Research Design

This research study provided an understanding of the significant attributes that are essential in knowing the various aspect of housing market in India. The models that developed shall be used by the organizations for becoming intelligent and the stake holders. The findings shall add substantial value in helping the organization and society, especially developer's organizations, to understand the market and need of the customers.

Type of Research

For this type of study a mixed model approach was adopted. The qualitative research approach has helped in enhancing the understanding about the concepts, theories in related field and in identifying the factors related to real estate sectors. The quantitative approach helped to test the theoretical relevance of the variables with empirical data, to measure and analyze their interrelationship in a systematic and scientific manner. The quantitative approach also helped in testing the proposed research model in order to determine whether the predictive generalizations of the theory hold true or not.

Period of the Study

This study covered a period of four years. In the first year, the framework of the study was conceptualized with support of the review of literature gathered from different national and international sources. A series of consultations, discussions and information were gathered from different stakeholders to address the research questions intended in this piece of work in the Second & Third Year. Analysis, report writing and submissions were done in the fourth year of the study.

Indian Housing Scenario

The housing condition in India in general is deplorable as may be seen from the following table:

Table 1
Population, Households, Housing Stock and Housing Shortage (in millions)

Item	1991			2001			2011		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1. Population	360.3	78.9	439.2	439.1	109.1	548.2	525.5	159.7	685.2
2. No. of households	60.6	14.9	83.5	78.0	19.1	97.1	94.1	29.3	123.4
3.Total housing stock	65.2	14.1	79.3	74.5	18.5	93.0	88.7	28.0	116.7
(i) Pucca	8.5	6.5	15.0	14.2	11.8	26.0	18.8	18.1	36.9
(ii) Semi-pucca	24.1	4.9	29.0	27.6	4.3	31.9	33.3	6.8	40.1
(iii) Serviceable Kutcha	24.8	-	-	23.8	-	-	25.7	-	-
(iv) Kutcha	-	2.7	35.3	-	2.4	35.1	-	3.1	39.7
(v) Unserviceable Kutcha	7.8	-	-	8.9	-	-	10.9	-	-
4. Useable housing stock	57.4	11.4	68.8	65.4	16.1	81.7	77.8	24.9	102.7
5.Apparent housing gap (1981)(2-3)	-	-	-	-	-	-	5.4	1.3	6.7
6. Housing shortage (1981)	-	-	-	-	-	-	16.3	7.0	23.3

Source: 1. Housing Needs, August, 2011, MBD
2. NHB Document No.89/84 – Some Select Data on Housing.

As may be seen from the above table, in 1991 there were about 6 lakhs absolutely houseless households and this number would have increased further by 2001. There were about 109 lakh Kutcha unserviceable houses in the rural areas. The position can easily be summarized from the following table.

Table 2
Houseless Population and Houseless Households in India as per 2001 and 2011 Census (in lakhs)

	2001			2011		
	Rural	Urban	Total	Rural	Urban	Total
House less Population	15.20	4.66	19.86	17.24	6.19	23.43
House less Households	3.88	1.77	5.65	4.13	2.03	6.16

Source: Population Census of India, 2001 and 2011

Compared to the 2001 census figures the houseless population and the houseless households have increased by 17.98% and 10.9% respectively as per the 2011 census.

If the occupancy rate is taken into consideration, the housing condition appears dismal. The occupancy rate is the average number of persons using one room. As per 2011 census a room should have a length of not less than 2 metres and a breadth of at-least 1½ metres and 2 metres in height, i.e. it is the minimum requirement for a person to sleep. As far as the occupancy rate per room is concerned; compared to other advanced countries; India's position is quite unfavourable. The table 3 indicates the situation.

Table 3
Rooms, Persons and Households per dwelling unit

Item	1991			2001			2011		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
No. of rooms per dwelling	2.087	2.041	2.079	2.133	2.053	2.117	2.149	2.256	2.175
No. of persons per dwelling	5.46	5.36	5.44	590	5.70	5.86	5.96	5.73	5.90
No. of households pr dwelling	1.054	1.055	1.054	1.053	1.038	1.054	1.064	1.057	1.063

Source : Some select data on housing – NHB, Bombay (Bulletin No.89784)

On an analysis of table 5 it is observed that although the average numbers of rooms per dwelling were around 2 during the 1991, 2001 and 2011 census, the average number of persons per dwelling during the said period varies from 5.44 to 5.90. This was mainly due to the slow pace of construction in the housing sector. The percentage distributions of households by rooms occupied have been analyzed below:

Table 4
Percentage distribution of households by rooms occupied

Size of dwelling unit (No. of Rooms)	1991			2001			2011		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
1. One room	48.12	53.05	49.00	47.26	50.10	47.02	44.38	45.80	44.72
2. Two rooms	24.81	24.66	26.43	28.47	26.93	28.17	28.87	27.84	28.62
3. Three rooms	11.53	10.29	11.31	12.14	11.42	12.00	12.23	12.21	12.22
4. Four rooms	5.96	5.35	5.85	6.04	5.71	5.98	6.30	6.32	6.31
5. Five or more rooms	6.01	5.76	5.96	6.02	5.64	5.94	5.80	5.70	5.78
6. Unspecified	1.57	0.69	1.45	0.07	0.20	0.09	2.42*	2.12*	2.35*
Total	100	100	100	100	100	100	100	100	100

Source: Some selected data on housing – NHB, Bombay
(Publication No. 89/84)
* Includes households with on exclusive room

As per the analysis in table 3.6, although the one room size dwelling unit is reducing during the three census periods, the two rooms, three rooms and four rooms' size dwelling units are slowly increasing during the said period. It is a clear indication that persons are preferring to construct dwelling units with more number of rooms and table 5 has proved this analogy.

Housing Requirements for India

The National Buildings Organization (NBO) has indicted that based on the 2001 Census, the housing need including the backlog as on 1st March, 2001 was of the order of 23.3 million (of which 16.3 million in rural areas and 7 millions in urban areas). This has been clearly indicated in the given table.

Table 5

Housing need as on 1st March, 2001 (in millions)

Component	Rural	Urban	Total
1. shelter less households	0.4	0.2	0.6
2. Overcrowding and congestion due to			
a) Excess of households over houses (excluding component)	5.0	1.1	6.1
b) No. of married couples requiring separate shelter	-	1.4	1.4
3. Replacement of kutcha houses	10.9	3.1	14.0
4. Replacement of old houses	-	1.2	1.2
Total	16.3	7.0	23.3

Source: Housing Needs, August, 2001 National Buildings Organization.

Out of the 16.3 million houses required in the rural areas, 10.9 million houses were only replacement of kutcha houses and similarly out of 7 million houses required in the urban areas, 3.1 million houses were for replacement of kutcha houses. These amounts to shelter up-gradation which has been discussed in a subsequent chapter.

The estimates of the NBO show that at the end of March 1991, there was a shortage of 31 million housing units of which 20.6 million units in the rural sector and 10.4 million units in the urban sector. It has also been estimated that by 2001 and 2006, the backlog of housing units in the country would be around 35.9 million units and 41.0 million units respectively. The estimates of housing shortage during the period 1961-2011 have been shown below:

Table 6

Estimates of housing shortage in India (in millions)

Year	Rural	Urban	Total
1961	6.5	2.5	9.0
1971	11.6	3.6	15.2
1981	11.6	2.9	14.5
1991	16.3	7.0	23.3
1996	20.6	10.4	31.0
2001	23.2	12.7	35.9
2011	25.5	15.5	41.0

Source: Housing Needs, August 2011 (NBO)

The National Buildings Organization has further analyzed the housing shortages in 2001 and 2011 as under:

Table 7

Estimates of households, housing stock and housing shortage in India for the year 2001 and 2011 (in millions)

Particulars	2001			2011		
	Rural	Urban	Total	Rural	Urban	Total
1. Households	113.5	47.1	160.6	137.0	72.2	209.2
2. Useable housing stock	92.9	36.7	129.6	111.5	56.7	168.2
3. Housing shortage	20.6	10.4	31.0	25.5	15.5	41.0

Source: Handbook of Housing statistics Part I (2011) NBO

By March 2001 and March 2011, the housing shortages of 31 million and 41 million respectively have been arrived at after adjusting the useable housing stock from the estimated number of households. The useable housing stock comprises of pucca, semi-pucca and serviceable kutcha in rural areas and pucca, semi-pucca in urban areas. The useable housing stock is adjusted for obsolescence for the urban areas. Whereas the housing shortages for 2001 have been estimated at 841 million (provisionally 843 million in 2001), the estimates for 2011 have been based on a population figure of around 1000 million. FICCI has suggested that around 10 million housing units should be constructed every year to meet the growing demand for housing units by 2011 AD, as the present level of addition to housing stock at 2.5 million every year is grossly inadequate considering the fact that in the year 2000 the housing shortage was estimated at 29.2 million units.

Urbanization mainly contributes to the shortage of housing stock. According to a UN press release the level of urbanization for the world as a whole in 2000 is around 45% and is expected to increase to 51% by the year 2010 and to 65% in 2025. In India the situation is also not better. Urban congestion has led to an shortage of houses in cities and towns all over the country. People are realizing the need to have their own houses.

As urban properties have appreciated at a faster rate than most other types of investment, people are preferring to invest in real estates. From 1990 to 2000 real estate prices have gone up nearly by 25 times and the period 2000-10 saw the appreciation of around 100%. This trend is likely to continue. While the overall annual growth in population is around 2.11% the annual population growth in urban areas is around 4%. It means that more and more people are leaving the villages and are coming to the cities. The growths of urban population in India during the period 1991-2011 have been enumerated below:

Table 8

Growth of Urban Population in India 1991 – 2011

Year	Urban population (in millions)	% of Urban population
1991	159.7	23.3
2001(P)	217.2	25.7
2011(E)	326.0	33.1

Source: Directorate of Census Operations, Odisha.
P=Provisional E = Estimated

National Income & Housing Sector

Housing activity contributes considerably to the gross national product and national income. It has been estimated that in 2004-05, housing contributed 16.72% to gross domestic capital formation and 3.22% to GNP. The economic growth and prosperity of a nation is closely related to construction in all areas. The higher resource allocations to construction during plan periods have greatly helped in stepping up the gross fixed capital formation in the economy. The capital formation in housing during the period 2000-01 to 2007-08 (at 2009 prices) have increased from Rs.3871 crores to Rs.11629 crores and compared to the total gross fixed capital formation during the same period it varies from 14.7% to 17.2%. But due to the increase in the GDP at factor cost the gross fixed capital formation in housing during the period 2000-01 to 2007-08 to the GDP varies from 3.2% to 3.9%. These are positive trends for the national income. The positions have been summarized below:

Table 9

Capital Formation in Housing (Rs. in crores)

Year	Gross fixed capital formation in housing* Residential buildings					Total gross fixed capital formation	Gross domestic product at factor cost	Col.6 as % of Col.7	Col.6 as % of Col.8
	Private	Public	Total	Enterprises**	Grand Total				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
2000-01	2,962	170	3,152	739	3,871	26,276	1,22,226	14.7	3.2
2001-02	3,694	201	3,895	1,182	5,077	31,455	1,42,876	16.1	3.6
2002-03	4,464	214	4,678	1,295	5,973	35,769	1,58,851	16.7	3.8

2003-04	4,495	360	4,855	1,635	6,490	39,991	1,85,991	16.2	3.5
2004-05	5,599	378	5,977	1,881	7,858	45,422	2,07,869	17.3	3.8
2005-06	6,368	508	6,876	1,968	8,844	53,568	2,34,159	16.5	3.8
2006-07	7,429	651	8,080	2,541	10,621	62,022	2,60,442	17.1	4.1
2007-08	8,369	658	9,027	2,602	11,629	67,451	2,94,408	17.2	3.9

Source: Some selected data on housing (NHB Publication No.89/84)
• does not include pubic sector enterprises
** Including residential buildings also

However the share of housing to the GDP during the period 2000-01 to 2007-08 have been shown in the following table:

Table 10

Share of Housing in Gross Domestic Product (Rs. in crores)

Year	Income from Housing*			Gross domestic product at factor cost	Co.4 as percentage of Col.5
	Rural	Urban	Total		
(1)	(2)	(3)	(4)	(5)	(6)
2000-01	3,671	3,512	7,183	1,22,226	5.9
2001-02	3,866	3,956	7,822	1,42,876	5.5
2002-03	4,103	4,494	8,597	1,58,851	5.4
2003-04	4,160	5,366	9,226	1,85,991	5.0
2004-05	4,283	5,758	10,041	2,07,869	4.8
2005-06	4,525	6,525	11,050	2,34,159	4.7
2006-07	4,653	7,294	11,947	2,60,442	4.6
2007-08	4,839	8,082	12,291	2,94,400	4.4

Source : Some selected data on housing (NHB Publication No89/84)
* Refers to GDP at factor cost.

On an analysis of the statement it is seen that the total income from housing includes the income from the Rural and Urban housing. But when compared to the GDP at factor cost during the period 2000-01 to 2007-08 the figure varies from 5.9% to 4.4%. This declining trend is not a healthy trend due to the acute housing shortage in the country.

During the period 2000-01 to 2007-08 when the income from housing have increased by 79.88%, the GDP at factor cost have increased by 140.87%.

Capital formation due to household sector construction activity accounted for a sizeable proportion of 40 to 45 percent in the total capital formation from construction in the eighties. These trends in construction sector are also reflected in value added by construction to the country's GDP. The GDP originating from construction totaled Rs.6114 crores in 2000-01; and grew at an average growth rate of 28% to Rs.19,906 crores in 2008-09. Its share in the nation's GDP rose steadily from 5.0% in 2000-01 to 5.9% in 2007-08, but fell to 5.7% in the following year. This position has been indicated in the table below:

Table 11

Gross Domestic Product from Construction Sector (at current prices) (Rs. in crore)

Year	G.D.P. from Construction	Total G.D.P.	% share of Construction to total
2000-01	6,114	1,22,427	5.0
2001-02	6,989	1,43,216	4.9
2002-03	8,079	1,59,395	5.1
2003-04	9,421	1,86,723	5.0
2004-05	11,097	2,08,577	5.3
2005-06	12,947	2,33,476	5.5
2006-07	14,952	2,59,055	5.8
2007-08	17,395	2,94,266	5.9
2008-09	19,906	3,51,724	5.7

Source: Economic Times (Calcutta Edn. 16th April 1992, Sahetiya Srichand: Bulf truce revives building activity)

The Eighth Five Year Plan (1992-97) envisages an investment of Rs.790,000 crores, including Rs.400,000 crores invested through various types of construction activities. As construction activities in India are highly labour intensive, increase in the housing stock creates more employment. The plan wise investment in the housing sector, employment generation etc have been discussed.

The major conclusions emerging from the foregoing analysis may now be summarized as follows:

The housing condition in India in general is deplorable. The number of houseless households and the average occupancy rate per room in India are increasing at an alarming rate. The Indian people are preferring to construct dwelling units with more than one room.

By the end of March 1991, there was a shortage of 31 million housing units and it has been estimated that by 2001 AD, the housing shortage in India would be around 41 million units. Urbanization in the country mainly contributes to the shortage of housing stock. Large scale migration and settling of rural folk in the urban areas give rise to the increase of slums. It is the responsibility of the Government to control the migration from rural areas to the cities by providing better infrastructure facilities in the rural areas.

The economic growth and prosperity of India is related to construction in all sectors. Increase in the construction activity generates more employment. As housing activity contributes considerably to the GNP and national income, government should create a healthy climate to attract public and private investment to this field.

FINDINGS

- The Real estate developers must focus on Quality of work done which is the most important expectation of the customer.
- After form focusing on the quality of housing another important sector the developers must focus is the need of the locality and community.
- Stringent Government policies are hampering the growth of development sector.
- Government should make relaxation in various rules and regulations to facilitate faster growth of Real estate development.
- Developers should design their projects in such a way that it should cater to the needs of all categories of customers.
- Central & State Government should formulate their policies in such a way that it would help the developers in meeting the shortfall of housing sector.
- People consider house as an asset and a form of self-identity in the society.
- People are moving out of their families in search of employment causing disintegration of joint families and which in turn leads to creation of nuclear families.
- As people are getting employed which increases their purchasing power leading to purchase of houses and properties.
- Government should provide ample support in form of relaxation of norms for effective management of private housing sector.
- The interest of the customers should be given ample importance by the developers.
- The increase in rate of interest is hampering investment in housing sector.
- Due to foreign direct investment there is increase in development of private housing sector.

REFERENCES

Das, B. & Pani, A.K. (2005). "Real Estate Market" Excel Books Publishers, ISBN: 81-7446-444-1,2005, No., Pp. 406

Das, B. & Rath, S.P. (2011). "Case Study & Teaching: Reading Materials", KIIT University, Bhubaneswr, Odisha, 2011.

Das, B. & Saham, B.K. (2012). "Journey of Slum Dwellers: A Socio-Eco-Environmental Crusade", LAP-LAMBERT Academic Publishing GmbH&Co.K.G., Germany (ISBN 978-3-659-19287-6) Housing & Urban Development Corporation: Financing Pattern of HUDCO (Amended up to 30.06.1992. HUDCO's Annual Performance, 1991. Housing & Urban Development Corporation: Building Centres, November, 1987.

Jayaaram, N. & Sandhu R.S. (1984). Hosing in India Problems, Policy and Perspectives. B.R. Publising Corporation, New Delhi, Pp.25-35.

Jehani, B. (2014). Looming Price Fall. Indian Management, Pp. 52, 2,& 36-39. Jimenez Emmanuel; The Economics of Self Help Housing. WBRS 223, Pp.207-217. Kalpana Shah; Land Ceiling Act to be amended, Economic Times (Calcutta Edn) 20th October, (1990).

Khodaiji, B.J. (1987). Today in the context of Tomorrow. Housing Scheme, Civil Affairs, December, Pp.65-66.

Ethics: Insights From Indian Philosophical Thoughts

***Mrunmayee Rath**

Abstract

The practice of Corporate Social Responsibility is based on Business Ethics, which in turn is based on the concept of Ethics. The principle of ethics currently adopted is based on the western concept of ethics, and the same has defined ethics in business. But the recent collapse of Enron, in USA, which was one of the leading ethical corporation and the rampant scams encountered in corporate along with the practice of bribery, corruption etc. in the corporate world, has opened up the age old question about what is really meant by ethics and how to go about practicing it. In this scenario, the author has based her study on the rich philosophical literature available in India, towards providing a proper foundation for understanding ethics and morality in the society and business.

Keywords: Business Ethics, CSR, Gunas, Sattwa, Raja, Tama, Spiritual Ethics, Worldly Ethics, Evolution in terms of the Gunas, Individual Ethics (Swadharma)

BACKGROUND AND LITERATURE SURVEY

Ethics commonly means rule or principles that define right and wrong conduct. It may be defined as; "*Ethics is a fundamental trait which one adopts and follows as a guiding principle of basic dharma in one's life. It implies moral conduct and honorable behavior on the part of an individual. Ethics in most of the cases runs parallel to law and shows due consideration to others rights and interests in a civilized society. Compassion on the other hand may induce a person to give more than what ethics might demand*".

Having the concept of ethics, one can say that 'Business Ethics' is nothing but the application of Ethics in business. The term business ethics represents a combination of two very familiar words, namely "business" and "ethics". The word business is usually used to mean "any organization whose objective is to provide goods or services for profit" (Shaw and Barry, 1995) In a nutshell, Business ethics can be regarded as the study of business situations, activities, and decisions where issues of right and wrong are addressed. Business ethics, it has been claimed, is an oxymoron (Collins 1994). By oxymoron, we mean the

* Lecturer, Department of Philosophy, Sri Satya Sai College for Women, Bhubaneswar, India, Phone: 9438233148 (Mob), Email: minur304@yahoo.co.in

bringing together of two apparently contradictory concepts. To say that business ethics is an oxymoron suggests that there are not, or cannot be, ethics in business; that business is in some way unethical. The study of (Parker 1988) provides a deeper background for most of the more contemporary theories in business ethics. The study made by (Kaler 1999), questions the value and the function of ethical theories and in so doing is very readable and through provoking. In combination with a reply by Tom Sorrell in a later issue of the same journal, this debate helps us to understand the potential and the limits of the theories. Recently, however, several authors have noticed a renewed focus on organizational ethics, among them Lynn Sharp Paine (2003), a noted Harvard professor of business ethics. In her book, *Value Shift*, Paine explains that ethics has found its way back onto the agenda of organizational leaders.

Recently, there has been an increasing awareness and more importantly interest in the field of Business Ethics. This trend was appreciated in the present stage of globalization. By business ethics simply we mean that the application of ethics in business. Earlier it was the opinion that a business cannot be ethical. This trend has been changed today. Today business has found out that they are, responsible for social welfare, since they live and operate within a social structure. In this present globalised economy; corporate social responsibility, corporate governance, ethical behavior becomes the important key factors of the concern.

Although in the present world, theoretical bases for the study of business ethics have been offered in the form of both moral philosophies and the psychology of moral development, these approaches are only of limited value when it comes to attempting to apply ethical theory to real-life situations.

Based on the recent literature, there are frequent mentions of the failure of ethical and responsible practices adopted by the corporate. As per Wayne Visser, the author of Business Model CSR 2.0, " The business, government and ethics systems have failed. In spite of the various ethical measures being adopted by the corporate at their levels, at the macro level almost all indicator of our social, environmental and ethical health is in decline".

Thus, as a result, a need is being felt to revisit the concept on ethics on which business ethics and corporate social responsibility are based. The western concepts on ethics have been proven to be quite inadequate to provide a truly objective basis, towards not only the understanding but also for the acceptance and imbibing of it in the day to day life of people.

In the literature, Prof Roderick Hindery (1978), has tried to examine ethics from the point of view of Indian philosophy. In his study he has referred to the Rig-Veda, Upanishads, Laws of the Manu, Ramayan & Bhagavad Gita etc. But in his study, Prof Hindery, focuses on the the practice of normative social values rather than the basis, justification of and the meaning associated with social conduct towards providing a deeper insight into their working.

OBJECTIVE AND METHODOLOGY

The paper is a theoretical review. The purpose of the paper is to explore and understand the founding principles of ethics which could provide sufficient clarity and acceptance to the people in general and the business people in particular for implementing the same as a part of business ethics. The study is based on the Indian philosophical thoughts. It is a humble attempt to draw insights from the vast Indian philosophical literature , in relation to the ethics/ morality involving the right (desirable) and wrong (undesirable) actions in society or business. Since Indian philosophical literature is primarily taking a spiritual view of life and not the usual worldly view, the morality would be explored from both the spiritual and worldly perspectives.

The methodology adopted is ‘Hermeneutics”. Hermeneutics is concerned with understanding the spiritual/ religious texts. This methodology aims at creating a rich and deep account of a phenomenon through intuition, while focusing on uncovering rather than accuracy. This methodology aims at illuminating details within one’s experience with a goal of creating meaning and achieving a sense of understanding (Kafle, N. P., (2011).

HINDU SYSTEM OF ETHICS BASED ON GUNAS

The Gunas

The first principles of the Hindu spiritual philosophy are the following: From the Absolute, Unconditioned and Perfect Supreme Being, proceeds the related, conditioned and imperfect universe. He manifests Himself as related and conditioned, in forming, and for the sake of, the related and conditioned universe and thus becomes the Personal God of love and power. [Taittiriya Upanishad]

There are three principles by which the phenomena of related and conditioned existences are carried on. These are called the three gunas of prakriti, i e., the three universal tendencies of nature. These gunas are: (i)the sattwa; (2)the rajas; and (3)the tamas. The gunas are applicable to existences both physical and moral. They are also applicable to material objects and the moral nature of man. [Sloka 24. Chap. XII. Manu Samhita.] One guna does not imply the absolute negation of the others. On the contrary one guna presupposes the existence of the others in a suppressed state. In fact the rajas, at times allies itself with the tamas, and the result, in the case of man, is that compromise, known as selfish pursuits. The alliance of the sattwa with the rajas, results into that higher state of activity, which may be called self-regarding but not selfish.

Perspectives	Sattwa Guna	Raja Guna	Tama Guna
Basic Tendency	Harmonizing and gravitating tendency to bring a thing into harmony and order, with a more comprehensive and more exalted sphere of existence, than the sphere of itself	Individuating and isolating tendency	Chaotic or dis-organizing tendency
Consciousness of man [Geeta Slokas, 20—22. Chap. XVIII]	The state where one perceives an indestructible bond of unity by which all scattered things are bound up in an everlasting state of harmony	The state when each thing is perceived as an isolated individual and no harmony is noticed between one thing and another	The state when a particular object insignificant and unsubstantial is allowed to engross and overmaster the mind in an objectless way
Action of men [Slokas, 21—25. Chap. XVIII.]	That which is done in a way absolutely free from attachment, bias, aversion and without aim to gain	That which is dictated by desire for pleasure, boastfully done and with much ado	That which destroys prospects, indulges in injury and without any regard to manliness rushes into confusion
Tendency of Man	Tendency to harmonize by controlling self or by sacrificing self to higher forces	Self-centering or self-predominating tendency consisting of a course of selfish struggle with external forces high or low	Self-confounding tendency by perfect submission to lower forces
Principle	Principle of a perfect organization	Principle of an evanescent organization	Principle of disorganization
Relation between Subjective person & Objective surroundings	The subject links himself with the Great Subject—the Great Soul of the universe, surrendering his own subjective character and putting himself in the relation of objectivity to that Great Soul and thus completely becomes a master of his situation as against his own objective surroundings	The subject struggles to master the object but fails in con-sequence of its weakness and inconstancy	The objective surroundings get the upper hand of the subjective person and confound him
Bondage of Subjective person with his Objective physical nature [Geeta Sloka 5, Chap. XIV.]	Being pure, illuminating and tranquil, fastens the soul to his physical nature with blissful and spiritual affinity (attachment with happiness)	Embodying passionate attachment and being productive of irresistible desires, fastens the soul to the physical frame with the affinity of restless-activity (attachment with restless activity)	Being engendered by utter lack of true perception and calculated to over-master the soul, fastens it with delusion, lethargy and drowsiness (attachment with delusion)
Condition for dominance [Geeta Sloka 10, Chap. XIV]	Rajas and the tamas are suppressed	Sattwa and the tamas are suppressed	Rajas and the sattwa are suppressed
Symptom [Geeta Sloka 11-13, Chap. XIV]	In every avenue of the body spiritual and moral order is manifested	Temptation, longing for selfish objects, attachment to objects of sense, disorderly and worldly desires are generated	There is obscurity, depression, delusion and confusion
Pursuit of Pleasure	Not for any selfish end, but for the sake of realizing a happy blessing conferred by the Good Providence	For the sake of personal enjoyment	For its own sake uncontrollably

Table 1. COMPARISON OF THE THREE GUNAS

Dual division of the Gunas corresponding to Right and Wrong

The division of the tendencies of nature into the three gunas, is a scientific and exhaustive division. It has been explained that, concretely the existence of one guna, separately from the others, can scarcely be imagined. But abstractly, for a scientific view, they must each be considered separately. The mechanical powers as scientifically defined, are never met with in the actual world free from complications. Nevertheless, the abstract definitions given to them, are indispensably necessary for an accurate knowledge of them. Similarly, one may not find any one of the gunas existing in the world without complications and combinations. But they must be studied as free from such complications and combinations. For the purposes of a scientific study of the tendencies and forces of nature, the triple division made by the Hindus seems to be a proper division.

But a dual division is more useful for purposes of the practical world, and it is not difficult to make such a division. A dual division is, in fact, practically made by the Hindus as well as other nations, into—(1) the right or proper tendencies, and (2) the wrong or improper tendencies. In this dual division the sattwa guna falls under the first head and the tama guna under the second.

But how is the raja guna to be dealt with? As regards the world of business, the raja guna is the most important of all the gunas. The sattwa and tamas, occupying extreme positions, are not required largely to be taken into account in considering worldly dealings. In worldly matters they are more useful as exhibiting respectively the highest and the lowest ideas, the one to be aimed at and the other to be avoided. But every worldly act is more or less rajasik. If the raja guna be placed under the second head, i.e., the head of the wrong, then all worldly acts would be wrong. Such distribution of the gunas is manifestly absurd for purposes of considering what is right and wrong in the world of practical life.

It is necessary to examine the character of the raja guna as bearing upon this question. Raja guna is the self-centering and self-inflating tendency. It is the attribute of ahankara. It is placed between the sattwa guna and the tama guna. As occupying this position, it has two phases. It sometimes leans towards or approaches the tama guna. For instance, the bestowal of alms on the poor men for the sake of reputation, or for laying them under obligation, would be an exhibition of the raja guna; and robbing a poor man of his pittance by violence or wickedly, would also be an exhibition of the raja guna. It is clear that there is a vast difference between the two cases. In short, in the former case raja guna leans towards the sattwa guna, and in the latter, towards the tama guna. Thus the raja guna has a higher and a lower phase which may be respectively called the sattwa-rajasik and the tama-rajasik tendency. The Santi-parva recognizes such a division of the raja guna into sattwasrita rajas and rajasrita tamas, and draws attention to the distinction between these to sections of the raja guna.

The raja guna being thus split into two, it becomes easy to make a dual division of the gunas as follows: (i) The sattwa-rajas with the sattwa, and (ii) The tama-rajas with the tamas. There is no difficulty about understanding sattwik and tamasik acts.

But as regards the distinction between sattwa-rajasik and tama-rajasik acts, it is this. Both these classes of acts are marked by a sense of inflation of self and by selfish motives. But the one class is not hurtful to society, rather, it is often, in effect, beneficial to society. The other is hurtful to, and not tolerated by, the society. The former, as harmonizing with social requirements, has a sattwik tinge; the latter, being the reverse, has a tamasik tinge. Doing charitable acts or acts of utility for fame, pursuing projects of ambition or gain without hurting the interests of society, are examples of sattwa-rajasik acts ; oppressing and injuring people led by motives of pride or gain are examples of tama-rajasik acts.

This dual division of the gunas corresponds to the classification of acts into dharma (hindu worldly ethics) and adharma. Dharma includes not only sattwik acts but the sattwa rajasik acts also. So adharma includes not only tamasik acts but tama-rajasik acts also. This division, it will be seen, is the basis of the sense of right and wrong, according to the modern signification of the terms, and constitutes the principle of worldly morals.

The importance of securing the cultivation of what is right even from a selfish point of view should not be underrated. The tama-rajasik tendency is a powerful tendency. It is the parent of the enemies —kama, krodha, etc., hereafter explained, which constantly work to lead one to utter ruin. If one can rise over this tama-rajasik tendency by cultivating the sattwa-rajasik tendency, it will be a great decided step in the right direction.

Even in the worldly sense of what is right, the purely sattwik acts are not excluded, though the sattwa-rajasik acts form the main portion of it. In the worldly sense of what is wrong the purely tamasik as well as tama-rajasik are similarly embraced. But practically as regards worldly dealings and business affairs, the distinction of right and wrong lies between the sattwa-rajasik and tama-rajasik acts. For, the purely sattwik acts on the one hand, and the purely tamasik acts on the other, are but rarely met with in the practical worldly concerns. Besides, as regards the tamasik acts, the tama guna, being constituted of confusion, sometimes no moral distinction is attributable to it.

Thus the distinction of right and wrong as a moral distinction, especially according to the systems of western ethics, is practically a distinction between the sattwa-rajasik and tama-rajasik acts, both being phases of the raja guna. One is the higher phase and the other the lower. One approaches the sattwa guna, the other approches the tama guna, as has been explained before.

DUAL DIVISION OF ETHICS, CORRESPONDING TO THE SPIRITUAL AND THE WORLDLY

The Hindu philosophers make another dual division or distribution of the gunas by which the sattwik state is put in contrast with the rajasik and the tamasik states put together. The sattwik state is the Spiritual state, and both the rajasik and the tamasik states are the worldly. The sattwik state is called that of jnana or sat, the two others together is called the state of ajnana or asat. The sattwik condition alone constitutes what is spiritually right; whereas, what is morally right includes also the sattwa-rajasik which however is spiritually wrong. Thus upon this division is founded the sense of right and wrong spiritually. For, the spiritual sense of right and wrong, according to the Hindus, is that, one should be purely sattwik without any tinge of ahamkara of self. Accordingly, even a sattwa-rajasik act, i. e., an act of dharma from motives of selfish benefit, will not be spiritually right according to the Hindu system. The Geeta describes the qualities of jnana and calls the opposite qualities to be those of ajnana.

According to the Hindu system, questions of spiritual right and wrong are treated in religious books or books of paramartha. But as regards the specification and classification of acts morally right and morally wrong, these are dealt with in the moral codes known as the dharma shastras. These dharma shastras embody the quintessence of the wisdom of the sages of the past. They thus represent the best social public opinion in one sense.

CONCLUSION & SCOPE OF FURTHER RESEARCH

In this paper, I have tried to explore the concept of ethics/ or the principle of right and wrong based on Indian philosophical thoughts. This has been based on the eternal principles of Gunas, which are the constituent parts of the nature. Thus every object in nature, is nothing but a combination of these three gunas, but in a unique combination. Keeping in mind the evolution of the soul, the progress in life starts with predominant Tamas, pass through Rajas and then end with predominant Sattwa. In this paper, these Gunas have been analyzed from various different perspectives, so as to provide sufficient understanding of their differences in different scenarios. From the general/ worldly point of view 'Tamas and lower aspect of Rajas' is unethical, where as 'Sattwa and higher aspect of Rajas' is ethical. The spiritual perspective is more strict and only 'Sattwa' is ethical and both 'Rajas and Tamas' are unethical. These concept of Gunas, are completely different from the existing approaches, as these are based on the internal tendencies, attitudes and inherent values of human beings, and thereby providing sufficient insight into discriminating and understanding ethical behavior in different scenarios.

There is scope for further research towards "Drawing a Corporate Code of Ethics" to be adopted by the corporate based on this foundation of Gunas. Additionally, research towards the possibility of differences between "Individual ethics" and desirable "Social or Corporate ethics" could also be undertaken.

REFERENCES

Besant, A. D. (1918). 3rd Edn, Theosophical Publishing House, Dharma 3rd Edn. California.

Buch, M. A. (1931). The Principle of Hindu Ethics, Printed by Mannibhai Mathurbhai Gupta, Baroda.

Cohen, A. (2001). Review of literature: Responses to "Empirical and hermeneutic approaches to phenomenological research in psychology, a comparison". *Gestalt, 5*(2). Retrieved from http://www.g-gej.org/52/reviewlit.html

Collins, J. (1994). Is Business Ethics an Oxymoron? Business Horizons, 1-8

Freeman, R.E. & Gilbert D.E. (1988). *"Corporate strategy and the search for ethics"* (Prentice Hall, Englewood Cliffs, NJ)

Garret, T. M. (1970). *Business Ethics.* Times of India Press, p.4.

Goyandka, J. (1985). Srimad Bhagavadgita, Gita Press, Gorakhpur, India.

Hindery, R. (1978). Comparative Ethics in Hindu and Buddhist Traditions, Delhi-Varanasi-Patna, Motilal Banarasidas, pp xvi-308

Kafle, N. P. (2011). Hermeneutic phenomenological research method simplified, Bodhi: An Interdisciplinary Journal, 5, ISSN: 2091-0479

Kaler, J. (1999). What is the good of ethical theory? Business Ethics; A European Review, 8(4), 206-13.

Murthy, G.S.R. (2011-12). "Spirituality: One Answer to Many Problems", Jha, P.N (Ed),

Nandgopal, R. & Ajit Sankar, R.N. (2011). Indian Ethos and Values in Management, TMH Education private Limited, New Delhi, India.

Paine, L. (2003). Value Shift: Why companies musr merge financial and social imperatives to achieve superior performance, New York- Mc Graw Hill.

Parker, M. (1998). Business ethics and social theory: Postmodernizing the ethical

Raj, R. (2007). *A Study in Business Ethics.* Mumbai: Himalaya Publishing Housing, British Journal of Management, 9 (Special Issue), S27 –S36.

Sarkar, K. L. (1912). The Hindu System of Moral Science, 3rd Edn, Calcutta.

Shaw, W. & Barry, V. Moral Issues in Business, Belmond, California: Wordsworth Publishing Company

Smith, S. J. (1997). The phenomenology of educating physically. In D. Vandenburg (Ed.), *Phenomenology and educational discourse* (pp. 119-144). Durban: Heinemann.

Swami, C. (2000). The Art of Man Making- Talks on Bhagwad Geeta, Central Chinmaya Mission Trust, Mumbai, India. Web Site: http://www.spiritualresearchfoundation.org/, Sattwa, Raja and Tama

Wilson, H. & Hutchinson, S. (1991). Triangulation of qualitative methods: Heidegerian hermeneutics and grounded theory. *Qualitative Health Research, 1*, 263-276.

Challenges To Universalisation Of Primary Education

***Mrs. Bijoyalaxmi Das**

Abstract

There is a constitutional provision of universalisation of primary education. The central government and the state governments have acted accordingly for fulfilling the constitutional amendment. One of the achievements of this field has been legislation of article 45 of the Indian Constitutions. Many commissions, committees and programs are carried out by the government but it was failed for providinguniversalisation of primary education to all the children. We cannot achieve the universalisation primary education due to some shortfalls in our system. It is a challenge to us.

Keywords : NCF, RTE, MIS ,WDEFA, UPE,OPEPA

INTRODUCTION

Universalisation of elementary education has been a national goal since independence. The recent amendment to the constitution has made elementary education a fundamental right of every citizen. Article 45 of the Indian constitution stipulates that free and compulsory education should be provided to all children upto 14 years of age within a decade from the date of adoption of theconstitution.Since the constitution was adopted in 1950, the above target was to be achieved in 1960. Initially enrolment of all children in the age group of 6-11 years in the primary was the major objective in that direction. But the objective could not be realized as per our commitment made in the constitution. More than 6 decades have passed since then and despite of our most serious efforts we have not been able to bring all the children in the age group of 6-11 to the fold of primary schooling. The basic concept of universalisationof elementary education has also undergone a change. It is no longer confined to universalisationwith regard to enrolment. It now encompasses universalisation with regard to retention and attainment. In the changed context, universalisation of elementary education means that all chidren in the age group of 6-14 are to be enrolled in the elementaryschools , they are to be retained in the schools till successful completion of elementary education by the scheduled schooling period (Naik and Narullah, 1974p , 451-453) .

* Reader in Education, Women's college, Khurda

Historical Background of Universalisation of Primary Education

Provision of free and compulsory elementary education for every child has been a dream of long standing with the people of this country. The suggestion for implementing the scheme of compulsory primary education in India was advocated by William Adam, Mahatma JyotibaPhule ,Captain Wingate and T.C.Hope (as back as in 1958). The nationalist leaders also took up the cause of universalisation of primary education as an integral part of the Indian Freedom Movement. In 1854 Wood 'sDespatch also stressed on imparting education at least upto the primary level to the Indian children. The demandwas strengthened when the British Government in England passed the Compulsory Education Law in 1879 .For the first time in India Lord Rippon appointed a commission on the 3rd February ,1882 under the chairmanship of Sir William Hunter ,a member of the Governor General's Executive Council. The main objective of the commission was to decide the guidelines for local self government which would look after primary education.DadabhaiNaroji also placed before the commission the demand for free and universal primary education. In 1885, the National Congress of India also stressed the importance of primary education for the masses. They launched an agitation for universalisation of primary education for the masses. Gopal Krishna Gokhale,a nationalist leader of India realized the inherent utility of compulsory primary education and submitted a private bill before the Imperial Legislative Council on the 18TH March ,1910 to provide compulsory education to the Indian masses.But the bill was opposed by the British Government. However, VithalbhaiPatel moved the bill in Bombay Legislative Council for introduction of compulsory primary education in Bombay Municipality (Mukharjee,1910). The CABE was formed to prepare a plan ofpost-war development in education. Accordingly the board submitted areport on post war educational development in India which is known as Sargent Report. Sargent Report (1944) emphasized the mother tongue as the medium of instruction in the rural areas. But for several reasons and especially for the indifference and hostility of the government the programme on the elementary education made little progress in the country till the attainment of independence.

Universalisation of Primary Education in post Independence Period

In the post independence India, the constitutional directive was passed to make elementary education compulsory and universal. The time limit for the achievement of this goal of compulsory and universal primary education was 1960. The Indian Education Commission (1964 -66) under the chairmanship of D.S. Kothari stressed the importance on universalization of elementary education and pointed out that the destiny of India is now being shaped in her classroom. As discussed in the revised programme of Action on National Policy of Education (Government of India,1992) , there has been a very impressive increase in the number and spread of primary level educational institution as well as enrolment of children. In order to increase the enrolment, attendance,retention and to improve the nutritional status of children, the nation wide mid-day meal programme was launched from August 15, 1995 by the government. All the children of 6-14 age group can get the above facilities instead of limiting it to certain categories of children.Inspite of all such endeavors, it was seen that a large number of children dropped out from the schoolsbefore completion of primary schooling . for example , as reported in the programme of action of 1992 , the rates of dropout of learners at the primary and upper primary levels was as high as 48 per cent and 69 per cent respectively .(Govt. of India , 1992 ,p.64).

The traditional system of formal schooling failed to attain the objectives of universalisation of primary education mostly because of its rigid nature in terms of place and timing of education and inflexible curricula. The Working Group on Universalisation of Elementary Education set up in the month of September, 1977 by the erstwhile Ministry of Education. Government of India recommended in its interim report that universalisation of elementary education should take each of the children in the age group 6-14 years to learn on a full time basis if possible and on a part time basis, if necessary. Such a scheme of education is intended for the children who usually drop out of the formal schools and those who have no schooling earlier due to various socio-economic and cultural reasons. It is seen that most of such category of children have to provide some financial support to their parents through some premature employment. The girls of these age group usually failed to attend the schools due to some household work and for looking after their younger brothers and sisters ,so that their parents can go for work to earn livelihood for the family. Because of such reasons most of the children in the age group of 6-14 yearsbelonging to the lower socio-economic strata of the society do not usually make themselves available for formal schooling as the formal primary schools functions during some fixed hours of the day. Moreover, neither such children nor their parents are interested for the formal schooling because of the curricula followed in the schools are not relevant to the life needs of the community .It is considered essential to have an alternative system of education through which the educational process is to be made available to such children at the place and time most convenient to them. Such an alternative system of education endeavors in the process of education is just similar to the thinking, “If mountain cannot come to Mohammed, let Mohammed go to the mountain.” This type of novel system of education is to be made complementary to formal system for achieving the objectives of universalization of primary education as per the constitutional directives.But it was found in the ProgrammeofAction, 1992, the rates ofdropout of learners at the primary and upper primary level is due to high rate of wastage and stagnation. Even at the elementary level of education, our country cannot achieve the target of universalization of education.

Various Programmes of UPE

In the recent past many committees and commissions have also been set up to solve the problems of universalisation of primary education. The central government and state government had started initiatives to provide educational opportunities to all in terms of so many programmes like, Non Formal Education Programme, National Programme for Nutritional Support to Primary Education (1995), National Curriculum Framework for School Education-2000 and NCF -2005, Operational Blackboard, District Primary Education Programme, Education Guarantee Scheme, Education For All, SarvaShikshaAbhiyan launched from 2002 through a time bound integrated approach to achieve this goal. Fundamental Right (2001) involved the provision of free and compulsory education which declared education as a basic right for children aged between 6 to 14years and "Right ToEducation Bill-2009".

Odisha is one of the relatively backward states of the country; its population consists of about 40 percent of tribal and scheduled caste and 47.15 percent below poverty line. About 87 percent of the population live in rural areas. The literacy rate for scheduled tribes was 37.37 percent according to 2001 census. According to 2011 census, the literacy rate of Odisha is 73.38 percent. Out of these, 82.4 percent are males and 64.36 percent are females respectively.

Odisha isa state having geographical, linguistic and ethnic variations. With such varied differences, it is not feasible to achieve the target of UPE by the government efforts alone. Thus, various programmes are undertaken through Government and Non Government organizations for quality elementary education. But it did not provide any fruitful or appreciable results. The MIS data of SSA, reveals that percentage of pass with more than 60 in grade V and VII respectively was 17.40 and 14.00 in 2002 -03 and 32.75 in 2009-10 indicating that the status of quality of elementary education in Odisha is far from satisfactory. In the context of government managed elementary schools in Odisha it may be stated that as per MIS data for 2010 of OPEPA ,Bhubaneswar, it is observed that out of 66 lakh children, 17 lakh children are ST and 12 lakh children are SC in the age group 6 to14 years are enrolled, in schooland1.87 lakh children of 6_14 years are out of school from which 0.3 lakh are from SC & 0.9 lakh are from ST community.There are 35,928 primary and 491 new primary schools, under SSA 20,427 upper primary schools&490 new upper primary schools .SSA, requiring 2,13,683 teachers as per the norm prescribed in the RTE Act, whereas the teachers in position is 1,63,346 which consists of 84,647 regular teachers, 39,862 SikshaSahayaks(SS), 21,776 GanaSikhaks, 14,089 ZillaParishad teachers are having below secondary qualification. The Elementary Pupil Teacher Ratio (PTR) stands at 1:28 and 77.4903(14.8%) schools are running by SS/Para teachers.

There are 5164 schools those are running with single teacher and whenever the teacher goes out on non-teaching assignment or on leave the school closes for days together.

The Supreme Court has issued an order in relation to the reservation of seats for EWS andSD children on the constitution of the Right to Education Act. But the matter has now been settled by the Supreme Court. Legal clarity to the argument for diversity in the class room and regulation of quality in schools public and private has been provided. For all the efforts of government SSA in this country is still a far cry from being universal or of satisfactory quality. It is seen that less than 20 per cent of children in this country go to some private schools ; the rest are either enrolled in the government schools or not in any school at all.So it is these children who need RTE Act of the constitution.

Major problems of UPE

The major chunk of problems and deficiencies in achieving quality education in Odisha attributes to teacher and teacher-related aspects like non-availability of required number of teachers and trained teachers and performances of teachers leading to substandard pedagogical practices. The quality education suffers from the factors like non-utilization of advanced skills and knowledge gained from trainings, lack of preparation of topics, inability to analyse the content, non preparation and non use of TLM, non adoption of appropriate method of teaching, non checking of home works and not following educational guidelines on the part of the teachers. Of course other vital factors are responsible like inadequate and untrained teachers, non availability of classroom and furniture, assignment of non teaching worksof the teachers, non availability of teaching aids, absence of required books in the library, the syllabus is not exhaustive, lack of proper supervision and monitoring and over all non availability of Teacher's Handbook for reference equally contribute to sluggish achievement of quality education. Teacher constitutes animportant part for providing quality education by which the school can function in a better organized way. For imparting quality education teachers' motivation, dedication and responsiveness are inevitable.But for various reasons like poor working condition, low status, lack of promotion prospect, block grant system without linking to the number of employees as eligible to get GIA and service conditions ofnon regular teachers etc. provide poor academic performance among the students in the schools. No solid efforts are made till the beginning of 21ST century.

The accessibility of the school is of prime importance and physical access becomes crucial in determining whether or not a child joins the school and retained theirin.Thus the problemsof accessibility requires significance in the case of habitation which are predominantly inhabited by the disadvantaged groups like SC and ST.The children of these communities are handicapped in availing themselves of the schooling facilities. In India no time was more opportune and propitious for UEE .The NPE (1986 and 1992), the WDEFA(1990), the Delhi Declaration(1993),the Committee on Review of NPE (1990), the launching of DPEP, the 73rd and 74th Constitutional Amendments, the 93rd Amendment initiative as the 86th,etc created a synergetic symbiosis in favour of UEE but the impressive quality of UEE goals couldnot be accomplished. Therefore, there should be a battle cry against the prevailing pattern of elitism and selectivity in education which offers much to a few at the expense of a common care of learning for all. Certainly there cannot be two standards of education "Quality Education for the paying elite and another inferior one for the lesser off".Therefore, common school system should be introduced throughout the state.

CONCLUSION

Many programmesand projects are undertaken by the government for achieving the UPE , but it is unsuccessful. Practically the government cannot carry out the projects and programmes in a proper manner. Faulty policy of government and faulty administration should be avoided .It is necessary to educated the citizens of a democracy in order to make democracy a success. It is the high time for providing RTE Act to 80 per cent of the children in this country those are away from the main stream of schooling.These are the children who have fallen out of the loop of main stream of education, but the system has no means of accounting them. Thus herein lies the real challenge of UPE.

REFERENCE

Arvinda & Saha, (1987). *Non formal Education for All* , New Delhi : Sterling Publishers.

Naik , J.P. (1981). Alternatives in Development Education: Some Perspectives on Non formal Education. Bombay: Allied Publishers Pvt.Ltd.

Learning, T. B. (1985). Report of the International Commission on Development of Education. New Delhi: Sterling Publishers.

MHRD. (1975). Programme of Action. Department Of Education. New Delhi: Government of India.

MHRD. (1992). National Policy on Education. Department of Education , New Delhi: Govt. of India.

Mishra, U.H.K. & Shukla (1979). Teacher's Guide . New Delhi: NCERT.

Mukharjee, S.N. (1991). Education in India today and tomorrow , Agra : VinodPustakMandir.

Rawat, D.S. & Gupta S.L. (1981). Universalisation of elementary education New Delhi : NCERT.

Neuro-Managerial Decision Making Models For Potential Executives

***Santa Misra**

Abstract

New brain imaging technologies have motivated neuropsychological studies on the internal order of mind and its links with the spectrum of human decision making, mediated by decision marker and other institutional rules. This paper is a part of post doctoral research work which is only at the beginning of the enterprise, but its premises suggest a fundamental change in how we think, how we observe and how we model decisions, in all of these contexts. The potentiality of neuropsychological studies has been constantly providing evidences on neuro-decision making style. Neuropsychological model will soon play a crucial role in building of new reliable theories capable of explaining and predicting individual's strategic decisions making behaviour. Main message is that individual is not one coherent body. The multi-system entity of brain and its effect on decision-makers must be modelled. Before constructing the modern model, organisations should be modelled as individual players characterised by an input-output production. Again Systematic study of interactions between agents of decision-making processes within organisations led to novel insights. Applying a similar tactic to study why, what and how of individual decision-making process is the way to understand bounds of rationality in each decision of the decision makers. This paper deals with the dynamics of neuropsychological findings on decision making and an attempt is made to link it with the performance of potential executives (N=100, the executive trainee of TCS group, 2014), while analysing their decisions in organisational sectors.

Key Words : Neuroscience, Brain Dynamics, Neuro - Management, Cognitive and Organisational Psychology.

INTRODUCTION

Neuro scientific management of decision making has profound strategic and tactical implications for corporate executive sectors and their decision making processes in the corporate world. These decisions cut a wide swath across the MBA curriculum and range from the setting of production and inventory levels and pricing and marketing products through the "business cycle seasons" to managing accounts receivable, setting key capital

*Reader and Head, Dept. Of Psychology, SSS College for Women, Bhubaneswar, Utkal University, Odisha, e-mail: santaamisraa@rediffmail.com

financing parameters, and determining the timing of both capital expansions in general and strategic acquisitions and divestitures in particular (Cundiff, 1975; Dhalla, 1980; Greer, 1984; Mascarenhas & Aaker, 1989; McCallum, 1991; Navarro, 2006).

In a study Welsh & Schmitt-Wilson (2013), while analysing on *executive function, identity, and career decision-making in college students*, found that elements of self-reported executive functions are related to identity statuses and differentially predict the domains of career decision-making , certainty and uncertainty. They have suggested further research utilizing direct measures of executive/prefrontal function to illuminate the manner in which neurological development may influence identity development, vocational development, as well as other important domains of future planning characteristic of emerging adulthood. The purpose of this study was to conduct a preliminary examination of the relationships among executive functions, identity, and career decision-making in traditional-aged students in their first two years of college.

Executive functions are mediated by the prefrontal cortex of the brain (Welsh, 2001) and incorporate processes involved in goal-directed behaviour (Welsh, Friedman, & Spieker, 2006). Recently, authors have speculated that a relationship exists between executive function and identity (Phillips, 2008, Shanahan & Pychyl, 2007). Besides researches are identifying the relationship between identity and career decision-making (Blustein, Devenis, & Kidney 1989; Vondracek, Schulenberg, Skorikov, Gillespie, & Wahlheim, 1995). Managerial discretion, or latitude of action, varies from industry to industry as the characteristics of a firm's environment affect the level of managerial discretion and thus how much influence managers have on firm outcomes (Finkelstein and Hambrick, 1996).

Several brain structures have been identified as integral to the decision making process particularly the orbitofrontal cortex and the anterior cingulate. The orbitofrontal cortex (OFC; BA47 & 11) within the prefrontal cortex (see Figure 1) is responsible for processing, evaluating and filtering social and emotional information for appropriate decision making abilities (Elliott, Dolan, & Frith, 2000). It is seen to be involved because of on-line rapid evaluation of stimulus-reinforcement associations, that is, learning to link a stimulus and action with its reinforcing properties. In addition, the anterior cingulated cortex (see Figure 1) controls and selects appropriate behavior as well as monitors errors and incorrect responses of the organism (van Veen & Carter, 2002). In case of adults, these regions appear integral to successful decision making (Bechara & Damasio, 2002; Bechara et al., 1997, and Lamar, Yousem, & Resnick, 2004) . However, other regions within the prefrontal cortex are also involved in the decision making process. The OFC and anterior cingulate cortex act in concert with other prefrontal regions, particularly the dorsolateral prefrontal cortex (DLPFC) and the posterior medial frontal cortex to monitor errors and make appropriate choices during decision making. Thus, the DLPFC is involved indirectly with decision making through its neural connections to the orbitofrontal and anterior cingulate cortices as well as directly with its own cognitive contributions to the decision making process. Cohen, Heller, & Ranganath, 2005, demonstrated that the DLPFC selects information for working memory, planning and flexibility as it relates to the decision making process. Thus, there is an analysis of cost-benefit acted out in working memory as mediated by the DLPFC. In addition, the DLPFC and the posterior medial frontal cortex are implicated in the goal directed behaviours of information integration and ongoing performance monitoring, respectively (Hogan,et.al., 2006). These regions are connected to each other as well as other regions of brain through a series of cortico-subcortical and cortico-cortical connections. Basal ganglia-thalamocortical circuits (BGTC) and frontoparietal networks are implicated in aspects of decision making through their neural associations suggesting that decision making is not solely relegated to the prefrontal cortex. For example, the BGTC involving the OFC , connects this region with the thalamus and ventromedial caudate, each of which have connections throughout brain. Likewise, the BGTC involving the DLPFC connects this region with the thalamus as well as dorsolateral regions of the caudate. The frontoparietal network is cited as important in directing attention towards relevant information as opposed to irrelevant information during goal-related decision making processes (Chelazzi & Corbetta, 2000; Kastner & Ungerleider, 2000). Thus, decision making evokes multiple brain regions and multiple networks for completion of the tasks.

In the analysis of neuro management, i.e., neurological basis of behaviour is most important to consider. Which part of the brain is responsible for which work and how all the behaviours are controlled, guided, modified and managed by brain is to be focused on.

Thus the study aims to understand

- The Neural processes underlying how we craft decisions
- To Understand mechanisms of decision-making using functional Neuro-imaging methodologies.
- And thus Integrating interdisciplinary research towards contributing to decision neuroscience of the study

OBJECTIVES

Thus the Objectives of the study are

- To put forward a model for neuro - managerial decision making capacities in potential executives,

- To observe the decision making style of potential executives in their work place
- To consider the interactions among various components of Human Resource Management(HRM) in promoting their decisions
- And based on these advocacies to prepare an exemplary model with inviting the suggestions from various fields of researches.

METHODOLOGY

Sample

100 Ss from TCS Branch , joined as Assistant System Engineer (ASE), in their training period at - Nal Sarovar - ILP Center, 2nd, 3rd & 4th Floor, Info Tower - III, Infocity, Gandhinagar - 382 009, Gujarat, India, who are considered as potential executives with their average income range as 3.25 lakhs per annum

Instrument Used

The Decision making style questionnaire by "Co-operative Education and career Division" was used for data collection which consists of 24 questions in a five point scale strongly disagree, disagree, neutral, agree, and strongly agree. The components of decision making analysed are Rational, dependent, avoidant, intuitive and spontaneous.

Procedure

All the subjects were individually administered the Decision making style questionnaire in their own set up. After the data collection the result was analysed based on the components of decision making process.

ANALYSIS OF RESULT

The result was interpreted on rational decision making, intuitive decision making, dependent decision making, avoidant decision making, and spontaneous decision making components of decision making style.

Rationale: This approach is characterised by using a logical and structured approach to decision making. One may find using ideas such as SWOT or force field analysis helpful here, which are explained later in this section. The average score of all the subjects in this component is 30 %.

Dependant: This approach is characterised by reliance upon the advice, direction and support of others. You will find that you are more comfortable making a decision when you have discussed the options with others, and are uncomfortable making decisions alone. The average score of all the subjects in this component is 18 %.

Avoidant: This approach is where one attempt to postpone or avoid making a decision. This is not a healthy way to approach making decisions. Whilst taking time to reflect on the options is a good idea, avoiding or postponing making the decision can lead to negative consequences. The average score of all the subjects in this component is 14 %.

Intuitive: This approach is characterised by reliance upon hunches, feelings and impressions. One will go with 'gut instinct' or with what feels right, rather than taking a logical approach to the decision making/ The average score of all the subjects in this component is **18 %.**

Spontaneous

This is where the decision maker is impulsive and prone to making 'snap' or 'spur of the moment' decisions. This can be a valuable trait in terms of not over planning the future, but it is not always a good idea to leave important decisions to be made this way. The average score of all the subjects in this component is 20 %.

Table 1: showing % of efficiency and deficiency in different components of Decision Making Style of 100 potential executives

Components of D S M	Rational	Dependent	Avoidant	Intuitive	Spontaneous
Percentage of efficiency	30%	18%	14%	18%	20 %
Percentage of deficiency	70%	82%	86%	82%	80%

The percentage of scores in Rational decision making , intuitive decision making dependent decision making , avoidant decision making , and spontaneous decision making were found to be 30%, 18%, 14%, 18%, and 20 % , respectively. Less dependent component (18%) can be considered as better quality of an administrative officer. But their deficiency level in these components , mainly on Rational, avoidant, intuitive, and spontaneous , which are important characteristics for administrative personnel, are found to be 70 %, 86%,82% and 80%. Hence the causal effects of these points can be taken into consideration and can also be explained on the basis of neuro-physiological basis of their behaviour.

In order to improve the decision making capacity among the potential executives in organisational sectors the following figure can act as a model for human resource management in work place that can contribute to creative and better decision making style of an individual (Figure 6).

CONCLUSIONS AND INTERPRETATIONS

On the basis of above discussions the following conclusions can be made:

- Decisions are inevitable part of human activities.

- Decisions are inevitable part of human activities.
- Behavior is not a product of single process
- Both nature and nurture are responsible for decision making capacities of a person
- Human behavior is not constant
- Deciphering requires neuro - biological processes
- There must be Call for management decision - making before the executives will take their decisions
- There must be training and orientation programme to all the employees about the conditions that might affect their decision making processes
- There must be development of awareness among the employees of an organization on different steps in decision making process.
- There must be preparation of models that constitute all the above points
- The proposed model of the paper invites suggestions and recommendations from all spheres to be used (Fig 6)
- The following model and figures are the indicators of the issues described in the paper. (Appendix: Conditions that affect decisions, Figure 1, Fig 2, Fig 3, Fig 4, Fig 5).

LIKELY CONTRIBUTION TO KNOWLEDGE

- Provide conceptual framework for understanding and conducting Neuro-managerial research at intersection of Neuroscience, managerial and Psychology.
- Offer solution through additional set of data obtained via series of measurements of Brain activity at time of decisions.
- Attempt to build Brain-based models capable of predicting observed behavior
- Describe first standard model for decision making process with intention of linking and spanning neurobiological, psychological and managerial levels of analysis.

REFERENCES

Bechara, A.; Damasio, H.; Tranel, D. & Damasio, A. R. (1997). Deciding advantageously before knowing the advantageous strategy. *Science, 275* (5304), 1293-1295.

Bechara, A. & Damasio, H. (2002). Decision-making and addiction (part I): impaired activation of somatic states in substance dependent individuals when pondering decisions with negative future consequences. *Neuropsychologia, 40*(10), 1675-1689.

Blustein, D. L.; Devenis, L. E. & Kidney, B. A. (1989). Relationship between the identity formation process and career development. Journal of Counseling Psychology, 36, 196-202.

Chelazzi, L. & Corbetta, M. (2000). Cortical mechanisms of visuospatial attention in the primate brain.In M. S. Gazzaniga (Ed.), *The new cognitive neurosciences* (2nd ed., pp. 667-686). Cambridge, MA: MIT, in Press

Cohen, M. X.; Heller, A. S. & Ranganath, C. (2005). Functional connectivity with anterior cingulate and orbitofrontal cortices during decision-making. *Brain Res Cogn Brain Res, 23*(1), 61-70.

Cundiff, E. (1975). What is the role of marketing in a recession? Journal of Marketing, 39(2): 1.

Dhalla, N. (1980). Advertising as an antirecession tool. Harvard Business Review, 58(1): 158 –165.

Elliott, R.; Dolan, R. J. & Frith, C. D. (2000). Dissociable functions in the medial and lateral orbitofrontal cortex: evidence from human neuroimaging studies. *Cereb Cortex, 10*(3), 308-317.

Finkelstein, S. & Hambrick, D. (1996). Strategic Leadership, Top Executives and their Effects on Organization, West, Minneapolis, MN.

Greer, C. (1984). Countercyclical hiring as a staffing strategy for managerial and professional personnel: Some considerations and issues. Academy of Management Review 9: 324 – 331.

Hogan, A. M.; Vargha-Khadem, F.; Saunders, D. E.; Kirkham, F. J. & Baldeweg, T. (2006). Impact of frontal white matter lesions on performance monitoring: ERP evidence for cortical disconnection. *Brain, 129*(Pt 8), 2177-2188.

Kastner, S. & Ungerleider, L. G. (2000). Mechanisms of visual attention in the human cortex. *Annu Rev Neurosci, 23*, 315-341.

Lamar, M.; Yousem, D. M. & Resnick, S. M. (2004). Age differences in orbitofrontal activation: an fMRI investigation of delayed match and nonmatch to sample. *Neuroimage, 21*(4), 1368-1376.

Larkin, J.; McDermott, J.; Simon, D. P. & Simon, H. A. (1980). Models of competence in solving physics problems. *Cognitive Science, 4*, 317-345.

Mascarenhas, B. & Aaker, D. (1989). Strategy over the business cycle. Strategic Management Journal, 10(3): 199 –210.

McCallum, J. (1991). Yes, managers, there is still a business cycle. Business Quarterly, 56(1): 36 – 40.

Navarro, P. (2005). What the best MBAs know: How to apply the greatest ideas taught in the best business schools. New York: McGraw-Hill.

Phillips, T. M. (2008). Age-related differences in identity style: A cross-sectional analysis. Current Psychology, 27, 205-215.

Shanahan, M. J. & Pychyl, T. A. (2007). An ego identity perspective on volitional action: Identity status, agency, and procrastination. Personality and Individual Differences, 43, 901-911

Van Veen, V. & Carter, C. S. (2002). The anterior cingulate as a conflict monitor: fMRI and ERP studies. *Physiol Behav, 77*(4-5), 477-482.

Vondracek, F. W.; Schulenberg, J.; Skorikov, V. & Gillespie, L. K. (1995). The relationship of identity status to career indecision during adolescence. Journal of Adolescence, 18, 17-29.

Welsh, M. C. (2001). The prefrontal cortex and the development of executive functions. In A. Kalverboer & A. Gramsbergen (Eds.), Handbook of brain and behaviour development (pp. 767-790). The Netherlands: Kluwer

Welsh, M. C.; Friedman, S. L. & Spieker, S. J. (2006). Executive functions in developing children: Current conceptualizations and questions for the future. In K. McCartney & D. Phillips (Eds.), Handbook of early childhood development. London, England: Blackwell.

Welsh, M. & Schmitt-Wilson, S. (2013). Executive Function, Identity, and Career Decision-Making in College Students,Sage publications, DOI: 10.1177/2158244013505755 Published 30 October 2013.

APPENDICES

CONDITIONS THAT AFFECT DECISION

Figure 1 :The localisation of Brain: Brain with Brodman's areas (BA) & prefrontal areas

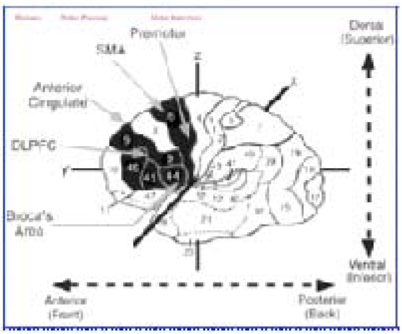


Figure 2 :The neural mechanisms involved in decision-making of a person

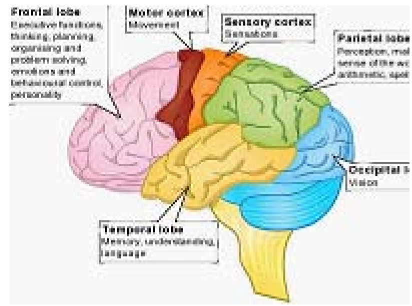


Figure 3: Major cognitive functioning of Brain

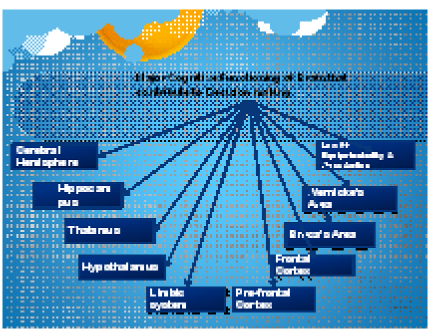


Figure 4 : Organisational problem that affect decision

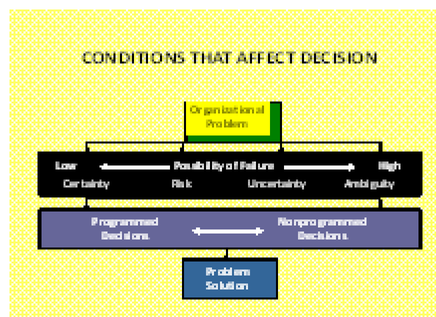
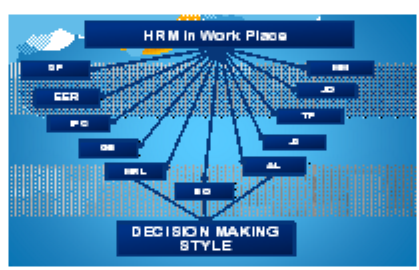


Figure 5 : Steps in decision making

Figure 6 :The Proposed Model for HRM in work place that contribute to creative and better decision making style



Components essential for good decision making in organisational sectors are :***SP**-Spirituality,* ***EER**-Employee-Employer Relationship,* ***IPC**-Inter Personal Communication,* ***GB** -Group Behaviour,* ***Mrl-** Morale,* ***BO**- Biological basis of the Organism ,**Al-** Altruism,**JS-** Job Satisfaction,* ***TP**- Task Procedure,* ***JD**- Job Demand,* ***MM** – Metacognitive Manifestation*

TO BE PUBLISHED IN THE NEXT ISSUE

Influence Of Culture And Gender On The Life Skills Of Adolescents

Dr.Praativa Kumari Mishra

Abstract

This study investigated reciprocity between family quality of life and life skill development of adolescents among 1500 families from urban and rural backgrounds in the state of Odisha. The relationship between family quality of life (FQOL) and interpersonal life skill (ILS) were assessed by using two sets of questionnaires on family quality of life (Brown ,2002) and measures of interpersonal life skill (Goldstein and Pollock, 2003). From among different qualities of family quality of life, assertiveness and resourcefulness components were focused and interpreted following a 2 (Gender: boys / girls) X 2 (Culture: urban / rural) factorial research design.Results suggest that both culture and gender differences provide insights into a more complex understanding of family quality of life within contexts, and importantly suggest that different types of reciprocity in family quality of life in different cultures may have its own adaptive values in the life skills approach of adolescent boys and girls.

Self-esteem, locus of control, and assertiveness : A study of gender difference

Kalpana Dash
Lecturer in Psychology, Balugaon College, Balugaon

Abstract

The study was conducted to examine gender difference among adolescents in personality traits like self-esteem, locus of control, and assertiveness for three socioeconomic groups. The study used a 2 (Gender: boys and girls) X 3 (SES: high, middle, and low) factorial design having 40 subjects purposively selected from each of the groups. Initially, the subjects were identified as high, middle, or low SES group by using Kupaswamy SES scale. Then, the self-esteem, locus of control, and assertiveness of each subject was measured using Rosenberg Self-esteem Scale, Rotter's locus of control Scale and Hamilton Scale for Measurement of Assertiveness respectively. The results revealed that in both high and middle socioeconomic groups, boys had higher self-esteem than girls while in low socioeconomic groups, girls had slightly higher self esteem than boys. Campbell's metaanalytic review (2015) reported that the effect size of socioeconomic status on self-esteem increases over time for girls and decreases for boys. The result of current study was interpreted that because the social aging is quicker among the lower socioeconomic children (Campbell, 2006), the difference in favor of the girls appeared earlier

than the higher and middle socioeconomic groups. Similarly, assertiveness was found to be higher among high and middle class socioeconomic boys than girls, while lower class girls are more assertive than boys. Mitchel (2007) reported that assertiveness is a reactive behavior development due to the feeling of unprotectedness particularly among girls. The result of the present study was interpreted in this light that having greater feeling of unprotectedness, lower socioeconomic girls became more assertive. However, no significant gender differences were observed with respect to locus of control suggesting that some core personality traits were not easily amenable to gender effects. The findings of the study can be meaning used to further our understanding about adolescent's behavior.

Big Five Personality Traits and Coping Behavior of Women Employees in Bhubaneswar

Sasmita Barik
Ph. D. Research Scholar, Utkal University

Abstract

The study was conducted to examine the role of the Big Five traits in coping with stress of women employees in Bhubaneswar. Four hundred women employees were selected at random from different government offices and institutions in Bhubaneswar in the age group of 30 to 40 and belonging to different levels of profession. Structured questionnaires were used for data collection. The NEO-PI-R was used which consisted of 60 items (Costa and McCrae, 1999), 12 items for measuring each of the Big Five traits and each item was responded by the subject in a five point scale. The revised version of COPE scale consisting of 60 items (Carver, Scheier and Weintraub, 2005) was used to measure the coping behavior of subjects. The COPE test measured 10 behavioral dimensions of coping namely positive reinterpretation, disengagement and denial (mental and behavioral), venting of emotions, use of social support, religious coping, humorous coping, restrain, substance use, acceptance, and planning Descriptive statistics were used to find means, and standard deviations for dependent and independent variables. Pearson's correlation was used to examine the relationships among variables. Regression analysis was used to examine the strength of the relationship between Big Five traits and coping attributes. The results revealed that Extraversion was significantly correlated with venting of emotions, use of social support, humorous and acceptance coping (R^2=.16). Neuroticism was significantly correlated with venting of emotions, religious coping, denial, restrain and substance abuse (R^2=. 19). Openness was significantly correlated with positive reinterpretation, venting of emotions, humorous coping, acceptance and planning (R^2=. 17). Agreeableness was significantly correlated with positive reinterpretation, use of social support, acceptance and planning (R^2=.16). Finally, conscientiousness positive interpretation, venting of emotions, humorous coping and planning (R^2=. 21). The findings are useful and provide a resource towards generating effective personality friendly coping strategies for the women employees.

General Information and Instruction to Authors

Odisha Journal of Social Science is a self-financing, blind referred and peer -reviewed bi-annual (preferably, in January and July of every year) journal with inter disciplinary approach.

1. The articles are invited for the Journal with soft copy/print or hardcopy (type material)
2. The font style should be TIMES NEW ROMAN with size 12 and Auto spacing.
3. All articles must be accompanied by an abstract. Begin the abstract on a separate page. Type the abstract as a single paragraph without paragraph identification. An abstract for an empirical paper should be 200-250 words.
4. All articles must follow the style and format as suggested by the publication mannual of the American Psychological Association.
5. The title should be in 15 words or less in length. The running head (within 60 letters) must appear on the title page. The running head is a shortened title to be used for the printed article.
6. Figures and tables must appear on separate sheets of papers. These should be of professional quality and must not exceed 22-28cm. Figures must be drawn on tracing papers.
7. The length of the manuscript must be within 20 typed pages including tables, figures and references.
8. Must include all references except personal communications in the reference list. Mention personal communications only in the text. In reference list, place the year of publication in parentheses immediately after the author's name.

Reprints

Authors of papers published in the journal will receive free of charge 10 off prints of their paper.

Subscription Rates

One Issue : $25.00 (foreign); Rs.250.00 (Inland)

Subscription are to be sent by Bank Draft of Money Order only to Bhubaneswari Mohapatra, 2624/3484, Baragada Canal Colony, At/Po. BJB Nagar, Bhubaneswar - 751014, ODISHA (INDIA)

Correspondence

All correspondence should be made to : Dr. Santa Misra

Chief Editor : Odisha Journal of Social Science

2624/3484, Baragada Canal Colony, At/Po. BJB Nagar, Bhubaneswar - 751014, ODISHA (INDIA),

e-mail : santaamisraa@rediffmail.com,

Mob. : 9457211371

OJSS Membership form 2014

Surname: ....First Name: ....
Mailing Address: .... City: ....
State:............................ Postal Code: .... Country: ....
E-mail:.. Date Submitted: ....

Would you like to receive the publications [ ] electronically or [ ] paper

Person you are sponsoring (if applicable):

Surname: ....First Name: ....
Mailing Address: .... City: ....
State:............................ Postal Code: .... Country: ....
E-mail:.. Date Submitted: ....

Would she/he like to receive the publications [ ] electronically or [ ] paper.

Payment Summary : ....

Category of Membership:

PATRON	Rs10,000 (ONE TIME)
CORPORATE MEMBER	Rs 9000 (10 YEARS VALIDITY)
FELLOW	Rs 8,000 (ONE TIME)
LIFE MEMBER	Rs 10,000 (10YEARS VALIDITY)
ASSOOCIATE MEMBER	Rs 5,000
MEMBER	Rs 3,000 (PER ANNUM)
STUDENT MEMBER	Rs 1,000 (PER ANUM)

Membership Fee for ________Category .TOTAL PAYMENT: ________________.

The amount may be deposited in the account number - 30753198829 , IFSC NO. SBIN 0003341, OUAT, Bhubaneswar, Odisha., to the treasurer, B mohapatra, against OJSS.

NATIONAL INSTITUTE OF SCIENCE COMMUNICATION AND INFORMATION RESOURCES
(Council of Scientific and Industrial Research)
14, Satsang Vihar Marg, New Delhi 110 067 &
Dr. K. S. Krishnan Marg (Near Pusa Gate) -110 012

Ms. V. V. Lakshmi, Head, National Science Library
Phone: 91-11-2686 3759
E-mail: vvlakshmi@niscair.res.in website: www.niscair.res.in

NSL/ISSN/INF/2013/1158 **Dated: May 22, 2013**

Head,
Dept. of Psychology,
Sri Satya Sai College for Women,
Bhubaneswar– 751030
Odisha

Dear Sir/ Madam,

We are happy to inform you that the following serial(s) published by you has been registered and assigned ISSN (Print)

ISSN 2321 – 3493 Odisha Journal of Social Science

It is important that the ISSN should be printed on every issue preferably at the right hand top corner of the cover page.

The Indian National Centre will be responsible for monitoring the use of ISSN assigned to Indian Serials and for supplying up to-date data of the same to the International Centre for ISSN, Paris. For this purpose we request you to send us the forth coming issue of your serial on complimentary basis.

We solicit your co-operation in this regard.

Yours sincerely

V.V. Lakshmi

(V.V. Lakshmi)
Head
National Science Library

Please don't forget to send a sample issue of the journal/URL with ISSN printed on it.

Contact : Ms. Shobhna Vij
e-mail : issn.india@niscair.res.in
phone : 011-26516672