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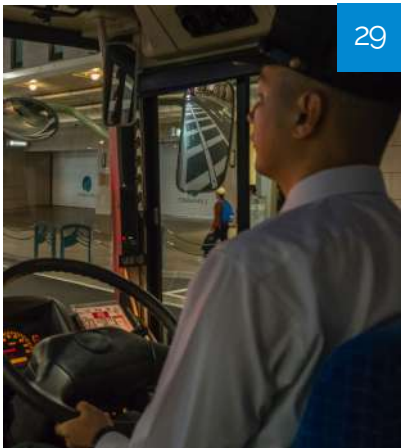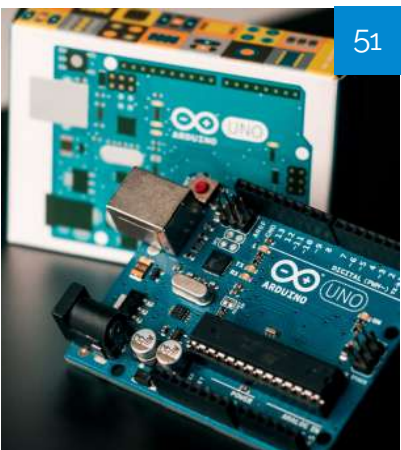
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School Leadership Evaluation: An Overview of Secondary Schools in Western Rural Freetown, Sierra Leone

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ABSTRACT

Leadership plays a vital role in putting the school in order and paves the ability to achieve the aim and objectives of educational Institutions. It is good leadership that brings about good school results in internal and external examinations. The article evaluates some secondary schools in Freetown, Sierra Leone, reviews theoretical knowledge of the subject, and shows its methodology. The result was analyzed using both quantitative and qualitative procedures. The findings explained the impact of school leadership and the recommendations made to improve school leadership.

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Alhaji Bakar Kamara

ABSTRACT

Leadership plays a vital role in putting the school in order and paves the ability to achieve the aim and objectives of educational Institutions. It is good leadership that brings about good school results in internal and external examinations. The article evaluates some secondary schools in Freetown, Sierra Leone, reviews theoretical knowledge of the subject, and shows its methodology. The result was analyzed using both quantitative and qualitative procedures. The findings explained the impact of school leadership and the recommendations made to improve school leadership.

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I. INTRODUCTION

Leadership is all about organizational improvement; specifically, it is all about establishing widely agreed upon and helpful directions for the organization and doing whatever it takes to produce and support people to move in those directions. Our generic definition of leadership, not just effective leadership is straightforward; then, it is about guidance and influence [1].

Stability is the goal of what is normally referred to as "management." Improvement is the goal of leadership. Both are very important. Instability is one of the most compelling explanations for most school improvement initiatives' failure, and it occurs in many forms. Arguably, the most frequent is the instability of leadership in the way of recurrent head and deputy head turnover. At the school level, this form of weakness is often a failure of management at the LA level. It has a devastating effect on a school's improvement efforts [1].

An institution, building where instruction is given to children or young people, especially to persons under college age eighteen (18) years; a regular course of meetings of a teacher or teachers and students for instruction (www.merriam-webster.com/dictionary)

School leadership has become a key priority in education policy agendas internationally and nationally. It plays a crucial role in improving school outcomes by influencing teachers' motivations and capacities and the school-climate and surroundings. Effective school leadership is needed to improve the efficiency and equity of schooling. School leadership has become a priority development area in many countries and Sierra Leone. During 2006d 2007, twenty-two (22) educational twenty-two nineteen (19) countries took part in an (OECD) activity to evaluate the state of school leadership and investigate different countries' approaches to enhancing the quality and sustainability of school leadership. The business identified four policy levers, which, taken together, can improve school leadership practice. They are:

- (Re) defining school leadership responsibilities.
- Distributing school leadership.
- Developing skills for effective school leadership.
- Making school leadership an attractive profession.

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The vast knowledge acquired by an individual after studying particular subject matters or experiencing life lessons provides better knowledge. Education entails instruction of some sort from an individual or composed literature. The general forms of education results from past schooling incorporate studies of various subjects. Because of these trends, the function of school leadership in Sierra Leone is increasingly defined by a demanding set of roles, including financial and human resource management and leadership for learning[2][3].

There are concerns across countries that the principal's role as conceived for the past needs is no longer appropriate. In many states, principals have heavy workloads; many are retiring, making it harder to get their replacement. Prospective applicants often hesitate to apply because of overburdened roles, insufficient preparation and training, limited career prospects, and inadequate support and rewards. These developments have made school leadership a priority in education systems across the world. Policymakers need to enhance the quality of school leadership and make it sustainable[2][3].

1.1 Statement of Problem

Generally, there are a lot of problems associated with leadership left alone in school leadership. Whether in the private or public sector, the issues are inherently homogenous; therefore, owners of private schools and government-financed schools are trying their best to combat these problems impeding growth, performance, and output. Sierra Leone Muslim Congress School and Umar Bin Al-Khatab Islamic schools are no exception to the above mentioned; They are experiencing delegation of duty, continuous stay in office, stagnation of promotion, lack of motivation, etc. Therefore, this research seeks to assess the postulated research hypothesis yet to affirmed or negated it based on the research findings.

II. LITERATURE REVIEW

This section reviewed the definitions and work of related literature that had been done by other authors.

2.1 Definition of Terms

2.1. Leadership is all about organizational improvement; specifically, it is all about establishing widely agreed upon and helpful directions for the organization and doing whatever it takes to produce and support people to move in those directions. Our generic definition of leadership, not just effective leadership is straightforward; then, it is about guidance and influence [5].

2.2. *A School-* An institution, building where instruction is given to children or young people, especially to persons under college age eighteen (18) years; regular meetings of teachers and students for instruction [7]. Three types exist in Sierra Leone: Government schools, Government-assisted schools, and private schools.

2.3. *Education-* The wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons provides an understanding of something. Training requires instruction of some sort from an individual or composed of literature. The most common forms of education results from years of schooling are incorporate studies of various subjects[9][10].

2.2 An Insight About School Leadership

Leadership is a high priority issue for several people with regard to education nowadays. Reformers largely depend on it. The people see it as what schools need more. Furthermore, many people try to make a living peddling their latest insights about effective educational leadership. Indeed leadership by an adjective is a growth industry. The different types of leadership include; instructional leadership, transformational leadership, moral leadership, constructivist leadership, servant leadership, cultural leadership, and primal leadership [8]. Only very few of these satisfies qualify as leadership theories, and several leadership theories are tested. Talking about slogans, especially its popularity in North America, "instructional Leadership" and, in England, "learning-centered leadership." They normally

serve as synonyms for whatever the speaker means by "good" leadership. With practically no reference model for instructional or learning-centered leadership that has some conceptual coherence and a body of evidence, testing affects organizations and schoolgoing children.

With all this misperception on the concept of leadership, we might be persuaded to think that hard evidence about what is right or successful or effective leadership in educational organizations are missing – or at least conflicting – but we would be wrong. We know a great deal about the leadership behaviors, practices, or actions that help improve the influence of schools on the pupil outcomes that we value. Many more have been reported since then. Contrary, the accumulated empirical evidence has a great deal to say about effective leadership practices. By far, the most significant amount of this evidence is about the leadership of school principals or headteachers. A much smaller but still substantial proportion is about the direction of senior district/LA administrators. Also, there is a fast-growing body of evidence about teacher leadership and distributed leadership, sometimes considered closely correlated. But, this evidence is mostly descriptive, primarily generated through small qualitative studies. And the results of these studies are quite unsatisfactory. The most recent and comprehensive review literature of teacher leadership was able only to identify five empirical studies that affect pupils. None reported a significant positive impact. Additionally, both teacher leadership and distributed leadership qualify as movements driven much more by philosophy and democratic values than by evidence that pupils learn more if a larger percentage of the school leadership originates from non-traditional theories. Some researchers assert that the more leadership, the better, that the organization's capacities are understood completely as the sources of leadership expand and aspire to "lead" organizations where everyone should be a leader. However, this argument has three flaws[6].

First, it asserts an empirical assumption – that more leadership is better. This assumption has received no support from the small amount of relevant empirical research reported, assuming "better" has some reference to pupil learning. For instance, one recent study examined the effects of many different leadership sources on pupil engagement in school and found that "total leadership" – the sum of the leadership provided from all sources – was unrelated to such arrangement. In contrast, the leadership of the principal was significantly related [5].

2.3 The Significance Of School Leadership

While most readers need little persuasion concerning the significance of school leadership, some argue that our confidence in leadership as a pillar of organizational effectiveness is misplaced. Thus, it is essential to ask whether the value typically attributed to educational leadership is warranted by the evidence. Five types of empirical evidence speak to this question. One type is primarily qualitative case study evidence. Studies providing this type of evidence characteristically are conducted in exceptional school settings. These are settings believed to be contributing to pupil learning significantly above or below normal expectations as, for instance, effective schools research based on "outlier" designs. Studies of this type usually report substantial leadership effects on pupil learning and an array of school conditions. What is missing from this evidence, however, is "external validity" or generalizability.

The second leadership type has effects in large-scale quantitative studies of overall leader effects. These reviews conclude that school leadership's combined direct and indirect impact on pupil outcomes is small but educationally significant. In contrast, leadership explains only 5 - 7 percent of the variation in pupil education across schools (not to be confused with the very large within school effects that are likely). This is about one-quarter of the total across-school variation twelve to twenty percent (12 to 20 %) explained by all school-level variables after controlling pupil intake or background factors. The quantitative school effectiveness studies provide data to indicate that classroom factors explain more than a third of the variation in pupil achievement. The third type of research about leadership effects, like the second type, also is

large-scale and quantitative. This study identifies some leadership "responsibilities" and calculates an average correlation between each and whatever measures of pupil achievements were used in the original research. The data estimates are calculated for the effects on pupil test scores.

The fourth source of research on leadership effects has explored such an impact on pupil engagement. In addition to being an essential variable in its own right, some evidence proposes that school engagement is a strong predictor for pupil achievement. At least 10, mostly recent, large-scale, quantitative, similarly designed, researches in Australia and North America have examined the effects of transformational school leadership on pupil engagement.

Finally, as we have already mentioned, leadership succession research provides an attractive source of evidence about school and district leadership effects. Unplanned principal succession is among the common sources of schools failing to progress, despite what teachers might do. Studies were done in Canada recently [13]. To establish the devastating effects of principal succession, especially on initiatives intended to increase pupil achievement. The frequent changes in headteachers is a common occurrence in many schools. One of us recently conducted a three-year study of school improvement practices in the province of Ontario. Among other things, the paper involved tracking the progress of ten schools located in a comparable number of districts over that period. In three years, seven of the original ten principals moved on for one reason or another. Also, the appointment and retention of a new head are emerging from the evidence as an important strategy for turning around struggling schools or schools in special measures.

Concluding from this evidence, as a whole, is that leadership has very significant effects on the quality of the school organization and pupil learning. There is not a single case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership. One explanation for this is that leadership catalyzes unleashing the potential capacities that already exist in the organization. Those in leadership roles have a huge obligation to "get it right." Fortunately, we know a great deal about what getting it right means. This study is to provide a synopsis of this knowledge.

2.4 The Nature of Successful Leadership Practices

This section is a description of practices common to successful leadership in many different situations and sectors, but most schools. We begin by acknowledging the substantial diversity in the academic literature about the nature of successful leadership more generally. The plural "works of literature" is used because there is the only occasional acknowledgment of research and theory across the school and non-school sectors; transformational leadership is the most prominent exception to this general assumption, with significant numbers of members in both camps who do interact in print about their work [11].

Generally, educational leadership researchers are exclusively dealing with leadership in school management. While they sometimes draw on evidence collected in other settings, they rarely show any interest in extending their work to those different settings. In contrast, leadership researchers working in non-school contexts typically worried a bit about how well their theories and evidence across corporate sectors (although schools have been a relatively slight focus of their attention). Several related research summaries over the past three-year have described the central elements of what we represent, in this section, as the "core practices" or "basics" of successful school leadership[12]. The four categories of practices identified in this research include:
- Setting directions;
- Developing people;
- Redesigning the organization; and
- managing the instructional (teaching and learning) program.

Each of these categories, further refined for this review, encompasses a small number of more specific leadership behaviors (14 in total). The vastly available pieces of evidence indicate the

categories of practice as a significant part of the repertoire of successful school leaders, whether in primary (elementary) or secondary school, a school or a school district/LA, a school in England, the United States, Canada or Hong Kong.

We have recently counted more than 40 published studies and some 140 unpublished studies that have focused on several of these leadership practices in school and LA contexts since 1990. The accumulated evidence of a good deal about their relative contribution to organizational development and student learning. Core practices are not all that people providing leadership in schools do. But they are incredibly critical practices known to have a significant influence on organizational goals. Their value lies in what the leaders attend to.

2.5 An Assessment on the Impact of Leadership Style

Supportive leadership was at the highest agreement level. It might be because schoolwork generally consisted of a clear structure and repetitive. Supportive leadership encourages the teachers to work as well as personal life. Therefore, school administrators should be friendly to their teachers by praising and encouraging them, especially on important occasions. They have to be mercy, kind and understand teachers' feelings. According to House's theory, leaders have to increase confidence but decrease the anxiety of their followers. They should eliminate the undesirable work situation, pay attention to their followers' welfare and needs.

On top of that, leaders have to create a positive climate by treating their followers fairly, respectfully, and democratically. Participative leadership is suitable to apply in school administration when administrators are facing ambiguous and unclear work situations. To promote participative leadership, school administrators should assign participation in the decision-making process, listen to teachers' opinions, and encourage them to discuss in a group.

Sometimes, school administrators have to determine challenging objectives for the teachers to participate in. They should know how to stimulate teachers to search for an innovative way to improve continually and continuously develop their work. Since the Office of Kalasin Primary Educational Service Area, 1 is to enhance teachers' and administrators' participation in various projects, school administrators and teachers must learn to improve. Consequently, teachers will gain more expertise and self-confidence in the workspace through their participation. Therefore, teachers will be able to work autonomously without waiting for managers' instruction or command. Although directive leadership was in the last order, school administrators also need to use directive leadership when implementing a new program or policy by instructing the teachers' work technique. Teachers in this study were found to be highly satisfied. They are delighted and confident with their administrators supported and encouraged them to study further. They participated in training or field trip studies for promotion purposes. According to change management, school organizations will succeed if teachers know about teaching topics and student-centered techniques. Teachers have to determine school direction based on the National Education Act 1999 and the Revised Issue (the Second Issue) 2002. The participation process and creates a good working atmosphere. Teachers normally tried to develop themselves in improving their knowledge and teaching methods or techniques by attending seminars until they did not have time to take care of their students with full efficiency can be one of the reasons to explain low results. Researchers revealed that direct and indirect influence of high comm. The finding of the relationship between leadership style and teacher effectiveness indicates that the correlation coefficient is positively related.

In summary, among the four leadership styles, the supportive leadership style had the strongest association with teacher effectiveness. In contrast, the directive leadership style had the weakest relationship with teacher effectiveness. This is because the administrators utilize supportive leadership that would help teachers to overcome

their work problems; thus, teachers will have morale in working, which will lead to their working effectiveness. This can be explained by the two-factors theory whereby the motivator factor is the directly related factor to serve psychological needs, which caused the work practitioners to be satisfied with their job, including work success, recognition, work progress, work characteristic, and responsibility. The hygiene factor was the factor that prevented unsatisfactory work, which was related to the work environment, including policy and work administration of an organization, control and command, and relationship with superordinate and co-workers. The two types of leadership styles have a predictive power of 0.568, which is significantly at 0.01. Therefore the two types of leadership style can predict teacher effectiveness, with supportive leadership affects the most on teacher effectiveness. In other words, administrators who provide support for teachers and let them participate in decision making will cause teachers to increase working effect found that leadership factor affecting school effectiveness was the situational factor, administrators' behavior, and background. Contingency leadership theories also supported it that effective leadership depends on several factors, including leaders' characteristics, leadership behavior, and related situation as essential elements for administrators to implement their the actions of supportive leaders, participatory leaders, and coercive leaders were the predictors of teacher motivation in their work practices.

III.   RESEARCH METHODOLOGY

This section explained the methods used in collecting the relevant data and reaching a conclusion. It describes the area of study, research design, sample size and procedures, research instruments used to collect data, and the methods used in analyzing the data. From the primary data, structured questionnaires were administered to a selected sample frame of fifty (50) questionnaires to different respondents at the Sierra Leone Muslim Congress school and Umar Bin AL-Khatab Islamic Secondary School. Also, representatives of the Ministry of Education were engaged in focus group discussion for an in-depth idea about the topic under review. Additional information was sought from literature published by the institutions, especially the Universities. The research was within Freetown.

3.1 Research Design

The research design is mainly analytical, drawing its data through the primary method. Using both stratified and simple random sampling techniques wherein a stratum of internal interviewees are selected, i.e., employees at both secondary schools, especially those at the strategic level, to get a fair idea about the topic under review. Questionnaires were administered to get the views of these members of staff at the respective organization mentioned above.

3.2 Population and Sample

Part of the above staff mentioned was selected; this comprises members from the administrative and academic staff strategic. Other department members were randomly selected for the interview. The essence of using the random sampling method amongst staff in the school cannot be overemphasized. This was done to see that there are a flow and correlation of their views. These members of the team randomly selected come from the different departments and levels, i.e., administrative and academic staff. Senior and head of department levels. Thereby giving diverse and reliable conclusions. The stratum population was divided into two parts. Questionnaires were administered to part of the staff at the senior level. Personal interviews and focus group discussions were undertaken by different people, i.e., old boys, parents, and teachers. The survey, in its entirety, used both primary and secondary sources of data.

3.3 Research Instrumentation

The instruments used in collecting data in this research are questionnaires, personal interviews, focus group discussions, and literature reviews.

3.4 Data Collection

Different instruments were used in collecting information for this research. These are:

3.4.1 The Use Of A Well Structured Questionnaire

A well-structured questionnaire with open-ended nature questions was administered. Fact-finding questions were asked, and the answer is given, especially on the School Leadership and its Impact it has on education with a focus on Sierra Leone Muslim Congress school and Umar Bin AL-Khatab Islamic Secondary Schools in Freetown.

3.4.2 Personal Interviews

Personal interviews were granted to staff members of both schools, old boys, and parents in brief, because of their time and communication cost. A frank and liberal response was gathered from the above named given respondents about the problems, achievements school performance about the school leadership, and how those above would put the school to its past performance, which was very good and steady. Also, insight was given by some of the administrative authorities about the type of skills they need at present and in the future.

3.4.3 Focus Group Discussion

Though the researcher was not there, it was conducted, and a result was given afterward, luckily it was a workshop led by UNDP for training and retraining of entrepreneurs and skills needed. Most of these firms were invited to give a talk. Recorded speeches were sent to the researcher, who was used to get a fair idea about the firms.

IV.   METHOD OF DATA ANALYSIS

The information collected was analyzed using both quantitative and qualitative methods from the study was also coded and correlated into percentages to allow more straightforward interpretation possible. Data was tabled and analyzed. Charts and tables were used to provide sufficient grouping of the information collated.

The methods engaged in carrying out this research were as follows:
- Use of well-structured questionnaires to interview respondents.
- Desk research.
- Discussions.

The data collected by means of the above methods was analyzed and presented in tables and charts.

V.   RESULTS AND FINDINGS

In the analysis, it was found that there is a positive relationship between principal leadership styles and teachers' performance (r = 0.890). The association is statistically significant (Sig. = 0.000) at a 0.05 level of significance. This implies that an increase in leadership styles (like increase involvement in decision-making, in communication, and increase delegation of duties according to knowledge, talent, and skill) helps to enhance teachers' performance in the school.

The findings indicating a high level of teachers' performance in the school shows that teachers have been performing to expectation in schools. A situation whereby the level of teachers' performance in the school has a high percentage (%) predicts effective teaching and learning in the school.

The study indicated that better performance depends on principals who allow demonstrating, initiation, creative, and innovative of teachers in decision making of the school. It should be noted that teachers were willing to participate in decision making if they perceive that the principal sought their opinions but allowing teachers that opportunity to make the final decision.

The study revealed that achievement of better performance is based on the principal whose consideration of teachers' ideas and taught in the decision-making of training criteria for the smooth running of the institutions. When interviewed were conducted to principals on the manner they involve their teachers in decision making of the schools, they all responded by saying that they organize staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that the majority of the principals practiced a democratic style of leadership. This is because the democratic style of leadership promotes unity, cooperation, teamwork, and hardworking among teachers, which in turn enhances their performance.

The study accomplished that; the way principals involve teachers in decision-making has a significant effect on teacher performance. The findings revealed that the principal's involvement of teachers in decision-making impacts teacher performance in the schools. The test confirmed this carried out by ANOVA results in F value =797.662 which indicated that the relationship between principals" involvement of teachers in decision making and teacher performance in general secondary schools in the study area was significant at a five percent level of significance (sig. < 0.05)

On the other hand, the principals' communication with teachers enhances teachers' performance. The finding revealed that principals' communication with teaching staff makes teachers perform very well because they are informed about what to do and how to do. This was because it was quicker and safer to talk to the teachers through telephone calls than other modes of communication like; meetings or sending other teachers to pass information to the needed staff member. This concludes that proper communication to teaching staff by principals is a characteristic of a democratic leadership style and, if well practiced continuously and at all levels, could yield to high teacher performance. This is because teachers are informed in time to do what is expected of them.

The findings showed that organized meetings for teachers to exchange their views with their superiors. It is through such meetings that teacher performance is enhanced.

The study indicated a difference in principals' styles of leadership as per their communication to the teaching staff and teacher performance in secondary schools in the region as it was concerned. However, this confirmed by F value = 644.874 with P. = 0.000. Since the P. = 0.00 is less than the cut-off point P. = 0.05. The researcher, therefore, accomplished that the relationship between principals" communication with the teaching staff and teacher performance in secondary schools in the Gambella region is significant at the five percent level of significance (Sig. < 0.05).

Furthermore, the study result indicated that principals' proper delegation of duties makes teachers inculcate a sense of responsibility, hardworking, and commitment among themselves, which enhances teacher performance. The findings discovered that if teachers are guided on how to perform the delegated duties, they become efficient and effective in achieving what has been given to them.

The study also revealed that proper supervision of the delegated duties makes teachers committed, hardworking, effective, and efficient in their work. Interviews conducted with principals revealed that teachers make records of employment for lessons taught and not taught for contents coverage purposes and checkup of teachers whether they have been teaching or not. This has helped principals to supervise the completion of syllabus among performing and nonperforming teachers. The nonperforming teachers are directed, guided, and motivated to perform well by re-arranging makeup classes for curriculum coverage.

The finding indicated that better performance depends on Principals who reward their teachers in monetary, promotion, and verbal appreciation for any duty delegated are democratic. Such rewards motivate teachers, make them committed and hardworking, thereby enhancing their performance. It was revealed that better understanding depends on proper delegation of duties base on teachers' knowledge, improves their performance, and makes the work simpler. The researcher discovered that such principals should not be blamed because some teachers are very rigid to change, and unless forced to do tasks they are not skilled at, they will never acquire new skills. When the researcher inquired on the criteria principals use to delegate duties to teachers, some principals responded by saying that they consider the experience a teacher has in performing a given task entrusted. This is because experienced teachers are more knowledgeable in performing tasks than un-experienced ones.

This shows that teacher performance in the study area was enhanced because talents add efficiency and speed up work. This is because principals are

aware that if they delegated teachers' duties they have no idea about, such responsibilities are likely to be performed poorly. In interviews conducted with principals on the way they follow when delegating tasks, principals said that they usually charge teachers' duties they have an idea about to enhance their performance.

Interviews conducted between the researcher and principals on what criteria do principals follow when delegating duties to teachers? Principals responded that some responsibilities are delegated to teachers basing on knowledge, skills, and subject specialization of the teachers. For example, some principals said that for one to head the chemistry department must be skilled and knowledgeable in chemistry. Most of the principals said that some duties are delegated depending on the teachers; for example, teachers talented in the painting are assigned in creative, practical arts and for tasks in teaching aids and on the wall of the schools. However, some principals said that they delegate duties to teachers with experience, seniority, and committed to working. This was because teachers with skills, knowledge, expertise, and commitment perform satisfactorily the tasks delegated to them than teachers without such qualities.

VI. RECOMMENDATION

According to the above findings, the following recommendations were forwarded to be the remedy of the effect by concerned bodies to alleviate and to improve the principal leadership styles which are associated with teachers and its impact it has on Education in Sierra Leone. (Case Study of a few secondary schools).

- The fundamental influence on teachers' performance not to work as expected was principals' improper style used and unequal treatment of thoughts among teachers in the decision-making process. Therefore, the ministry of education science and technology is advised to ensure the right tracks of involving teachers in the decision-making of general secondary schools trains principals on how to affecting teachers in committees like

counseling, finance, discipline, and welfare to discharge their responsibility.

- The ministry of basic education is advised to provide communication skill training for school principals on the effects of communication and how to communicate with teaching staff to enhance their performance. So that principal should organize regular meetings like three times a term, writing notices and posting in the staff notice board, and sending memos to teachers and using telephone calls.
- For the proper delegation of duties by school principals to the Sierra Leone Teachers Union and the ministry of education, to avoid power struggling and to bring out talents in junior staff, they should recognize the significant duties and criteria of delegating them to teachers providing further training, refresher course, seminar and workshop to both principals and teachers to be well equipped with new skills and knowledge needed to perform the delegated school tasks.
- The ministry should involve supervisors in tracking the age limits of principals to create easy access to retirement and avoid compressing others from making their output felt and deriving their efforts and showcase of talents.

VII. CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

The results indicated that the independent variables (communication, decision-making, and delegation) on the dependent variable (lesson plan, assessing student and co-curricular) of the Sierra Leone Muslim Congress School and Umar Bin AL-Khatab Secodary school were moderate. This would have a significant influence on the achievement of educational goals and objectives in public secondary schools. However, the decision-making of principals in public secondary schools was not on the right track to consider teachers' ideas and taught the styles that educational leadership could actively do.

Furthermore, the study showed that better performance in public secondary schools might be

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well-motivated teachers by principals. The study concluded that; the way principals involve teachers in decision-making has a significant effect on teacher performance in the Sierra Leone Muslim and Umar Bin Al-Khatab Secondary Schools. This indicates that principals apply teachers in decision-making through staff and departmental meetings, and teachers' views in the discussion are valued and implemented in the final decision of the schools. This has dramatically enhanced teachers' performance in the school.

Regarding communication, findings revealed that regular communication between the principals and teaching staff makes teachers effective because they were informed on what to be done and how to be done. The finding concluded that the way principals communicate with teaching staff has a significant effect on teachers" performance in both Schools. This shows that principals" communicate with teachers through meetings, memos, note board, and telephone call has made teachers well informed of what to do and how to do it—thus enhanced their performance.

On the other hand, the researcher concluded that Principals' delegation of duty to teachers has a significant effect on teachers' performance in the Sierra Leone Schools. This implies that principals delegate duties to teachers according to their teaching experience, skills, talent, commitment, and knowledge of subject specialization has enhanced the performance of teachers in Sierra Leone Muslim Congress and Umar Bin Al-Khatab Secondary Schools.

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Trend Towards Infidelity and its Relationship with Family Violence in the Apurímac Region-2019

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ABSTRACT

This research work has the main objective of determining the relationship between the trend towards infidelity and family violence in the Apurímac- 2019 Region. The study was developed following a quantitative, descriptive- correlational approach and cross-sectional design. The sample was: stratified, non-experimental, made up of 338 families victims of family violence in the Apurímac Region, the instruments used in this study were: "Questionnaire of tendencies to infidelity" (T-IFD) by Conde (2012), and "Scale for measuring intra-family violence" (VIFJ4) Jaramillo and Cols (2014), which were validated by the criteria of judges and by means of the Cronbach's Alpha coefficient, observing a coefficient of 0.913 indicating a very high level. The results of the investigation show that 61.1% of victims of family violence have a tendency towards infidelity, 61.4% have a need for belonging, 60.6% of victims of family violence are prejudiced, and 62.7% of victims of family violence do not Dialogue exists, 61.1% of victims of violence seek new experiences associated with family violence with a tendency towards infidelity, concluding that there is a relationship between the trend towards infidelity and family violence in each of its dimensions (Need for belonging, prejudice, lack dialogue, search for new experiences) being highly significant p = 000 (p <0.05).

Keywords: trends, infidelity, family violence, apurímac region.

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Trend Towards Infidelity and its Relationship with Family Violence in the Apurímac Region-2019

Tendencia Hacia La Infidelidad Y Su Relación Con La Violencia Familiar En La Región Apurímac-2019

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RESUMEN

Este trabajo de investigación tiene como objetivo principal determinar la relación que existe entre la tendencia hacia la infidelidad y la violencia familiar en la Región Apurímac-2019. El estudio fue desarrollado siguiendo un enfoque cuantitativo, de alcance descriptivo-correlacional y diseño transversal. La muestra fue: estratificada, no experimental, constituida por 338 familias víctimas de violencia familiar de la Región de Apurímac, los instrumentos utilizados en este presente estudio fueron: "Cuestionario de tendencias a la infidelidad" (T-IFD) de Conde (2012), y "Escala de medición de la violencia intrafamiliar" (VIFJ4) Jaramillo y Cols (2014), las mismas que fueron validadas por criterio de jueces y mediante coeficiente de Alfa de Cronbach, observándose un coeficiente de 0,913 indicando un nivel muy alto. Los resultados de la investigación demuestran que el 61.1% de víctimas de violencia familiar tienen tendencia hacia la infidelidad, el 61.4% tienen la necesidad de pertenencia, 60.6% de víctimas de violencia familiar tiene prejuicios, en el 62.7% de víctimas de violencia familiar no existe diálogo, 61.1% de víctimas de violencia buscan experiencias nuevas asociadas con violencia familiar con tendencia hacia la infidelidad, concluyendo que existe relación entre la tendencia hacia la infidelidad y la violencia familiar en cada una de sus dimensiones (Necesidad de pertenencia, prejuicios, falta de diálogo, búsqueda de nuevas experiencias) siendo altamente significativas p=000 (p <0.05).

Palabras Claves: tendencia, infidelidad, violencia familiar, región apurímac.

ABSTRACT

This research work has the main objective of determining the relationship between the trend towards infidelity and family violence in the Apurímac- 2019 Region. The study was developed following a quantitative, descriptive-correlational approach and cross-sectional design. The sample was: stratified, non-experimental, made up of 338 families victims of family violence in the Apurímac Region, the instruments used in this study were: "Questionnaire of tendencies to infidelity" (T-IFD) by Conde (2012), and "Scale for measuring intra-family violence" (VIFJ4) Jaramillo and Cols (2014), which were validated by the criteria of judges and by means of the Cronbach's Alpha coefficient, observing a coefficient of 0.913 indicating a very high level. The results of the investigation show that 61.1% of victims of family violence have a tendency towards infidelity, 61.4% have a need for belonging, 60.6% of victims of family violence are prejudiced, and 62.7% of victims of family violence do not Dialogue exists, 61.1% of victims of violence seek new experiences associated with family violence with a tendency towards infidelity, concluding that there is a relationship between the trend towards infidelity and family violence in each of its dimensions (Need for belonging, prejudice, lack dialogue, search for new experiences) being highly significant p = 000 (p <0.05).

Keywords: trends, infidelity, family violence, apurímac region.

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I. INTRODUCCIÓN

En la actualidad, la tendencia a la infidelidad y su incremento debilita cada vez más al núcleo fundamental que es la familia, es por ello que la realización de este trabajo de investigación tiene por finalidad dar a conocer "La tendencia hacia la infidelidad y su relación con la violencia familiar en la Región Apurímac" Y según Camacho(2003), la "tendencia a la infidelidad está determinada por las creencias que el ser humano ha ido adquiriendo a lo largo del tiempo que va de acuerdo con el contexto de cada cultura; Actualmente los jóvenes se ven expuestos a grandes cambios y a problemas de índole personal, familiar, social y cultural".

La familia es el núcleo fundamental de la sociedad, donde se forman la base de la personalidad para nuestras relaciones interpersonales, donde se forma el primer modelo del proceso de aprendizaje, es ejemplo de conductas, de valores y de aspectos morales que contribuyen favorablemente a la sociedad; caso contrario, contribuirán al desorden, a los problemas psicosociales y a la Violencia (física, psicológica, sexual y económica) que cada vez se agudiza y se convierte en una situación crónica y sistemática.

Así mismo es de vital importancia lo que la familia ha logrado, el tener un rol protagónico en la formación de las personas, ya que dentro de ella se desenvuelven patrones distintos, los cuales influyen en todos los miembros de la familia, especialmente en los hijos, y son relevantes para su desenvolvimiento en el futuro dentro de la sociedad, además consolida las características particulares que conllevan a realizar determinadas conductas, precisamente como Moos(1974)señala que "una familia va a ser saludable en la medida en que funcione como un sistema abierto".

La "Región Apurímac cuenta con 447.700 mil habitantes en sus siete provincias y 130,900 mil hogares" CPI(2019). Y es una zona netamente rural que se dedican a la agricultura rudimentaria con una producción de menor escala y con poco acceso a la educación de calidad donde predomina todavía el machismo y existiendo altas tasas de madres abandonadas y zonas con pobreza que todavía predomina las conductas agresivas de querer someter a su familia (conviviente o esposa) ese ego de quien manda en casa, y a educar a sus hijos según sus creencias y/o costumbres con la excusa de que es bueno y sean mejores mañana, la mayoría que vive en este ambiente no denuncian por vergüenza, miedo a represalias, desconfianza a la baja respuesta de la autoridades que reciben la denuncia (no consideran como violencia sino una reacción por algo malo que haya hecho) por algún tipo de violencia intrafamiliar; a pesar de que existe la Ley N° 30364 - Ley para prevenir, sancionar y erradicar la violencia contra las mujeres y los integrantes del grupo familiar en el Perú, dentro de todo ello se va evidenciando la infidelidad de parte de varones y mujeres, muchos de ellos antes del matrimonio se ilusionan, durante el enamoramiento no muestran sus defectos o debilidades y después del matrimonio o convivencia encuentran y se critican sus errores, sienten que no existe afinidad, y tampoco relación de espiritualidad; además, cada integrante del matrimonio comienzan la etapa de adormecimiento, relajos, rutinas, aburrimiento, desconocimiento de cómo solucionar los conflictos, hace que posiblemente pueda justificar la infidelidad.

La investigación contribuye al conocimiento al aspecto teórico y la significancia de la correlación entre las variables de tendencias a la infidelidad y su relación con la violencia familiar, además se tendrá conocimiento de datos estadísticos de forma descriptiva sobre infidelidad y la violencia familiar a nivel de la región Apurímac, los beneficiarios con la investigación serán los integrantes de la familia, las autoridades locales, regionales y nacionales; donde como decisores políticos con los resultados de la investigación tomen decisiones, además serán útiles para realizar planes o programas para disminuir tendencias a la infidelidad y la violencia familiar, con la finalidad de mejorar las condiciones vida de la población y de su pilar fundamental que es la familia, implementar mecanismos que permitan

la superación de los individuos, poblaciones y naciones, para evitar que nuestra sociedad sea proclive a la violencia; porque en los padres o patriarcas existe el desconocimiento de las formas de educar con afecto y la falta de comunicación, que trae como consecuencia los trastornos emocionales psicológicos en los hijos pudiendo llegar hasta los psiquiátricos, donde afloran cuadros de ansiedad, problemas psicosociales, frustración, rebeldía en su desarrollo y crecimiento personal, con consecuencias como el uso y abuso de alcohol y drogas, baja autoestima, inseguridad, celos, cólera, odio y crimen pasional o genocidios.

Para el desarrollo de la investigación se tuvo una población de 130,900 mil hogares y la muestra de 383 víctimas de violencia familiar, se utilizó los cuestionarios de tendencias a la infidelidad (T-IFD) Conde (2012). Y escala de medición de la violencia intrafamiliar (VIFJ4) Jaramillo Oyervide y Cols, (2014). En cuanto a la metodología que se utilizó es de tipo Cuantitativo de nivel Descriptivo Correlacional, diseño no experimental, de tipo transeccional o transversal.

Con esta investigación se pretende contestar la siguiente pregunta; ¿En qué medida se relaciona la tendencia a la Infidelidad y la violencia familiar en la Región Apurímac-2019?

II. REVISIÓN DE LA LITERATURA

La infidelidad según Camacho (2003) define: "La infidelidad representa, una disolución de un pacto tácito afectiva y sexual, entre dos personas que libremente toman la decisión de compartir sus vidas en una relación de pareja, independientemente de si existió o no un compromiso legal" (p.12). Así mismo Camacho (2003) afirma que "la tendencia a la infidelidad está determinada por las creencias que el ser humano ha ido adquiriendo a lo largo del tiempo y que va de acuerdo con el contexto de cada cultura" también afirman que "la infidelidad ocurre cuando la relación afectiva está disminuida, cuando no se cumplen los acuerdos previos, o ingresa a conflictos de intereses personales" (Zamora González, 2012).

Definición de infidelidad por Pietrzak, Laird, Stevensy and Th (2002), "los términos «adulterio» e «infidelidad» y «deslealtad» han sido utilizados históricamente de manera intercambiable para describir el sexo extramarital".

Glass, Wright (1992; Mc Calister et al (2005) citado por Gaitán y Umbarila (2016), "Las actitudes hacia la infidelidad parecen diferir en interacción con otras variables como la cultura, el género, el tipo de relación actual (heterosexual, homosexual, noviazgo, matrimonio)".

La Infidelidad también es entendido como la transgresión de un compromiso, implícito o explícito, íntimo y propio de los miembros de la pareja según Romero , Rivera y Díaz(2010) y según Paucar(2015) afirma que la infidelidad tiene cuatro dimensiones considerados; tales como: a) Necesidad de Pertenencia; el nivel alto, Indican que la persona siente la necesidad de unión extrema con otros; para ser miembro de una comunidad, con amigos o con una pareja. b) Área de prejuicios; el nivel alto indica, predisposición que tiene el individuo para aceptar y obrar en función a las ideas o creencias que la gente ha ido creando ya sean reales o imaginarias. c) Falta de diálogo; el nivel alto implica que la persona se cierre totalmente al diálogo y a la comprensión de este, existe una barrera comunicativa con la pareja. Siente desagrado e indiferencia en las ideas que el otro exprese, generando conflictos en lugar de soluciones. d) Búsqueda de nuevas experiencias; los puntajes elevados muestran que el individuo gusta de nuevas formas de vida, disfruta de compartirlas con sus amigos para demostrar que tiene fuerza y coraje; además de que éste puede salir airoso de desafíos que se le puedan presentar. Indaga nuevas formas de inflar su ego y romper esquemas. Lo que puede significar que considera la infidelidad como algo normal dentro de sus hábitos.

La Organización Mundial de la Salud (OMS, 2002) define "la violencia como el uso deliberado de la fuerza física o el poder, en forma de amenaza o efectivo, contra uno mismo, otra persona, un grupo o una comunidad, que cause o tenga

muchas probabilidades de causar lesiones, muerte, daños psicológicos, trastornos del desarrollo o privaciones".

La Violencia familiar es denominada también con distintos términos cuando se refieren a la violencia que ocurre en el interior de las familias, Como: "La violencia doméstica, violencia familiar, violencia en las familias y violencia intrafamiliar. Y de cada uno de esos términos existen distintas posiciones teóricas y epistemológicas acerca de la familia, y de las conexiones que se dan entre estos conceptos" (Águila, Hernández y Hernández, 2019).

Así mismo la violencia doméstica es definida como "la perpetrada en el hogar o unidad doméstica, por un miembro de la familia que vive con la víctima, que puede ser de sexo masculino o femenino, infante, adolescente o adulto, con el empleo deliberado de la fuerza" (Rodríguez, Gómez, Guevara, y Arribas (2018).

El estudio que se realizó en Puerto Rico, con una muestra de 200 estudiantes universitarios de diversos niveles, en Puerto Rico. La muestra fue seleccionada por la disponibilidad. Como resultado, 37,5% de los varones y 45% de las mujeres eran infieles a sus parejas, correspondiendo la mayor infidelidad a la mujer (Galarza , Martínez,Taboas y Ortiz,2015).

III. MATERIAL Y MÉTODOS

Se planteó la siguiente hipótesis general: "Existe relación entre la tendencia hacia la Infidelidad y la violencia familiar en la Región Apurímac-2019"; la investigación es de enfoque cuantitativo y el diseño de investigación que se utilizó fue transversal descriptivo y correlacional de un solo momento determinado Hernández,Fernández y Baptista(2014). Descriptivo porque "busca especificar propiedades, características y rasgos importantes de cualquier fenómeno que se analice (Variables), aspectos, dimensiones o componentes" Hernández(2010). Y es "correlacional porque se midió el grado de asociación entre dos variables (cuantifican relaciones) y se comprobó las correlaciones que sustentan en hipótesis sometidas a prueba" (Hernández, 2010).

Y para esta investigación la población estuvo conformada por 383 personas víctimas de violencia familiar de las siete provincias de la Región de Apurímac, la muestra fue no probabilística y se utilizó un muestreo por conveniencia.

La recolección de los datos se realizó mediante los siguientes instrumentos:

Cuestionario de tendencias a la infidelidad (T-IFD); Conde(2012), la misma que fue adaptado por Paucar(2015)**:** y este instrumento fue aplicado a partir de los 18 años en adelante, siendo realizado de manera individual por un tiempo de 15 minutos aproximadamente. El instrumento posee 33 Ítems con cuatro alternativas de respuesta tipo Likert. Las áreas de evaluación del test son cuatro: Necesidad de pertenencia, Prejuicios, Falta de Diálogo y Búsqueda de nuevas experiencias, las mismas que fueron validados por criterio de jueces: Inicialmente se efectuó un análisis semántico de cada uno de los ítems. Y se validó mediante el coeficiente de Alfa de Cronbach observándose un coeficiente de 0.931 calificado muy satisfactorio o de magnitud muy alta.

Escala de medición de la violencia intrafamiliar (VIFJ4) Jaramillo y Cols(2014) este test se aplicó a partir de 18 años en adelante, siendo realizado en forma individual con un tiempo de duración de 10 minutos aproximadamente, y este instrumente posee de 15 ítems, con cinco alternativas de respuesta tipo likert, el cuestionario consta de seis dimensiones las cuales son violencia física, violencia psicológica, violencia sexual y sexual, Violencia social, violencia patrimonial , las mismas que fueron validados por criterio de jueces y se validó mediante coeficiente de Alfa de Cronbach observándose un coeficiente de 0,913 indicando un nivel muy alto.

Para realizar el procedimiento se coordinó y se solicitó información de las siete comisarías de familia en la Región de Apurímac donde se recabó información respecto a denuncias sobre violencia familiar, y al mismo tiempo esos datos fueron manejado con mucha privacidad y fue coordinado, auto informado a cada víctima de violencia familiar la finalidad de la investigación las mismas

que firmaron dando su autorización y consentimiento para la realización de la evaluación. Para el procesamiento se utilizó el software SPSS 22.

IV. RESULTADOS

En la tabla 1. Al realizar el análisis estadístico entre las diferentes dimensiones de infidelidad y la violencia familiar a nivel de la región de Apurímac, se hallaron lo siguiente:

Se puede evidenciar del 100% de víctimas de violencia familiar en la Región: el 61.1% de víctimas tienen tendencia hacia la infidelidad y existe violencia familiar y solo el 26.4% afirman lo contrario. respecto a la necesidad de pertenencia, se evidencia que del 100% de evaluados el 61.4% tienen la necesidad de pertenencia y está asociada con violencia familiar y solo el 24.3% manifiestan no existe la necesidad de pertenencia. Con relación a los prejuicios, del 100% de casos investigados se puede manifestar que el 60.6% de víctimas tiene prejuicios y se asocia con la existencia de la violencia familiar y el 26.9% opinan lo contrario. Por otro lado, sobre la falta de diálogo del 100% de casos estudiados se evidencia que en el 62.7% de víctimas de violencia familiar no existe diálogo y se asocia con la violencia familiar y solo el 20.6% manifiestan lo contrario; por último, sobre la búsqueda de experiencias nuevas, del 100% de casos estudiados se evidencia que el 61.1% de víctimas de violencia familiar buscan experiencias nuevas y se asocia con la violencia familiar y el 24.6% no buscan experiencias nuevas y no se asocian con la violencia familiar.

Tabla 1: Las asociaciones entre las dimensiones de infidelidad y la violencia familiar en la región de Apurímac.

		Violencia familiar					
		No existe violencia familiar		Existe violencia familiar		Total	
		Recuento	%	Recuento	%	Recuento Total	% del Total
Tendencia hacia la Infidelidad	No existen tendencia hacia la Infidelidad	101	26,4%	6	1,6%	107	27,9%
	Existen tendencia hacia la Infidelidad	42	11,0%	234	61,1%	276	72,1%
Total		143	37,3%	240	62,7%	383	100,0%
Necesidad de pertenencia	No existe necesidad de pertenencia	93	24,3%	5	1,3%	98	25,6%
	Existe necesidad de pertenencia	50	13,1%	235	61,4%	285	74,4%
Total		143	37,3%	240	62,7%	383	100,0%
Prejuicios	No existen prejuicios	103	26,9%	8	2,1%	111	29,0%
	Existen prejuicios	40	10,4%	232	60,6%	272	71,0%
Total		143	37,3%	240	62,7%	383	100,0%
Falta de diálogo	Existe diálogo	79	20,6%	0	0,0%	79	20,6%
	No existe diálogo	64	16,7%	240	62,7%	304	79,4%
Total		143	37,3%	240	62,7%	383	100,0%

Búsqueda de experiencias nuevas	No buscan experiencias nuevas	94	24,5%	6	1,6%	100	26,1%
	Buscan experiencias nuevas	49	12,8%	234	61,1%	283	73,9%
Total		143	37,3%	240	62,7%	383	100,0%

Fuente: Elaboración propia a partir de la información recogida de la investigación

De los resultados que se muestran en la tabla 2, se aprecia el grado de correlación entre la tendencia hacia la Infidelidad y Violencia familiar por el Rho de Spearman ρ= ,922 esto significa que existe una relación altamente significativa o correlación positiva muy alta entre las variables de estudio, frente al grado de significación estadística p < ,05; en consecuencia, la Tendencias hacia la Infidelidad tienen relación con la Violencia familiar.

Tabla 2: Correlación entre la tendencia hacia la Infidelidad y la Violencia familiar

Correlaciones			Tendencias hacia la Infidelidad	Violencia familiar
Rho de Spearman	Tendencia hacia la Infidelidad	Coeficiente de correlación	1,000	,922**
		Sig. (bilateral)	.	,000
		N	383	383
	Violencia familiar	Coeficiente de correlación	,922**	1,000
		Sig. (bilateral)	,000	.
		N	383	383

**. La correlación es significativa en el nivel 0,01 (2 colas).

Fuente: Elaboración propia a partir de la información recogida de la investigación

De los resultados que se muestran en la tabla 3, se puede describir que el grado de correlación entre necesidad de pertenencia y violencia familiar por el Rho de Spearman ρ= ,894 esto significa que existe correlación positiva alta entre las variables de estudio; así mismo, se aprecia el grado de correlación entre prejuicios y violencia familiar por el Rho de Spearman ρ= ,921 esto significa que existe correlación positiva muy alta; por otra parte también se aprecia el grado de correlación entre la falta de diálogo y violencia familiar por el Rho de Spearman ρ= ,903 esto significa que existe correlación positiva muy alta; por último existe el grado de correlación entre la búsqueda de experiencias nuevas y violencia familiar por el Rho de Spearman ρ= ,922 esto significa que existe correlación positiva muy alta entre las variables de estudio; frente al grado de significación estadística p < ,05; en consecuencia, las dimensiones de: Necesidad de pertenencia, Prejuicios, Falta de diálogo, Búsqueda de experiencias nuevas tienen relación con la Violencia familiar.

Tabla 3: Correlación entre las dimensiones de la tendencia hacia la infidelidad y la violencia familiar

Correlaciones			Violencia familiar
Rho de Spearman	Necesidad de pertenencia	Coeficiente de correlación	,894**
		Sig. (bilateral)	.000
		N	383

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		Coeficiente de correlación	,921[**]
	Prejuicios	Sig. (bilateral)	.000
		N	383
		Coeficiente de correlación	,903[**]
	Falta de diálogo	Sig. (bilateral)	.000
		N	383
		Coeficiente de correlación	,922[**]
	Búsqueda de experiencias nuevas	Sig. (bilateral)	.000
		N	383

[**]. La correlación es significativa en el nivel 0,01 (2 colas).

Fuente: Elaboración propia a partir de la información recogida de la investigación

V. DISCUSIÓN

Frente al objetivo general planteado de determinar la relación que existe entre la tendencia hacia la infidelidad y la violencia familiar, se encontró una relación altamente significativa determinada por el Rho de Spearman ρ= ,922 entre las variables. Se observa que la tendencia hacia la infidelidad tiende a relacionarse con la violencia familiar; quiere decir, las personas que tienen tendencia hacia infidelidad son personas que presentan disolución de su relación marital o convivencia, distanciamiento afectivo, sexual o sentimientos afectivos diferentes de su pareja, situación que conduce a la violencia familiar (violencia física, psicológica, social y económica), además este hallazgo se puede reforzar con estadística descriptiva que del 100% encuestados a nivel de la región de Apurímac, el 61.1% de víctimas tienen tendencia hacia la infidelidad y existe violencia familiar y solo el 26.4% afirman lo contrario, estos resultados podrían sustentarse en lo expresado según Camacho(2003) "La infidelidad representa, una disolución de un pacto tácito de afectiva y sexual, entre dos personas que libremente toman la decisión de compartir sus vidas en una relación de pareja, independientemente de si existió o no un compromiso legal" (p.12) , por otro lado Águila, Hernández y Hernández (2019),expresa que "La violencia doméstica, violencia familiar, violencia en las familias y violencia intrafamiliar. Y de cada uno de esos términos existen distintas posiciones teóricas y epistemológicas acerca de la familia, y de las conexiones que se dan entre estos conceptos".

Así mismo se estableció que existe una relación positiva alta determinado por el Rho de Spearman ρ= ,894 entre la necesidad de pertenencia y la violencia familiar, el mismo se halló mediante estadística descriptiva se estableció que del 100% de la población de estudio, el 61.4% tienen la necesidad de pertenencia y se asocia con la violencia familiar y solo el 24.3% manifiestan no existe la necesidad de pertenencia, donde podemos deducir que el alto porcentaje de personas infieles tienen la necesidad de pertenencia o sienten la necesidad de unión con amigos o con otra pareja, situación que conlleva a la violencia familiar; por ende, existe transgresión de compromisos con su parejas, como lo sostiene Romero , Rivera y Díaz(2010) y Paucar, (2015) afirma que la "infidelidad tiene dentro sus dimensiones considerados la Necesidad de Pertenencia, donde Indican que la persona siente la necesidad de unión extrema con otros; para ser miembro de una comunidad, con amigos o con una pareja".

En cuanto la relación de prejuicios y violencia familiar, se evidencia que existe relación positiva muy alta entre prejuicios y violencia familiar determinado por el Rho de Spearman ρ= ,921 entre Prejuicios y la violencia familiar, de la misma forma mediante estadísticas descriptivos se halló que del 100% población de estudio el 60.6% tiene prejuicios y se asocia con la existencia

de la violencia familiar y el 26.9% opinan lo contrario, quiere decir que existe un alto porcentaje de habitantes tienen prejuicios y se asocia con la violencia familiar, así como sostiene Romero , Rivera y Díaz(2010) y Paucar(2015) afirma una persona con prejuicio te indica la predisposición que tiene el individuo para aceptar y obrar en función a las ideas o creencias que la gente ha ido creando ya sean reales o imaginarias.

Así mismo se estableció que existe una correlación positiva muy alta determinado por el Rho de Spearman ρ= ,903 entre la falta de diálogo y la violencia familiar, además en este estudio se evidencia que del 100% población de estudio se evidencia que el 62.7% de víctimas de violencia familiar no existe diálogo y se asocia con la violencia familiar y solo el 20.6% manifiestan lo contrario, donde claramente se evidencia que alto porcentaje de parejas de la familia no dialogan y por ende conlleva a una violencia familiar; como lo sostiene Romero, Rivera y Díaz Loving (2010) y según Paucar(2015) afirma; que la "falta de diálogo, el nivel alto implica que la persona se cierre totalmente al diálogo y a la comprensión de este, existe una barrera comunicativa con la pareja. Siente desagrado e indiferencia en las ideas que el otro exprese, generando conflictos en lugar de soluciones".

Sobre la búsqueda de experiencias nuevas y la relación con la violencia familiar; se estableció que existe correlación positiva muy alta entre la Búsqueda de experiencias nuevas y la violencia familiar determinado por el Rho de Spearman ρ= ,922, la misma que se evidencia por la estadística descriptiva del 100% población de estudio, donde el 61.1% de víctimas buscan experiencias nuevas y se asocia con la violencia familiar y el 24.6% no buscan experiencias nuevas y no se asocian con la violencia familiar. Esto significa que un alto porcentaje de población requieren experimentar nuevas experiencias o le gusta tener nuevas formas de vida, considerando la infidelidad como algo normal dentro de sus hábitos lo cual conlleva a la violencia familiar, así como también sostiene Romero, Rivera y Díaz Loving(2010) y según Paucar(2015) afirma que la "Búsqueda de nuevas experiencias; los puntajes elevados muestran que el individuo gusta de nuevas formas de vida,

disfruta de compartirlas con sus amigos para demostrar que tiene fuerza y coraje; además de que éste puede salir airoso de desafíos que se le puedan presentar. Indaga nuevas formas de inflar su ego y romper esquemas. Lo que puede significar que considera la infidelidad como algo normal dentro de sus hábitos".

VI. CONCLUSIONES

1. En el análisis descriptivo de determinó que el 61.1% de víctimas de violencia familiar tienen tendencia hacia la infidelidad, el 61.4% tienen la necesidad de pertenencia, 60.6% de víctimas de violencia familiar tiene prejuicios, en el 62.7% de víctimas de violencia familiar no existe diálogo, 61.1% de víctimas de violencia buscan experiencias nuevas asociadas con violencia familiar con tendencia hacia la infidelidad

2. En esta investigación se determinó que existe una relación altamente significativa entre la tendencia hacia la Infidelidad y la violencia familiar, estadísticamente determinado por el Rho de Spearman ρ=, 922, con el valor de significancia de p=000(p < 0.05). Cabe resaltar, que el 61.1% de entrevistados que presentan tendencia a la infidelidad generan conductas orientadas a la violencia familiar.

3. En esta investigación se determinó que existe relación positiva alta entre la necesidad de pertenencia y la violencia familiar, estadísticamente determinado por el Rho de Spearman ρ= ,894, con el valor de significancia de p=000 (p < 0.05). Es oportuno recalcar, que el 61.4% de la población que tienen la Necesidad de pertenencia, presentan conductas que están asociadas con violencia familiar.

4. Se determinó que existe correlación positiva muy alta entre prejuicios y la violencia familiar, estadísticamente determinado por Rho de Spearman ρ=, 921, con el valor de significancia de p=000(p < 0.05). Se observa, que el 60.6% de entrevistados presentan perjuicios y están asociados con conductas orientadas a la violencia familiar.

5. Se determinó que existe correlación positiva muy alta entre la falta de diálogo y la violencia familiar. Estadísticamente

determinado por el Rho de Spearman ρ=, 903, con el valor de significancia de p=000(p < 0.05). Se observa que en el 62.7% de evaluados, existe falta de diálogo lo que conlleva a generar e incrementar la violencia familiar.

6. Se determinó que existe correlación positiva muy alta entre búsqueda de experiencias nuevas y la violencia familiar, estadísticamente determinado por el Rho de Spearman ρ=, 922, con el valor de significancia de p=000(p < 0.05). Por otro lado, se visualiza que el 61.1% de entrevistados que buscan experiencias nuevas presentan conductas asociadas con la violencia familiar.

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Thinking, a Diverse and Inclusive Process
an Epistemological Look

José Manuel Salum Tomé

ABSTRACT

Contemporary education has taken on the challenge of promoting different programs aimed at promoting inclusive teaching-learning processes that facilitate attention to diversity. It is evident that the integration of the students with special needs in the regular educational centers, has originated significant changes in the curriculúm, infrastructure and formation between the teachers. In the last ten years, educational inclusion has made significant progress, but much remains to be done to expand inclusive spaces.

Keywords: educational inclusion - epistemology - inclusive classroom - inclusive teacher.

Classification: FOR CODE: 220304

Language: English

Thinking, a Diverse and Inclusive Process an Epistemological Look

José Manuel Salum Tomé, PhD.

Inclusive education is the transformation of the system, highlighting difference and diversity, to strengthen the development of skills, under the premise of respect for difference and diversity (Barton L, (2013). Today educational inclusion is carries out and addresses the educational needs of students individually, where the actors of the educational process contribute to learning while respecting the differences and diversity of each individual, by fulfilling the transforming and integrating role that improves skills and breaks with the barriers that arise in learning.

ABSTRACT

Contemporary education has taken on the challenge of promoting different programs aimed at promoting inclusive teaching-learning processes that facilitate attention to diversity. It is evident that the integration of the students with special needs in the regular educational centers, has originated significant changes in the curriculúm, infrastructure and formation between the teachers. In the last ten years, educational inclusion has made significant progress, but much remains to be done to expand inclusive spaces.

Keywords: educational inclusion - epistemology - inclusive classroom - inclusive teacher.

Author: Doctor en Educación.

I. INTRODUCTION

This article analyzes the main epistemological difficulties that the approach of inclusive education and diversity faces today with public policies of equal opportunities. Initially, it describes a certain epistemic void within the educational sciences and, therefore, an unclear pedagogical knowledge regarding the foundational dilemmas that it has set out to solve. A displacement model is observed that advances over the problems of the new century, evidencing a hybrid or pre-built model or paradigmatic approach, facing the challenges and transformations that postmodern societies demand in times of exclusion. It concludes on the need to advance towards securing a field of curricular, didactic and timely evaluative problematization in the subject.

The Epistemology of Education and Diversity

A large percentage of girls, boys and adolescents between 5 to 17 years old are part of the school exclusion. In the 60s, 70s and part of the 80s, the genesis of exclusion from education is in abuse, discrimination, neglect of basic physical and emotional needs, among other factors; at that time only normal children received education.

Epistemological Foundations of Inclusive Education and Diversity The epistemological foundation of inclusive education at the beginning of the 21st century, opted for a transdisciplinary enrichment that allows promoting a genealogical critique of its founding paradigm of Special Education. Ocampo, (2015) In epistemic terms, inclusive education must direct the total eradication of exclusion, that is, it seeks the elimination of failure and school exclusion.

This study presents reflections on contemporary education to face traditionalist pedagogy, which impede the development of skills, proposes proposals for epistemological meditation, which contribute positively to overcoming the conflicts faced by students with special educational needs.

"Currently, the scenarios in which inclusive education and education for all are promoted have diversified and new subjects and new forms of

social acceptance and / or elimination have appeared," Kaplan, (2007) that condition social life and multi-student school.

A relevant step is to understand from an epistemic perspective, that inclusive education is a different current model or trend than education for all. Therefore, it is the educational systems and educational policy makers who are more aware of what they are promoting today, because under the model of inclusion, which is poorly constructed, new forms of homogenization, marginalization and some contradictions in the management of institutions and training practices. The challenge now is that programs in this area signify and resignify all our citizens.

Accepting our own history of ways of thinking the world, we should place ourselves in what the different narratives and explanations have called the western tradition of thought, which in addition to its logical types and rationality has proposed the simplification paradigm, this one from Plato to classical science has affected philosophy and science, which would not be a major problem if the field of decision-making were not directly impacted, and therefore ethics, aesthetics and politics. Its aim is to idealize, rationalize, normalize, that is, conceive of reality as something reducible to ordered schemes or concepts and computers, understood from the perspective of identity logic and the principle of disjunction.

As for ethics and politics, they are also presided over by rationalization and the unifying order, so that they reject or exclude the "less developed" or "irrational" forms. It is a thought that is ultimately based on reifying concepts and an epistemological ideal characterized by assuming an absolute point of view, that is, an external, omniscient observer. This epistemological conception implies in parallel the idea of an illusory also absolute objectivity, which is not affected by the subject / observer. Such an ideal of knowledge, typical of classical philosophy and science is impossible. From the point of view of action, it is also shown by social and political history, particularly that of our century, which, when it has tried to determine / unify society, has succeeded at best for a short time.

From the above, we can affirm that our role as educators is to respond to the diversity of the student, the objective of inclusive education, and possibly it is the challenge that the educational system must face, to achieve a quality education that benefits all students at different levels. The changes proposed in education have caused teachers to feel pressured by the demands regarding the constant curricular overload, updating and teacher professionalization, among other factors. For these pressures to be overcome, it is necessary to promote reforms, both in the cultural, organizational and good practices of schools, in order to achieve change in the attitude of teachers and thus guarantee access, relevance, participation that facilitates learning of all students.

Inclusion is a right to education on equal terms; In this sense, people's participation is carried out under the slogan of respect for diversity, to contribute to the advancement of society. It is important to be clear that each individual is a different world, and each one has their own learning style, which confirms that they are all different.

All of the above allows us to socialize the term of THINKING in our students, it is made clear that everyone has this capacity, that is why we will give a perception of Thinking from an epetimological point of view.

Philosophy

Thinking and philosophy

When one hears the word Philosophy, one thinks of a person, relaxed, who begins to see and think about everything he does and wants to draw conclusions from all acts. It is seen as something dark and mysterious that few men are able to understand it and not be able to think about its meaning. However, we see that Philosophy is the most natural activity of man, it is something that comes with the essence of it. It is simply man's curiosity about each and every one of his acts and to know how? And for what? you are in this world, as a person.

The man, because he is not born in the adult stage, gets used to some questions being

unanswered and seeing things that he may not understand, but this has always been the case. If the man were born an adult, he would ask himself many questions since he would not even know how? why? or for what? it is here, therefore the power to think is restricted. Philosophy is the knowledge that human reason demands immediately and naturally, its definition is the following: Science of the totality of things for their ultimate causes acquired by the light of reason.

For its ultimate causes. This speaks to the fact that he studied all the senses of a subject, not by parts, nor by specialization, but everything in general, in order to have a better understanding. Acquired by the light of reason. This tells us that Philosophy is not based on facts of faith, but on real facts, on matters verifiable to man's reason.

In this sense, we can say that the sciences do not think. This does not mean anything negative; on the contrary, the sciences know much more than thinking. They accumulate knowledge about the world that "is there". Thinking, on the contrary, does not accumulate knowledge, only questions the origin of the world. We do not think because the memory of our essential historical being was expelled from the beginning of history. We have entered history by expelling from memory the original being who opened this history. Due to this forgetfulness, we are not thinking. This forgetfulness of what essentially originates us, this expulsion from memory of the foundation of our essential way of being historical, constitutes a peculiar way that we human beings have of connecting with history.

Gnoseology, Thinking and Knowing

Thinking and Knowledge. The act of thinking and its results, thoughts are still a complex problem for Philosophy. In fact, to think is to know. But what is thinking? Plato claims that it is remembering. You discard what it is to doubt, affirm, deny, want, not want, imagine, feel. While Hegel affirms that it is the realization for himself of the effective reality of the absolute through human language.

However, diversity, we can characterize thinking as an activity of psychological order, as the act

that occurs in the consciousness of a subject in a certain period of time, which can be performed with full attention, distraction, with pleasure or dislike. The result of this activity is the thought that as such is indifferent to whoever thinks it, how and when they think it, maintaining their identity with themselves.

In this sense, thought is spatial and timeless; the Socratic maxim "know yourself", as a thought remains unchanged, regardless of whether you have thought it in very particular conditions. Socrates in the 5th century BC, or think of it now in a different sense. On the other hand, thought is usually accompanied by perceptions or images, I can see something or imagine it; But these elements are essential to our thinking. Every time I read a book, I can't imagine what I'm reading. The expression of thought also appears, the signs that express it as its meaning or meaning. Finally, we can point out that the object of thought, the reference. All thought is thought of something. There are no mere, empty thoughts. We must not, however, confuse thought with its object, because objects as such do not change because they are thought about.

Epistemology
Thinking Epistemology

The human being lives inserted in a certain physical and social environment. Throughout space and time, he has tried to get to know that medium in different ways and using different procedures, each of which has provided him with a concrete explanation of reality. This explanation has nurtured the knowledge capital that has been accumulating. Sometimes, summatively, other times, one explanation has replaced the previous one.

Knowledge is thus a possibility and necessity that all societies have developed in one way or another. In our context, in which social work is located, scientific knowledge is the instrument that we have given ourselves to point out the difference between the true and the false. No one can doubt the importance of science in our society. The development of it is at the base of organization and social life.

Thinking, a Diverse and Inclusive Process An Epistemological Look

We must ask ourselves about its repercussions in all areas of society. Social work, insofar as it is present in a society where science is the dominant criterion in establishing what is true and what is false, must ask itself whether it is scientific or not. Epistemology will be a means for it. Our conception of it would be determined by considering that it consists of an analysis of the conceptual structures of a particular science and of science in general. This analysis is located at a second order level with respect to the scientific reflection itself. His work object would come determined not by limited space-time entities ..., but by the concepts that the specialists of this science use for the development of the same (Ulises Moulines, (1988). Epistemology does not want to impose a priori system, dogmatic, authoritatively dictating what should be scientific knowledge, but study the genesis and structure of scientific knowledge, that is, study scientific production from all its aspects, without forgetting that the concepts used, and science itself, are produced in a context determined by what the relationship between science and society should be analyzed (Mardones and Ursúa, 1982: 41-44)

Science

Thinking as a creative act

It does not seem that good times are running, it is for philosophical reflection; However, it is urgent that thought be strengthened in these times when scientific and technical development would be able to end the evils that the world suffers. It is neither possible nor desirable to return to a pre-scientific world, from which many can be learned things, but never idealize it; everything that anarchism has already fought since its origins was present in that world: poverty, exploitation, ignorance, prejudice, disease ...; All this can be eradicated at present by deepening the problems thanks to technological progress.

It is up to us to be capable of a renewal of philosophical thinking that helps to rationalize and humanize societies, as well as to seize the power that is perpetuated in the hands of a few, or, being consistent with the libertarian point of view, enable that power is diluted in the whole of society, and that hinder the construction of a decent future for all.

Today, more than ever, we have the possibility to plan the world we want, we can be able to be the legitimate owners of our lives, thoughts and our destiny. It can be concluded that a "philosophy of science" is necessary, although it is difficult to determine what its true mission would be. Some authors have decided that Philosophy must precede science and provide it with a solid base; others, that what he must do is a theory of knowledge, either popular or academic, or a professional language that synthesizes all scientific, technical and practical languages. Habermas, so critical of Marx for subordinating knowledge to the productive forces, considers that the true mission of philosophy is to be critical of science: "To criticize the objectivist self-conception of science, the scientific concept of science and scientific progress ; it should deal in particular with basic questions of a social-scientific methodology, so that it does not stop. If not required, the adequate elaboration of basic concepts for communicative action systems "; Habermas (1981) does not deny science as the productive force, but only admits it if it is accompanied by science as an emancipatory force.

Ontology

There is nothing broader than the sum of thinking and being. Everything, both real and unreal, both existing and nothing, is located in one of those two areas, and there is no more. Taking them into consideration is encompassing everything and there is no wider totality. However, the sum of thinking and being is not a totality, in the sense that there is a genus to which two species belong, respectively thinking and being.

It is a totality only in the sense that any "datum" belongs to one or the other field; it is a purely quantitative totality, and therefore abstract. Next, we will begin to clarify what is the relationship between thinking and being. They do not intend to cover all aspects of the matter, but they do touch on the characteristic points. The historical investigation, so important, but so extensive, is left aside and it is limited to trying to show the outstanding features of the relationship to think - be compatible and required by "metaphysical realism".

I understand by such realism, from a historiographic point of view, the one found mainly in Aristotle and Saint Thomas Aquinas. From a dogmatic point of view, it admits the possibility of metaphysics, that is, of the science of being as such. Of course, within this path there are numerous variants that are incompatible with each other in some minor or minor points.

The "problem" of thinking and being is exercised by thinking. It is a problem for thinking, because being itself does not question thinking. Thinking questions its relationship with being insofar as thinking understands itself as a modality of being, as a particular way of being, and, on the other hand, insofar as thinking is situated on the horizon of thinking the to be, that is, to the extent that thinking wants to be a thinking being. It is, therefore, a problem initially raised from thinking and thinking. It is the entire thinking, from the outset, that is in question, when he questions himself for being.

II. FINAL REFLECTION

Epistemologically, education is a diverse and complex process that encompasses all human beings, cultures, religion, ideologies, etc. ... and that allows us to realize that diversity is present in our society.

Although transformational learning is complex, it is possible and necessary, it invites reflection on ourselves and our work as human beings in a world of which we are part, and that of our ability to understand the processes of change and adapt to creatively, our survival will depend neither more nor less.

Thinking as a normal process of the human being and viewed from diverse epistemological perspectives, more so in the case of the human and social sciences, also shows that we are facing different epistemological positions. Thinking is a discipline that belongs to this category. There is a clear difficulty in defining its object or objects of study, which causes a proliferation of theories based on various philosophical assumptions. Teaching has to think implies making those assumptions patent. In this way the different theories can be ordered showing the configuration of the world that they presuppose. Teaching the Thinking process implies influencing the configuration of the students' belief network so that they can place their object of study within the framework of a certain vision of reality.

Epistemology, obviously, is complexity. It is transcomplexity. But, it is authentic rationality. However, all this is best appreciated when it is developed as a work of intellectual craftsmanship characterized by the deep desire to know and, for that purpose, by the desire to find a type of knowledge that, once it becomes conscious, it is diluted in new understandings. Because this is another feature of epistemological thinking: evolve - this concept applies to itself. Furthermore, it transcends mere grammatical categories, it is transformational and transgressor of all kinds.

Epistemology overcomes the affirmations of opportunity and context and is always open to the scenario where the probable, the possible and the uncertain are combined, once again, in favor of the historical formulation of new knowledge, in direct and proportional relation with the future. of the science. Without neglecting that the epistemology itself takes flight, in such a way that on occasions it assumes scientific leadership.

It has been said that epistemology is a sine qua non condition for all attempts associated with science, in addition to constituting a direct access door to philosophical discernment.

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Challenges of Pedestrian Safety Management Along Bus Rapid Transit (BRT) Corridor in Dar Es Salaam City

Wilfred Gordian Kazaura

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ABSTRACT

Bus Rapid Transit (BRT) corridors is hardest hit of daily accidents to pedestrian in Dar es Salaam City. There are various measures taken by the government, transport agencies, safety enforcement agencies, Non-Governmental Organizations, Community Based Organizations to reduce traffic accidents at the time of entry and exit of bus stops, and crossing road sections and junctions. Among the applied measures include effective installation of traffic signs, promotion safety rules to school going children, disabled and special groups, and creating awareness to BRT users. The applied safety enforcement measures and traffic regulations have indicated relative decrease of accidents along BRT corridor; however, more effort is needed to change the community motives on safe walkability. On the other hand, corridor connectivity with feeder and access roads together with BRT bus stops requires systematic ways of managing movements and interactions. The potentiality of public transport services in Dar es Salaam has essentially indicating the necessity of safely management of pedestrian movements to reduce loss of life, damages, grievances, injuries and crashes along BRT corridor.

Keywords: pedestrian movement, safety management, brt corridor, accident.

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I. INTRODUCTION

Bus Rapid Transit (BRT) is a high quality bus based transit system that delivers fast, comfortable and affordable public transport service in Tanzania. The BRT system started its operation in Dar es salaam City in 2016. Phase one that covered two major corridors of Morogoro and Kawawa roads has been found to be an effective solution for urban public transport problems in the city. In 2019 the BRT systems have been expanded to cover all major roads in Dar es Salaam City, and BRT networks has been proposed as the public transport solutions in the Master Plans of all cities in Tanzania, including Mbeya City master plan approved in 2020, Arusha City Master Plan of 2018, Mwanza city master plan of 2017 and Dodoma Capita City approved in 2020 (BRT Corridor Development Strategy, 2017). BRT is reported as great achievement of the government of United Republic of Tanzania that struggled since 1980's to eliminate the transport problems in the city with slight success. For more than fifty years, residents of Dar-es-Salaam city faced public transport problems including delays to work due to congestions, unregulated and unreliable public transport during peak hours, high transport costs. More changes are observed in provision of dedicated bus lanes and iconic stations aligned to the centre of the road, off-board fare collection and regular time schedule operations (Chengula and Keneth, 2019).

Currently, BRT is operated by UDART (Usafiri Dar es Salaam Rapid Transit) under the surveillance of LATRA (Land Transport Regulatory Authority). The corridor is serviced by more than140 buses, providing express and local service from 0500 to 2300 hours. Geometrically, BRT lanes are centrally located enclosed with two lanes of dual carriageways and walkways in both sides. The enclosed lanes contain high flow of

vehicles, motorcycles, tricycles and walkways with big volume of pedestrians. As presented Dar es Salaam City Public Transport Master Plan 2017, the Average Daily Traffic (ADT) of different sections in Morogoro is 15,099 in Fire - Magomeni road section and 19,183 in Ubungo - Kimara road section. In Kawawa road, the ADT is about 12,022 Magomeni – Mkwajuni road section and 9,714 in Mkwajuni – Morocco road section. Generally, the traffic volumes in the major roads in Dar es Salaam including Morogoro and Kawawa roads are dominated by private cars which covers about 37%, minibuses (29%), tracks 6%, motorcycles and tricycles which also covers about 28% (Kazaura and Burra, 2017). The mixed traffic flowing on both sided dual carriageways obstruct pedestrian which cross the road and reach BRT lanes. Pedestrians are not safe, and sometimes forces to cross, which result to the course of accidents.

The corridors consist of 5 terminals and 27 bus stops, that serve about 500,000-600,000 commuters per day. As indicated by Kazaura (2019), commuters are overflowing in the bus terminals and bus tops especially during morning peak hours between 0630 up to 0900 and evening peak hours between 1600 up to 1930. At peaks terminals and bus stops fails to accommodate all passengers which often causes queue in ticket offices and sometime result to scumbles during entering and exiting in the bus stops, and during boarding the bus. Seldom traffic police can help commuters to cross the roads, but in most cases, commuters especially disabled, women, children, and elders are suffering to cross the roads, secure tickets and board buses. The consequences result to frequent accidents, death, injury, permanent disability and loss of properties.

Safety management for pedestrian is very challenging worldwide, and more serious in developing countries especially the fast-growing cities. In BRT corridor, the road accidents reached 223 which is about 27.31 percent of the annual total road accidents in the City (Safety report, 2018). In most cases accidents take place at entering from the bus stops, exit from bus stops and during crossing the road section. Most of pedestrians are crashed by motorcycles, tricycles

and private cars, and there are few accidents caused by passengers themselves.

The government of Tanzania has made a strong commitment to deal with road safety problems by developing National Road Safety Policy of 2009, Road Traffic Act of 2019 and Road Traffic Regulations of 2019. The legislations created the base for establishment of comprehensive road safety management frameworks that focuses on protecting pedestrians. However, the remedy from the current road safety management challenges should focus on changing community motives in adopting rules and legislation and enaction of modern and improved enforcement mechanisms. Awareness should be raised through training and education to the local community, vehicle inspectors, and post-collision assistance. Recommendations are provided as to what still remains to be done to reverse the current situation to help mitigate the number of accidents in BRT corridors.

II.   LITERATURE REVIEW

In developing countries especially in Sub Saharan region there has been a rapid increase of road accidents reflecting the growth rates and use of motorized vehicles. It is noted by Zahabi et al, (2011) that few countries in this region have significantly reduced the number of roads accidents, but in fast growing cities including Dar es Salaam the number accidents are relatively increasing (Zhang et al, 2019). Our cities in Tanzania particularly Dar es Salaam are the hardest hit by the road accidents. The Surface and Marine Transport Authority (SUMATRA) reports and studies presented in Table 1 count drivers' behaviours that encompasses over speeding, careless driving and overtaking as the main cause of road accidents. It sums about 57.2% of total accidents in the city. Other reason such as human factors include impatience, stress, reckless, crossing road while drunk, using phones while driving or crossing roads, ignoring traffic signs especially during pedestrian crossing, driving while in stress, obstructing other drivers. Distracting activities while driving include texting, talking on the phone and drinking behind the wheel.

Table 1: Causes of accidents in Dar es Salaam City

Category	Causes of accidents	Percentage	Number
Driver's behaviour	Over speeding	25.1	1500
	Careless driving	20.1	1200
	Overtaking	12.0	720
Human factors	Crossing pedestrian	10.0	600
	Intoxication	5.0	300
	Inattention and negligence	4.4	265
Infrastructure condition	Bad road conditions	6.7	400
	Obstruction	0.7	40
Vehicle condition	Mechanical defect	14.0	840
	Uncontrolled cyclist	2.0	120
Total		100	5985

Traffic safety management is the term used to describe a wide range of technical practices undertaken to manage traffic across the road networks. It includes prioritization of non-motorized movements by slowing down or stopping the vehicle to allow pedestrians, cyclists and animals to cross the road safely (Shankar, Prasad and Reddy, 2013). Among the applied traffic control devices are stop sign, yield sign, school zone devices, flashing signal, zebra crossing, speed limiters, humps and bumps. The installations and effective use of road signs and traffic signals decreases the probability of occurrences of accidents to pedestrian, cyclists and other road users (Lin et al, 2019 and Chimba et al,. 2014).

The geometrical design elements such as road width, land use type, the absence of designated bus stop facility, inadequate sight distance, average daily traffic and pedestrian volume, and pedestrian–vehicular interaction considerably affect pedestrian safety at the intersections (Kazazi et al., 2016). On the other hand, road width, land use type, inadequate sight distance, the absence of designated bus stop facilities significantly influences pedestrian safety at midblock road segments (Mukherjee & Mitra, 2019). The design and implementation of effective actions and measures to encourage the use of sustainable travel modes in urban areas require the identification of factors that influence the decision to walk and cycle (Manyara, 2016 and Lin et al, 2019).

Pedestrian safety in BRT requires safe, accessible and comprehensive facilities prioritising the needs of pedestrians. The roadway may increase or reduce traffic risk for pedestrians through presence or absence of pedestrian facilities such as separated roadways, marked sidewalks and signalised crossings (WHO, 2013). The BRT roadways enhance safety and security for pedestrians normally consider location of bus stops, entry and exist of passengers and ticketing system. The evidence on the risks that pedestrians face in BRT service is the major challenge implicated by the geometrical alignment of rapid transit roadways and location of bus stops (Arroyo, et al., 2018). Roadways and bus stops which are centrally located are more dangerous to pedestrian compared to roadways sided located. The choices of design for transit roadways need to minimize risk for pedestrians and other road users (Stoker et al., 2015)

Safety management in BRT roadway is mainly challenged by fast vehicle movement on sided roads, signalized and non-signalized intersection, use of signs at pedestrian cross-ways and severity of pedestrian injuries from collisions (Zahabi, et al, 2011). A major challenge facing transport planners, transportation engineers and pedestrian-safety advocates is the lack of detailed high-quality pedestrian-exposure data (Singh, 2017). Exposure is defined as the rate of contact with a potentially harmful agent or event (Raford and Ragland, 2004). Pedestrian exposure is therefore defined as the rate of pedestrian contact with potentially harmful situations involving moving vehicles especially in crossing an intersection. Pedestrian risk is defined as the probability that a pedestrian-vehicle collision will occur, based on the rate of exposure.

This report discusses approaches to addressing the need for better and more widely available pedestrian volume data in the state of California. While a variety of approaches could be used, this report focuses on the strategy of a statewide pedestrian volume database.

This database would meet a variety of data needs for different stakeholder groups. One of its principal purposes would be to allow safety professionals at the state and local levels to estimate pedestrian exposure to risk at specific sites.

Since exposure data is essentially equivalent to facility usage data, a pedestrian exposure data would be used for many purposes beyond risk analysis. Facility usage data might be used by municipalities to pinpoint new infrastructure needs, or to determine whether new infrastructure encourages more pedestrian activity. Facility usage data might also be used by advocacy groups as a means to promote new facility investments.

If the database includes information beyond pedestrian volumes, such as facility characteristics (e.g. the availability of sidewalks and intersection crossings) or planning variables (e.g. land uses and population densities), it may be used as a means to improve pedestrian demand modeling techniques or to investigate the relationship between pedestrian environmental quality and pedestrian demand. Furthermore, if facility funding data are included, the database may also be used as a means to track spending on pedestrian projects.

In short, there is a wide range of usage for a pedestrian volume database. In designing the database, it is important to maximize its utility to pedestrian stakeholder groups while recognizing the costs associated with increased complexity This report discusses approaches to addressing the need for better and more widely available pedestrian volume data in the state of California.

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In short, there is a wide range of usage for a pedestrian volume database. In designing the database, it is important to maximize its utility to pedestrian stakeholder groups while recognizing the costs associated with increased complexity The BRT pedestrian data contain a variety of data needs for different stakeholder groups. This database allows safety professionals such as transport planners and engineers at local and regional levels to estimate pedestrian exposure to risk at specific sites. Pedestrian exposure data would be used for many purposes beyond risk analysis. Some of data might be used by transport planners at local government to pinpoint new infrastructure needs, or to determine whether new infrastructure encourages more pedestrian

Challenges of Pedestrain Safety Management Along Bus Rapid Transit (BRT) Corridor in Dar Es Salaam City

safety activities. The data might also be used by advocacy groups as a means to promote new transport investments. The database includes information about pedestrian volumes, road characteristics including the availability of sidewalks and intersection crossings, together with planning variables such land uses and population densities. It may be used as a means to improve pedestrian demand modelling techniques or to investigate the relationship between pedestrian infrastructure quality and pedestrian demand. In BRT designing, the exposure database is important to maximize its utility to pedestrian stakeholder groups while recognizing the costs associated with increased complexity (Zangooei, at el., 2013).

BRT system in Dar es Salaam have improved public transportation and the city have become more attractive from the citizens' point of view (Joseph at el, 2018). Safe movement of pedestrians in the urban environment is a key factor in sustaining the social and economic relationships which are essential to the quality of life and maintaining a healthy life. To enhance pedestrian safety in BRT, there is a need to improve the pedestrian facilities at signalized intersections, enforce the safety regulations and influence the community to adopt and use safety measure.

III. METHODOLOGY

The study was conducted in Dar es Salaam along BRT corridor. As indicated in Map 1, the corridor comprises three main roads such as Morogoro road (Kivukoni to Kimara), Kawawa road (Magomeni to Morocco) and Msimbazi road (Fire to Kariakoo). Three categories of data were collected in the study area; the first category include driver and passenger assessment on the major causes of accident in BRT corridor. The samples size of 120 questionnaire were applied to collect data in four BRT routes and face to face interview were applied to interview 20 drivers and 100 passengers. Second category is data collected to assess the user perception and understanding the importance and use of road safety facilities in BRT corridor. It was collected by interviews performed in four BRT bus stops such as

Kivukoni, Urafiki and Korogwe in Morogoro road corridor and Mkwajuni and Magomeni in Kawawa road corridor. To determine the sample size, a random sampling method was applied to avoid biases of respondents in the bus stop. The respondent population were total number of passengers on the bus stop per day. The sample size of 120 passengers per bus stop were used to determine the user perception and usability of safety facilities in BRT corridor. The limitations during the survey include permission to interview passengers, unavailability and unwillingness of interviewees, however, about ninety two percent (92%) were achieved.
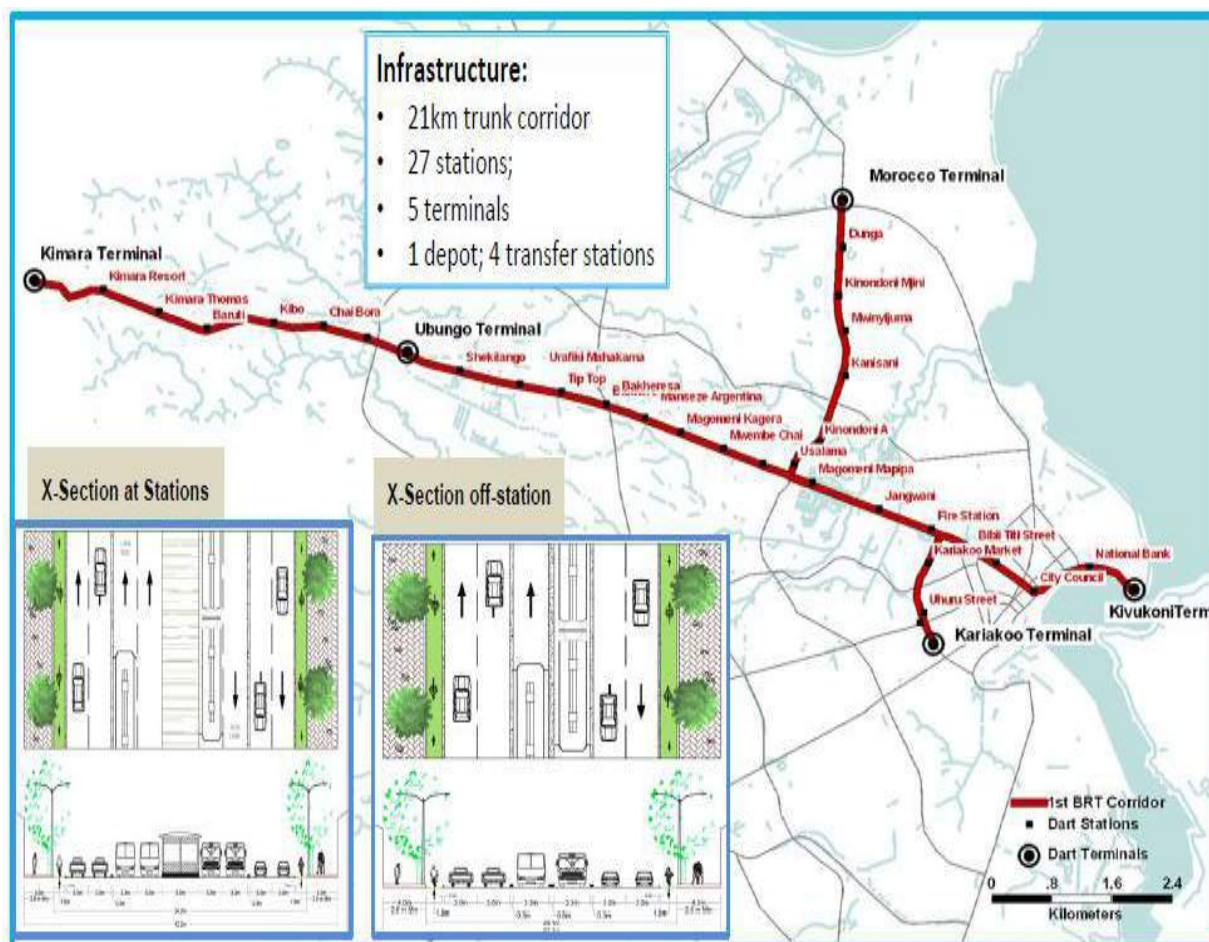
Figure 1.1: BRT network Phase 1

Third category were data collected on the traffic accidents occurred in BRT corridor. This were obtained through official interviews to BRT staff, LATRA, traffic police and Ministry of Transportation officials. Also, desk and documentary reviews were performed to collect secondary data.

IV.   FINDINGS AND DISCUSSION

4.1 Major causes of accidents along BRT corridor

The movement of pedestrian crossing to adjacent road ways to approach the BRT lanes and bus stations is the major cause of accidents the corridor. Table 2 present passengers and drivers' assessment from the case study. The passengers and drivers presented major six causes of accidents in BRT corridor. The caused were mainly classified into three major categories; first category are accidents caused by drivers failing to avails rules and regulations. These are accidents related to drivers failing to maintain vehicle speed prior BRT bus stops and drivers failing to stop immediately at the traffic signs or red lights. As indicated in Table 2, about 33.3% of interviewed drivers and passengers cited this category as the main causal factors of traffic accidents in the BRT corridor.

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Table 2: Causes of accidents in BRT corridor

| Category	Causes of accidents	Percentages of accidents accumulation
Drivers avails to traffic rules and regulations	Drivers failing to maintain vehicle speed	33.3
	Drivers failing to stop immediately at BRT traffic signs	25.1
Pedestrian negligence and misunderstanding	Pedestrian crossing at red lights	12.5
	Crossing on unregulated places and avoid to use zebra crossing areas	16.5
Damages and breakdowns	Failing breaks	8.1
	Other mechanical imperfections	4.5
TOTAL		100

Source: Driver and passenger analysis, 2020

The second category is accident related to pedestrian negligence and misunderstanding. Drivers and passengers survey revealed that pedestrians tend to ignore traffic signs and regulations which results to accidents. In most cases accidents to pedestrians occur at crossing the red lights, forcing to cross on undesignated places and avoid to use zebra crossing areas. The remedy to this cause required effective enforcement of laws and regulations including fines. Most of pedestrian are so ignorant to road safety rules. On the other hand, despite of recognized initiatives and different programs implemented by the government to educated Dar es Salaam community in safe use of highways and railways, but also deliberate actions should be positioned to create awareness and education to the community and the whole society on adhering traffic rules and safe use of BRT transportation systems.

Another category is the accident related to damages and breakdowns of transport facilities. These include accidents that occasionally happens at the time a vehicle fails breaks, jam of stelling rods and other mechanical imperfections. The interviewed drivers argued 'since we are using the second-hand vehicles, motorcycles and tricycles imported from abroad, the regular vehicle inspections should be properly done to avoid accidents caused by the defects of transportation vessels in the City'. The large number of vehicle defects in BRT roadways are caused by the lack of regular services and vehicle inspections.

4.2 Accumulation of accidents in BRT corridor

BRT corridor is affected by different accidents taking place in different locations; however, 99 percent of accidents take place at the bus stops. As indicated in Figure 1, the accidents have been decreased from 413 number of accidents in years 2016/2017 up to 169 number of accidents in years 2018/2019. Collisions between BRT buses and other vehicles were very critical in 2016/17 and normally took place in junctions. Most of drivers were not keen in respecting regulations of separate lane (BRT lane) especially on major and minor junctions. Motorcycles and tricycles are also causing accidents due to the fact that they neglect regulations. Most of motorcycle and tricycle drivers are violating traffic rules, refuse to stop at zebra crossing and sometime drive in BRT lanes.
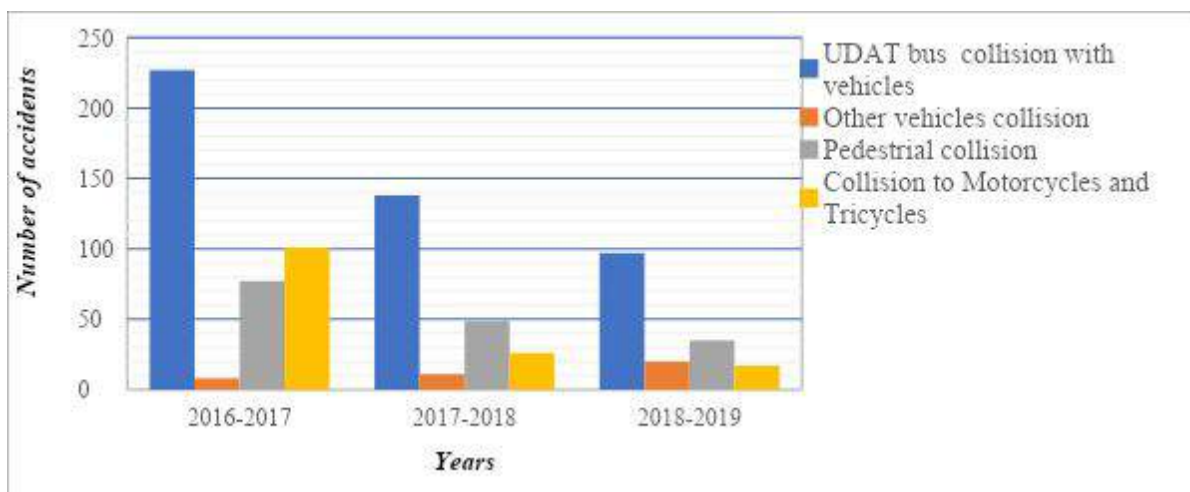
Figure 1: Accumulation of accidents in BRT corridor

The accidents to pedestrians were taking place during crossing BRT lanes along the bus stops. The most affected locations include Manzese, Tiptop, Msimbazi bus stops and Gerezani terminal. These are highly populated areas concentrated with commercial activities and characterized by higher rate of BRT passengers per day. As indicated in Figure 2, people are facing difficulties in crossing the roadways and BRT lane to enter the bus stop or to go out of the bus stop. Number of injured include school going children, women going to shopping and visiting relatives, and few men especially youth and elders. Drunker and disabled accidents not often counted in BRT corridor.

Figure 2: Manzese BRT bus stop Dar es Salaam City

Challenges of Pedestrain Safety Management Along Bus Rapid Transit (BRT) Corridor in Dar Es Salaam City

4.3 Pedestrian safety management challenges along BRT corridor

4.3.1 Low level of road safety education to pedestrian

It has been realized that road users in Dar es Salaam including BRT passengers have a little knowledge about road safety rules. About 35% of interviewed BRT passengers had only heard about safety and road signs through radios, televisions and relatives but they had never been given such education. 5% had heard and attended road safety in schools and through community-based education programs, and 60% of all respondents admitted that they had never heard nor attended safety education. This situation accumulates the violation of road safety rules and increases the chance of accidents to road users.

Additionally, the school going children which more susceptible to traffic accidents lack safety education programs. It is only four students out of twenty interviewed students declared to be taught road safety and traffic signs from their respective schools; yet, students are the main users of public transport including BRT in Dar es Salaam City.

4.3.2 Non-adherence to safety rules and BRT regulations

The study revealed that road users including drivers, motorcyclists together with pedestrians have low motives in adhering safety rules and regulations. The interviews conducted to enforcers of traffic safety rules including traffic police, LATRA and Ministry of Transport indicated that road users sometimes are not ready to follow road safety rules. For instance, drivers crossing red light and cause accidents, cyclists of motorcycles and tricycles using BRT lanes during peak hours to avoid traffic jam, and pedestrian crossing in undesignated areas, avoiding to wear helmets and being not ready to follow traffic regulations. Deliberate violation of safety rules has resulted to accumulation of accidents and endangering pedestrian movements in BRT.

4.3.3 Deprived enforcement of traffic rules to pedestrians

It is indicated in Traffic Rules and regulations that pedestrians should be protected by other users of road ways. In these notions, pedestrians are not sentenced to fines or jail in any cause of traffic accidents in Tanzania. In BRT corridor, about twelve accidents have caused by pedestrian crossing road in unregulated areas (areas without crossing marks), passing roads while red lights and so on. It has been reported that there were no police or legal actions taken to pedestrians, rather, drivers and owners of vehicles have been offended, and sometimes penalised instead. These situations make pedestrians to relax and sometimes to attack drivers on their courses of accidents.

4.3.4 Centre location of BRT lanes and bus stops

The alarming aspect reported by passengers and road users is concerned with location of BRT lanes and bus stops. As reported earlier, the geometrical design located BRT lanes and bus stops at the centre, parallel with dual carriageways and outer walkways in both sides. About 70 percent of interviewed passengers declared not being safe during crossing the roads to enter or to go out of BRT bus stop. "*We feel very much afraid and unsecured at the time of crossing more than three lanes both sides. It involves escaping vehicles, motorcycles, tricycles, bicycles and another road user. It is cumbersome and sometimes dangerous especially during peak hours";* one interviewee reported.

4.3.5 Absence of special consideration to children crossing the roads

School going children are among reported unsafe BRT users in Dar es Salaam City. The interviewed passengers reported that school children have to enter and go out or cross BRT roadways during morning and evening peak hours. During peaks hours traffic volume along this corridor is very high and roads are experiencing rough driving. The interviewee presented the concern of the society to responsible authorities in observing the necessity of safeguarding school going child to cross the BRT roadways. It was realized that

school going child are too young to make the right decision in crossing road sections.

V. CONCLUSIONS

Bus Rapid Transit (BRT) is the mass and voluminous transit system that serve highly populated areas in the city. Most of BRT users are pedestrians which start trips by walking, ride BRT in between and reach their destinations by walking. Normally, people start journeys from home to BRT and reach workplaces, business areas, schools, markets and other locations by walking. The study verifies that most of BRT users are pedestrians. The safety management for pedestrian in BRT corridor is very challenging worldwide and more serious in developing countries especially the fast-growing cities. In Dar es Salaam specifically, the growth rates in terms of urban population and increasing number of vehicles which is not proportional compared to available transport infrastructures. Roadways are too much congested with vehicles, motorcycles, tricycles, business and other activities which limit urban mobility and safe movement. This situation endangers pedestrians and other road users, and requisite a proper safety management.

The observed challenging aspects is concerned with central alignment of BRT lanes and bus stops, pedestrians' attitudes and other road users to abide traffic rules and regulations, negligence and compromise to pedestrians at the time of violation of traffic rules. The location of BRT lane forces pedestrians to cross other lanes (roadways) adjacent to BRT during entering and exiting from the bus stops. During peak hours, traffic volume is very high and a big number of people are flowing to and from BRT. It is suggested to locate BRT lanes outside the road ways to minimize risks and accidents to pedestrians or BRT users. Also, awareness campaign and fines to pedestrians who violate traffic rules are suggested to be implemented to avoid negligence that cause more unnecessary accidents to road users. Additionally, special considerations in designs, operation and management are cordially needed to create safety environment for potential BRT users including school going children, elders and people with disabilities.

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Role of NGOs for Implementing Reproductive Health Policy

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ABSTRACT

This study analyses to what extent NGOs has been delivering health services particularly reproductive health at local level in Nepal and examines how much people were satisfied by service delivered by NGOs by drawing information through 175 questionnaires distributed to local residents at local level in Nepal. In addition, interview was carried out with key informants. Secondary data also used to consolidate the study. The finding of the study showed that more reproductive health policy was implemented at Lalitpur Sub-metropolitan City (LSMC) (urban) than Banging Development Committee (BVDC) (rural) areas due to service provided by NGOs. However, people were not satisfied by the services provided by NGOs even though they created health awareness. The study revealed that donor support and urban-centric conditioned for the sake of continuity of health services.

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Keywords: reproductive health services, public policy implementation, lsmc, bvdc, nepal.

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I. INTRODUCTION

After realizing the need and importance of NGO, Government of Nepal (GON) has opened avenues for NGOs to be a partner in development sectors such as education, health service, community development, women and others since 1990. Likewise, Interim Constitution, 2006 has also given space to create conducive environment for NGOs in Nepal. Interim constitution of Nepal (2006) has already declared free primary health services as a fundamental right for every Nepali citizen and has illuminated ways for reflecting the declaration in respective acts and regulations. Till this date, more than thirty thousands NGOs were affiliated with Social Welfare Council (SWC), an institution to look after NGOs in Nepal. Among them, there are near about one thousands NGOs which aim to deliver health services in Nepal.

Specifically, a national health policy (NHP), 1991 aimed at enhancing the health status of the country, addressing service delivery as well as administrative structure of the health system was adopted. In this NHP, GON has recognized NGOs as a convenient partner including private sectors. Onwards' periodic plan particularly the Eight Plan (1992-97), the Ninth Plan (1997-2002), the Tenth Plan (2002-2007) and the Interim Plans and second long term health plan (1997-2017) were developed in consistent with the NHP.

The 2006 data showed that the maternal mortality ration (MMR) was 281 deaths per 100,000 live births. This represented a decrease of 32 per cent over the 2000 figure that stood at 415. Similarly Family Health Division (2009) showed that MMR was 229 deaths per 100,000 live births. Similarly, contraceptive prevalence rate (CPR) is also improved 39 per cent in 2000 to 45 per cent in 2010. Adolescent birth rate is also increased by one per cent in comparison with the data of 2006. Likewise antenatal care (ANC) was also increased from 29 per cent in 2005 to 50.2 per cent in 2010. The one fundamental question can be raised that such slow improvements of reproductive health indicators are natural or caused by the NGOs or others. Hence, this study assesses the role played by NGOs to implement

the reproductive health policy in terms of people's satisfaction.

1.1 NGO's role

Conceptually, the meaning of NGOs refers to intermediary service organizations that are non-profit but do not have a membership base in the community. Other scholars define NGOs more broadly, to include any non-profit organization including membership and service-based organizations. Thus, NGOs preserve a unique and significant space between the for-profit sector and government. NGOs are organizations which are neither governmental (public sector) organizations (such as central or local government services or public hospitals, schools or universities), nor private (for-profit) commercial organizations, such as transnational corporations.

Therefore, pundit of development have been emphasized that Non-governmental Organization (NGO) can be a one of the important actor for the sake of development including government and private sector in developing country in particular. The reasons behind the emergence of NGOs are government failure and market failure. NGO as social entrepreneur can satisfy the demands for public goods such as education and health services left by such failure (James, 1987). Brown and Korton (1991, p.48) argues NGOs might come into existence to be remedies in case of 'market failure' situations because markets tend to be 'especially vulnerable to failure in developing countries. NGOs have been creating their space in societies where government and market have not been serving. In such cases NGOs could emerge because people trust them more than the profit organization.

Esman and Uphoff argued that NGOs play the role of local intermediaries to fulfil the 'organizational gap'. According to this model, a local intermediary mobilises the people to participate in government-initiated programs. NGOs could be a potentially effective medium, which could be utilised in delivering services to the rural areas of developing countries. In this way, NGOs are taken as an alternative institutional framework through which the rural poor and socially disadvantaged

groups are served better than the traditional bureaucratic mechanisms.

This trust in development thinking has created an unprecedented scope for NGOs to operate in the development field. The global search for viable options to support grassroots development has provided a context for the growth of NGOs everywhere. NGOs are now treated as instruments not only for strengthening the notions of self-help and self-reliance among the people but also for helping generate a systematic process of awareness-building through education, training in areas of social and economic significance, organization through collectivises and mobilization of action through these activities (Berg, 1987).

II.   EXPERIENCE FROM SOUTH ASIA

Experiences from other parts of the world, including India, Pakistan and Bangladesh, have also demonstrated that NGOs can assist in providing people with information, technical support and decision-making possibilities, which could enable them to share in opportunities and responsibilities for action in the interest of their own health (Rashid &et al, 2011). NGOs in Nepal have provided basically three types of services viz. socio-cultural services (education, advocacy and awareness raising); Community development services (the integrated provision, usually of health, drinking water, sanitation, and environmental protection); and economic services (savings and credit management, labor exchange, micro-irrigation, and marketing) (ESP, 2001, p.126).

In case of Nepal, Dhaka (2006) argued that NGOs have evolved in the natural course of time and space to meet the needs of the livelihood of society and country. People found these NGOs as new institutions to voice and address their need. Therefore, government has to come to accept NGOs as their helping support, to many of their developmental project. However, he questioned that being non-profiteering voluntary NGOs their undoubted credibility depends on their stable self-supporting ability to maintain themselves to the required span of time till they achieve their

targets. NGOs' presence is volatile as they indefinitely depend on uncertain donors. Similarly, K.C. (2012) argues that NGOs in Nepal have created space as intermediaries since 1990 but not so accountable towards the public as envisioned because NGOs are project –oriented. When the project completes, NGOs leave the place without any headache of continuity of services. Thus, she opines that sustainability of their activities has become a major issue for NGOs. On this background, this study analyses the degree of reproductive health policy implementation at local level of Nepal from the perspective of people's satisfaction.

III.   POLICY IMPLEMENTATION

Implementation inevitably takes different shapes and forms in different cultures and institutional settings. This point is particularly important in an era in which processes of 'government' have been seen as transformed into those of 'governance'. Conceptually, implementation means carrying out, accomplishing, fulfilling, producing or completing a given task. Pressman and Wildavsky (1973) define it in terms of a relationship to policy as laid down in official documents. According to them, policy implementation may be viewed as a process of interaction between the setting of goals and actions geared to achieve them (Pressman &Wildavsky, 1984, p. xxi-xxiii). Policy implementation encompasses both one-time efforts to transform decisions into operational terms and continuing efforts to achieve the large and small changes mandated by policy decisions.

In a word of Mazmanian and Sabatier (1983, p.20-21), policy implementation is the carrying out of a basic policy decision, usually incorporated in a statute, but which can also take the form of important executive orders or court decisions. The starting point is the authoritative decision and legal objectives as well. It implies centrally located actors, such as politicians, top-level bureaucrats and others, who are seen as most relevant to producing the desired effects.

O'Toole (2003, p. 266) defines policy implementation as government intention on the part of government to do something or stop doing

something and the ultimate impact of world of actions. More concisely, he remarks that policy implementation refers to the connection between the expression of governmental intention and actual result (O'Toole, 1995, p.43). Likewise, policy implementation concerns how governments put policies into effect.

From the above discussion, implementation can be conceptualized as on going process which incorporates series of decisions and actions directed towards putting a prior authoritative decision into desired effect. It also includes the timely and satisfactory performance of certain necessary tasks related to carrying out of the intent of the law. For sake of implementation of the public policy, it demands favourable structure of implementation process, specified objectives of public policy, capacity and will of implementer, management plan along with performance indicators.

IV.   REPRODUCTIVE HEALTH POLICY IMPLEMENTATION

In general, policy implementation refers to putting the policy into practice so that its objective is achieved. This study is basically focused on implementation of reproductive health policy in Nepal. Here, to what extent the intent of this policy is implemented by NGOs, is analysed in this study in Nepal. Whether the desired effects of law are produced or not, is examined in two local units of Nepal i.eBangsing Development Committee (BVDC) and Lalitpur Sub-metropolitan City (LSMC).

In case of Nepal, the reproductive health policy is not defined concretely in a policy document. However, these documents[1] lays emphasis on providing reproductive health information, providing health services during the pregnancy, increasing the use of family planning services, replacing traditional healing methods by modern methods, and implementing two child per couple program. Following table shows status of implementation of reproductive health policy in Nepal.

[1] The policy documents include The National Health Policy, 1991, twelve Periodic plans(1956 to 2010), first and second long term plan and etc.

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"Table No. 1": Reproductive Health Policy Implementation in Nepal

Variables	BVDC	LSMC
Health information received	40 %	98%
Availability of Family planning devices	68%	98%
Care at pregnancy period	64%	71%
Replacement of traditional healing methods by modern methods	59%	90%
Implementation of two child per couple program	50%	73%
Increase in average marriage age	68%	94%
Increasing childbearing space	64%	88%
Total N=175	N1=84	N2=91

Source: Field study, 2012

For the study purpose, implementation of reproductive health policy means putting into effects of as mentioned above indictors which are prescribed in the policy documents. While operationalizing the dependent variable i.e. reproductive health policy implementation, it was revealed from the study that 40 and 98 percent of BVDC and LSMC respondents respectively got the reproductive health information from the health institutions, ward clinics, schools, TV, radio, newspapers, etc. They got information on nutrition, immunization, rest, family planning, safe motherhood and danger signs in pregnancy, bleeding, etc.

The study showed that more LSMC (90 percent) respondents accepted family planning devices than BVDC (68 percent) respondents. Regarding pregnancy, it was found that more LSMC women were provided care during pregnancy than the BVDC women. People often used to be provided services like antenatal care, birth preparedness and care at childbirth.

Likewise, the study showed that the traditional healing practices were replaced by the modern methods. More LSMC respondents (90 percent) accepted modern methods of healing practices than BVDC (59 percent) respondents.

In addition to this, two-children-per-couple program was implemented more in LSMC than BVDC. 73 per cent of LSMC respondents accepted this norm, whereas only 50 per cent of the BVDC respondents accepted it.

The field study showed that more LSMC (94 per cent) respondents opined that the average marriageable age was increased, than BVDC (68 per cent) respondents. Besides, child bearing space was also increased at both places. The above mentioned facts and figures showed that the indicators of reproductive health policy were improved more in LSMC than BVDC.

V. METHODOLOGY

In this explanatory research, growth of NGOs in Nepal, delivery of reproductive health services, Satisfaction of people due to their role have been identified as an independent variables whereas the reproductive health policy implementations act as dependent variable for the study. This study adopted both quantitative and qualitative methods. For this, both primary and secondary data/ information were generated and utilized as per necessity. The primary data/information was collected through interviews with key-informants and 175 questionnaires. Out of 175 respondents, 84 respondents were from BVDC and 91 from LSMC. These data were tabulated by using SPSS. Bi-variate analysis was carried out for the analysis. Secondary information was collected from sources such as Nepal's government's appropriate documents, office records of relevant

offices, published and unpublished information by various individuals and the institutions.

VI. FINDINGS

6.1 Mobilization of NGOs in Nepal

It is hypothesised that the mobilization of NGOs/CBOs for reproductive health services complements the reproductive health policy implementation. The data revealed that the NGOs have become one of the fastest growing sectors in Nepal, particularly after the political change of 1990. There are over 60,000 registered NGOs all over the country. Out of these NGOs, 30,000 (approx.) are affiliated with Social Welfare Council (SWC), a government bureau for looking after the NGOs (SWC, 2011). There could be numerous unregistered groups for civic action, which might have long historical backgrounds. Due to the absence of proper recording systems, it is difficult to get the precise number of NGOs in Nepal (Dhakal, 2006, p.118).

"Table no. 2": NGOs affiliated with Social Welfare Council Sector-wise

Sector	Number	Percent
Community and Rural Development	18,625	61.5
Youth Service	4,321	14.26
Women Service	2,305	7.61
Environmental Protection	1,318	4.35
Child Welfare	951	3.14
Moral Development	876	2.89
Health Service	703	2.32
Handicapped and Disabled Service	597	1.97
Educational Development	492	1.62
AIDS and Abuse	88	0.29
Total	30,284	100

Source: Social Welfare Council, 2011, www.swc.org.np

Social Welfare Council categorized these NGOs into ten types. Among them, the number of Community and Rural Development NGOs account for 61.5 percent; the highest number of NGOs in Nepal, whereas AIDS and Abuse Control NGOs are only 0.29 percent. Similarly, the Health Service related NGOs number only 703 (2.32 percent). (For detail see Table No.2) .

The distribution of the health service related NGOs within Nepal is not seen as homogenous. The NGOs are concentrated only in a few districts. For example, near about fifty percent of the NGOs are in Kathmandu, the capital city of Nepal. The rest of the NGOs are also located in more developed districts, like Lalitpur (8%), Kavre(4%), Kaski(3%), Bhaktapur(2%), Chitawan(2%), Morang(2%), Banke(2%), Dhanusa (1%), Dhading (1%) etc.

"Table 3": Distribution of health service related NGOs District-wise

Districts	Number	Percentage
Kathmandu	344	49
Lalitpur	55	8
Kavre	30	4
Kaski	21	3
Bhaktapur	16	2

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Chitawan	16	2
Morang	13	2
Banke	12	2
Dhanusa	11	1
Dhading	11	1

Sixteen districts have one NGO each, six districts have two each, nine districts have 3 NGOs each, six districts have four NGOs each, and three districts have five NGOs each. Similarly, seven districts have six NGOs each, two districts have seven NGOs each, and two districts have eight NGOs each. Most of the NGOs are based in the district headquarters. In 12 districts, there is not even a single NGO working in the health service sector.

Dhakal (2006, p.218) outlined the reasons for the growth of NGOs in Nepal as follows. Firstly, the changed international political arena and global environment and the development cooperation funding strategy of international donor agencies such as World Bank, Organization for Economic Cooperation and Development (OECD), Asian Development Bank (ADB), etc. helped for opportunity to play an increased role in the socio-economic activities. Secondly, the democratization of political system and economic liberalization also contributed to the proliferation of NGOs in Nepal. Thirdly, the government has changed the national development strategy and considered NGOs as development partners which also encouraged people's participation in national development activities through NGOs. All this provided a congenial environment for increasing the number of national NGOs in Nepal, particularly since 1990s.

However, it has also been recognized that NGOs seem to be indispensable allies in the delivery of primary health-care, not only because they supplement government resources but also because there is much to be learnt from their experiences, expertise and innovative ventures. Moreover, NGOs have considerable advantage over the public sector because of their personalized approach, motivation, and necessary zeal, sympathy for the deprived sections, responsiveness to the people's need, creativity, and above all, the flexibility to experiment with innovative and alternative approaches in order to solve health problems (Ali, 1991, p.9).

6.2 Delivery of reproductive health services

It can be said that greater involvement of NGOs/CBOs in the area means more implementation of the reproductive health policy. However, the field study showed that there was no NGO and CBO delivering reproductive health services in the study area i.e. BVDC. However, forty nine per cent people from BVDC opined that there was reproductive health policy implemented without involvement of NGOs.

"Table 4": Do you know that NGOs/CBOs are delivering reproductive health services at your place and degree of policy implementation?

Delivering of reproductive health services							
		BVDC			LSMC		
		Yes	No	N	Yes	No	N
Degree of policy implementation	Disagree	-	*51*	43	*36*	*44*	37
	Agree	-	*49*	41	*64*	*56*	54
Total N		-	84	84	39	52	91

Note: Figures in italic are percentage
Source: Field study, 2012

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At LSMC, 64 per cent opined that NGOs and CBOs were delivering health services at their place and also accounted to high degree of reproductive health policy implementation, whereas 56 per cent disagreed that NGOs and CBOs were not delivering reproductive health services, but reproductive health policy was also implemented in their absence. The difference between these two categories was not big difference. It means that CBOs and NGOs are delivering reproductive health services at LSMC along with the other actors. It did not show the significant role of NGOs and CBOs in the reproductive health policy implementation at local level.

6.3 Perceived satisfaction

From the study, it is seen that the role played by the NGOs and CBOs was not satisfactory. Seventy-six percent of the respondents opined that the role played by NGOs and CBOs was not satisfactory.

"Table 5": Are you satisfied with the role played by NGOs/CBOs?

Categories	LSMC	BVDC	Total
Yes %	*24*	-	*24*
No%	*76*	-	*76*
Total N	91	-	91

Note: Figures in italic are percentage
Source: Field study, 2012

Categorically, 76 percent of the LSMC respondents opined that people were unsatisfied with the role played by the NGOs and CBOs with respect to reproductive health service delivery. Only 24 percent of the respondents opined that they were satisfied with the role played by NGO and CBO (for details see Table No 5).

However, the NGOs have been particularly successful in facilitating social mobilization. They have been involved in establishing a large number of self-help organizations and community women's groups which are involved in a range of activities, from managing forests to organizing small-scale savings and credit programs including health service delivery (ESP, 2001).

NGOs can play an active role in the creation and mobilization of assets, launch appropriate activities and create an environment to promote access to livelihood items. Due to their grassroots attachment, direct approach, flexible and easy delivery to the needy groups/areas, they provide better services to their target group. However, there is a debate on their role in Nepal. This study showed that 67 per cent respondents opined that the NGOs were donor- centric and the remaining 33 per cent respondents as urban-centric. Hence, it showed that the NGOs are either urban or donor-centric.

"Table 6": Dissatisfaction with role of NGOs/CBOs

Categories	LSMC	BVDC	Total
Urban Centric %	*33*	-	*33*
Donor Centric %	*67*	-	*67*
Total N	69	-	69

Source: Field study, 2012

However, NGOs as development partners of government have been vaguely specified in the policy document, and lacuna of the policies regarding NGOs' function can be seen explicitly. It

is natural that in the absence of a clear policy direction for selecting certain type of functions, target group or the area are often subject to whims, caprices and/or simply interest of the intervening organization such as NGOs and often direct/ indirect direction of the donor organization. In an interview with NGOs activist, he opined that basically following types of NGOs are in Nepal. For example, I- PANGO- politically motivated NGOs, II. FANGO- Family NGOs, III.DONGO- donor driven NGOs, IV. BINGO- brief-case NGOs & V. Real NGOs. Some of the important policy shortcomings for bringing NGOs to address health issues in Nepal are as follows (Interview with NGO activists).

- There is a lack of clear direction for the functions in term of nature of works, types of target groups, geographic location, etc for the NGOs in Nepal.
- Most of the NGOs are guided by a project approach rather than a long-term approach with enhanced institutional capacity.
- Coordination is one of the missing parts of the NGO landscape. It is difficult to find out the type of NGOs based on nature of work, capacity, know-how and geographical coverage. Though social-welfare council- a governmental coordinating body- is responsible for coordinating both NGOs and INGOs, due to the lack of institutional capacity the coordination function has become inefficient.
- There is a severe lack of monitoring and evaluation of NGOs' activities in Nepal.
- On top of these problems, 70 per cent of the total NGOs are still concentrated in the urban areas, though the severity of the problems is more in the rural areas. This points to the fact that the increased number of NGOs do not contribute much in improving the livelihood of the people living in poverty and other forms of vulnerability. Such a situation also affects NGO dynamism in Nepal.
- However, the role of NGOs in Pharmacy, Laboratory and other sectors of health policy implementations is ill-defined. Besides, there is lack of adequate policy guidelines, strategies and mechanisms for functional coordination of policy issues among public, private and NGO sectors and GoN development partners.

VII.   CONCLUSIONS

NGOs are mushrooming in Nepal since 1990. There are 30 thousands (approx.) NGOs affiliated with SWC excluding the NGOs registered in local government. GON recognizes NGOs as a convenient partner among the others to implement the policy for the sake of service delivery. In health service sector alone, one thousands (approx.) NGOs are registered to deliver the health services in Nepal. Here, this study analyses to what extent these NGOs delivered health services particularly reproductive health at local level in Nepal and examines how much people were satisfied by service delivered by NGOs.

The study revealed that reproductive health policy was more implemented at LSMC than BVDC. The study showed that more health information was received at LSMC than BDVC. There was more availability of family planning devices at LSMC than BVDC. Pregnant women got more care at pregnancy period in LSMC in compare with BDVC. Traditional healing methods were replaced by modern methods in LSMC. Still, people are practicing traditional methods for healing in BDVC. Two-children-per-couple program was implemented more in LSMC than BDVC. Average marriageable age and child bearing space were increased in LSMC than BDVC.

The study states that 64 per cent respondents at LSMC opined that NGOs were delivering health services at their places and also accounted to high degree of reproductive health policy implementation. Similarly, there was only 49 per cent reproductive health policy implemented at BVDC in the absence of NGOs. Regarding to the people's satisfaction, 76 per cent people were not satisfied with the role played by NGOs. The reasons outlined by the respondents were many NGOs were donor centric. There was not continuity of services when donors did not support them.

Finally, very few NGOs were working in the health service delivery sector. These NGOs were basically concentrated in the urban areas, barring some exceptions. These NGOs were involved in delivering reproductive health services in urban areas. However, the charges against the NGOs

were that they were urban and donor-centric. People were not satisfied due to discontinuity of NGOs services even though these NGO were focusing in creating health awareness in the society.

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Role of NGOs for Implementing Reproductive Health Policy

Misconceptions & Arduino

Prof. Sandro Corradini & Dr. Antonio Piva

ABSTRACT

That is the continuation of the experimentation developed in a First Level Secondary School (grades 6 to 8) on how to start using ARDUINO. The first experimentation was presented at DIDAMATICA 2016. This year, projects have been doubled and reiterated, better focusing on learning processes. After noticing the presence of "misconceptions", a strategy has been elaborated, in order to go beyond them and reach a "conceptual change" able to help a more informed planning through ARDUINO.

Keywords: misconceptions, conceptual change, arduino.

Classification: FOR CODE: 339999

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Misconceptions & Arduino

Prof. Sandro Corradini[α] & Dr. Antonio Piva[σ]

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That is the continuation of the experimentation developed in a First Level Secondary School (grades 6 to 8) on how to start using ARDUINO. The first experimentation was presented at DIDAMATICA 2016[1]. This year, projects have been doubled and reiterated, better focusing on learning processes. After noticing the presence of "misconceptions", a strategy has been elaborated, in order to go beyond them and reach a "conceptual change" able to help a more informed planning through ARDUINO.

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I. INTRODUCTION

This work represents the evolution of a project on ARDUINO suggested in 2016 in classes of a Middle School (grades 6 to 8) with extended hours program. The first aim is to correct the orientation of the so-called "misconceptions", clichés and preconceptions that represent their hibernated knowledge and act as obstacles against the foundations of a correct knowledge among young people. Next goal is to evaluate the progress in these young people's learning at the end of the course.

The choice of Arduino, with the entrance into the world of makers and "physical computing", is due to the students' perceived necessity of "learning by doing[2]", and fosters the following more specific purposes:

- "Physical computing" favors educational and computing thinking;
- Students and IT structures are allowed to "cooperate" in making decisions and controlling complex situations;
- We work with precision and accuracy for an efficient CODING.

The duration of the workshop is a quarter, with two afternoons every week and lessons of two hours. Every quarter sees the participation of two groups of about 15 students; a group of novices (6th grade) and a group of more expert pupils, who had already attended the workshop the previous year (7th or 8th grade). Every group usually attend 14-15 lessons.

II. STARTING PHASE

In the beginning, the novice pupils are offered a simple questionnaire, aimed to test their IT knowledge. For the sake of shortness, only the test is offered, together with a chart of data.

It was made clear that, in case they were not sure about the answer, they had to select "I don't know".

1. What do you mean by the word IT?
2. Who invented IT?
3. Is Mathematics related to IT?
4. Which tools does IT use?
5. Could you briefly describe the aspects of IT in modern life?
6. Who are digital natives?
7. What is the "net"?
8. What are "logic gates"

---

[1]It is paper 22 with the title "LOGIC GATES verso ARDUINO" presented at DIDAMATICA 2016.
[2]Learning by doing, learning 'through' doing.

	coerenza risposte	comprensione domande
buono	41%	12%
suff	18%	35%
scarsa	41%	53%

|	non so	
quest 1	35%	Cosa intendi con la parola informatica?
quest 2	88%	Chi ha inventato l'informatica?
quest 3	0%	La matematica c'entra con l'informatica?
quest 4	18%	Quali sono gli strumenti dell'informatica?
quest 5	29%	Sapresti descrivere, brevemente, gli aspetti dell'informatica nella vita moderna?
quest 6	41%	Chi sono i nativi digitali?
quest 7	0%	Cosa è la "rete"?
quest 8	100%	Cosa sono le "logic gates"

Chart 1

The perception the so-called "digital natives" have of the IT universe and of how it is involved in everyday life is very confused, with a mishmash of clichés, still always poorly digested.

The answers give rise to misconceptions, which should be considered as "wrong interpretations" or incorrect specific beliefs; others (the "I don't know" answers) just reveal lack of knowledge on the subject. All of which can represent an actual "barrier against learning". Therefore, the need arises of starting a process of "conceptual change", able to lead to a correct formalization of the considered subjects.

III. CONCEPTUAL CHANGE MODEL

The "conceptual change" here used is the following one:
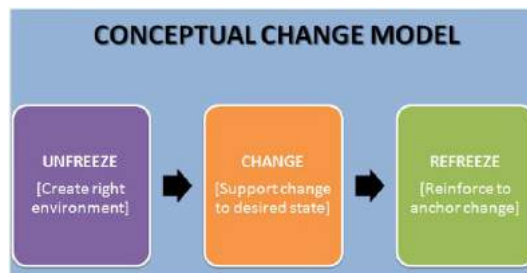
Pic. 1

UNFREEZE: in order to create the right environment
CHANGE: a change in support to the desired status
REFREEZE: reinforce, in order to anchor the change.

UNFREEZE: The first proposition was to work together in order to build a timeline of the IT thinking. The timeline was focused on the historical characters who have led to the IT revolution. We started with Aristotle (T/F concept), going on to Leibniz (0,1 binary system), Boole (AND, OR, NOT) Shannon (switching circuits), until we came to the definition of LOGIC GATES.

That was the UNFREEZE phase, which allowed the unfreezing and the creation of a proper environment (background) in which we could insert the useful knowledge and expertise, in order to work later with ARDUINO. Everything was then channeled into a presentation, whose protagonist is, in the role of a guide, "Alice in the Wonderland", leading the students along the historical path to build all those concepts that are useful for the IT thinking.

CHANGE: building a circuit on a cardboard. We have then manually built, on A3 cardboards, the

main logic gates: AND (two in series switches), OR (two parallel switches), NOT (one inverter switch). That was an important phase in increasing self-confidence, in securing the concepts related to the three main gates and gaining familiarity with Boole algebra.

REFREEZE: ARDUINO. We go on with the creation of a circuit, the presentation of the IDE (Integrated Development Environment) and sketch planning, as shown in the following paragraph.

IV. ARDUINO AND SKETCH PLANNING

ARDUINO is an "open source" board that allows the planning of detectors and actuators such as LEDs, photocells, etc. We enter the "Physical Computing".

Problem study, related closed path and coding, in order to show how ARDUINO interprets signals from the outer world (detectors) and modulates the answers with the actuators. Different projects are performed, starting from the simplest ones, such as LED management, up to the project that sees the simulation of a traffic light.

We build the circuit on the breadboard and we write the necessary Code in order to make it work in the IDE environment of Arduino. This project is suitable for further adulterations, which allow the introduction of control structures: simple traffic light (simple sequence of instructions); traffic light with flashing yellow – in this case we pass from the simple sequence to the repetition of the situation of flashing yellow, and therefore to the introduction of the instruction FOR (repetition of a block of instructions); traffic light with demand – we leave the flashing yellow, introducing a button that activates the real traffic light when pressed, and that is possible with the introduction of the instruction IF (conditional structure).

The workshop experience goes on with the study and introduction of other detectors, such as, for example, ultrasound, RGB, TMP, servomotor…

At first, we face coding and circuit, copying from manuals. Once we gain familiarity with the main structures of the language and with the breadboard for the circuit[3], we go to the most interesting part. Given a problem, the students must find the suggestions for a solution. The surprise is the discovery that, thanks to this procedure, the process of INSIGHT is boosted in some of them, allowing the resolution of the problem, leading them to obtain sure expertise.

V. LEARNING

This workshop promotes consideration and focus, encouraging a significant learning: "learning by doing" is fit for the internalization of a learning methodology, which makes the subject gradually independent in the learning processes (deutero-learning[4]):

Phase I: getting close to the contents, through different methods and strategies

Phase II: once the contents are discovered, the process of imitation is natural, with which the pupil tries to repeat and to play with contents.

Phase III: INSIGHT, where every learning process needs an "activation energy", otherwise the contents stay still, without contributing to the formation of expertise. Here the pupil becomes independent in the resolution of problems.

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[3] It was basically the preparatory work performed with the cardboards, where they built the è LOGIC GATES.
[4] Learn how to learn. (Bateson)
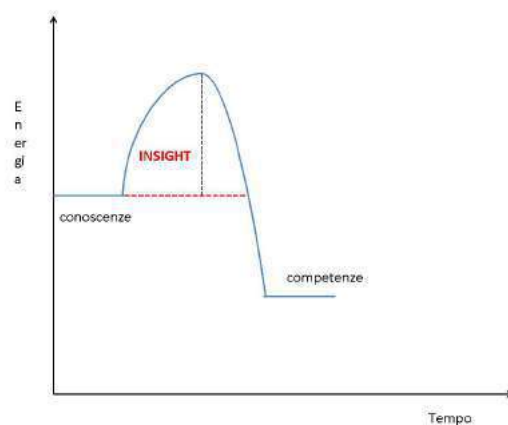
Pic. 2

The catalyst of this reaction, the sparkle that triggers the reaction, depends on the emotional and relational dynamics established in the working groups, and on the fact 'does it work or not?', therefore on the continuous search for mistakes.

The continuous control is necessary to verify the correct functioning, and must be performed on two levels. The first is the one of Coding, the second in the construction of a circuit. It is difficult for the circuit to work at the first attempt, and that creates a strong sense of discomfort! They think they have made everything in the right way, and this search for the mistake makes them gradually more confident and aware of their skills. With the following proposal, their acquired self-confidence makes them more proficient.

- *Quel sol che pria d'amor mi scald`o il petto Di bella verit`a m'avea scoverto **Provando e riprovando**, il dolce aspetto. Paradiso, canto terzo, 1-3. [That sun which erst had warmed my heart with love, **by proving and refuting**, had revealed to me the pleasing face of lovely truth] Paradise, III, 1-3.*

"Proving and refuting" is the motto of modern science!

VI.   CONCLUSION

Concluding, we can say that the students obtain, through this workshop:
- Secure mastering of disciplinary knowledge
- Mastery of methodologies
- Involvement of the emotional-relational dimension
- Achievement of meta-cognitive skills

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