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VISION

The vision of the journals is to provide an academic platform to scholars all over the world to publish their novel, original, empirical and high quality research work. It propose to encourage research relating to latest trends and practices in international business, finance, banking, service marketing, human resource management, corporate governance, social responsibility and emerging paradigms in allied areas of management including social sciences , education and information & technology. It intends to reach the researcher's with plethora of knowledge to generate a pool of research content and propose problem solving models to address the current and emerging issues at the national and international level. Further, it aims to share and disseminate the empirical research findings with academia, industry, policy makers, and consultants with an approach to incorporate the research recommendations for the benefit of one and all.

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SEASONAL VARIATION OF MIGRATION

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ABSTRACT

The article presents information about the seasonal changes in the migration of bee families of different breeds throughout the year in the conditions of Uzbekistan.

KEYWORDS: *Bee Migration, Carpathians, Instinct, Breed, Foraging Bees, Complex.*

INTRODUCTION

The migration instinct of bees depends on complex internal and external factors; it can be prevented only through complex methods based on the characteristics of the bee breed and the local conditions.

New migrant bees can live for two weeks with their own food reserve under adverse weather conditions in the calm period. The young bees, which do not pay attention to the signal of the foraging bees, remain in the hive and continue their activity.

After the migration of bees, at a certain distance, the bees settle down to the branches of trees around them for a certain time, that is, from several hours to several days. By this time, beekeepers must collect the migrant bees from the branch of the tree; otherwise they may fly to another new and far away place.

Usually very few bees remain in the main colony after migration, most of which are young bees and in hives. And the bee family will multiply and strengthen mainly due to them.

The migration period of the bee family correspond to different periods in different regions of our Republic. For example, in the northern regions of our Republic, it may be later than in the south, and earlier in the southern regions, in the beginning of April. It also starts a little later in the mountains, because the conditions in the mountains are a little colder, thus, the plants bloom later and provide pollen and flowers a little later for the development of the bee colony. As a result, the migration naturally gets delayed.

Migration usually peaks in the spring, because during this period the bee family develops very quickly, it causes density in the hive - the space of the hive becomes much narrower, the air temperature warms up, carbon dioxide gas increases, the number of unemployed bees and male bees increases.

Method and Place of Research: For this purpose, we studied the migration in 2 apiaries during the season in the farm "G'ulomho'ja asalchiligi" in Tashkent district. The bee families of the local population participated in the research work as the control group, and in the second apiary, the bee families of the



Figure 1. Migration process of bee colonies in the control and experimental groups

Carpathian breed participated in the experimental group.

During the research, many indicators were studied, such as the number of migrations during the season and how far they flew, the number of male bees in the swarm, and how long the swarm stayed at the place of departure. All digital data obtained during the research period were processed by variational statistical biometric method.

Results of Research Work. 10 bee families participated in the research. After the fruit trees bloom in the early days of spring, when the pollen is abundant, the bee colonies are well developed, and as a result, the bee colonies begin to develop an instinct to migrate. In 2021-2022, the number of migratory bees released during the season was taken into account. Information on this is given in Table 1 below.

TABLE 1. SEASONAL VARIATION OF MIGRATION RELEASE FROM BEE FAMILIES OF DIFFERENT BREEDS (IN %)

<i>Groups</i>	<i>n</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>July</i>	<i>August</i>	<i>Total</i>
Control group	10	2	3	2	1	1	9
Experimental group I (artificial migration)	10	1	2	1	-	-	4
Experimental group II (natural migration)	10	1	2	1	1	-	5

From the data in Table 1, it can be seen that in the bee families of 10 local populations in the control group, 2 migrant bees were separated in April, 3 in May, 2 in June, 1 in July and 1 in August. In the control group, it was determined that a total of 9 migratory has migrated. This indicator was more compared to experimental groups I-II. Similarly, 1 bee was released in April, 2 in May, and 1 in June in the experimental group I. The total number of migratory bees was 4. This indicator was 7 times less compared to the control group.

Also, it was found that 1 of the 10 Carpathian bee breeds in experimental group II migrated in April, 2 in May, 1 in June, and 1 in July, in total, 5 bees migrated. In the control and experimental groups, we can also see the amount of seasonal variation in the migration of bee families of different breeds from the diagram below.

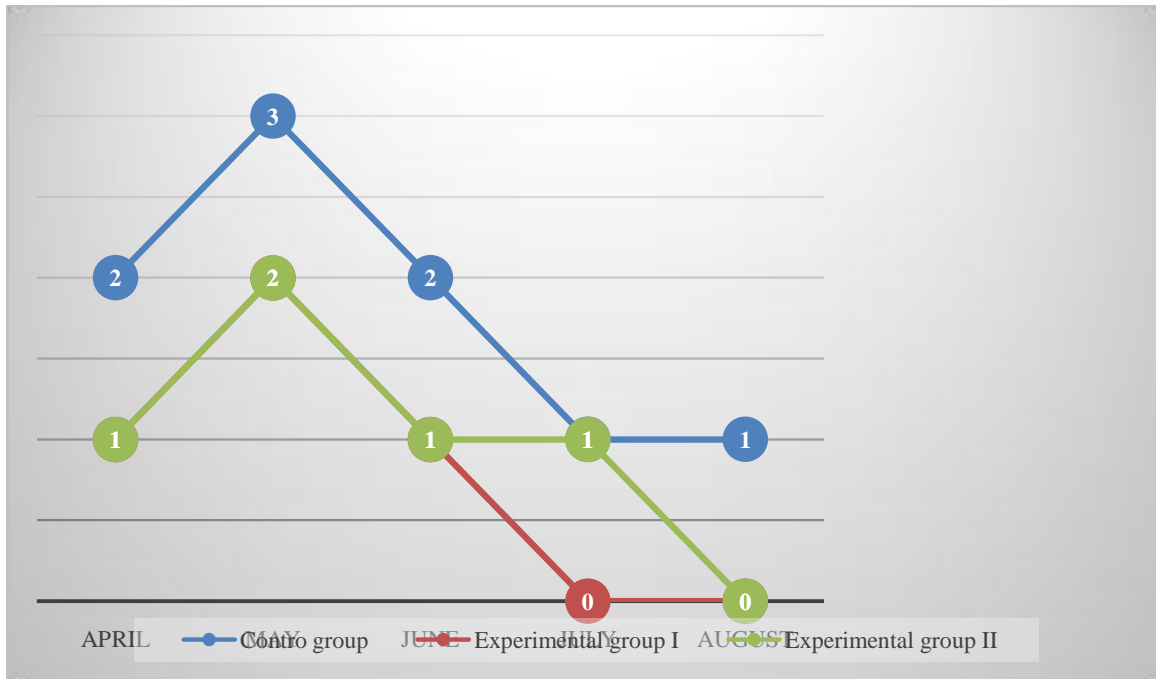


Figure 1. A diagram of the seasonal variation of migration from bee families of different breeds

As can be seen from the diagram in Fig. 1, it can be observed that the migration of different bee colonies during the year is also different. In particular, in the control groups, it was observed that the discharge was slightly more in the spring months, that is, in April and May. In recent months, it can be observed that the occurrence of migration has decreased significantly and by August, the occurrence of migration has disappeared.

Taking into account these characteristics of the bee family, the number of migratory bees separated during the season from bee families of different breeds in the control and experimental groups was taken into account. Information on this is presented in Table 2 below.

TABLE 2. MIGRATION OF BEE FAMILIES IN EXPERIMENTAL GROUPS

Carpathian breed	Groups	<i>n</i>	<i>Lim</i>	<i>M±m</i>	<i>Cv, %</i>
	Control group	10	8,0-10,0	9±0,940	2,3
	Experimental group I (artificial migration)	10	5,0-7,0	6,5±0,941	2,305
	Experimental group II (natural migration)	10	4,0-6,0	5,0±0,942	2,304
	Control group	10	6,0-8,0	7,0±0,851	2,22
	Experimental group I (artificial migration)	10	3,0-5,0	4,0±0,641	2,26

Experimental group II (natural migration)	10	4,0-6,0	5,0±0,680	2,3
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From the data in Table 2, it can be seen that 9.0 migratory bees separated from 10 native bee families in the control group during the year. During this period, 6.0 bees flew out of the artificially separated migrant bees in the experimental group I. This is 3.0 less than the bee colonies in the control group, or 57.8%.

Similarly, it was found that 14.0 colonies of Carpathian bee families were separated during this period. It was found that 4.0 colonies were separated from artificial migration bee families in experimental group I, and 5.0 colonies were separated from natural migration bee families in experimental group II. This indicator is less to 4.0 in Carpathian bee families than in the control group, or it is 72.4%.

These results gained confirm the conclusions of E.V. Starostenko (1976), O.S. Turaev and others (2014).

The authors show that the number of migratory bees released during the season, starting from early spring, varies in different geographical areas according to their climatic conditions.

CONCLUSION

In our research, it was found that migration release from local and Carpathian bee families is different in different bee breeds in different climatic conditions and changes constantly during the season.

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A STUDY ON SCHOOL TIMETABLE OF GOVERNMENT PRIMARY SCHOOLS WITH SPECIAL REFERENCE TO BONGAIGAON AND CHIRANG DISTRICT, ASSAM (2019)

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ABSTRACT

School timetable are extremely important for a variety of reasons. They ensure that no teacher is scheduled for too many back-back classes or two classes at the same time. Teachers are given the opportunity to modify lesson plans during preparation periods and collaborates with their colleagues. The timetable allows the student to know exactly when a specific subject is scheduled. A well construct timetable establishes a neutral rhythm and routine, which can be comforting to teachers and students. In order to understand the concept of school timetable and how it is implemented successfully, we conduct a survey on three-government primary schools of Bongaigaon and Chirang districts of Assam, India.

KEYWORDS: *Education, School Pant, School Plan, School Timetable.*

INTRODUCTION

Literature Review:

1. "Educational management and administration" published by KumudeswarSarmah in Feb 2016, in which there were some very helpful points were there regarding the study of educational management and administration and in understanding their process and its system of work.
2. "Foundation of Education" published by Dr.Phunu Das Sarma in year June, 2014. In which many necessary information were there regarding education, school, etc for the study and understanding their work, process, types, system and many other facts.

Objectives:

1. To find out the process of management of school timetable.
 2. To study the present pattern of timetable in the field of government primary school.
 3. To find out the interests of the students in the various subjects.
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4. To study the institutional planning of government primary school in terms of managing timetable.

Methodology:

i) Use of questionnaire – a list of questions that are asked answered by many people. A questionnaire is used to collect information, facts about a particular subject.

In questionnaire, which contains 16 questions on the basis of adjectives of project study, some suggestions for each person had been put systematically. All the answers were given by the headmaster, all faculty member of the government primary school, which has been collected for the folder analysis of the object.

ii) Use of tables for each object and their data analysis.

iii) Use of present year government primary school timetable for the study.

Sample of the study:

Government primary schools of Bongaigaon and Chirang districts, Assam.

Total number of schools = 3.

Details of the schools:

a) **M.E. School, Chapaguri.** It was established in the year 1983. Its location is Chapaguri Part-1, Chirang, Assam, Pin- 783380.

It is a co-educational type of school. The medium of the instruction in this school is Assamese. In this school, classes are up-to 8 having 5 number of teachers. It has playground for sports and other co-curricular activities.



b) **M.V.School, Kalibari, Bidyaniketan.** This school was established in the year 1972. It is located at Chungapota, Bongaigaon, Assam, Pin- 783381.

It is a co-educational type of school. The medium of instruction is Bengali. It has classes up-to 5, having 8 number of teachers. This school has a playground for sports and other co-curricular activities.



c) **M.E. School, Baikhungaon.** This school was founded in the year 1986. It is located at Bartalowa, Chirang, Assam, Pin-783385.

It is a co-educational type of school. The medium of instruction is Assamese. It has classes up-to 8, having 7 number of teachers.



What is Education?

Etymologically the word education has been derived from the word latin education which comprises of two latin words 'e' means 'out of' and 'duco' which means 'to lead'. Thus, education means to draw out something and to put in something. This means, through education our inner capacities, potentialities, abilities are developed and come into light. According to some other educationist, education has been derived from two other words latin 'educare' and 'educere'. Educare means 'to raise' or 'to nourish' and 'educere' means to enhance, to develop, to improve.

Thus education, means art of developing and enhancing the cultivation of various child's physical, mental and moral powers. In this sense, education is considered as a process, not as a product.

Meaning of education is understood by Indian thinkers: Education in India, in Indian approach it becomes necessary to cover the spiritual area. Here, it is accepted as a part of betterment by education.

In Rigveda, education is that which makes a man self-reliant and selfless.

According to Kautilya, "education means training for the country and love for the nation".

Modern Indian thinkers regarded education from the practical point of view and the idealistic one which was given by eminent Indian thinkers.

Mahatma Gandhi says, by education I mean an all-round development drawing out of the best in child and man-body, mind and spirit.

According to Swami Vivekananda, education is the manifestation of divine perfection, already existing in man.

Tagore says, education makes one's life in harmony with all existence.

Meaning of education is understood by Western thinkers. Education in the West, educational training like every other branch of knowledge started in the philosophical deliberation of the ancient Greek philosophers. Here, it is mentioned by 'Plato'. He termed education as a lifelong process starting from the first years of childhood and lasting to the very end of the life.

According to 'Pestalozzi', education is the natural, harmonious and progressive development of man's innate powers.

According to 'Herbert', education is the development of good moral character.

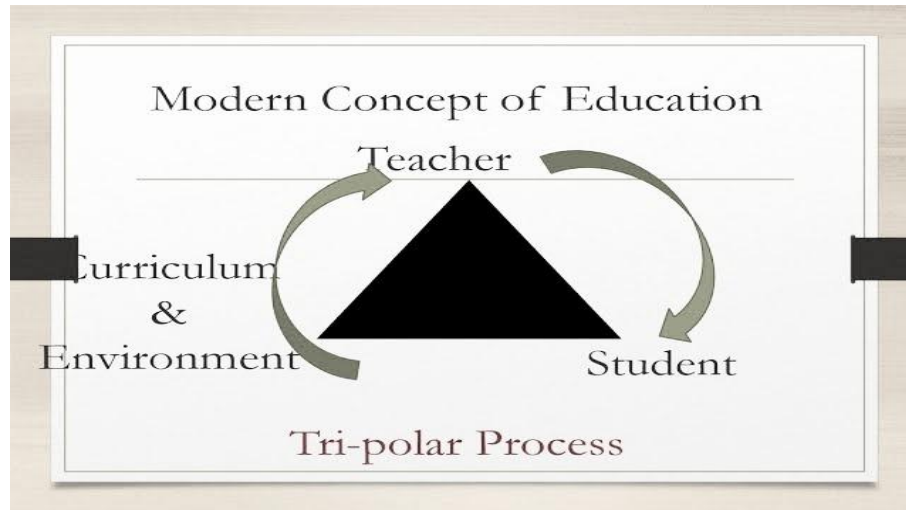
According to 'Rosseau', education is the child's development from within.

In the other words of 'Aristotle', education is the creation of a sound mind in a sound body.

Education – a bipolar of process. As a bio bipolar process, education is a two-way process. Both educator and the educand influence each other. In it, both the teacher – taught are the active participants in the process of education. Here, a good personality of the teacher modifies the behaviour of the students in every sphere of life and activity. The teacher and the students in being the two poles interacting each other or making a cooperative effort in education.

Education – tripolar process. Education is a three-way process. It is known as three-dimensional process involving the interaction of the personality of the education on that of the

educand and in a social setting. It maintained that the whole environment of the individual becomes the source of education and education takes place in the society and society setting. John Dewey, has rightly says, an education proceeds by the participation of the individual in the social consciousness of the race. It involves the interplay of the educator, educand and the social environment.



It is the socially it is a society which will determine the aims, content, methods of teaching. The educator tries to modify the personality of the students in the light of the needs of the society. The teacher, the child and the society, these three are the focal point of education.

Forms of Education: Education is the process by which society deliberately transmitted accumulated knowledge, skills and values from one generation to another. In this widest sense, education indicates ways in which people learn skills and gain knowledge, information and understanding. Their general three forms of education – formal education, informal education and mom-formal education.

Formal Education – it is that kind of education which is undertaken in schools, colleges and universities. It is a system where education is provided the four walls of the classroom. It is consciously and deliberately planned activity which is undertaken for the modification of behaviour of the child and leading him out of darkness and ignorance and moving the light of knowledge in him. With the advancement of the technology, the need of the formal education has increased enormously. Formal education age– bound and time bound. The student has to take admission in the school or college at a particular age. There, he has to play, pay regular tuition fees. There is also a fixed timetable which the teacher as well as the students has to follow strictly. The school starts at a particular time and gets over at a particular time. There are uniforms for the students which are distributed by the school authority. Both the teacher and the student have to maintain strict discipline.

Characteristics of formal education – following characteristics are noteworthy for formal education;

- It observes strict discipline.
- It is a consciously and deliberately pre-planned and predetermined programme of activity. It is provided according to certain set rules and regulations.

- It follows various techniques and methodologies.
- Education organised by some agencies, say the government or private agencies.
- It is age bound and time bound.

Informal Education – informal education is the type of education which does not follow the usual rules, methods, techniques and discipline of formal education. It includes education one through informal communication and reading books. It is not pre-planned or predetermined but it is a spontaneous activity which is obtained from a wider environment as contrasting to the four walls of a classroom. Here, education is obtained by living with the other members of the community from press, library, literacy clubs, mass media like radio, TV, internet, audio and video cassettes and also from religious organisation. This education is obtained freely and spontaneously. Informal education starts from the birth of an individual and ends at the death of the person. It is obtained from the day-day life activities of an individual. In here, there is no rules and regulation or discipline is to be followed neither educational authority as any kind of control influence upon them. Characteristics of informal education – some major characteristics of informal education may be outlined below;

- It does not have any definite place.
- It does not follow any definite methods or techniques of education.
- It is not pre-planned nor it has predetermined curriculum.
- There is no specialised agency to impart this type of education.
- It is free from any discipline, rules and regulations.

Non-Formal Education – with the modernisation of the world, it has become very necessary for everyone to be literate. Literacy is the key for success and development of any nation. A nation cannot progress with illiterate and unproductive people. Keeping in view the needs, interest and capabilities of people, a new system of education that is non-formal education is introduced. Non-formal education is imparted through open schools, open university, open learning, corresponding courses, summer institutes, portal tuitions etc. In non-formal education system, education flexibility is the keyword. In this, there is no rigidity regarding admission, curricular, place of institution, mode of institution and time, duration of instruction. According to the needs of the learner, non-formal education has a diversified and fixed curriculum. Since there are flexible points of entry and exit, re-entry and re-exit, so it is life long as this system of education is open for all concerned and there is no large age bar for the education.

Characteristics of non-formal Education – Fordhan, suggest that in the 1970s four characteristics came to be associated with non-formal education;

- Relevance of the needs of disadvantaged group.
- It enables individuals to refresh and update their knowledge.
- It has flexibility in organisation and methods, focus on clearly purposes.
- Concerned with a specific category so person.

Main functions and rules of Education:

a) General functions of education;

- Development of innate power,
- All-round development of personality,
- Control re-direction and submission of instincts,
- Character building and moral development,
- Inclusion of social values,
- Building of good and responsible citizens,
- Preparation for adult life.

b) Functions of education for individuals;

- Development of natural abilities,
- Development of personality,
- Achievement of self-sufficiency,
- Preparation for life,
- Satisfaction of needs,
- Making a child civilised,
- Character building,
- Modification of character,
- vocational efficiency,
- all round development of the individual.

I. Concept of School:

School is an institution that offers teaching, learning experiences in life and through life. John Dewey said that school should be regarded not as place for the preparation of life but life itself. The world school means an organised group of people pursuing defined studies and defined levels and receiving instruction from one or more teachers frequently with the addition of other employees and officers such as principal, various supervisory inspectors and staff of maintenance workers. The term school is derived from the Greek word 'Skhole' which means 'leisure'. Scholé' which means 'leisure'. In short, school are places for formal instruction. School is a place for learned intercourse and instructions, an institution for learning and educational establishment, a place for acquiring knowledge and mental training etc.

School – An assemblage of scholars. According to K.G. Saiyidain, the school is the centre of vigorous life. It is in direct intimate contact with the realities of the life, reflecting the best and worthiest of its features which are simple enough to appeal to the child. According to Ross, schools are institution devised by the civilised man for the purpose of aiding in the preparation of the young for well adjustment efficient membership in society. According to Herold Rugg, thinks of school as an enterprise in living, both social and personal.

Characteristics Of School;

- School are institution that are setup by the society deliberately,
- Schools has a fixed points of entry and exit,
- School honours to a body of rules and regulations,
- There are certain well-defined objectives in any school education,
- It has a definite and limited period of being taught,
- School emphasises on strict discipline,
- There are fixed methods of teaching - lecture, demonstration, project, discussion, etc.

Functions of a school in modern society, school utmost importance. The following points by highlight why school is important;

1. Schools are asked to reconstruct the society – school is the nucleus of the society. School plays an important role in construction of society. The society has certain expectations from the school. The society can develop only with the help of school. The school imparts education to its members and the various aspects of social life and the development of society.
2. School as a better place of education than home – home is the first place of education for a child, but through schools, the child receives that type of quality education which is far better than home. In a school, a child comes into contact with the broad realities of life. Their outlook to a particular object gains wide perspective due to contact with various social elements like teachers, friends, etc.
3. Harmonious development of personality – school education helps a child in all-round development of his personality. It creates necessary educational environment in order to identify and develop child's native talents.
4. Production of educated citizens – the school has in the production of educated and intellectual citizens who will able to use their power of reasoning and faculties of mind in their daily activities. It produces citizens who are free from all sorts of superstitions, narrow feelings and orthodox practice. This educated group of citizens can shape the future of the society.
5. Connecting link between home and the World – school has a social organ serves as a connecting link between of home and influences of the outer world. School inculcates the feeling of brotherhood, fellow feelings, fraternity, equality, love among its many members and to become a citizen of the galaxy.

What is School Plan?

The school plan is a written statement on the educational philosophy of the school, it aims and how it proposes to achieve them. It deals with the total curriculum and with the organisation of the school's resources, including staff, space, facilities, equipment, time and finance. It includes the school's policies on a range of administrative and organisational issues. The school plan is a written resource document which facilitates coordinated development with the entire school community. Some essential characteristics of school plant in India;

1. Curriculum adequacy – school plant must provide the facility is necessary for the efficient and effective accommodation of all the required phases on the curriculum, co-curricular and community activities. Modern school required more space for the organisation of a different co-curricular activities, for this large area is required.
2. Safety and wellbeing – school plant should provide comfort, healthful living and safety of peoples, teachers and all who will use its facilities. The site should have pleasing surrounding which gives children a safety and comfortable stay in the schools.
3. Inter-functional coordination – a school plan should possess the characteristics of inter-functional coordination. Each unit or portion of the plant should be planned with the respect of their mutual relationship.
4. Efficiency and utility – the school plant should be planned and assembled in a manner that will promote efficient school management, because the quality of the educational programme is intimately related to the school plan. The size of rooms, the number of doors, windows, ventilators etc, all must be determined not by fancy but by utility.
5. Beauty – the entire school plant should be bear cheerful, attractive and pleasant look. The surroundings of the school building should be attractive and must provide a stimulating environment.

The school plan is a composed assertion on the instructive way of thinking of the school, it points and how it proposes to accomplish them. It manages the absolute educational program and with the association of the school's assets, including staff, space, offices, hardware, time and money. It remembers the school's strategies for a scope of managerial and hierarchical issues. The school plan is a composed asset report which works with facilitated improvement with the whole school local area. A few fundamental qualities of school plant in India;

1. Curriculum ampleness - school plant should give the office is important to the proficient and viable convenience of the relative multitude of required stages on the educational program, co-curricular and local area exercises. Present day school required more space for the association of an alternate co-curricular exercises, for this huge region is required.
2. Safety and prosperity - school plant ought to give solace, energizing living and wellbeing of people groups, educators and all who will utilize its offices. The site ought to have satisfying encompassing which gives kids a wellbeing and agreeable stay in the schools.
3. Inter-utilitarian coordination - a school plan ought to have the qualities of between useful coordination. Every unit or piece of the plant ought to be arranged with the admiration of their shared relationship.
4. Efficiency and utility - the school plant ought to be arranged and gathered in a way that will advance productive school the board, on the grounds that the nature of the instructive program is personally connected with the school plan. The size of rooms, the quantity of entryways, windows, ventilators and so forth, all should be resolved not by extravagant but rather by utility.
5. Beauty - the whole school plant ought to be bear lively, appealing and lovely look. The environmental factors of the school building ought to be appealing and should give an invigorating climate.

What is the School Plant?

School planned is one of the major aspects of a school administration. It refers to the material provisions of the school. The school campus, buildings, playground, library, laboratories, classrooms, equipment, hostels, common room, canteen all these put together means the same thing what the school plant management stands for. The school plan is of great importance because of its impact on the educational process and programmes.

1. Type of school, we see firstly whether the school is girls or boys oriented or co-educational, rural or urban, secondary or senior secondary. We determine the nature of activities involved in the school accordingly special need of the school is to be taken into consideration while framing the timetable.
2. Department regulations, State Department of Education fixes lengths of the school year and its terms i.e., when an academic year starts and even the number of periods for each subject.
3. Amount of time available, timetable is framed keeping in view available time that is the length of the school year and total number of holidays.
4. Principle of justice while assigning work;
 - Special care has to be taken that each teacher is assigned those subjects who he or she feels his or her best qualified to teach,
 - He or she does not teach in more than two departments,
 - Teaching load for every teacher is about equal to diet of others.
5. Principle of variety, it has been seen experimentally that change of room, seat and posture usually is an antidote against weakness. It is applied on both students and teachers. Variety can be introduced in the following manner;
 - no subject except science practical should be kept for two consecutive periods,
 - if the subject is taught for two or three times a week, period should be follows at intervals,
 - the same teacher should not have two consecutive periods in the same class,
 - the physical training periods, science practical and drawing work allow a change,
 - the same class should not be set in the same room for the whole day.

What is the School Timetable?

Timetable of school is the mirror which reflects the entire programme of the school. It is methodically prepared for the routine work of the day. It indicates the work of the day of school such as of the classes, ending of the classes, time of launch break, time of the periods, the time of tutorials or seminar classes etc. It is a pre-planned scheme of work for the students and teachers of the school. A timetable is a secondary school clock which allows – shows the time work of the school.

Need and importance of the school timetable. It is the necessary means of working a school. Some of the needs and importance of school timetable may be enumerated as follows;

- Systematic work – it is very difficult to perform the school in an unplanned manner. Timetable is essential to such activities to work in a systematic manner such as which classes are to be fixed earlier and which had to be given later is managed by the timetable.
- Distribution of equal attention – when timetable is prepared, it gives equal attention to all subjects. It includes seminar work, field studies, project work and other subjects.
- Improvement of subject’s learning – school timetable can help in the progress of all the subject equally accordingly to the needs of the students and teachers.
- Needs of the students – it is necessary to fulfil the needs and demands of the school subjects. Many timetables give more importance on English, maths, science subjects which require more classes.

Types of school timetable, a good timetable has to include various aspects of students and teacher’s needs. Accordingly, such as timetable can be divided into different classes or types;

- Class timetable – it is prepared according to do different classes and sessions. It is considered that classes should not be affected which are to be prepared on the basis of classrooms. Sometimes, it may be difficult when a school does not have sufficient teachers or school’s classroom.
- Teacher’s timetable – the headmaster should take the initiative to distribute the distribution of the teacher’s work according to the availability of the teachers.
- Games timetable – this kind of timetable is not found in all schools. However, the big schools have sufficient play grounds and games rooms.
- Co- curricular activities – such timetable is prepared at the beginning of the sessions under different teachers in charges.
- Consolidated timetable – it is prepared on the basis of the whole timetable of the entire classes school. The sum total of all classes timetable including daily work of teachers, student’s classes, etc are related. This timetable is a guideline to the headmaster to know about the duties of the teachers and the classes of the teacher’s students.
- Home work timetable – in some good schools such type of timetable is found where different home task, assignment etc are previously planned for every week. It is prepared on the basis of discussions.

Timetable gives a clear vision and comprehensive picture of school activities i.e., what work is being done during which period, where, by whom and when. It is complicated task because it is determined by a number of factors and conditions which change from place to place and from school to school. The following findings are the results of a good timetable.

Findings of the Study:

➤ Finding related to the objective number 1 from table no. 1.

Sl. No.	Variables	Percentage of acceptance
1	Present timetable is well planned.	(YES) 100%
2	Use of all available resources for	(YES) 100%

	timetable.	
3	Class interval of each class are same.	(YES) 100%

The existing or present government primary school timetable, the process of management of the school timetable or established or create with a well-planned systematic manner, as per the rules and regulations by the government. All the necessary information with the help of available resources were properly used, while management.

➤ **Finding related to the objective no. 2.**

Table no. 2		
Sl. No.	Variables	Percentage of acceptance
1	Present timetable as same as last year.	(NO) 100%
2	Timetable is flexible.	(YES) 100%
3	School timetable are systematic process.	(YES) 100%

From Table no. 2, it is shown that present government primary school timetable is not same as last year timetable. They are flexible and changes from time to time, whenever it requires to bring some changes. It has been proved that, timetable and its needs of activities, subjects, courses changes from time to time.

➤ **Finding related to the objective no. 3.**

Table no. 3		
Sl. No.	Variables	Percentage of acceptance
1	Timetable is critical.	(YES) 100%
2	Timetable also based on interest.	(YES) 100%
3	Students interests also taken seriously.	(YES) 100%

From Table no. 3, revealed the interest of the students in the subjects. It is shown that arts and other co-curricular activities or mostly like by students. Table no. 3, also shows that on the special needs or interest of the students, teachers cooperatively continued their classes for the fulfilment of student's needs.

➤ **Finding related to the objective no. 4.**

Table no. 4		
Sl. No.	Variables	Percentage of acceptance
1	Institutional planning is necessary.	(YES) 100%
2	All faculty members follow school timetable.	(YES) 100%
3	Students follows properly these rules and regulations.	(YES) 100%

From table no. 4, it is found that there is a full cooperation with the present government primary school timetable by all faculty members and their students. It seems there is no argument, problems regarding managing, following the present government primary school timetable.

Tools and techniques used for data analysis for the study:

1. Tool used for the study – questionnaire a list of which contains 16 question and having some suggestion by different members of the school, it has been answered properly.
2. Technique used for analysis of the data collected. – With the help of questionnaire, all the necessary information and all facts collected by the faculty member of the schools.
3. Use of present year school timetable on government primary school.
4. Use of number of tables for findings.
5. Data interpretation – data interpretation refers to the implementation of procedure through which data is reviewed for the purpose of arriving at an inference. With the help of questionnaire, list of 16 questions based on project objectives. All necessary data and facts and information were collected, with the help of present year government primary school timetable which is allotted for all the government primary schools are same as per the rules and regulations conducted by the higher authorities.

Suggestions:

There are some suggestions some faculty members on the betterment of the government primary school timetable, they are as follows:

- a) More subjects should be included on the interest of students, which brings interest in them, motivate them in a positive way.
- b) More time should be provided for co-curricular activities like yoga, for student's meditation, for their proper development in all round way.
- c) Special courses of classes should be conducted for the students to bring up their talents and they get motivated in a proper way.

Conclusion

The present study, reveals that the present year pattern of the school timetable of government primary schools are effective, interesting, systematically managed, well planned and accepted by all faculty members of the school in a cooperative way. It has been seen that, for making this process, all the administrative, management, staff members should work together, for making it more effective and the needs of students, their interest should be taken care of while creating or establishing, planning school timetable.

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COMPARATIVE ANALYSIS OF MEDIA EDUCATION OF STUDENTS FROM EUROPE AND UZBEKISTAN

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ABSTRACT

Today, teachers must properly plan and implement educational, scientific, cultural and educational activities in order to organize their effective activities, quickly adapt to changing modern requirements, constantly improving their professional teaching skills. The competitiveness of teaching staff in educational processes depends on their ability to master advanced educational technologies, adapt to changing and growing professional requirements. The article presents the materials of comparative pedagogical researches of the media educational process of scientists from European countries. The value-semantic content of media consumption of university students considered as an axiological component of the development of media competence of an individual. Based on the presented heterogeneity of the scientific field of this concept, we proposed the following definition: "Media competence is the result of a student's personality-subjective acquisitions in the process of formal and informal learning, which characterizes the individual's readiness to interact with the media".

KEYWORDS: *Information Society, Media Consumption, Media Educational Process, Research Methods, Graf Stat, Excel, Media Competence.*

INTRODUCTION

In modern pedagogical research, the most significant is the transition to the information society, in the context of the informatization of society, attention is focused on using the possibilities of media in the youth learning environment. The professionally oriented use of modern information technologies and the Internet system is becoming an urgent need. In this regard, our country approved the Concept for the period from 2017 to 2021, where media education is also named among the priority areas for the development of information and communication technologies.

LITERATURE REVIEW

The study of foreign media educational experience allows us to analytically approach our problems of media education, contributes to the expansion and deepening of the domestic theory of media education, the use of proven effective approaches. Of particular interest to us is the study of the theory and practice of media pedagogy in Europe, where, in recent decades, the closest attention has been paid, which is expressed in its detailed theoretical and practical development.

General issues of comparative pedagogical research of the media of the educational process are reflected in the works of Yu.A. Alferova, B.L. Wolfson, A.N. Dzhurinsky, N.D. Nikandrov. The object of study of which was the educational process at the university for the development of media competence of university students. [1]

By studying the above facts, we set ourselves the goal of identifying and experimentally testing the pedagogical conditions for the development of media competence of university students using the educational experience of higher education in Europe.

Competence-based and axiological approaches, the conceptual provisions of media education and the formation of a personality, based on theoretical studies of the conceptual provisions of V.I. Baidenka and I.D. Belonovsky. [2]

RESEARCH METHODOLOGY

In accordance with the tasks and methodology in the study, the following research methods are used: In the process of research, methods of comparative-critical study and analysis of philosophical, sociological, psychological, and pedagogical literature on the problem were used; study of advanced pedagogical experience in higher educational institutions; sociometric methods (questionnaire, interview, conversation); pedagogical experiment; mathematical and statistical analysis of the results. Statistical processing of research materials can be derived using Graf Stat, Excel software. [3]

From a theoretical point of view, media education in our country is complemented by knowledge about media competence, its indicators, the concept of developing media competence of an individual from the field of German media education, which provides a basis for further research on media education problems. The axiological component of the development of media competence by identifying and updating the value-semantic content of the media consumption of university students, which can be used in the development of conceptual provisions for the development of media competence of the individual.

ANALYSIS AND RESULTS

Our article presents a description of the object under study, the results of the analysis of philosophical, sociological, psychological and pedagogical literature and a theoretical model of the problem being developed. The theoretical analysis carried out made it possible to determine the characteristics of the concepts essential for the study: "media", "media environment", "media competence".

In scientific discourse there is no single definition of the concept of "media". Initially, the term "media" was used to refer to various means of communication (M. McLuhan). Later, media were seen as symbolic systems that needed interpretation and differed in the way they were decoded. Along with technical typology, one can distinguish the meaning of the concept of "media" by its use (X. Prose, X. Bonfadelli).

According to one of the leading experts in media education A.V. Fedorova defines the media competence of a person as "the totality of her motives, knowledge, skills, abilities (indicators: motivational, contact, informational, perceptual, interpretive, evaluative, practical-operational, active, creative), contributing to the choice, use, critical analysis, evaluation, creation and transmission of media texts in various types, forms and genres, analysis of the complex processes

of the functioning of media in society. However, the axiological aspect of the development of a person's media competence remains outside the scope of the study.

Based on the presented heterogeneity of the scientific field of the concept, we proposed the following definition: “Media competence is the result of a student’s personal-subjective acquisitions in the process of formal and informal learning, characterizing the individual’s readiness to deal with media.”

Following the logic of our study, we compared the indicators of the most popular concepts of media competence in Uzbekistan and Germany (A.V. Fedorov) and found that the indicator of media criticism, differentiated into the following levels, has the greatest value-semantic content: analytical, reflective, ethical. The multidisciplinary practical application of this concept in various educational institutions in Germany, as well as the development of a variety of didactic material for teachers on its basis, provided one of the reasons to use it in building a model for the development of media competence of students of the University of Uzbekistan.

The theoretical analysis carried out made it possible to develop the logic of the study, presented in the content of the model (Figure 1), as well as to determine the pedagogical conditions for the development of media competence of Russian students of higher education: the definition of the media space, within which media competence is assigned, as a living and educational space of students of higher education; actualization of the subject position of Russian students of higher education in the implementation of media projects; the use in the educational process of the Russian university of the pedagogical experience of mediatization of the personality in the higher school of Germany.

As a value-semantic matrix for the development of media competence of university students, we used the consistency of the mechanisms: “search → evaluation → choice → projection”, which ensure the ascent of the individual to values (A. V. Kiryakova). These mechanisms serve as a regulatory and meaningful reference point for teachers in the formation of the value-semantic attitude of students to the media space.

At the ascertaining stage of the experiment, the following tasks were identified: disclosure of the pedagogical essence of the development of media competence of students of universities in Uzbekistan and Germany; development of criteria, levels and stages of development of students' media competence; identification of the initial level of development of media competence of Uzbek university students; determination of media preferences of Uzbek and German students in a comparative analysis.

According to the results of theoretical and practical analysis, the levels of development of media competence of university students were identified and characterized by criteria indicators, reflecting the features of work on media projects (Table 1).

TABLE 1 - LEVELS OF DEVELOPMENT OF MEDIA COMPETENCE OF UNIVERSITY STUDENTS ACCORDING TO CRITERIA INDICATORS

№	Characteristics of the levels of development of media competence			
	<i>Indifferent</i>	<i>Potential-technological</i>	<i>Creative-technological</i>	<i>Value-semantic</i>
1	extremely	knowledge of certain	knowledge of most	knowledge of most

	meager, minimal knowledge of basic terms, theories, facts of the history of the development of media culture, mass communication,	basic terms, theories, some facts of the history of the development of media culture, mass communication, media influences, creativity of individual figures of media culture	of the basic terms, theories, basic facts of the history of the development of media culture, the work of figures of the media culture, an expressed desire to understand the process of mass communication, media influences	basic terms, theories, basic facts of the history of the development of media culture, creativity of media culture figures, a clear understanding of the process of mass communication and media influences
2	the presence of a preconventional level of moral development, an indifferent attitude to the media space, there is no desire to single out a problem, a moral dilemma in the content of the media text	the presence of a preconventional or conventional level of moral development, a conscious attitude to the media space, there is no desire to single out a problem, a moral dilemma in the content of the media text	the presence of a preconventional level of moral development, a conscious attitude to the media space, the desire to highlight in pedagogical поддержке проблеме, нравственную dilemma	the presence of a conventional post-conventional level of moral development, value-semantic attitude to the media space, the desire to single out an independent problem, a moral dilemma
3	lack of pronounced media preferences	preference is given to the use of the Internet primarily for entertainment purposes	preference is given to the use of the Internet, the desire to search for materials for educational, scientific, research purposes.	the use of different media, the desire to search for materials for educational, scientific, research purposes
4	passive position in the use of instrumental and technical capabilities of the media;	active position in the use of instrumental and technical capabilities of media in the construction of media text	active position in the use of instrumental and technical capabilities of the media	active position in the use of instrumental and technical capabilities of the media

In accordance with the above levels of development of media competence, the study can be carried out, including 500 students. The results will be carried out according to the indifferent, potential-technological, creative-technological and value-semantic levels. The results of the analysis of the obtained diagnostic data using Graf Stat and Excel software applications.

In addition, monitoring the preparation of students for the annual scientific and practical conferences made it possible to fix the lack of readiness of ASU students to search for the necessary information, systematize, identify its scientific validity, reliability and constructive significance.

The results of the ascertaining stage of experimental work revealed an insufficient level of development of media competence of university students, their main media preferences as value orientations in the media space.[4]

CONCLUSION / RECOMMENDATIONS

- Clarified the content of the concept of "media competence", defined as the result of the student's personal-subjective acquisitions in the process of formal and informal learning;
- Substantiated the pedagogical aspect of the phenomenon of the media environment in the modern information society as a living and educational space for university students;
- Levels (indifferent, potentially - technological, creative-technological, value-semantic) are allocated; criteria (cognitive, emotive-value, activity) and indicators (knowledge about media, media consumption, media criticism, media construction) of university students' media competence development; - the stages of model implementation (diagnostic, training, activity) are defined.
- The goal was set to conduct a study with students of the Ferghana Valley, to improve the media competence of students of universities in Uzbekistan. For the first time we use this experiment on the scale of Andijan State University in the amount of 500 students and determine the useful factors of media competence and media education to improve the quality of the educational system of our country. [5]

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**TOXIC AND HYGIENIC PROPERTIES OF BIOLOGICALLY ACTIVE
FOOD ADDITIVES “STEVAMAR”, “SKVALEAMIN NEO”,
“SKVALEMARIN”**

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ABSTRACT

The article presents the results of studying the toxicological and hygienic properties of biologically active food additives “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin”, developed for the first time in Uzbekistan.

KEYWORDS: *Biologically Active Additives (BAA), Amaranth, Food Additives, Toxicology, Allergy, Resorption, Absorption, Moderate Lethal Dose (LD₅₀).*

INTRODUCTION

“Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” were developed for the first time in Uzbekistan and production was launched at SIFAT AGRO SERVIS LLC in Andijan, biologically active food supplements made from plant extracts rich in vitamins, and minerals and are intended for use in as a source of biologically active food supplements that are lacking in the body [1-3].

The corresponding samples were transferred to the Republican Center for State Sanitary and Epidemiological Surveillance of the Ministry of Health of the Republic of Uzbekistan to check the compliance of these biologically active additives with toxicological and hygienic requirements. The activities of the toxicological laboratory of the Center are carried out based on accreditation certificate No. UZ.AMT.07 MAI.086, registered in the State Register of the National Accreditation System of the Republic of Uzbekistan and issued on February 18, 2008, to the testing laboratory (centre).

Experimental Period: January 9-February 11, 2019 (head of the department and laboratory of toxicology Eshmuradov Sh.Kh., laboratory assistant Yakubova G.T., laboratory assistant Shoyusupova M.M.)

Information about biologically active food supplements:

- In one bottle of “Skvaleamin Neo” amaranth seeds – 57 g, milk thistle leaves – 2 g, safflower leaves – 2 g, safflower flowers – 0,5 g.
 - One filter package of amaranth “Steviamar” contains amaranth flowers – 2,5 g, amaranth leaves – 2,5 g, stevia leaves – 2,5 g, and milk thistle leaves – 2,5 g.
 - “Skvalemarin” contains 20 ml of amaranth oil and 5 ml of milk thistle oil.
-

➤ Tests of biologically active food additives “Steviamar”, “Skvaleamin Neo”, and “Skvaleamarin” were carried out in accordance with the Decree of the Cabinet of Ministers of the Republic of Uzbekistan №131 dated April 30, 2016 "On approval of the Regulations on the procedure for passing licensing procedures in the system of the sanitary and epidemiological service of the Republic of Uzbekistan", in order to confirm the recommendations for application, indications, contraindications, determination of side effects.

TOXICOLOGICAL TEST RESULTS [4-7]

2.1. Determination of the average mortality from biologically active food supplements administered orally into the stomach

Experiments to determine the acute toxicity of biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvaleamarin”, i.e. the average lethal dose (LD₅₀), were carried out on white rats. The initial weight of the animals was 160-210 g.

Doses of 2000, 3000, 4000 and 5000 mg/kg BAA in tablet form were administered to rats in the stomach through an iron tube once and the animals were observed for 21 days. As a criterion for the action of biologically active food additives, the occurrence of symptoms of poisoning in animals and the occurrence of a lethal outcome were taken.

The results of the experiments showed that during the control period when testing the tested doses of biologically active food supplements in animals, there were no changes in behaviour, appearance, or attitude to food, or water, and there was no death. The table shows results for only the highest dose of 5000 mg/kg of the study dose of each dietary supplement tested (Table 1).

TABLE 1. THE RESULTS OF MONITORING MORTALITY IN THE INTRODUCTION OF BIOLOGICALLY ACTIVE FOOD SUPPLEMENTS INTO THE STOMACH OF ANIMALS IN A SINGLE DOSE OF 5000 MG/KG

Name of the biologically active food supplement	Dose, mg/kg	Days of observation and the ratio of the total number of animals to the number of dead animals								Total number of dead animals
		1-day	2-day	3-day	4-day	5-day	6-day	14-day	21-day	
“Skvaleamin Neo”	5000	6/0	6/0	6/0	6/0	6/0	6/0	6/0	6/0	0
“Steviamar”	5000	6/0	6/0	6/0	6/0	6/0	6/0	6/0	6/0	0
“Skvaleamarin”	5000	6/0	6/0	6/0	6/0	6/0	6/0	6/0	6/0	0

Conclusions: the average lethal dose of biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvaleamarin” is more than 5000 mg/kg with a single injection into the stomach of white rats and according to the state standard (GOST 12.1.007-76) corresponds to class 4 low - hazard substances.

2.2. The results of the study of the local action of biologically active food supplements on the skin

To study the local action of biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvaleamarin” on the skin, tests were carried out on guinea pigs. The initial weight of the animals was 320-360 g.

Initially, the right and left sides of the animals were cleaned of hair 5x5 cm in size using electric scissors. In the dehydrated skin of the right side of the animals, the test samples of native food additives were applied once at a dose of 20 mg/cm² separately in groups and left for 4 hours. The left side of the animals was left for control. After the prescribed time, the skin surface was washed with warm water and wiped dry.

As a criterion for the action of biologically active food additives, attention was paid to the symptoms of redness, and swelling that may occur on the skin, and their severity was assessed in points.

Redness was visual and puffiness was detected by measuring skin thickness with an electronic micrometre. The observation period lasted 14 days.

The results of the experiment showed that the experiment, biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” in the test dose did not cause redness and swelling of the skin (Table 2).

TABLE 2. THE DEGREE OF REDNESS AND SWELLING OF THE SKIN OF GUINEA PIGS UNDER THE INFLUENCE OF BIOLOGICALLY ACTIVE FOOD ADDITIVES (IN POINTS)

Name of the biologically active food supplement	Observed indicators	Observation time and evaluation										
		Background	4 hours	1-day	2-day	3-day	4-day	5-day	6-day	7-day	10-day	14-day
“Skvaleamin Neo”	redness	0	0	0	0	0	0	0	0	0	0	0
	oedema	0	0	0	0	0	0	0	0	0	0	0
“Steviamar”	redness	0	0	0	0	0	0	0	0	0	0	0
	oedema	0	0	0	0	0	0	0	0	0	0	0
“Skvalemarin”	redness	0	0	0	0	0	0	0	0	0	0	0
	oedema	0	0	0	0	0	0	0	0	0	0	0

Conclusions: Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” with a single application to the skin did not cause changes (redness 0 points, oedema 0 points) and according to a special classification belong to the category of substances that do not cause inflammation (irritation) on the skin, i.e., do not cause local skin changes.

2.3. Suction of biologically active additives to food through the skin

To study the absorption of biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” through the skin, tests were carried out on guinea pigs.

During the observation period, the impact criterion was changed in the behaviour of animals – changes in mobility, needs for food and water, external form, urine colour, increase in eye secretions increased heart rate and increased respiration.

Results showed that the subject's biological active food supplements did not produce any changes in the experimental animals, and their behaviour did not differ from the animals in the control groups.

Conclusions: Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” we’re not absorbed through the skin of animals, did not lead to any changes in the behaviour of animals and are not resorptive.

2.4. Influence of biologically active food supplements on the mucous membrane of the eye and cornea

The effect of biologically active food additives “Steviamar”, “Skvaleamin Neo”, and “And Skvalemarin” on the mucous membrane of the eye and cornea was studied on rabbits in groups of 3 individuals.

The samples were instilled into the conjunctival sac of the right eye of the animals, 2 drops separately, and the tear-nasal canal was pressed with a finger for one minute, while the left eye performed a control function (only 2 drops of water were instilled into the conjunctiva). The observation period was 14 days.

The results showed that when using the studied biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” in the conjunctiva of the eye, and eyelids, there is no increase in the secretion of the eye and changes in the cornea (damage to the cornea, the affected area of the cornea) (Table 3).

TABLE 3, THE RESULTS OF THE EVALUATION OF THE IMPACT OF THE TESTED FOOD ADDITIVES ON THE MUCOUS MEMBRANE OF THE EYE AND CORNEA

Name of the biologically active food supplement	Observed indicators	Observation time and evaluation										
		Background	4 hours	1-day	2-day	3-day	4-day	5-day	6-day	7-day	10-day	14-day
“Skvaleamin Neo”	redness of the conjunctiva	0	0	0	0	0	0	0	0	0	0	0
	swelling of the eyelids	0	0	0	0	0	0	0	0	0	0	0
	tearing	0	0	0	0	0	0	0	0	0	0	0
	corneal opacity	0	0	0	0	0	0	0	0	0	0	0
	affected area of the cornea	0	0	0	0	0	0	0	0	0	0	0
“Steviamar”	redness of the conjunctiva	0	0	0	0	0	0	0	0	0	0	0
	swelling of the eyelids	0	0	0	0	0	0	0	0	0	0	0
	tearing	0	0	0	0	0	0	0	0	0	0	0
	corneal opacity	0	0	0	0	0	0	0	0	0	0	0
	affected area of the cornea	0	0	0	0	0	0	0	0	0	0	0
“Skvalemarin”	redness of the conjunctiva	0	0	0	0	0	0	0	0	0	0	0
	swelling of the eyelids	0	0	0	0	0	0	0	0	0	0	0

	tearing	0	0	0	0	0	0	0	0	0	0	0
	corneal opacity	0	0	0	0	0	0	0	0	0	0	0
	affected area of the cornea	0	0	0	0	0	0	0	0	0	0	0

Conclusions: Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” are substances that do not damage the eyes (mucosa and cornea) according to the degree of local action.

2.5. The study of the cumulative properties of biologically active food supplements

AT In the previous experiment, with the introduction of test samples through the stomach of white rats at a dose exceeding 5000 mg/kg, the absence of mortality of animals at the maximum tested dose did not allow us to calculate their average lethal dose and average time of death. Thus, the results of this experiment indicate that the tested biologically active food supplements do not accumulate in the body.

Conclusions: Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” belong to the class of substances, the cumulative property of which is functional.

2.6. Study of allergenic properties of biologically active food supplements

Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” were tested for allergenic properties on guinea pigs. For the experiment, 3 individuals were selected in each group (total 3 groups). The initial weight of the animals was 340-370 g.

Initially, 0.02 ml of a suspension dissolved in saline 1:500 (20 µg) of each biological food supplement was injected subcutaneously under the skin of the outer ear of the animal using a tuberculin syringe. Animals of the control group were injected only with saline. After 12 days, the skin surface of the right side of the experimental animals, devoid of hair, was incised with a scarifier 1-1.5 cm long, twice the test dose (40 µg) was instilled than the initial sensitizing test dose (40 µg) and evaluated using a specially adapted scale (template).

The experiments showed that when BAA was introduced into the skin and instilled into the incision, the results were the same as in control animals, redness and other changes in the skin were not observed.

Conclusions: Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” are not allergenic.

PATHOLOGICAL STUDIES

At the end of toxicological experiments on animals to test biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin”, the animals were dissected, focusing on changes in the internal organs - the heart, lungs, liver, kidneys, stomach, spleen, intestines.

The results of the study showed that the colour, size, weight and location of the internal organs of the experimental animals did not differ from those of the control animals.

Conclusions: Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” do not cause pathomorphological changes in the internal organs when administered to animals once.

GENERAL CONCLUSIONS ON TOXICOLOGICAL STUDIES

1. The average lethal dose of biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” in the stomach of white rats is more than 5000 mg/kg in a single injection. According to this indicator, it complies with state standards (GOST 12.1.007-76) and belongs to substances of the 4th class of low hazard.
2. When biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” are applied to the skin, the total score of local changes (redness - 0 and swelling - 0) is 0. According to a special classification, this substance does not cause local effects (inflammation) in the skin;
3. Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” are not absorbed through the skin when applied to the skin, i.e. do not have negative resorptive properties;
4. Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” refer to substances that do not damage the eyes (mucous membrane and cornea) according to the degree of local action;
5. Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” belong to the class of substances, the cumulative property of which is functional;
6. Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” are not allergenic;
7. Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” do not cause pathomorphological changes in the internal organs when administered to animals once.

FINAL CONCLUSION

Biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” according to the average lethal dose ($DL_{50 \text{ per os}} > 5000 \text{ mg/kg}$), according to GOST GOST 12.1.007, belong to substances of the 4th class of low hazard, they are not having a harmful effect on the skin, eyes, have a functional cumulative property and do not cause allergies in animals.

Therefore, from a toxicological point of view, it is possible to produce and use biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin”.

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THE IMPACT OF LEADERSHIP SUCCESSION PLANNING IN ORGANIZATIONS

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ABSTRACT

Succession planning has become a top priority for organizations today in order to remain competitive and attain business continuity. Leadership succession planning enables organizations to be proactive in preparing successors to transition into leadership positions when vacancies arise. This article aims to inquire on the impact of leadership succession planning in organizations. The article is grounded on the law of legacy by John C. Maxwell. The law talks about preparing leaders for a time when succession needs to happen. Leaders in the organizations need to develop their successors to take over, even though they are not planning to leave. The recommendations in this article will assist organizations to prepare for future succession through development of potential successors.

KEYWORDS: *Article, General Staff, Middle Management, Senior Management, Executive Leadership, Leaders, Leadership, Succession Planning, Potential Successors, Leadership Development, Organization, Recruitment, Communication, Botswana.*

INTRODUCTION

According to Basu (2019), most organizations have inadequate supply of next generation leaders to take over when vacancies come up. The inadequacy has led to “under-qualified people move into leadership roles as there is no one better to take over” (Basu, 2019, p. 22). This challenge has an impact on the performance of organizations. The challenges of having no successor are seen in the history of Alexander the Great as his empire was divided between his generals upon his death (de Vries, 2013).

One method of ensuring effectiveness of an organization in challenging times is succession planning (Ahmad & Saad, 2020). According to Ahmad and Saal (2020), this career development program aims at improving the leadership skills of the employees in an organization. In many cases where capacity has not been built internally, to prepare for retirements that are in the pipeline, knowledge gaps are left behind (Basu, 2019). The gaps that result from staff movement can cause business disruptions. This is something that affects the effectiveness of an organization.

There are continuous changes and challenges in the workplace. Challenges such as attrition, retirement, illness and turnover are realities that the organization need to constantly be aware of and prepare for (Basu, 2019). When succession planning is executed positively, it stimulates

individuals to “set higher goals when they experience positive affect, and consequently, the overall organizational effectiveness is boosted” (Mattar, 2020, p. 1355).

According to Bram et al. (2020), succession offers an opportunity for an organization to reinvent itself. On the other hand, it introduces instability and it shakes the culture of the organization.

According to Wolfe and Luhn-Wolfe (1996), one of the challenges associated with succession planning is vacancies that take long to fill. This has been evidenced by prolonged acting in the vacant posts. During the transition, the business unit within the organization

experiences setbacks on its effectiveness. This in turn affects the key performance indicators. Due to limited preparedness for succession, acting individuals take time to find their feet on the job. Adherence to processes, meeting project timelines and client relationships are affected by prolonged vacancies (Muthusamy, 2018). As Basu (2019) stated, this challenge is faced by many organizations where knowledge gaps are left when people retire, get ill and when they leave for better job offers. Organizations are looking for solutions to address the challenges resulting from identifying successors and retaining quality employees (Basu, 2019).

Potential candidates need to be identified for development, to fill leadership positions when opportunities arise within the organization. Within organizations business units that are technical can experience challenges of soft skill deficiency. While the individuals are experienced with dealing with technical subjects, opportunities to develop on soft and leadership skills can take a long time to be exploited. When leadership opportunities come up there are challenges with identifying a suitable candidate (Wolfe & Luhn-Wolfe, 1996).

In a competitive environment, business continuity is key, both at system level and at people level. Any gap has a potential to cause business disruption. Succession planning at all levels especially at leadership is critical to achieving business strategic objectives. The purpose of this article is to identify the impact of leadership succession planning and how it can be adopted within an organization.

The following research questions were developed to better understand the impact of leadership succession planning in organizations. The questions also will give appreciation into how succession planning can be implemented. The questions below will aid delivery of the article:

1. What challenges are faced in leadership development in organizations?
2. What programs exist to develop new leaders from start in organizations?
3. What benefits come with the existence of succession planning in organizations?
4. How can organizations overcome the challenges around succession planning?

Theoretical Framework

This article is based on John C Maxwell’s law of legacy. This law talks about developing leaders preparing them for a time when succession needs to happen. According to Maxwell’s (2007) law of legacy, leaders who want to leave a legacy have a long vision. The best leaders always have tomorrow in mind, and they make sure to invest in developing leaders who will carry their legacy forward. In expanding the law, Maxwell (2007) says “a

leader’s lasting value is measured by succession” (p. 257). This is a reminder to organizations that no one is in their position forever. One day everyone will have moved from where they are and

someone else will have come in to replace them. The legacy that the leader leaves is then measured by what they have left behind (Maxwell, 2007).

Every organization desire to exist in the future and be successful. Succession planning is one of the considerations that can guarantee this continuity (Wolfe & Luhn-Wolfe, 1996). Such existence and success in the future is dependent upon the legacy that will be left behind (Maxwell, 2007). That legacy can be created now by investing in leadership development.

The law of legacy is the most appropriate for the article as it provides a framework of how succession planning can benefit organizations.

Maxwell (2007) further discusses choosing who will carry on the legacy and presents a model of progression on how leaders develop around legacy. Maxwell says, achievement comes when leaders do big things by themselves, success comes when leaders empower followers to do big things for them, significance comes when leaders develop leaders to do great things with them and finally legacy comes when leaders put leaders in positions to do great things without them (Maxwell, 2007). In order to have a lasting legacy, leaders have to mentor and develop individuals for key leadership positions in the organization. Stretch the

individuals and expose them to challenges that will help them grow and develop. Such challenges will help them to tap into their potential. The individuals will be motivated and look forward to leadership growth in the future (Ali & Mehreen, 2019).

According to Maxwell (2007), almost anyone can make an organization look great with introduction of a new product, program, pulling crowds, improving financial standing. Leaders who leave a legacy behind, they focus on the bigger picture (Maxwell, 2007). They setup up the organization to perform even after they have long left the organization. They develop leaders at all levels, ensuring that recruitment can be done from within.

Literature Review

The review of literature in this article adopted a thematic structure. Four themes were considered together with their points of view from the literature. The themes presented in this section are definition of succession planning, benefits of succession planning, challenges of succession planning and solutions of succession planning.

Definition of Succession Planning

According to Moore (2018), succession planning is the process which organizations utilize to ensure that there is leadership continuity in the organization at any given time.

Moore (2018) continues to draw a distinction between succession planning and replacement strategy. While succession planning is concerned with proactive “planning ahead to develop potential successors in advance” replacement strategy is concerned with “replacing leaders as they leave” the organization (Moore, 2018, p. 281). Moore further argues that succession planning process should not be restricted to the top positions as it applies to all leadership positions.

Basu (2019) says succession planning is a process that can be used to identify and develop employees who are suitable for succession with potential. The identification of the individuals is done through mentoring, training and job rotation. The identified and developed individuals are capacitated to replace key leaders in the organization as their term expires (Basu, 2019).

According to Basu (2019), succession planning is critical to human resources as facilitates continuity for policies and practices that constitute organizational culture.

According to Wolfe and Luhn-Wolfe (1996), succession planning is a set of systematic steps or designs that enable an individual to replace a leader who exits a position in time of place. Wolfe and Luhn-Wolfe (1996) also say, succession planning is a defined and systematic program that an organization uses to develop leaders for key positions and ensure continuity. This program focused on development activities to build talent internally.

Succession planning involves developmental activities that will capacitate the potential individuals to replace those who exit the organization whether planned or unplanned. **Benefits of Succession Planning**

According to Tamunomiebi and Okwakpam (2019), succession planning has an influence on retaining staff within the organization. Organizations need an effective succession planning program in order to realize this benefit and retain talent (Tamunomiebi & Okwakpam, 2019). The efficiency in hospitals can be realized when succession planning is in place (Kim, 2012). Hospitals can save a “great amount of time and money” (Kim, 2012, p. 19) and by so doing achieve efficiency. Jindal and Shaikh (2021) said employee commitment and loyalty are elevated where succession planning is implemented. While primarily succession planning develops a pool of leaders in the organization, it also impacts the morale and engagement of the employees (Jindal & Shaikh, 2021). Individuals begin to see their future in the organization as they go through training and development. This bring reassurance and satisfaction to the employee. Ali and Mehreen (2019) say that succession planning can help organizations to save costs associated with hiring from outside the organization. The program motivates employees to look forward to a leadership position in the future (Ali & Mehreen, 2019).

According to Bram et al. (2020), when an organization goes through a phase of succession, it has an opportunity to reinvent itself. Whether intended or not, succession is “a meaningful moment of reorientation to the past, present and future” (Bram, et al., 2020, p.

41). New ideas can be introduced, policies can be reviewed and take the organization through change. Alexander the great and his father have shown the world the importance of succession. King Philip said the kingdom he leaves his son is small for him and he should ask for himself another one. Alexander went on to expand his territory after going through leadership and administration development that his father arranged for him (de Vries, 2003).

Challenges of Implementing Succession Planning

According to Moore (2018), succession planning requires multiple levels of organizational support. Executive support will guarantee priority in the organizational agenda. Moore further states that departmental leaders can still implement succession within their spheres. Executive support is key as that is the custodian of the organizational strategy and direction. Identification of key leadership roles depends on the strategy of the organization.

Finite resources and financial constraints are some of the frequently cited challenges for succession planning (Moore, 2018). Training requires budget in order to execute. It also requires the people to be released sometimes to attend training schedules. When these constraints exist and are not mitigated, they will hamper the achievement of the succession plan. According to Kim (2012), a hospital that cares for many “patients with lower-paying insurance are much less

likely to have overall capacity and flexibility to invest in succession planning” (p. 18). This illustrates the importance of budget allocation to succession planning.

Wolfe and Luhn-Wolfe (1996) discuss problems surrounding succession planning. Some of the challenges identified by Wolfe and Luhn-Wolfe (1996) include (1) employees perceive that there is favoritism and subjectivity in advancement rather than being an objective process considering best qualified for the job, (2) key positions remaining vacant over prolonged period thus affecting productivity, (3) leadership training considered after the individual is hired for the leadership position, (4) rate of losing leaders in key positions is high, (5) staff complains and questioning the competency of the new employee who is filling the vacancy, (6) employees with high-talent are recruited out of the organization.

Wolfe and Luhn-Wolfe (1996) also provide light into the root cause of these challenges as succession planning being casual in some organizations. The casual approach has results in communication breaking down completely. When few people understand how replacements are handled, filling leadership positions can turn into a crisis (Wolfe & Luhn- Wolfe, 1996). Lack of communication allows rumors to stem up and grow. It creates theories in the minds of the employees based on their fears and biases (Aziz & Curlee, 2017). Aziz and Curlee (2017) further say that in the short-term productivity goes down while there is no communication about change. This leads to good employees looking elsewhere for employment.

Solutions of Succession Planning

Moore (2018) has identified that many articles on succession planning do not address how it should be implemented. When challenges have been addressed the following process can be implemented. Step one deals with core leadership competency identification as well as positions. Step two is responsible for identifying and evaluating potential leaders. Step three deals with career development and training. Step four is regular monitoring and evaluation of the succession planning process (Moore, 2018).

According to Basu (2019), developing an Acceleration Pool as opposed to developing one or two individuals is ideal. Basu (2019) defines Acceleration Pool as a group of high- potential succession candidate who can be developed for executive positions in general. Pool members are developed through challenging job assignments that can stretch the candidates, and special assignments and projects that can challenge the individuals (Basu, 2019). These

include “mentoring, coaching, training, and special developmental activities such as university executive programs and in-company action learning sessions” (Basu, 2019, p. 24). Basu (2019) further describes a five-phase process to implement Accelerate Pool: Identification of high potentials candidate, diagnose opportunities for development, prescribing solutions to development opportunities, development implementation or documenting development, reviewing, monitoring and evaluation of progress and new assignments.

Wolfe and Luhn-Wolfe (1996) advise that if there is an existing process and it works, it should be documented in order to formulate a systematic plan. An “interviewing system, a written survey, and informal meetings to discuss status need to be part of the plan” (p. 20).

Process documentation is a good practice as it helps avoid individual intentions, confusion and deliberate unwanted errors (Malihi & Khorasanchi, 2020). With the process of succession planning documented, there will be transparency to everyone, including implementer and potential candidates.

Ballaro and Polk (2017) has identified that in-house training, mentoring programs can give good results supported by on-the-job training. In order to track progress, an “annual performance evaluation with respect to an employee’s position would give the supervisor and the employee merit to the behaviors built throughout the year” (p. 13). The supervisor and the employee would have a chance to work together on the areas of improvement. Review provides feedback that can be incorporated into development plans for the following year. The reviewed literature agrees on the benefits of succession planning. They also agree on a need to have a systematic plan to implement the succession planning. The steps discussed by the different authors have slight variations, but generally the principle is the same.

Recommendations

Develop a mentoring and coaching programme and take identified high-potential succession candidates through the programme. To increase the chances of success for the programme, communicate the programme together with the objectives and benefits of the programme. Communicate the criteria that will be used to identify candidates to promote transparency. (Basu, 2019) describes a process that can be followed for effective identification of candidates.

Conduct a review and analysis of any undocumented succession planning process within the organization. If the process is beneficial and can be carried forward, the process should be documented followed by formation of a systematic succession planning. In the absence of any informal process, a new succession planning process should be developed. Raise awareness of the process together with its objectives and benefits through available means of internal communication within the organization.

The following process is recommended for succession planning implementation.

Identification of leadership competencies and critical positions (Moore, 2018). Identification of high potential candidates (Basu, 2019). Career development and training, finally regular monitoring and assessment (Moore, 2018).

Conclusions

In conclusion, the article has discussed the process of succession planning, looking at the benefits, challenges, and solutions of succession planning to overcome the challenges.

Recommendation have also been put forth. The researcher has identified that the absence of a pool of candidates internally to fill leadership vacancies can lead external recruitment, employee complaints about new leader not getting the job done, and key positions remaining vacant for long periods among other challenges. Documenting and communicating the succession planning process can promote transparency and close the vacancy gap quicker in a cost-effective manner. While there are some limitations to resources required to have an effective succession planning strategy in place, there are long-term benefits that organizations can reap from the strategy. Organizations in Botswana can leverage on this strategy to achieve business continuity, consistency and quality in products and services that they provide, reduced external recruitment costs, increase employee retention, improved staff morale, and live their vision and mission.

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COMMODITY INDICATORS OF BIOLOGICALLY ACTIVE FOOD SUPPLEMENTS “STEVAMAR”, “SKVALEAMIN NEO”, “SKVALEMARIN”

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ABSTRACT

The purpose of this work is to evaluate the commodity indicators of biologically active food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” based on organoleptic, physicochemical indicators, requirements for raw materials and materials.

KEYWORDS: *Biologically Active Additives (BAA), Amaranth, Food Additives, Tablet, Capsule, Powder, Technical Requirements, Packaging, Labelling, Control Methods.*

INTRODUCTION

Biologically active additives (BAA) to food “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” are produced in the following assortment:

- “Skvaleamin Neo” in the form of tablets, capsules and powder;
- “Steviamar” in the form of tablets, capsules and powder;
- “Skvalemarin” in the form of oil.

Food supplements “Steviamar”, “Skvaleamin Neo”, and “Skvalemarin” must comply with the requirements of the organization's standard, be produced according to the technological instructions and recipes in compliance with the sanitary norms and rules approved in the prescribed manner [1-5].

REQUIREMENTS FOR RAW MATERIALS

Raw materials of plant species of the flora of Uzbekistan and materials used for the production of dietary supplements for food must be approved for use by the Ministry of Health of the Republic of Uzbekistan. Input control of raw materials and materials is carried out in accordance with GOST 24297 [6].

For the production of dietary supplements for food, the following raw materials and materials are used:

- Amaranth seeds - Amaranthus - in accordance with GOST 28636 or according to a certificate of conformity [7];
 - Amaranth leaves, flowers - according to the current regulatory documentation;
-

- Stevia (*Stevia rebaudiana* L.) TU 9729-004-00668620-99;
- Stevia concentrate purified from sweet substances;
- Stevia leaf extract TU 9154-003-17444221-09;
- Milk thistle (*Silybum marianum* L.)
- Leaves and flowers of safflower - in accordance with GOST 12096 or according to a certificate of conformity;
- Sunflower oil - according to GOST 1129 [10];
- D₃ - according to the current regulatory documents or according to the certificate of conformity.

AUXILIARY MATERIALS

- Calcium stearate according to the current normative documents or according to the certificate of conformity;
- Magnesium stearate according to the current normative documents or according to the certificate of conformity;
- Microcrystalline cellulose - purified according to the current ND or imported according to the certificate of conformity;
- Sugar according to GOST 3 1361 or according to GOST 31895 [11];
- Potato starch according to GOST 7699;
- Maltodextrin according to the current ND or according to the certificate of conformity;
- Food natural extract or flavours according to GOST 32049 or imported according to the certificate of conformity [12];
- Purified water – according to the certificate of conformity;
- Drinking water – by O'z DST 950 [13].
- Citric acid – according to GOST 908 or according to the certificate of conformity [14];
- Sodium citrate – according to the current RD or according to the certificate of conformity;
- Potassium sorbate imported according to the certificate of conformity;
- Ethyl alcohol rectified from food raw materials according to O'z DST 3115 [15];
- Gelatin capsules – according to the current RD or according to the certificate of conformity;
- For product packaging, packaging materials must comply with the requirements of standards approved in the prescribed manner.

For production, raw materials are not allowed in which the residual amount of toxic elements and microbiological indicators exceed the maximum allowable levels established by SanPiN 0283 [16].

PACKAGE

Food supplements in the form of oils are poured into vials or bottles with a screw thread on the rim with a capacity of 10,0 ml to 500,0 ml of various types: glass, glass and PET bottles according to the current regulatory documentation.

It is allowed to use other containers, in agreement with the consumer and approved for use for this product name by the Ministry of healthcare of the Republic of Uzbekistan.

Bottles and vials with dietary supplements for food should be tightly closed and not leak when turned over.

It is allowed to pack vials and bottles together with instructions for use in packs of boxed cardboard according to GOST 7933, and GOST 33781. The gross weight of the shipping container should not exceed 10 kg.

BAA for food in the form of powder/granules packaged with a weight of 1,0 g to 200,0 g in cardboard packs according to GOST 7933 or with a weight of 0,5 g to 10,0 g in a sachet or for racial tea leaves in imported paper bags according to a certificate of conformity, which are from 1 pc. up to 100 pcs. placed in cardboard packs according to GOST 7933 [17].

It is allowed to produce dietary supplements for food with a net weight of 1,0 g to 500,0 g in bags made of polyethylene film of basic grades in accordance with GOST 10354 [18] or cellophane film in accordance with GOST 7730 [19], approved for contact with food products.

For glueing packs and paper bags, polyvinyl acetate dispersion according to GOST 18992 [20] or imported according to the certificate of conformity should be used. Plastic bags must be glued by heat sealing, and bags for racial tea leaves are glued by heat treatment. It is allowed to use self-adhesive stickers for boxes.

A dietary supplement to food in the form of capsules/tablets packaged in weights from 300,0 mg to 1000,0 mg in blister packs made of polyvinyl chloride film and aluminium varnished printed foil (blaster), approved for use by the Ministry of Health of the Republic of Uzbekistan from 1 to 30 pieces or in bottles made of polymeric materials according to the current regulatory documentation in quantities from 10 to 140 pieces. A blister and bottles in an amount of 1 to 4 pieces are placed in boxes made of boxed cardboard according to GOST 7933, GOST 33781 [21].

Packs, bags, and bottles (jars) are placed in corrugated cardboard boxes in accordance with GOST 13511 [22] or imported according to a certificate of conformity. Boxes are pasted over with paper-based adhesive tape in accordance with GOST 18251 [23], or with imported adhesive tape according to the certificate of conformity.

Permissible negative mass tolerances for packaged goods must comply with requirements O'z DST 8.022 [24].

Product packaging must comply with the requirements of UzTR.476-021 [25].

MARKING

Each packaging unit - consumer packaging, must be marked in the form of a glued paper label made of label paper in accordance with GOST 7625 [26] or written a paper in accordance with GOST 18510 [27] indicating:

- Name of the manufacturer, its trademark (if any), address (legal and actual) and telephone number;
- Name of production;
- Compound;
- Release form;
- Instructions for use;
- Information about contraindications;
- Volume, ml (for oils);
- Net weight (tablets, capsules, powder), g;
- Quantity in a package, pieces;
- Date of manufacture (day, month, year);
- Expiration date (month, year);
- The inscription: "BAA for food, is not a medicine";
- Storage conditions;
- Designation of this standard of the organization;
- Certification information;
- Barcode with the registration number (if necessary);
- “O'zbekistonda ishlab chiqarilgan” or “Произведено в Узбекистане” when selling on the domestic market, when supplying products for export – “Made in Uzbekistan”

If all the necessary information cannot be placed on the packaging unit, it is allowed to include the missing information in the package leaflet (abstract, instructions for use).

Each package is marked with a transport marking in accordance with GOST 14192 with an indication of handling signs: “Fragile. Carefully!” (for glass bottles), "Keep away from sunlight", and "Protect from moisture" [28].

For each unit of transport container in which packaged products are packed, one of the end sides of the box is marked with a stamp, stencil, and labelling, containing the following information:

- name of the manufacturer, a form of ownership, its trademark (if any), address (legal and actual), telephone number;
 - Name of production;
 - The number of packaging units, and pieces;
 - Net weight, kg;
 - Date of manufacture (day, month, year);
 - Storage conditions;
-

- Expiration date (year);
- Certification details:
- Designation of this standard of the organization;
- "O'zbekistonda ishlab chiqarilgan" or "Произведено в Узбекистане" - when selling on the domestic market, when supplying products for export - "Made in Uzbekistan".

Product labelling must comply with the requirements of UzTR.490-022 [29].

According to organoleptic indicators, dietary supplements for food must meet the requirements specified in Table 1 [30].

TABLE 1. ORGANOLEPTIC INDICATORS OF DIETARY SUPPLEMENTS FOR FOOD “STEVAMAR”, “SKVALEAMIN NEO”, “SKVALEMARIN”

Names indicators	Characteristic			
Release form	Powder/ /granule	Pills	Capsules	Butter
Appearance	Crushed mass	In the form of a round or some other form. with/without company embossing on one side	Solid gelatin capsules of a cylindrical shape with smooth, without surface damage, filled with a crushed mass	Homogeneous transparent liquid. Slight haze allowed
Colour	From light green to Green colour	depending from the colour of the components		Light yellow to brown colours
Smell and taste	Weak fragrant, slightly astringent, bitter, without foreign taste and odour with a predominance of odour composition of plants			

According to the physicochemical parameters, dietary supplements for food in the form of granules/powder must comply with the standards specified in Table-2 [31-37].

TABLE 2. PHYSICO-CHEMICAL INDICATORS OF DIETARY SUPPLEMENTS FOR FOOD “STEVAMAR”, “SKVALEAMIN NEO”, “SKVALEMARIN” (GRANULE/POWDER)

The name of the indicators	Norm
Humidity, %, no more	10.0
The content of extractives in terms of the absolutely dry mass of raw materials,%, not less than	20.0
Mass field of large fraction (grinding),%, no more	5.0

Mass fraction of metal-magnetic impurity	not allowed
The content of impurities:	
- mineral (earth, sand), %, no more	0.1
- organic (parts of other non-poisonous plants), % no more;	0.1
Mass fraction of browned parts of raw materials, %, no more	4.0
The presence of mould and rot	not allowed
The presence of poisonous plants and their parts	not allowed
pest infestation	not allowed
The average weight of powder/granules in a sachet, g	from 0.5 to 200

According to the physicochemical parameters, dietary supplements for food in the form of tablets/capsules must comply with the requirements specified in Table-3.

TABLE 3. PHYSICO-CHEMICAL INDICATORS OF DIETARY SUPPLEMENTS FOR FOOD “STEVAMAR”, “SKVALEAMIN NEO”, “SKVALEMARIN” (TABLET/CAPSULE)

The name of the indicators	Norm
The average weight of capsules/tablets, g	0.3-1.0+ I 5%
Mass fraction of moisture, %, no more	9.0
Disintegration, min, no more	thirty

In terms of physicochemical and safety indicators, dietary supplements for food must meet the requirements specified in Table-4 [38-55].

TABLE 4. PHYSICAL AND CHEMICAL INDICATORS AND SAFETY INDICATORS OF DIETARY SUPPLEMENTS FOR FOOD “STEVAMAR”, “SKVALEAMIN NEO”, “SKVALEMARIN”

The name of the indicators	Norm
Acid number. mg KOH, no more	2.25
Mass fraction of moisture and volatile substances, %, no more	0.15
Mass fraction of non-fat impurities	is absent
Peroxide number of active oxygen mmol /kg	ten
Mass fraction of unsaponifiable substances, %, no more	0.5
Toxic elements, mg/kg, not more than:	
- Lead	0.1
- Arsenic	0.1
- Cadmium	0.05
- Mercury	0.03
- Iron	5.0
- Copper	0.5
- Zinc	5.0
Mycotoxins: aflatoxin B₁, mg/kg, no more	0.005
Pesticides:	
- Hexachlorocyclohexane (α -, β -, γ -isomers), mg/kg, not more than	0.05

- DDT and its metabolites, mg/kg, no more	0.1
Cesium-137 Bk /kg	60
Strontium-90 Bk /kg	80

The content of toxic elements, the residual amount of pesticides, radionuclides and microbiological indicators must comply with the requirements established by SanPiN 0283. Determination of the content of pesticides and mycotoxins is carried out according to the methods approved by the Ministry of Health of the Republic of Uzbekistan in the prescribed manner.

Control methods for dietary supplements for food in the form of oils, powders/granules and capsules/tablets are carried out according to regulatory and technical documents in the form of GOST, O'z DSt, and GF. The quality of the packaging and the correctness of the labelling will be checked visually. It is allowed to use other control methods approved in the prescribed manner, not specified in the standard of the organization and provide reliable test results.

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**THE PLAYWRIGHT-DIRECTOR IN NIGERIAN THEATRE PRACTICE:
HENRY LEOPOLD BELL-GAM IN FOCUS**

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ABSTRACT

Nigerian theatre directing scholars have ventured into the interpretation of not just plays written by other playwrights but plays which they authored. Ola Rotimi, Wole Soyinka, Femi Osofisan, Ahmed Yerima, Sunday Ododo, Ben Binebai etc readily come to mind in this regard. This paper evaluates the contributions of Henry Leopold Bell-Gam as a Director-Playwright in the development of theatre practice in Nigeria. The paper notes that Henry Leopold Bell-Gam contributions to the growth of theatre is borrowed from the Aquatic life of the Ijaw culture and as such recommends that budding theatre scholars promote their traditional untapped culture through documentation and graphic presentation on stage and screen. This in our view will help in generating historical materials for scholars and cultural enthusiasts as well as promote peace and development within the society .

KEYWORDS; *Playwright, Director, Playwright-Director, Theatre, Practice.*

INTRODUCTION

The specific date, place and manner that theatre originated have generated serious debates among theatre historians. These debates appear to be anchored on sentiments bothering on civilization which has led to some scholars refuting existing anthropological theories on the origin of performances. In all the debates, the manner through which theatre emerged appears to be generally accepted but the actual place and date are still debatable issues among theatre scholars. For example oral and documented facts from all over the world attest to the fact that theatre emerged or developed from ritual, dance, man's mimetic impulse, festivals and storytelling. The term theatre is not a concept that can easily be defined with few words because of diverse usages and applications by different fields. The opinion of Chris confirms this when he opine that,

There is not one definition which has not been seriously questioned or argued against. The idea of theatre is too wide to be caught in a single statement or in some recipe-like descriptions, especially when theatre is thought of as a phenomenon including all kinds of performative activities. (3)

However, the term theatre has its etymological origin in the Greek word 'Theatron' which means a place for seeing. Cohen re-echoes that: 'the word theatre comes from the Greek *Theatron* or seeing place' it is a place where something is seen and the companion term *drama* comes from the Greek *dran*, 'to do'. It is something done. An action. Theatre: something is seen, something

is done. An action is witnessed.”(3) One important pointer in Cohen’s exposition on the term theatre is the companion term drama which is sometimes used interchangeably to mean the same thing. However, from the above they are complementary terms and not interchangeable. Drama is part of theatre because it encompasses what is expressed to the audience. According to Lawal the words theatre and drama are often used interchangeably. Theatre is not inherent in drama only: rather it encompasses the words and actions of our everyday activities (1) Theatre is a composite artistic processes made up of many elements –acts and scenes, plot and character, art and entertainment-and an analysis of theatre is a study of its multiple elements. In a similar vein, Adeoye notes that drama and theatre are used interchangeably and that, Conceptually, drama is ‘a form of literature’ which demonstrates, celebrates, recreates, reproduces, imitates and expresses the cultural essence of man and as a veritable act of presentation, and that which is a “performance on stage. Usually it has four basic elements, namely, the script, the actors, the stage and the audience... In some instances though, drama can occur without a script”¹ while theatre, quite interestingly, is also the (organized or unorganized) socio-cultural, religious and political activities with numerous nomenclature: a seeing place, a performance and entertainment, and in medical parlance, a place for medical operations and on stage, “a way of seeing men and women in section of observing what they do and why they do it” (217)

The development of theatre over the years has left the mere shore of Greek place of seeing mentality to accommodate other interpretations and meanings. Cohen succinctly puts this view thus: Today we use the word theatre in many ways. We use it often to describe the building ere buildings are put on: the architecture, the structure, and the place for dramatic performance-the place where “something is seen.” we also use the term to indicate where films are shown, as in “ movie theatre.” And we use it metaphorically to refer to a place where wars and surgeries occur: “ the theatre of operation” and “ the operating theatre” (9)

He adds that the definition of theatre put forward above is more of hardware definition and that the software definition denotes an activity involved in theatre. The implication is that theatre is an activity that expresses an experience of a group or an individual to an audience. Explaining the different perceptions and interpretations of the term, Allensworth, Allensworth and Rawson clearly observe that: Most people think of a theatre as a place where an audience comes to be amused, interested, entertained, stimulated, or moved by the enactment of a play on stage by actors. But people who work in this field see the word in some worth broader terms. To them, *theatre* embraces all the elements that culminate in a ‘*theatrical* experience.’ In other words *theatre* represents an art form; and like any other art form, it is a means of communication between artist and audience.(1)

Allensworth et al’s position above shades more light on the perception and application of theatre as a friendly union between performers and audience. It means that the very essence of theatre is communication of feelings, ideas and concept to an audience. Wainscot and Kathy describe it as a form of art and entertainment that happens when audience and artist collaborate: Actors perform live for people watching, listening, and reacting. They express further that, Live theatre provides a two-way communication. The audience member is not just passive observer or receiver of the message; each spectator contributes in some measure to the nature of the theatrical event (1).

Theatre therefore requires the meeting between audience and performers to share an experience that will be mutually beneficial radically or conservatively to both parties. Performances are

geared toward sanitizing, exposing and educating the society of issues. As a way of seeing, Barranger in his work entitled *Theatre: A Way of Seeing*, identifies immediacy, aliveness, doubleness, spaces, fictions and audiences as qualities of theatre experience that make it unique from other arts forms. According to him: Theatre as a performance art that places human experience before group of people-an audience-in the present moment and that for theatre to happen, two groups of people, actors, and audience must come together at a certain time and in a certain place. There is a story usually involving some aspect of being human (3)

Similarly, Peter Brook, in his work entitled *Empty Space*, describes the constitution of the entity called theatre with important features that must accompany an entertainment to be seen as theatre. According to him, For theatre to take place, an actor walks across an empty space while someone else is watching. In this empty space, called a stage, actors present themselves in a story about some aspect of human experience. The actors, the audience, and the space are three essentials of theatre. The fourth is the performance, or the actors' creative work in production. The performance is very often a play—a tragedy, comedy, or musical-but it need not be. Theatre performances include, puppet shows, mime, and other forms of entertainment. (43)

Importantly therefore, apart from having such necessary elements of performance, performer, performance space and the audience, theatre experience should, if possible, drive to the audience some or all of the following; entertainment, education, enlightenment and information. A good theatre therefore, ...is much more than entertainment. in its period of greatness, its playwrights, actors, directors and designers have sought for the meaning and beauty of existence with the same passion and sincerity that has characterized the works of great scientists, philosophers and theologians; for in its essence the art of the theatre rests on a common foundation with all learning's; on man's capacity to explore, wonder and reflect (Whiting 3)

Theatre, which consists of live actors who perform in real time before live audiences, is a unique art form because it exists "in the present." Theatre, however, is also deeply rooted in its past; plays seen today are often revivals, adaptations, or parodies of earlier ones. Even when they are wholly original, new plays will inevitably be compared to earlier works. Likewise, contemporary actors—like contemporary baseball players—will also be compared to their predecessors. Theatre is a living art but also a living tradition. (Cohen 221) The reaching dimension of theatre to her target audience reminds one of Eugenio Barba's position on cause and effect. According to him,

Those who have built theatres, but not with stones and bricks, and who have then written about them, have also generated many misunderstandings. They wanted their words to be bridges between practice and theory, between experience and memory, between the performers and the spectators, between themselves and their heirs. But their words were not bridges: they were canoes. Canoes are slight craft; they fight against the current, cross the river, can land on the other bank, but one can never be sure how their cargo will be received and used (qtd. In IzuuNwankwo 29).

Edward Wright quoting John Gassner has identified five "Es" which are excitement, emotional release, exaltation, enlightenment and escape as some of the vital goals of every theatre experience. However, with the current realities, economic satisfaction bothering on generating a means of livelihood for the practitioner is needed as one of the goals. Theatre provides the avenue for us to express our ideals with a view of creating an egalitarian society. Against this backdrop, Arnold Stephanie states that:

Into theatre performances we pour our dreams, our myths and stories, our struggles and fears. The conflicts that divide us and the laughter that makes whole take their place on the stage. We make a journey through space and time that is limited only in our imagination (2)

Elin Diamond has identified some of the basic questions emerging from the study of theatre that summarizes the essence and content of theatre thus: [P]owerful questions posed by theatre representation—questions of subjectivity (who is speaking/acting?), location (in what sites/spaces?), audience (who is watching?), commodification (who is in control?), conventionality (how are meanings produced?), politics (what ideological or social positions are being reinforced or contested?)—are embedded in the bodies and acts of performers. (4)

The functional and pedagogical nature of the theatre makes Thornton Wilder to see it as the greatest of all art form. According to him; I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being. The supremacy of the theatre derives from the fact that it is always ‘now’ on the stage (2)

From these views by different scholars, it becomes imperative to observe that the dynamic nature of theatre cannot be overemphasized. Theatre is a communal gift and those who cherish it, guard it. Theatre is therefore, a communion that presents to her audience issues not how they want it but how it is or should be. The emergence of the playwright in the theatre has been copiously documented by western scholars including Aristotle to have come from Ancient Greece. Oscar Brockett has also documented the efforts of the Greek festivals in promoting theatre practice globally. Aeschylus, Sophocles and Euripides have been documented to be among the earliest playwrights who competed for prizes in the Greek classical theatre. Historically, they are attributed to have performed the role of director prior to the emergence of the modern director with the Duke of Saxe-Meiningen. Brockett informs that ;

The contributions of such Greek tragic and comic playwrights in the development of theatre practice in particular and the art in general is not in doubt. On the issue of directors on the Nigerian stage, Abdulrasheed Adeoye has classified directors on the Nigerian stage according to their functions and where they operate. The manner and style in which they express their ideas are also used in identifying them such classifications include; Community/traditional theatre director, playwright-director, literary or academic theatre director, actor manager theatre director, the professional theatre director and the student/apprentice theatre director. By definition, Professor Henry Leopold Bell-Gam falls under the playwright-theatre director class. Adeoye defines this class as a class of directors who writes and direct their plays. This paper will therefore, evaluate the creative efforts of Bell-Gam through playwriting and directing.

On Bell-Gam’s Academic Training

The Opobo born director-playwright attended St. George’s School, Egwanga, Opobo Rivers State of Nigeria for his primary education, Regina Coeli Secondary School, Essene Opobo, Anglican Grammar School, Port Harcourt, Wilcox Comprehensive Secondary School, Aba for his secondary education, Université de Paris III, Paris, France, for the Diploma, B.A., M.A. and Ph.D.

Bell-Gam as a Playwright

Bell-Gam’s effort in championing a better society as a playwright is visible when one accesses the numerous plays to his credit. In his plays, cultural preservation, leadership, child abuse,

corruption, ethnic conflict and the poor relationship between multinational companies and the Niger Delta communities, which has in different occasions led to youth restiveness and pipeline vandalization that breeds poverty amongst the populace are creatively articulated. Bell-Gam's demonstration of in-depth knowledge of the African tradition, culture and the quest to preserve and promote it readily comes to mind when one evaluates his creative exploit in *Orukoro*, a play published in 1990. Bell-Gam's use of Richard Wagner's theory of Artistic Synthesis projects him as a total artist. His manipulation of songs, drama, dance, music, ritual, mime, festival, worship, incantations and local crafts which markets the aquatic life of the Niger Delta region especially the Opobo area of Rivers State. *Orukoro* presents a clash of cultures between the indigenous African religion and the Christian faith. The search and validity of the superior mode of approaching the creator as well as the ideal search for purposeful leadership dominates the dramatic actions in the play.

The story unveils the usual tussle for kingship prevalent in most underdeveloped nations between King Perekule, a custodian of the Okoloama tradition and Tumni, a born again of the Christian faith. In this battle, Tumni using his new found approach to God destroys the Oru shrine and successfully murdered King Perekule, thereby attracting the wrath of the villagers and the gods. The dramatic action resolves as the community collectively hunts Tumni to suicide while Idawari is chosen by the community and the gods as the right leader to pilot the affairs of the community.

In *Orukoro* Bell-Gam has carefully defended the dictum that 'leaders are chosen by God and the people and not through coercion'. The rejection of Tumni and his new found Christian faith portrays a society that is resolute in the ideals that promote peaceful coexistence and cultural approach in choosing their leaders. His presentation of the Christian faith as propagated in the character of Tumni and the triumph of Oru-Ogolo, the messenger of the gods is an indication that African mode of approaching the Creator is not inferior as presented by the missionaries of the Christian faith.

In *King Jaja* which was published in 1996, Bell-Gam narrates the life and times of the legendary nationalist and business mogul, King Jaja of Opobo. The play gives a dramatic account of the genealogy of Jaja from the Mbanaso to the Jubojobo and the subsequent expedition to the West Indies. In this play Bell-Gam interrogates the concepts of imperialism, colonialism, slavery and betrayal. The play does not only provide readers on the historical antecedents of King Jaja but calls to question the effect of slavery and colonialism which Africans suffered.

Similarly, Bell-Gam's handling of the issues of child labour, rape, trafficking, ritual killings, corruption and oppression in *Erebie* portrays him as a human right activist and a playwright who is armed with reality of the times. The character of Erebie is used by Bell-Gam to show the ordeal and the vulnerability of children who are pushed by their parents into child labour and the consequences thereof. The character of Ofeghe and Chief Nwakwo represent the millions of corrupt, ritual killers and rapists who terrorize Nigerian citizens on daily basis and breed insecurity and fear amongst the citizens. The introduction of the police and subsequent trial of the culprits demonstrate Bell-Gam's general interest in the need for justice to all victims of sexual and child abuse. The collective need for the society to protect the girl child is carefully advocated for by Bell-Gam in the play.

In *Igbuduogu* Bell-Gam interrogates the popular issue of power tussle which has eroded several values in African society. The play unveils the inordinate ambition of Igbuduogu to overthrow

Opualabo, the Amanyanabo of Okolobiri which he serves as deputy. His primary interest is to overthrow the king and take over the control of the leadership structure of Okolobiri which he believes the Opualabo is not handling well. His power hungry nature is clearly visible when he accepted to sacrifice even his deformed and only daughter even when she was rejected by the chief priest to achieve this inordinate ambition. Apart from the human sacrifice, Igbuduogu paid the sum of seven thousand naira to the chief priest to perform the sacrifice which should actualize his ambition. The resolution of the play which ends the gladiators in court for the resolution of the disputes shows Bell-Gam's campaign of using the court as the last hope of the common man rather than resorting to violence and traditional/diabolic means of resolving conflict. The failed effort of Igbuduogu in ascending the throne as the Amanyanabo of Okolobiri and the subsequent ascension of the throne by Okorie the so called slave is an indication that one does not need to struggle to lead a people. Power is given by God and not by manipulating efforts and spilling of blood. The play also calls to question Nigerian politicians who in an attempt to get into elected offices sacrifice human blood and may not get it at the end

Henry Leopold Bell-Gam in *Ube Republic* interrogates the issues of citizen's political participation, human intrigues, corruption as exhibited by followers and leaders and inordinate ambition that are prevalent in African countries especially Nigeria. The central character presented by Bell-Gam is Prince Eremadu, heir apparent to the throne of Banana Community. The character is presented as a greedy ambitious individual who tricks the electorates, chiefs and the priests to support his political aspiration as a senator to represent them in the national assembly to the detriment of the community leadership which he should provide upon the death of his father. Eremadu's concealment of the demise of his father whom he is supposed to succeed because of his ambition of receiving double royalty as a senator reveals the extend Nigerian politicians can go for the sake of power and money.

Bell-Gam's thematic thrust in *Ube Republic* is a clarion call on members of the society on the dangers associated with greed and corruption which is predominant among Nigeria leaders. The play condemns the attitude of Nigeria political leaders in our dear nation whose actions are driven by selfish desires rather than service to humanity as demonstrated by the character of Prince Eremadu and other characters that epitomises corruption in the play. The need to shun greed and champion development, youth empowerment, transparency, effective representation, and service to humanity is what Bell-Gam has preached in the play. The resolution as captured at the end where the community massively invades the hospital in search of their king and Prince Eremadu committing suicide is a lesion that must be embraced by such misguided leaders.

Using the surrealism approach, Bell-Gam in *Mrs. Manfred's Dream* addresses the issue of HIV/AIDS. The story unveils the outcome of excessive jealous wife Mrs. Manfred over her husband Mr. Manfred. In an attempt to protect her husband Mr. Manfred from extramarital affairs, Mrs. Manfred engages the services of a native doctor, Ogbokiri to help prepare a charm that will enable her husband hate every other woman apart from her. Ogbokiri refuses after considering the consequences of making a man impotent advises her to go and relate properly. Determined to achieve her desire, she engages the services of Akatikoro, another native doctor who prepared the charm to make her husband Mr. Manfred impotent. However, she forcefully withdraws the money she paid to the Akatikoro with a position that she will pay after the charm is effective on her husband. On her way home, she meets a young man whose manhood disappears after receiving the money from her. This led to a mob invading her until a disguised Akatikoro comes in to demand that Okoro returns the money to Mrs. Manfred and immediately

his manhood is restored. The crowd insisted that Okoro must test his manhood with her and without protective method, she contracted HIV. The discovery of this frustrates Mr. Manfred to a point of trying to eliminate her for good. The attempt of this force Mrs. Manfred wakes from her sleep only to discover that it was a mere terrible dream.

Bell-Gam's technique of using dream to pass a very serious message of over jealousy which is predominant in most families is an attempt at simplifying it with the aim of sending across the message to the audience. The exposition of HIV/AIDS as the probable consequence of greed and selfish desires creates an important material for the fight against HIV/AIDS.

In *No Sacrifice, No Marriage*, Bell-Gam presents the problem of greed motivated by selfish ambition through the character of Florence. Florence selfishness makes her to demand full control of her lover Michael through oath taking. Michael, a young man with dreams of making it in life feels reluctant in accepting the demand from Florence that he sacrifice his manhood not to be useful to other women except her. Her aim is to have full control of Michael to prevent him from seeing other women. It is later revealed in the play that Florence husband died as a result of his failure to obey this oath. Michael's attempt to escape from this unholy act meets a brick wall through the manipulation of Egbeleku, a witch doctor who through his magical powers returned Michael to meet his Waterloo. Michael is at the end fully married to Florence after the manipulation of the fake pastor who performs marriage joining. Bell-Gam again in this attempt deconstructs the potent nature of diabolism which women engage in to secure the emotional faithfulness of their lovers. The end of this dramatic excursion by Bell-Gam indeed, indicates that there was actually no sacrifice and truly no marriage

Bell-Gam and the Directorial Processes

Bell-Gam's directorial effort can be evaluated from his choice of play, audition and casting, rehearsals, relationship with production collaborators and his audience interest. His handling of these different production areas drives an understanding of his directorial style and approach.

Choice of play is an integral responsibility of the director which authenticates his approach and style. Choice of play in this context will refer to a director's selection or acceptance to interpret a given play for an audience. Factors such as understanding of the text, author of the text, number of cast, funding, duration of the play, technical requirements and the audience factor are possible considerations by the director. These factors guide a director to personally select a play or accept a given play for interpretation. According to Bell-Gam choosing a play is, the first function of the artistic director. It is his right to choose a play of his interest. Several conditions guide his choice of play. These include: purpose of the play, number of cast, social and cultural relevance of the play, the thematic contents; the budget, venue of the proposed performance, the dramatic genre, the availability and adaptability of the actors and actresses and the target audience. (qtd. 15)

Bell-Gam's choice of play is predictable and remarkable. In an interview with the researcher, Bell-Gam's insist that there are three major factors that attract him to a play. These factors are large cast with crowd scenes, dominance of dance and culturally rooted thematic thrust and topicality in the message of the play. His confession is verified when one evaluates most of the plays he has directed which includes, *Orukoro*, *King Jaja*, *Ube Republic*, *Hidden Treasure*, *Dreams of Obio*, *Minina Missionama Odumegege*, *Tumbara Zubai Aguda*, *St. Remy Whispers of the Gods*. These plays are dominated with large cast with crowd scenes dance and culturally

rooted subjects and topical messages. His directing of different regatta displays for different festivals is another testimony of his unique way of choosing his scripts. Bell-Gam sums up with some guiding questions in his choice play thus; is the play culturally viable? Do I understand the culture of the environment where the story is situated? Do I have the facilities to travel to the concerned environment and conduct research? What is the social relevance of the play? Does the play conform to the social realities of the environment?

Another important area that Bell-Gam demonstrates his creative directorial effort is through his unique approach to audition and casting. Bell-Gam's auditions are usually lively and very entertaining. His interest is to ensure that whoever comes for the audition is successful and he believes that no one should be rejected during an audition experience. He does not believe in the close audition which Ohiri defines as a method of recruiting actors that is done without the view of others who came for the audition but the audition panel only, rather he believes in the open audition which is done in the full view of all those who came for the audition. In a chat with the researcher, Bell-Gam informs that he prefers the open audition because it is democratic and places those who came for the audition as members of the audience. This, in his view boosts the confidence of the actor and prepares them for the main production. In Bell-Gam's auditions, all you need is to attend and he will find a role for you. His casting approach is highly democratic as he relies on the cast of the production and stage manager as well as the actors involved in evaluating who wins a role. The first two weeks of Bell-Gam's rehearsal is dedicated to casting where actors demonstrate their competence to sustain a tentative role or win a role. Bell-Gam can try all the actors with physical attributes and voice level of a character to get the most suitable. Bell-Gam does not subscribe to the table casting approach irrespective of your residency in his production company. For him audition and democratic approach to casting should not be sacrifice on alter of favoritism and unnecessary familiarity. Another important aspect of Bell-Gam's approach to casting is the use of known actors which he calls guest artists which he will still audition for the tentatively assigned role. Another major feature of Bell-Gam's casting technique is his application of double casting method which is the allocation of two actors per role. This method prevents disappointment in case of an unforeseen circumstance affecting one of the actors. In his inaugural lecture, he confirms in the following statement thus; 'I remained very consistent in double casting other roles in the same play'



Bell-Gam addressing members of cast in the production of Orukoro in 2007 at the Niger Delta University in a rehearsal session

Bell-Gam's attitude to rehearsal is unique, fun filled, educative and full of discoveries. He is time conscious and very determined to allow the actor participate in the creative process of the performance. The atmosphere of his rehearsals is usually not tensed, unnecessarily stressful and scary. Actors in Bell-Gam's rehearsals can suggest ideas and he will immediately ask the actor to try it. If it works with his general approach, he will sustain it, if it doesn't he will diplomatically reject it. His rehearsal rules include punctuality, effective scheduling, exercises to warm up the body for physical and mental capabilities. In his inaugural lecture Bell-Gam copiously documents his rehearsal processes thus;

I begin my rehearsals with warm up exercises especially at the preliminary stages. The reason for the exercises is to keep the actor alert and ready for the interpretative process. After the exercise section, I commence serious group play reading. At this level, I listen to the different actors I have cast to play different roles and confirm or disagree with my casting. This group play reading affords me the opportunity to also listen to the voices of the actors and their levels of rhythm and reactions to other characters

His view above is verified by the researcher's personal experience in the production of the adaptation of Chinua Achebe's *A man of the People* in 2011 where the researcher functioned as the stage manager. Every rehearsal in Bell-Gam's production is preceded with exercises usually led by a member of cast or the Stage Manager before the business of the day. In his interpretation of the above play members of cast were shared into groups with group leaders where he listens to each group read. In a conversation with Judith who has actively worked with Bell-Gam in his fertility dance as playing the character of a virgin on Bell-Gam's approach to rehearsals and relationship with cast and crew, he submits that

For Prof any day and time I will long to work with him because he is liberal and gives the actor freewill to express himself and is quick to commend good acting effort. However, sometimes, Bell-Gam's liberal attitude on the rehearsals floor makes some actors to take him for granted

As much as one seriously agrees with Judith that society especially some artists tend to abuse the simplicity of the director. Bell-Gam's liberal attitude on the rehearsals floor may have sustained his directorial inputs for years. His liberal style encourages amateur actors be confident in approaching him for a role with the mind of getting it. Another disciple of Bell-Gam who participated in the Sheffield tour experience and is currently a colleague, Faith Aminikpo gives a vivid account of Bell-Gam's directorial characteristics on the production floor thus

It was a great deal working with Bell-Gam on his famous Orukoro. I recalled Bell-Gam practically moving the characters of the corps to different areas of the stage with different body position of dead characters. In his words which was usually very funny because of the meaning in reality 'you, stand, come and die here' 'you die well' you, come here, you don't know how to die, go and learn how to die'. During rehearsals, we usually experienced prolonged repetition of actions in a given scene which makes his attitude quite remarkable. he will always drag the flow of action by asking the cast to repeat the action again and again which brought the popular phrase take it again as is popular rehearsal style of achieving a perfect interpretation Personal Conversation

Bell-Gam's repetition of actions during rehearsals gives the actor confidence and full knowledge of the character he is interpreting and full communion with other characters on stage. Repeating actions on stage during rehearsals brings perfection and gives a better performance for the audience on the performance night. Aminikpo's submission from personal experience is valid and is a pointer why Bell-Gam's productions where usually audience delight. Another area of evaluating Bell-Gam's directorial style is his use of appropriate production elements such as costume, makeup, props, set, lighting, sound and sound effect and the general management of the box office which are inputs from the different collaborators. His relationship with cast and crew is cordial and professional. Bell-Gam believes in the meticulous delivery by the collaborators in the production experience. One area that stands out in the production of Bell-Gam is his use of costumes and other visual elements. His investment in colorful costumes which is usually handled by Tess-K theatre is phenomenal in his productions. This is not unconnected with his drive to project the African indigenous culture which costumes play important role. His use of indigenous props materials, location revealing set and believable make up is predicable in his interpretative approach. Bell-Gam will insist for detailed research by the different collaborators including actors to understand the demand of the role and the play. Bell-Gam once reports that;

I had to travel with some of my major actors to Azumini to research on the drumming and reactions of the priestess of Oru. This created an opportunity for the actor to fully understand his character and give a better interpretation.

Cast and crew in Bell-Gam's production are always willing to work with him in subsequent productions because of his cordial and fatherly disposition toward the production goal. His relationship traits appear to have been influenced by Harold Clurman's proposal on the director's qualities. According to Clurman,

The director must be an organizer, a teacher, a politician, a psychic detective, a lay analyst, a technician, a creative being. Ideally, he should know literature (drama), acting, and the history

and above all, he must understand people. He must inspire confidence. All of which means, he must be a “great lover.”

Indeed, Bell-Gam is an organizer, understand people, and inspire confidence and definitely a great lover in his directorial exploits.

Imo Edward who is a former student and presently a colleague and Senior lecturer in the Department of Theatre and Film Studies of the University of Port Harcourt, summarized his view on Bell-Gam’s relationship with his production team having worked with him at various points. According to him;

Henry Leopold Bell-Gam is one of the few Nigerian playwright -directors in the mould of Wole Soyinka, Ola Rotimi and Ahmed Yerima. My experience working with Bell-Gam clearly reveals him as a highly flexible and accommodating director. He gives his actors the free hand to market themselves by allowing them to come up with their respective approaches to role interpretation including movements. Bell-Gam's actors are always free to adopt their own approach to picturization especially if their spatial relationship conforms to Bell-Gam's overall directorial vision and concept. Bell-Gam is also a caring and kind director who creates a conducive work environment for his cast thereby motivating them to put in their best in the production.

Bell-Gam’s impressive outings within and outside the shores of Nigeria and the caliber of sponsors he has attracted is a glaring testimony of his successful directorial seal. His performance of *Orukoro* which he wrote and directed attracted different audiences across the shores of Rivers and beyond as well as reputable companies which include Shell Petroleum Development Company (SPDC), Nigerian Liquefied Natural Gas (NLNG), AGIP, ELF, Rivers State Government and the University of Port Harcourt. Members of the audience are usually not tired of watching Bell-Gam’s creative works especially when it is advertised that he is the director. The niversity of Port Harcourt campus life is incomplete without the viewership of Bell-Gam’s *Orukoro* especially in the 90s. In his choice of play, Bell-Gam places the audience on a priority level because he believes that a production must appeal to the audience to be adjudged successful

Henry Bell-Gam’s Selected Productions Credit

S/ N	TITLE /AUTHOR	PRODUCER	VENUE	YEAR	ROLE
1.	Six acts en Public	Directed by Fennette-Vander	Université de Paris Viii Theatre, France	1979	Actor (Dactyl du Temps)
2	Le Sacret de DocteurNoyc	A Film Production by Monsieur Mbagga	Paris	1979	Actor
3	“Austerity” Written by Julie. Okoh	University of Port Harcourt	Uniport Arts Theatre	1985	Artistic Director
4	<i>Ube Republic</i>	Shell Petroleum Development Company Port Harcourt	Shell Club	1986	Playwright, Artistic and Director
6	<i>The Explorers</i>	University of Port	Uniport Art	1988	Artistic Director

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		Harcourt Theatre	Theatre		
7	Ugheli Cobra- Performance of Ugheli Cobra Written Chief Ideozu			1988	Artistic Director
8	<i>Orukoro</i>	Rivers State Government	Government House with Military Governor of Rivers State Col Anthony Ukpo	1987	Actor, Dancer Choreographer, Playwright, and Artistic Director
9	A Wife Forever	Women Organization of Shell Development Petroleum Company	Shell Club, Port Harcourt	1989	Artistic Director
10	<i>Orukoro</i>	Nigeria Star Artist	World Universities Games and Cultural Festival Sheffield, England.	1991	Role played, actor, dancer, choreographer, Playwright 1 Artis tic Director
11	Orukoro dance drama	Nigeria Star Artist at the World Universities Games and Cultural Festival	Convent Garden, London	1991	Actor, Dancer, Choreographer, Playwright and Artistic Director
12	Orukoro Fertility Dance Drama	Nigeria Star Artist at the World Universities Games and Cultural Festival	Grave Theatre, Sheffield, England	1991	Actor, Dancer, Choreographer, Playwright and Artistic Director
13	Orukoro fertility dance drama	Nigeria Star Artist at the World Universities Games and Cultural Festival	Irish Centre, Sheffield, England	1991	Actor, Dancer, Choreographer, Playwright and Artistic Director
14	Orukoro fertility dance drama	International Night Eleme	Eleme	1992	Actor, Dancer, Choreographer, Playwright and Artistic Director
15	<i>Orukoro</i>	, Rivifest '96	Port Harcourt Rivers State	1996	Actor, Dancer, Choreographer, Playwright and Artistic Director
16	<i>Dreams of Obio</i>	Obio-Akpor Local Government Council,	Obio-Akpor Local Government Council	1998	Playwright and Artistic Director

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			Secretariat Rurnuodamaya, Port Harcourt		
17	<i>Dreams of Obio</i>	Shell Development Company	Shell Club, Port Harcourt	1998	playwright/artistic director
18	<i>Dreams of Obio</i>	Obio-Akpor Local Government Council.	Rivifest '97	1998	Playwright/Artistic Director and Choreographer
19	Orukoro fertility dance drama	Tam-Trano & Co	Easter Festival of the Arts, Port Harcourt	1998	Actor, Dancer, Choreographer Playwright and Artistic Director
20	Orukoro Fertility dance drama	Training of Miss Wendy Elaine Reid, an American Chemical Engineer from U.S.A		1999	Dancer and Choreographer
21	Orukoro fertility dance drama	Tess K. Entertainment Company and Jet Research Theatre	Crab, Uniport Port Harcourt	1999	Choreographer and Artistic Director
22	<i>Orukoro</i>	Command Performance for World Cup celebration of Nigeria 99 by the Rivers State Government	Liberation stadium	1999	Actor, Dancer, Choreographer, Playwright and Artistic Director
23	<i>Orukoro</i>	Festival of culture, choral and arts renaissance organized by Rivers State, Government	Port Harcourt	1999	Actor, Dancer, Choreographer, Playwright and Artistic Director
24	<i>Ube Republic</i>	Shell Petroleum Development Company Port Harcourt	Shell Club	2000	Playwright and Artistic Director
25	Orukoro fertility dance drama	Command Performance, Michelin Nigeria Limited	NLNG Hall Port Harcourt	2000	Playwright and Artistic Director
26	Orukoro fertility dance drama and variety	Command Performance Gender Studies Conference	Uniport Arts Theatre	2000	Actor, Dancer, Choreographer, Playwright and Artistic Director

27	<i>Ube Republic</i>	20 th Convocation Ceremony, Rivers State College of Education, Rurnuolumeni,	University Auditorium	2000	Playwright and Artistic Director
28	<i>Ube Republic</i>	Shell Club Port Harcourt	Shell Club Port Harcourt hall	2001	Playwright and Artistic Director
29	Orukoro fertility dance	Graduation ceremony of Don BOSCO Training Dances centre Obosi Courtesy of Nigeria Agip oil Company, Port Harcourt	Port Harcourt	2001	Choreographer, Playwright and Artistic Director
30	<i>Ube Republic,</i>	College of Education, Rumuolumeni	Port Harcourt	2002	Choreographer, Playwright and Artistic Director
31	<i>Orukoro</i>	College of Education, Rumuolumeni Convocation ceremony	Port Harcourt	2003	Actor, Dancer, Choreographer, Playwright and Artistic Director
32	<i>Ube Republic</i>	Command Performance of University of Port Harcourt	Uniport Arts Theatre	2006	Playwright and Artistic Director
33	<i>Whispers of the Gods by Perp” St. Remy Asiegbu /</i>			2006	Artistic Director
34	Ekpete indigenous dance	Opobo cultural festival	Opobo Town	2007	Stage Manager and Animator
35	Ngunume indigenous dance	Opobo cultural festival	Opobo Town	2007	Stage manager and animator
36	Aguda by Tumbara Zubai	University of Port Harcourt Convocation ceremony	Uniport Arts Theatre	2011	Artistic Director

37	Boat Regatta Display	Rivers State Government	A performance in reception of the Heir to the British Throne, Prince Charles and his wife, Lady Diana in Port Harcourt.	1990	Fleet Admiral and Artistic Director
38	Boat Regatta Display	Rivers State Government	A performance in reception of President Robert Mugabe of Zimbabwe and the Nigerian Head of State, General Ibrahim Gbadamosi Babangida in Rivers State, Nigeria.	1993	Fleet Admiral and Artistic
39	Boat Regatta Display	Rivers State Government	A performance in Honour of His Excellency, General Olusegun Obasanjo	2000	Fleet Admiral and Artistic Director

The table above demonstrates the effort Bell-Gam has put in the practice and promotion of theatre. His interpretation of such plays which he authored to different parts of the world is captured in the table. However, this table does not exhaust the entire production credit of Henry Leopold Bell-Gam

CONCLUSION

The study has revealed that Bell-Gam is not just a playwright and director but also an actor, choreographer and a singer. Among his written plays, Orukoro received both local and international attention as evident in the audience demand at different events. His consistency in

practicing African indigenous theatre is very novel and immortalizes him as a culture ambassador not just for the Opobo people but the entire Ijaw race and the African continent at large.

The analysis of Bell-Gam's effort in directing obviously presents him as a liberal director who is conscious of the collaborative inputs of the different collaborators in a production. His attitude portrays him as a man who believes in practicing what he preaches. His identified attitude on the directorial floor is also manifest in his plays, as leadership, tolerance and preservation and promotion of culture runs through his plays. From *Orukoro*, *Ube Republic*, *Hidden Treasure*, *Erebie*, *King Jaja*, *Mrs Edwin*, *No Sacrifice No Marriage* to *Igbuduogu* the issue of leadership, tolerance and peaceful resolution of conflict through dialogue are more prominent. His use of crowd scenes, chief priest/witch doctor/native doctor and traditional names are indications his undying love of the African culture and tradition. These are characteristics of the African communal existence.

His application of the *Duex Mechina* to resolve most of the conflicts in his plays and productions demonstrate his opinion on the role the gods play in the affairs of man. Indeed, Bell-Gam places serious premium on the unavoidable interference of the gods on the daily existence of man. Although, Bell-Gam was academically bagged his tertiary degrees in France his African belief system never left him as reflected in performances. Although, a Christian from the Anglican Communion, he has never failed to present and perform productions that showcases the African belief system.

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EFFECTIVENESS OF CAPITAL PUNISHMENT IN REDUCING CRIME IN DELTA STATE

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ABSTRACT

The paper examines the effectiveness of capital punishment in reducing crime in Delta State. Two objectives were developed for the study. Two hypotheses were tested to ascertain the relationship between capital punishment and crime in Delta State. Several related literatures were reviewed in the study. Social control and deterrence theory were used to explain social control measures to crime and deterrence approach. The study employed cross sectional design to determine the effect of capital punishment in crime control in Delta State. A sample of 400 was obtained from the population of 1,265,123 using Taro Yamane sample determination approach. The study utilised probability sampling technique combining stratified, simple random and systematic sampling methods to select the respondents that participated in the survey. The study used questionnaire as the instrument for data collection. Face and content validity was used to validate the instrument while Cronbach alpha was used to determine the reliability of the instrument with a reliability score of 0.72 obtained. Pearson Product Moment Correlation technique was used to test the hypotheses. The results of the analyses revealed that capital punishment is not enough to tackle violent and economic and financial crimes in Delta State. It was recommended amongst others that government should be concerned with tackling the surge in unemployment and poverty in the state to reduce the rate of violent, economic and financial crimes in the state.

KEYWORDS: *Capital Punishment, Deterrence, Effectiveness, Violent Crimes, Transnational Crimes.*

INTRODUCTION

The death penalty also referred to as “capital punishment,” currently serves as a sanction for those convicted for armed robbery and kidnapping in some states in Nigeria. Many Nigerians contend that this punishment deters armed robbery and kidnapping activities in the country. Though evidence on the deterrent effect of capital punishment remains controversial, the nation has maintained it as a sanction for the offence. This is in the face of increasing waves of crime that seem to defile almost all punitive measures put in place to deter it. It is therefore important for Nigeria to align with many other nations that are reconsidering their capital punishment policies or even abolishing it as a sanction (Amnesty International, 2016a; Amnesty International, 2017, 2018b), especially because of the seemingly inability of these measures to checkmate crime and deter its committal. This is coupled with the lack of empirical evidence in literature regarding the extent to which capital punishment deters participation in crimes such as armed robbery, kidnapping, human and drugs trafficking, money laundry and homicide across the country.

Punishment of offenders has gained popularity over the years especially in criminal justice system which stipulates corresponding punishment to the type of crime committed. Some of the deterrence out in place by government to forestall crime has over the years proven to be ineffective as there is still an upsurge in different categories of crimes (Danbazau, 2012). For example, there have been increases in armed robbery, kidnapping, murder, fraudulent acts of money laundering by government agents and private organizations, and drugs and human trafficking despite the imposition of several punishments to control and bring to the barest minimum the occurrence of these crimes in Nigeria (Okonkwo & Naish, 2009). This shows that there is the need to introduce more severe and social control measures like capital punishment to transnational and White collar crimes like human and drugs trafficking and money laundering by politicians to see if it would help to reduce the rate in the recent increase in these types of crime. This implies a gap in literature on punishment and crime reduction in Nigeria society. Societies across the globe are evolving new approaches to crime control and reduction. This has resulted in the debate on the effectiveness of capital punishment in deterring crime. The substantive argument, seemingly lack of strong empirical evidence on the ability of capital punishment to deter crime, and the increasing surge in crime waves across Nigeria and Delta State in particular, brings the need to examine capital punishment as deterrence for transnational and white collar crimes in Delta State. This paper is anchored by these two specific objectives which are to:

1. Establish whether there is a significant relationship between capital punishment and a reduction in the level of transnational organized crime in Delta State.
2. Determine whether there is a significant relationship between capital punishment and the prevalence of white - collar crime in Delta State.

Hypotheses

1. There is no significant relationship between capital punishment and transactional organized crime in Delta State.
2. There is no significant relationship between capital punishment and white collar crime in Delta state.

Literature Review

Definition of Crime

According to Siegel, (2007), it is difficult to present a universal definition of crime, this being the fact that, acts defined as criminal varies with time and space. However, this study will present some conceptual explication put forward by scholars as regard the phenomenon crime. Danbazau (2012) defined crime as a violation of the rules agreed to be respected by all members of the society, and upon which the rest members of the society place sanctions upon those guilty of the violation, in other words, crime is a violation of the rules, laws, and or norms agreed to be respected by all members of the society.

According to Gottfredson and Hirschi, (1989) cited in Siegel, (2007), notes that the behavioural definition of crime focuses on criminal behaviour; a certain personality profile that causes the most alarming sorts of crime. Nwagboso, (2016) noted that criminal behaviour is the product of systematic process that involves complex interactions between individuals, society and ecological factors over society, of our lives. In other words, from conception onward, the intellectual, emotional, and physical attributes we develop are strongly influenced by our personal behaviour and physical processes, interactions with groups and institutions. These systematic processes affect the transmission from generation to generation of traits associated with increased involvement in crime.

Concept of Capital Punishment

Wikipedia, (2019) defined capital punishment, death penalty or execution as a government sanctioned punishment by death. The sentence is referred to as a death sentence. Crimes that can result in a death penalty are known as capital crimes or capital offences. The term capital is derived from the Latin capitals ("of the head"), referring to execution by beheading. Out of 195 officially recognized countries of the world, thirty-six countries actively practice capital punishment, 103 countries have completely abolished it for all crimes. 6 have abolished it for ordinary crimes (while maintaining it for special circumstances such as war crime) whereas 50 have abolished it de facto, they have either used it for up to ten years or are under moratorium.

According to Okonkwo and Naish, (2009), punishment of the offenders has gained popularity over the years especially in criminal justice system. Therefore, it is the type of crime committed that will determine the kind of punishment as stated in the criminal code. A criminal should be punished for the crime which he or she committed which is the basis for criminal responsibility. Matza cited in Dambazau (2012) stated that, most punishment these days are not infliction of

suffering, either physical or mental, they are the deprivation of liberty and property. In Africa traditional society, there are cultural mechanism stipulated by the community to control crime, this includes punishment of all kinds. The guiding principle is, where there is no crime, there is no punishment. Hence, punishment has been seen as a means of reducing or preventing crime in the society.

Empirical Studies on the Effectiveness of Punishment for Crime

Nigeria Criminal Code (2013) established the enabling Act that criminalizes offences such as human trafficking and all forms of transnational crimes of drugs trafficking. The punishment given for the offence entails being heavy monetary fines, imprisonment with or without option of fines, forfeiture of assets, forfeiture of passport by convicted offenders (Section 34), deportation or repatriation and liability for compensation to victims in civil proceedings. Jail terms range from 12 months (for attempts) to two years to life imprisonment depending on the degree of seriousness of the offence, while fines range from ₦50,000.00 (US\$379) and ₦200,000.00(US\$1,517) for individual traffickers or managerial staff of corporate bodies. NAPTIP Annual Report (2021), indicates that several persons numbering 379 were caught for offences of human trafficking accounting for an increase in the crime. This goes to show that despite the punishment imposed on the traffickers, there is no existing empirical literature that point to the fact that, punishment deters human trafficking in Nigeria, hence, the reason for this research.

Orchia (2011) examined the use of the death penalty in Nigeria and the contrasting views on the phenomenon. The researchers concluded that capital punishment appeared to be justified insofar as it helped to check certain criminal acts. However, the study did not provide credible supporting evidence for its conclusions on the efficacy of the death penalty for deterrence.

Owoade, (2015) studied the effect of sentencing reforms in a postcolonial society and called for rationalization of sentencing discretion in Nigeria, drawing on the experiences of South Africa and England with a view to reducing the number of people in Nigerian prisons. Ukoji and Okolie-Osemene (2016) studied the prevalence of lethal and nonlethal crimes in Nigeria and found that the prevalence of weapons, among other factors, has created the crime-infested environment.

Similarly, Nzeribe and Adekunbi (2013) modeled and forecasted armed robbery cases in Nigeria using auto regressive integrated moving average (ARIMA) models. They performed a forecast of armed robbery in Nigeria using a 29-year data series and anchored their research on the anomie theory. The generated data revealed the four most significant factors in the hierarchy of response, bad friends, money, poverty, and corruption that may account for the involvement of youth in armed robberies. They found that armed robbery was on the increase in the forecasted period. Consequently, they recommended that governments in various states of the federation put up structures to keep citizens, especially young adults, busy in positive ways.

Uduigwomen, (2005), focused his study on criminal deterrence and whether it works. Empirical evidence from the study led to the conclusion that there is a marginal deterrent effect for legal capital punishment, but others insisted that this conclusion must be considered with a large dose of caution and skepticism.

Yusuf (1998) studied violent crimes, economic development, and the morality of capital punishment in Nigeria. The researchers argued from the perspective of retentionists that violent crimes such as murder, armed robbery, kidnapping, and terrorism are the cruelest, most inhuman crimes plaguing Nigeria. They contended that many civilized nations governed by law impose the severest punishment, the death penalty, on such heinous crimes. Yusuf, thus made a case for a selective retention of the death penalty in Nigeria's penal system in cases of culpable or intentional homicide, currently on the increase.

Obarisiagbon (2017) used the functionalist theory to explore the deterring effect of capital punishment on crime. The exploratory study gathered data from 1,200 respondents, 30 in-depth interviews, and 15 key informants' interviews. A descriptive analysis of the data resulted in the conclusion that the death penalty does not in any way deter a would-be criminal. Obarisiagbon further recommended the government should focus on rehabilitation and addressing social inequalities within society instead. Although the researchers elicited the views of the public from three states in Nigeria-Edo, Delta, and Anambra States-they did not focus on the deterring effect of capital punishment on armed robbery.

Theoretical Framework

The theoretical framework adopted for this study is deterrence theory. It is appropriate for this study because it explain Nigeria's situation in crime causation, control and prevention. In deterrence, what is the supreme importance is that punishment prevents crimes. According to Bentham writing on the principles of penal law during the classical period in the nineteen centuries, while he based his argument on utilitarianism, he posited that punishment may prevent the occurrence of crimes either by making it impossible or difficult for offenders and others or providing an opportunity for the reform of offenders. The real justification for punishment, according to Bentham, is the general prevention of crimes. While punishment closes the path of crime, for the delinquent and those potential delinquents, it also serves as a source of security to all. Punishment in this case looks towards the future to prevent crime. Since the assumption is that a crime is committed because it procures certain advantages, then, punishment is to produce the effect that must be expected of it, it is enough that the harm that it causes exceeds the good that the criminal has derived from the crime (Danbazau, 2012). However, the classical school to which Bentham belonged was quick to point out that, for deterrence to work, it is not by the severity of the punishment alone but must also be quick and certain.

Deterrence is categorized into.

- General deterrence and

➤ Specific deterrence

General deterrence works with the rule of lateral effects that, the penalty must have its most intense effects on those who have not committed the crime. This follows that punishment is made to be severe enough so that people in the general population will not want to commit crimes, and that the prevention of criminal acts in the general population at large can be gained by the imposition of punishment on persons convicted of crimes and the belief that the pain of punishment must outweigh the benefit of crime while specific deterrence deals directly with the offender in order to prevent him from further crime. The relevance of this theory to this work is on the fact that, if the criminal is given enough punishment it may deter him or others from further crime.

3.0 Research Methodology

This study utilized the cross-sectional design in order to actualize its objectives. It was used because its outcome is determined simultaneously for each subject of the population. This study's population is made up of a total of one million, two hundred and sixty five thousand, and one hundred and twenty three (1,265,123) individual who are between the age of 20-69 and have fair knowledge about security situation in the state. Taro Yamane formula was used to obtain 400 sample size for the study. The researcher made use of stratified, simple random, and systematic sampling methods to select the respondents that participated in the survey. Using these approaches, Delta state was stratified into three senatorial districts which are; Delta South, Delta north and Delta central. With the use of simple random sampling method, two local government areas were selected from each of the three senatorial districts. The local government areas selected are, Uvwie and Ethiope East local government from Delta central, Ukwani and Ika South local government from Delta North and Warri south and Isoko south local government from Delta south senatorial district. In the selected local government areas, four (4) communities each were selected and in each of the selected communities, streets were numbered using an interval of 5, which means, every 5th street was selected. At the final distribution, one hundred and thirty six (136) questionnaires were distributed in Delta Central, one hundred and seventy six (176) in Delta south and eighty eight (88) in Delta North senatorial district. Questionnaire was used as instrument for data collection. The data collected were analyzed using descriptive statistics such as frequency tables, mean, percentages etc. The Pearson Product Moment Correlation (PPMC) was used to test the hypotheses. This was done with the use of statistical package for social sciences (SPSS version 23.0).

4.0 Results and Discussion

This section presents the distribution of respondents' socio demographic characteristics.

TABLE 4.1: SOCIO-DEMOGRAPHIC OF THE RESPONDENTS

		Frequency	Percentage
Age	20-29	4	1.1%
	30-39	207	58.5%
	40-49	108	30.5%
	50-above	35	9.9%
Gender	Male	84	23.7%
	Female	270	76.3%
Marital Status	Single	227	64.1%
	Married	127	35.9%
Occupation	Unemployed	143	40.4%
	Trader/Business	161	45.5%
	Civil Servant	50	14.1%
Religion	Christian	281	79.4%
	Muslim	55	15.5%
	African Traditional Religion	18	5.1%
Total		354	100.0%

Source: Author's Fieldwork, 2022

Table 4.1 shows the socio-demographic characteristics of the respondents that participated in the survey. On age distribution, majority of them were between the ages of 30-39 years (58.5%). Other age categories are 40 – 49 (30.5%), 50 and above (9.9%) and 20 – 29years (1.1%). Female respondents (76.3%) that participated on the survey were about 3 times more than the male respondents (23.7%). On respondent's marital status, 74.1% were single while 35.9% were married. Occupation of respondents' reveals that 45.5% engaged in trading and business. 40.4% of them were unemployed and 14.1% of them were civil servants. The religion affiliation of respondents reveals that 79.4% of them were Christians, 15.5% were Muslim and 5.1% of them were worshippers of African Traditional Religion.

Ho₁: There is no significant relationship between capital punishment and the rate of transnational crime in Delta State.

TABLE 4.2 CORRELATION TEST FOR HYPOTHESIS ONE

		Capital punishment	Transnational crime
Capital punishment	Pearson Correlation	1	-.880**
	Sig. (2-tailed)		.000
	N	354	354
Transnational crime	Pearson Correlation	-.880**	1
	Sig. (2-tailed)	.000	
	N	354	354

** . Correlation is significant at the 0.05 level (2-tailed).

The result of the analysis shows that the Pearson r value of -0.8880 is not significant at 0.000 probability value under two tailed test. This implies that the null hypothesis is retained and in conclusion, there is no significant relationship between death penalty and the rate of transnational crime in Delta State.

H₀₂: There is no significant relationship between capital punishment and white-collar crime in Delta state.

TABLE 4.3 CORRELATION TEST FOR HYPOTHESIS TWO

		Capital punishment	White collar crime
Capital punishment	Pearson Correlation	1	-.415**
	Sig. (2-tailed)		.000
	N	354	354
White collar crime	Pearson Correlation	-.415**	1
	Sig. (2-tailed)	.000	
	N	354	354

** . Correlation is significant at the 0.05 level (2-tailed).

The table shows the Pearson r value to be -0.415 and the probability value to be 0.000 and this is significant at 0.05 level of significance. The result of the analysis shows that the Pearson r value of -0.415 is not significant at 0.000 probability value under two tailed tests. This implies that the null hypothesis is retained and in conclusion, there is no significant relationship between death penalty and white-collar crime in Delta state.

DISCUSSION

The first finding of the study reveals that there is no significant relationship between capital punishment and transactional organized crime in Delta State. The Pearson result of -0.880 and the probability value of 0.000 establish this fact. The work of Orchia (2011) examined the use of the death penalty in Nigeria and the contrasting views on the phenomenon. The researchers

concluded that capital punishment appeared to be justified insofar as it helped to check certain criminal acts. However, the study did not provide credible supporting evidence for its conclusions on the efficacy of the death penalty for deterrence. Ukoji and Okolie-Osemene (2016) studied the prevalence of lethal and nonlethal crimes in Nigeria and found that the prevalence of weapons, among other factors, has created the crime-infested environment. Obarisiagbon (2017) study also did not find a relationship between capital punishment and crime deterrence in Nigeria. This made Obarisiagbon to recommend rehabilitation and addressing social inequalities within society instead as a way to tackle upsurge in crime. Similarly, Nzeribe and Adekunbi (2013) research established that crime rate would not be reduced by capital punishment, rather the application of social reforms that will help to address social societal ills like unemployment, poverty and infrastructural development that will bring positive impact.

The second hypothesis tested reveal that there is no significant relationship between capital punishment and white-collar crime in Delta state. Uduigwomen, (2005), focused his study on criminal deterrence and whether it works. Empirical evidence from the study led to the conclusion that there is a marginal deterrent effect for legal capital punishment, but others insisted that this conclusion must be considered with a large dose of caution and skepticism. This presupposes that capital punishment is not likely the way out of crime like white collar offences and this supports the study finding. Yusuf (1998) studied violent crimes, economic development, and the morality of capital punishment in Nigeria. The researcher argued from the perspective of retentionists that violent crimes such as murder, armed robbery, kidnapping, white collar and terrorism are the cruelest, most inhuman crimes plaguing Nigeria. They contended that many civilized nations governed by law impose the severest punishment, the death penalty, on such heinous crimes. Yusuf, thus made a case for a selective retention of the death penalty in Nigeria's penal system in cases of culpable or intentional homicide, currently on the increase.

CONCLUSION

The study reveals that death penalty has not reduced transnational crime in Delta State. This is given the high rate of transnational crimes of human trafficking, drugs trafficking and small arms smuggling in the state.

The study revealed that death penalty is not an effective form of punishment to address white collar crime in Delta state. This position is agreed on by the researcher as literature in the work established that capital punishment application in many societies across the globe is being debated and alternative measures are sort.

Recommendations

Corruption is mostly responsible for white collar crimes and its reduction should be channeled towards tackling corruption among the bureaucrats and officers of government involved in such crimes. This is because the imposition of capital punishment rather than reduce the crime would only be served to the few who are unlucky and out of favour with the government. So, tackling

corruption so that the rule of law can be upheld is paramount to tackling white collar crime and not necessarily the imposition of capital punishment.

The study established that, instead of capital punishment, known offenders, such as human traffickers, white – collar criminals, internet fraudsters and the likes should be sent to a government established farm to engage them in farming activities for a specified number of years to improve food basket of the nation.

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EFFECTIVE WORKERS ENGAGEMENT AND ORGANIZATIONAL PRODUCTIVITY

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ABSTRACT

Worker support shows work skills and occupation independence and is firmly connected with view of administration quality and occupation fulfillment. One of the expectations for better help execution is representative cooperation. Representative cooperation gives open doors to workers to upgrade their abilities and it approve to them about their work to appreciate work. Participative administration framework is one of dynamic administration frameworks and plays significant job in human asset improvement and consequently during the time spent public improvement. This arrangement of the executives as ideal orderly and effective as far as both hypothetical and down to earth have effectively finished assessments and presently in created nations what's more, non-industrial nations are completely used and play suitable part. To work on the nature of client care, the executives should give put resources into the advancement of representatives through the gig fulfillment of the workers and with compelling cooperation of workers could offer better types of assistance to clients. Successful cooperation in work gives open doors to representatives to collaborate with others.

KEYWORDS: *Workers Cooperation, Authoritative Results. Participative .*

INTRODUCTION

HR is viewed as an incredible resource for any association to accomplish objectives. Work fulfillment of workers increment capacity and the productivity of representatives in any association what's more, upgrade yield. Investigation of variables influencing position fulfillment shows that Occupation fulfillment prompts efficiency and cheerful representatives have more yields. Human variable is dependably considered as one of the elements influencing the endurance of the association. Investigation of work fulfillment is so significant in term of two aspects: that's what first, the human aspect is should be dealt with decently and with deference with the workers and second, the social aspect of occupation fulfillment can direct workers' conduct so that they influence the working and hierarchical assignments and lead to the positive and negative ways of behaving (Spector et al, 2010). By and large, support in navigation would prompt decline obstruction in a change. This is an important condition for it that individuals take

part in the choice about change and acknowledge choices embraced and feel committed in doing choices (Lund and Daulatram, 2003). Excellent and capacities of functional staff is indivisible from undertakings greatness since administration given by the staff is reflect of association picture furthermore, will be impacted consumer loyalty from administration quality (Solnet and Kandampully,2008).Employee cooperation to convey dynamic in low degrees of association, where it happens the activity is significant.

Ali et al (1992) and Gilbert (1998), report that staff to supervisors has uplifting outlook and support corresponding to participative administration. Most workers need to include making choices comparable to their work. Wendell (1998), assertion gave a genuine and critical support of workers increments association capacity to answer fast changes. The primary objective of cooperation framework is quality improvement of HR. Cooperation is means to build the awareness of others' expectations and having a place with the work space in the workers. Assuming workplace give positive field to address the issues of representatives and give a system that representatives be in critical thinking circumstances and consider it then, at that point, both these people and the association, it will benefit.

Administration Quality and Consumer loyalty

Consumer loyalty is a significant point in assistance associations that has high connection with the nature of administration. As working on the nature of administration increments client fulfillment. Expanding consumer loyalty will be directed to ways of behaving like responsibility, unwaveringness, lay out common useful connection between the supplier and the beneficiary of administrations, expanding the resilience level of client from administration potential deficiencies and positive informal exchange publicizing for the association . Dabholkar and et al were inspected the connection between consumer loyalty and administration quality. They showed that assistance quality goes before consumer loyalty. They were analyzed go before causes, outcomes what's more, makes the connection point offer a superior grasping support quality and its relationship with consumer loyalty. They have fostered a model that depends on four qualities of administration quality (dependability, individual consideration, solace and elements), in light of this model administration quality prompts consumer loyalty and consumer loyalty result in conduct expectations (Chi and et al, 2009).

Consumer loyalty of Administration Execution

Consumer loyalty is one of significant and fundamental issues for the present associations. These days the disappointment or progress of any association is resolved in view of clients' fulfillment of items or administrations. Consumer loyalty increment client dependability and steadfast clients spend more cash to purchase items or administrations of association, urge others to buy from association and will pay greater expenses for the buy association items. Also, consumer loyalty increment to rehash buys and lessen client grumblings. Fulfilled clients have less delicate to cost, they purchase results also, are less impacted by contenders and are more steadfast. The outcome of all associations and foundations, like assembling or administrations, benefit or charity, public or private is impacted by a few factors that one of generally significant of them is consumer loyalty to accomplish greatness in business. These days, client fulfillment is one of the fundamental necessities for quality administration frameworks and greatness models. Client is many times in assistance conveyance and existing imperfections can be straightforwardly noticed. This is demonstrating awareness due to work on quality in the field of administration (Ashill et al, 2008).

The Connection between Worker Fulfillment and Client

At the point when organizations are searching for ways of further developing client care conveyance, attempt to give more offices to clients and their requirements are settled rapidly. Be that as it may, insightful and future oriented associations on the most proficient method to act and speak with staff before any activity can be amended and will fulfill them in the initial step. Concentrates on show that representative fulfillment implies consumer loyalty. Fulfilled representatives feel more dedicated to the association what's more, clients. Representatives, who are fulfilled in their positions, will liable to bring accomplishment for businesses. In the beyond fourteen years in the Canadian organization I.B.M has been led exploration to survey the degree of consumer loyalty and representatives yearly. Consequence of exploration shows that there is an immediate relationship between worker fulfillment and client. In the event that worker fulfillment diminishes, consumer loyalty likewise will lessen in a half year, consequently the need to act rapidly to determine this issue to further develop representative fulfillment since decline consumer loyalty. Client disappointment might be because of diminished results of forefront worker (Chi & et al, 2009). Coopers and Librand in 1996 and 1997 by exploring numerous corporate presumed that there is an immediate connection between consumer loyalty also, workers.

The board obligation to support quality

The premise of administration quality definition is client assumptions and view of administration. Expected serve is same ideal help that demonstrating a degree of clients anticipate administration and client discernments is translation of client from got administration quality. Client are assessed the help quality by looking at administration get (client insights) and the administration anticipated (client assumptions). The point of further developing assistance quality is to limit the hole between client assumptions and framed discernments. SERVQUAL model is one of the models by breaking down the hole between client assumptions and discernments, is attempting to quantify the degree of administration quality. Consequently, this model is known as the Hole Examination Model (Parasuraman, 1988).

Successful Interest of Workers

Today among strong powers administering associations and foundations, cooperation is one of the essential variables, elements, and efficiency in associations that by making of hierarchical organization correspondence and by utilizing thought and aggregate activity makes a decent move from association current circumstance to the ideal circumstance. For this situation, the representatives from underestimation and detachment and the job of a shadow in association become to focal point of the association (Solomon and SandhyaSridevi, 2010).

These days associations are confronting a dynamic and changing climate and subsequently need to continually change and adjust. Subsequently securing information about factor working with hierarchical change is a vital. Representatives can serve to their association by giving propose to further develop cycles and administrations, consequently adjust to change (Filter and et al,2009).

The board Obligation to Administration Quality and Representative Cooperation

Scientists have showed the way that administration obligation to support quality is surely influences administration better and furthermore carelessness than this might prompt disappointment of projects to work on the quality. Forrester (2000) proposed that assessing representatives from administrative venture is reasonable device. In the work of Babakus et al

(2003) and Lytle and Timmerman (2006) the board obligation to support quality still ups in the air through the accentuation the board on schooling, strengthening and rewards. At the point when the executives are focused on further developing the assistance quality, representatives will have more assets to training. Such preparation might hold representative abilities in managing work issues surprising and their ability in reasonable propose to simply decide. Also, workers can build their command over different parts of administrations. In this field, they appreciate greater expert in their work and are given greater obligation to them according to issue settling and dynamic connected with administration strategy and administration climate. Eventually the executives might convey between perspective on organization and perspective on staff from administration.

At the point when these perspectives are connected with worker government assistance, representatives might want to offer getting to the next level administration. Appropriately, Representatives through administration view from administration are coordinated to powerful cooperation in client care (Cheung and To, 2010).

Participative Administration

Participative administration is the executive style, which has had the best progress in created nations. In situations where the pioneers chose to impart to different individuals from their screen, truth be told is applied the participatory style. Participative administration framework is one of dynamic administration frameworks and assumes significant part in human asset improvement and thusly during the time spent public turn of events. This arrangement of the executives as ideal deliberate and productive as far as both hypothetical and pragmatic have effectively passed tests and presently in created nations and agricultural nations are completely used and have suitable job. Specialists accept that gamble of unfortunate execution of this framework is extremely high. So assuming the framework execute by utilizing oversee abandons, the outcomes can prompt debilitate representative resolve. Debilitating the participative administration is including representatives in the dynamic cycle, welcome everybody to assume a sense of ownership with working on the nature of their items and administrations and prize representative way of behaving that will fulfill their customers and works on authoritative execution (Davis, 2001). Participative administration reasoning that inferred the choice ought to be made so the data inside the association and obligations can be appointed to the most reduced class of its choice. One of the most grounded instruments of participative administration is proposal framework. In this framework, anybody related with the association, including representatives, clients and providers are offered the chance to make proposals of people or gatherings request to get to the next level the association and in regards to the advantages (material or moral) get right award (Sarminah ,2011).

Effects and Advantages of Support and Participative Administration

Hamadani (2000) influences and the advantages support and participative administration expressed as follows:

-Social parts of interest influences: familiarity with the objectives and endeavors to accomplishing them, increment innovativeness of representatives, expanding futurist soul of staff, staff participation to take care of different issues of association, participation of representative in authoritative changes what's more, expanding representative obligation.:-
Financial parts of support influences: higher participation underway, moving along quality and

amount of creation, squander decrease, ideal utilization of the hardware, participation in tackling financial issues and diminish clashes.(Eboli, 2007) the advantages of investment tracked down advancement and development of items and administrations, enhancing items and administrations, supply conditions constant improvement, expanding individual and hierarchical proficiency, expanding employer stability and mental, expanding representative and consumer loyalty, advance participation and joint effort technique, upgrading inspiration and soul of work, decreased non-appearance and unfortunate work climate advancement soul of imagination and development, and further developing correspondence among administrators and representatives their associations and connections.

(Cole et al 2008), have noticed a few advantages to interest:

- Deliberate support gives the best outcomes and can prompt self-disclosure and human honesty.
- Further developing human resources through instruction empowers.
- Give suitable procedure to the reconciliation of autonomous assignments.
- Makes it feasible for representatives to have share in progress of work execution.
- Low degrees of staff will be liable for the upkeep and improvement of work processes.

Successful Representative Support and Authoritative Results

Worker support is characterized as reach that representatives have a feeling of control on their work. Worker cooperation shows work skills and occupation independence and is intently connected with impression of administration quality and occupation fulfillment. One of the expectations for better assistance execution is worker cooperation. Representative cooperation gives open doors for workers to upgrade their abilities and it approve to them about their occupation in request to appreciate work. Representative interest is HR activity that serves to workers in offering powerful types of assistance. Successful support gives an open door in request to share data going to assess clients, take care of issues and produce new thoughts for workers. At the point when client request is met, client might distribute a more significant level to administration execution. When representatives really take part in dynamic they will bind to hear remarks to further develop administration execution. At the point when senior the executives pays attention to faculty remarks and acknowledges remarks, consequently fulfills the self-actualization need of representatives and have motivators to buckle down to the client assumptions. Compelling interest implies that staff has a specific measure of work independence. At the point when faculty are enabled to execution freely and about client pursue key choices without the board endorsement, they have control on their work furthermore, hence will prompt work fulfillment. Besides, powerful support in work gives amazing open doors for representatives to connect with others. At the point when staff offers are passed, they will partake in this sensation of consistence. This will prompt more noteworthy work fulfillment (Cheung and To, 2010)

(TABLE 1) EXPANDED AND DIMINISHED RESULTS OF SUPPORT IN CERTAIN AND NEGATIVE FIELD

DIMINISHED OUTCOMES	EXPANDED OUTCOMES
-Diminish struggle, hatred in hazardous contest	-Top notch work and prevalent nature of work life
- Diminish management and checking	Simple embrace change
- Bringing down the requirement for discipline and	-Expanding resolve and hierarchical

<p>discipline</p> <ul style="list-style-type: none"> - Diminishing waste and squandering natural substances - Diminishing renunciation, non-attendance and deferrals in work - Diminish pressure and strain of work - Diminish client disappointment - Forestall redundancies 	<p>devotion</p> <ul style="list-style-type: none"> - Make a feeling of 'us' and special character. - Serious level of resistance towards others - Extended open doors with the expectation of complimentary articulation of feeling and feelings and internal contemplations - Increment the serene relations between bosses and subordinates among partners - To expand inspiration and interest to work
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CONCLUSION

By and large it tends to be said to lay out a participatory dynamic framework requires measures which leader supervisors ought to think about them. Build up the objectives, values and needs, information move, characterize liabilities, cutoff points and assumptions, characterized decision-making process, preparing program investment, adapted to authoritative conditions, making a culture of interest, explaining construction of investment are requirements that is vital in the outcome of participatory dynamic framework. To move along the nature of client assistance, the board should give put resources into the advancement of workers through the gig fulfillment of the representatives and with viable interest of workers could offer better types of assistance to clients. When representatives really take part in direction, they will have bound to hear remarks to work on the execution of administrations. At the point when senior administration pays attention to representative perspectives and acknowledged them, is fulfills for self-realization need in representatives and they have motivators to work hard to give the client assumptions. The expansion in business qualified, successful investment implies that Workers have a specific measure of occupation independence. When representatives have capacity to execution freely and come to key conclusion about client without the board endorsement. They have command over their work and hence will prompt work fulfillment.

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